UNIVERSITY SYSTEM
of **MARYLAND**

TOPIC: University of Maryland University College: Restructuring of Existing Area of Concentration in Public Relations to Master of Science in Strategic Communications

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, September 19, 2017

SUMMARY: The proposed restructuring and revision of the existing Area of Concentration in Public Relations to a freestanding M.S. in Strategic Communications will strengthen the curriculum and better align it with the needs of employers. This action will also clarify the content of the degree and simplify the pathway to completion, allowing for a better communication of the program outcomes to students and employers.

The proposed program is targeted towards those with academic and/or professional backgrounds in a communications related field. "These include early or mid-career individuals with experience in the military, public, or private sectors who desire to expand their knowledge and skill set in strategic communications, including public relations, crisis communications, and marketing communications in order to enhance their opportunities for advancement as independent practitioners, public affairs leaders in government organizations, and leaders in public relations at nonprofits or in commercial firms.

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 UMUC to offer the Master of Science in Strategic Communications.

COMMITTEE RECOMMENDATION: Approval	DATE: September 19, 2017
BOARD ACTION:	DATE:
SUBMITTED BY: Joann A. Boughman 301-445-1992	jboughman@usmd.edu

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland University College
_____
Institution Submitting Proposal

**Restructing of Existing Area of Concentration (A.O.C.) in Public Relations within the M.S. in Management
to
Master of Science in Strategic Communications**
_____
Title of Proposed Program

Master of Science	**Fall 2018**
Degree to be Awarded	Projected Implementation Date
	09.0902 (proposed new code)
	52.0201 (current code)
050602 (unchanged)	
Proposed HEGIS Code	Proposed CIP Code
The Graduate School	**Kathryn Klose, PhD, Vice Provost and Dean**
Department in which program will be located	Department Contact
(240) 684-2400	**kathryn.klose@umuc.edu**
Contact Phone Number	Contact E-Mail Address

_____   **9/8/17**
Signature of President or Designee   Date

University of Maryland University College
Master of Science in Public Relations

University of Maryland University College (UMUC) proposes to restructure and revise the existing Area of Concentration (A.O.C.) in Public Relations (HEGIS 050602; CIP 52.0201) within the Master of Science (M.S.) in Management. The change consists of removing and discontinuing the Public Relations curriculum from the M.S. in Management and restructuring the curriculum as a freestanding M.S. in Strategic Communications (HEGIS 050602; proposed new CIP 09.0902). The restructured M.S. program requires the successful completion of six 6-credit courses for a total of 36 semester hours of graduate-level coursework.

A. Centrality to Institutional Mission Statement and Planning Priorities

1. **Program description and alignment with mission**

   Consistent with the institutional purpose as stipulated by State statute (Md. Education Code Ann. § 13-101(2012)), the mission of UMUC is improving the lives of adult learners. UMUC will accomplish this by:

   (1) Operating as Maryland's open university, serving working adults, military servicemen and servicewomen and their families, and veterans who reside in Maryland, across the United States, and around the world;

   (2) Providing our students with affordable, open access to valued, quality higher education; and

   (3) Serving as a recognized leader in career-relevant education, embracing innovation and change aligned with our purpose and sharing our perspectives and expertise.

   The purpose of restructuring the curriculum to create a freestanding M.S. in Strategic Communications is to 1) strengthen the curriculum and better align it with the needs of employers via competency-based teaching and learning approaches and 2) clarify the content of the degree and simplify the pathway to completion so that it can be more readily communicated to prospective and current students and employers.

   The current structure of having the A.O.C. in Public Relations nested within the M.S. in Management places an emphasis on the core coursework in general management rather than on the specific content of the concentration in Public Relations. The revised program structure benefits students and employers by more clearly focusing the content on the application of communications to facilitate the accomplishment of organizational strategic goals. As a result, UMUC will be better able to differentiate the degree from others within its portfolio of offerings and ensure the currency and relevancy of the curriculum relative to current workforce and employer demands.

The proposed M.S. in Strategic Communications program is aimed at those with academic and/or professional backgrounds in a communications related field. These include early or mid-career individuals with experience in the military, public, or private sectors who desire to expand their knowledge and skill set in strategic communications, including public relations, crisis communications and marketing communications in order to enhance their opportunities for advancement as independent practitioners, public affairs leaders in government organizations and leaders in public relations at nonprofits or in commercial firms.

The new program builds on the existing A.O.C. by recombining content of the existing three-credit courses to create a new series of six-credit courses, refining and adding content consistent with current industry practices and requisite knowledge and skills, and incorporating new delivery and assessment methods based on the principles of project- and competency-based pedagogy. The 6-credit hour structure reflects the increased workload required per course. The new series of six courses will present a simplified path to degree completion.

2. **Alignment with institutional strategic goals**

As the public state and national leader in distance and distributed education, UMUC awards associate's, bachelor's, master's and doctoral degrees, as well as undergraduate and post-baccalaureate certificates. The university's academic inventory offers programs that are core to any public university, but UMUC's mission to the adult student results in an emphasis on workforce relevant programs. Consequently, the university awards degrees and certificates in the arts and humanities, behavioral and social sciences, business and management, health-related fields, computing, education and technology, including degrees in fields facing critical shortages, such as cybersecurity, information assurance and graduate-level teacher training in STEM areas. As part of its emphasis on workforce needs, UMUC offers non-credit professional development programs such as those in executive leadership and hosts professional conferences and meetings that support the economic and societal needs of the State.

This proposal aligns with UMUC's mission by providing a learner-focused program based on leading-edge adult learning theory and curriculum design that addresses the needs of students and the community. The revised program is consistent with UMUC's commitment to offering current and relevant degrees that prepare students for the workforce. Students are given time to practice skills as they progress through formative instruction and engage in authentic assessment of learning. The program supports students' professional development with project-based opportunities to learn from employers and peers. The program model offers flexibility and continuing education and social opportunities to adults interested in refreshing and reshaping their career opportunities.

B. Adequacy of Curriculum Design and Delivery to Related Learning Outcomes

1. **Program requirements**

This program revision restructures and enhances the existing curriculum by incorporating teaching, learning, and assessment strategies that focus on students' development of concrete, job-related knowledge and skills. The revised curriculum is based on principles of competency- and performance-based learning. The required competencies comprising the program learning outcomes have been developed and verified with the help of academic experts and employers to create a curriculum and assessments related to the industry. The approach is learner-focused and authentic assessments are embedded in every step of the learning process. Through embedded assessments, students perform real-world authentic project-based tasks that guide and support them, and that require them to demonstrate their knowledge and skills as they work toward mastery. Students "learn by doing" and graduate better prepared for workplace opportunities.

As shown below, the revised M.S. in Strategic Communications (MSC) requires the completion of six 6-credit courses for a total of 36 credits. Core to the revised program is a 6-credit foundational course that is required for all graduate students and that covers essential intra- and interpersonal competencies required for successful graduate work and identified by employers as highly desirable in graduates. This course includes the core competencies of written and oral communications, critical thinking, quantitative reasoning and leadership. The remaining five 6-credit courses build on the foundation to complete the degree, keeping the total number of credits the same as in the original offering. This revised program represents UMUC's commitment to offering current and relevant degrees to its students.

Course descriptions are presented in Appendix A.

Required courses for the M.S. in Public Relations:

- DCL 600 Decisive Thinking, Communicating, and Leading (6)
- MSC 610 Foundations of Strategic Communications (6)
- MSC 620 Communications Techniques and Tactics (6)
- MSC 630 Communications Leadership and Management (6)
- MSC 640 Crisis Communications Management(6)
- MSC 670 Communications Campaigns (6)

2. **Educational objectives and student learning outcomes**

Through completion of the foundational course (DCL 600), students who complete the M.S. in Strategic Communications will be able to:

- Communicate clearly both orally and in writing.
- Apply logical processes to formulate clear, defensible ideas and to draw conclusions based on the consideration of ethical implications.
- Use mathematical information, operations and quantitative analyses to solve problems and inform decision-making.

- Lead, facilitate, and collaborate with a variety of individuals and diverse teams to achieve organizational objectives.

Through completion of the sequential MSC courses, students who complete the M.S. in Strategic Communications will be able to:

- Apply concepts and theories governing the practice of strategic communications, including public relations and related fields, to produce and assess the effectiveness of ethically sound communications strategies as well as written and digital products in industry-accepted formats.
- Utilize best practices and an understanding of journalists' expectations to plan, conduct and assess media relations activities; also apply best practices to create and assess an effective internal communications program.
- Organize to lead strategic communications operations, including the application of leadership and financial best practices to assess efforts and assist corporate officers' decision-making; also to manage up, down, and across organizational structures, including between PR, marketing and advertising elements in an integrated environment.
- Identify and prioritize organizational risks; plan and assess communications during a crisis.
- Create a communications campaign that supports organizational goals and objectives.

3. **General education requirements**

   Not applicable.

4. **Specialized accreditation or graduate certification requirements**

   Not applicable.

5. **Contractual agreement with other institutions**
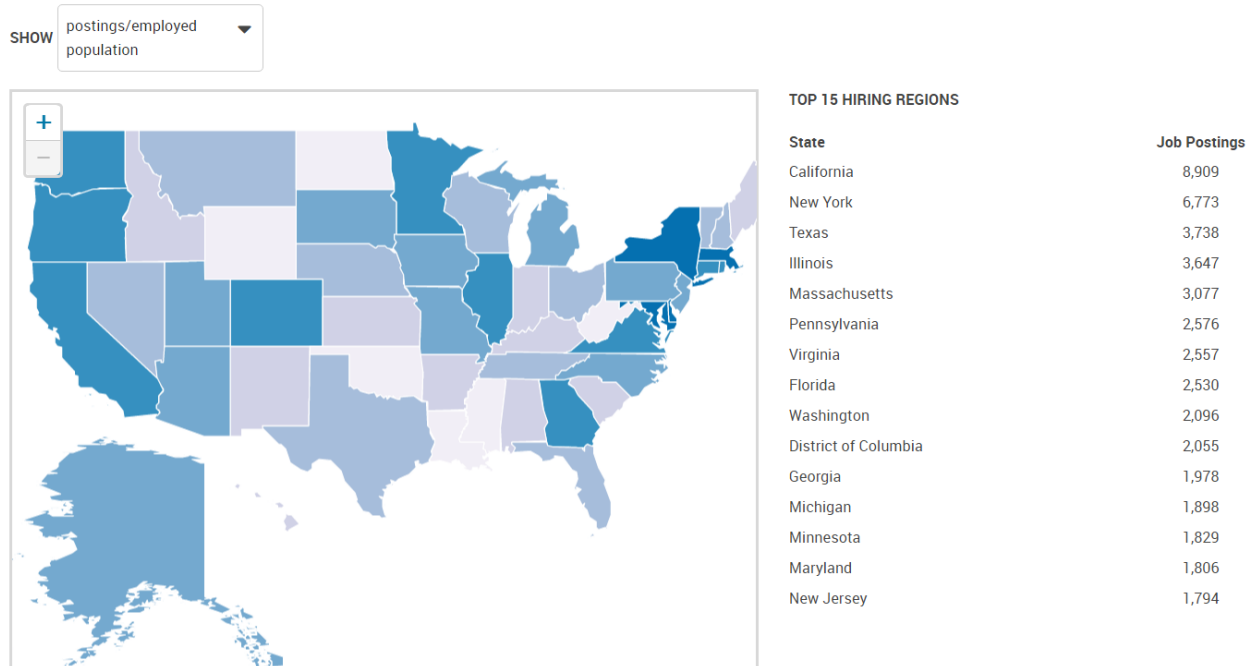
   Not applicable.

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

1. **Demand and need for the program**

   Burning Glass' Labor Insight/Jobs database, which searches job postings in a particular field based on SOC (Standard Occupational Codes) and O*Net (a career exploration and job analysis tool sponsored by the U.S. Department of Labor, Employment & Training Administration)

codes, provides evidence as to the demand for this program in the Maryland region. A recent

What are the top locations for these jobs?

SHOW [postings/employed population ▼]

TOP 15 HIRING REGIONS	
State	**Job Postings**
California	8,909
New York	6,773
Texas	3,738
Illinois	3,647
Massachusetts	3,077
Pennsylvania	2,576
Virginia	2,557
Florida	2,530
Washington	2,096
District of Columbia	2,055
Georgia	1,978
Michigan	1,898
Minnesota	1,829
Maryland	1,806
New Jersey	1,794

analysis based on SOC codes revealed the following findings:[1]

- In the past 12 months, 1,806 job postings have been listed for the Public Relations-related occupational titles as shown in figure 1 below. That reflects 7.08 postings per 10, 000 Marylanders employed.
- The demand for these jobs is higher than average.

Figure 1. Geographic Profile for Public Relations Related Occupations

Botan (1997)[2] suggests that strategic communication applies to planned communications campaigns that use research to identify a problem or issue, relevant publics, and measurable goals and objectives, the essence of public relations. Hallahan, et al (2007)[3] says, "Various professional fields engage in the development, dissemination, and assessment of communications on behalf of organizations and causes. These disciplines include, but are not limited to, management, marketing, advertising, and public relations (pp. 3-4)." He notes that

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[1] Source: Burning Glass Labor Insights, laborinsight.burning-glass.com/jobs/us#/reports/display?id=1&random=916bfc53c9095d061b757f6beb9f6c2c, retrieved July 25, 2017.

[2] Botan, C., 1997. Ethics in strategic communication campaigns: the case for a new approach to public relations. *The journal of business communication*. 34(2). Pp. 188-202.

[3] Hallahan, K., Holtzhausen, D., van Ruler, B., Vercic, D., and Sriramesh, K. 2007. Defining strategic communication. *International journal of strategic communication.* 1(1). Pp. 3-35.

while the disciplines may be focused on different activities, "all of these disciplines involve the [organization], defined in its broadest sense, communicating purposefully to advance its mission (p. 4)." Finally, Hallahan et al (2007) says, "In an array of other uses, strategic communication has been used synonymously for public relations (Kaplan, 1991; White & Mazur, 1995), but also to redefine political persuasion (Johnson-Cartee & Copeland, 2004), to promote litigation advocacy services (Decision Quest, 2005), to characterize crisis communications (Ray, 1999), and to promote brand building (Temporal, 2001, pp. 211–231). Strategic communication also is the focus of the newest generation of communication audits (Downs & Adrian, 2004)." Strategic communications, thus, encompasses public relations and extends its application to the integrated environment of modern communications problem solving.

The Commission on Public Relations Education's October 2012 report, "Standards for a Master's Degree in Public Relations: Educating for Complexity,"[4] notes that today's business environment "has become increasingly complex and poses myriad challenges for public relations practitioners who must have a detailed understanding of the forces that affect organizations; that influence commercial, institutional and political trends; and that shape society. Today's practitioners, especially those in management positions, must possess the ability to conduct research and to think strategically in every situation (p. 5)." The Commission also notes that a professional masters program should teach "…the nuances of public relations and management techniques as well as leadership, business and communication skills (p. 5)."

This curriculum, then, while drawing on its predecessor's deep connection to public relations, deepens exposure to traditional and digital communications techniques, communications office management issues, public relations in marketing efforts and analysis techniques for evaluating communications projects.

The Commission further notes that since 2000, "the number of master's degree public relations education programs in the United States has grown from 26 to 75 (when the Commission's research was completed in 2011)." The report also notes that market demand is the primary driver of this growth, but that there are many "supply" drivers as well. For example, as the journalism and mass media career fields go through significant change, "enrollments in these curricula have dropped dramatically." We expect that many students who traditionally looked at those majors will now look at public relations as a viable alternative.

With respect to increased demand, the report says, "[today's] business environment has become increasingly complex and poses myriad challenges for public relations practitioners who must have a detailed understanding of the forces that affect organizations; that influence commercial, institutional and political trends; and that shape society. Today's practitioners, especially those in management positions, must possess the ability to conduct research and to think strategically in every situation."

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[4] Commission on Public Relations Education. 2012. *Standards of a master's degree in public relations: educating for complexity*. Retrieved from http://www.commpred.org/_uploads/report5-full.pdf

In addition, an article entitled "The Contribution of Public Relations to Organizational Decision Making: Insights from the Literature"[5] discusses the different ways in which public relations practitioners contribute to organizational decision-making processes, showing different combinations of the roles of participator in decision making, and advisor, facilitator and disseminator of organizational decisions.

The Public Relations Society of America, in its *Business Case for Public Relations* body of work,[6] suggests that "Public relations is more vital than ever before, given the explosion of consumer engagement through new and social media, the collapse of reputation and trust in major institutions and the evolving needs and concerns of corporate CEOs. At the same time, though, the industry continues to suffer criticism at the hands of individuals who do not understand the practice and application of public relations."

Supply and demand issues aside, "advancements in technology and improvements in learning software have aided the growth of graduate programs. Of the 75 master's degree programs in the United States that were identified in research for [the Commission on Public Relations] study, eight were delivered totally online. Another four were delivered in a 'blended' or 'hybrid' model of short, on-campus residencies followed by independent study and distance learning. Some universities have had a long tradition of 'distance education,' particularly those institutions serving rural populations. For them, this growth is a natural extension of their outreach (*Standards for a Master's Degree in Public Relations: Educating for Complexity*[7])."

2. **Consistency with the Maryland State Plan for Post-Secondary Education**

The program revision is designed to meet present and future needs of the state, as identified in *Maryland Ready: The 2013-2017 Maryland State Plan for Post-Secondary Education (State Plan)*, by continuing to expand and enhance UMUC's offerings in STEM disciplines, a prominent goal for public institutions included in the *State Plan*. This program supports major goals in the *State Plan* in a number of specific ways:

- The program serves Goals 1 and 2 (Quality and Effectiveness and Access, Affordability and Completion) in the *State Plan* in that it is designed to support UMUC's overall mission to set a global standard for excellence and to be respected as a leader for affordable and accessible adult education programs. In addition, UMUC administers its programs to meet the goals of the Effectiveness and Efficiency Initiative of the University System of Maryland Board of Regents, by employing data-driven decision-making that ensures that academic programs offer high quality education at an affordable cost to broaden access.
- The program supports Goal 3 (Diversity) in the *State Plan* by offering access to education to diverse populations of students. As shown in Table 1 below, in 2014-2015, the current A.O.C. in Public Relations awarded 40% of its master's degrees to African-American students, compared to 19% for Maryland institutions as a whole. While only 2% of Public

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[5] Retrieved from https://www.prsa.org/Intelligence/PRJournal/index.html#.VbKoiHh2SvM.
[6] Retrieved from http://www.prsa.org/Intelligence/BusinessCase/#.VbKoLnh2SvN.
[7] Page 5. Retrieved from http://commpred.org/educatingforcomplexity/.

Relations degrees were awarded by UMUC to Hispanic students in 2013-2014, overall UMUC awarded 6% of its master's degrees to Hispanic students, compared to 4% for Maryland institutions as a whole. UMUC is committed to maintaining its position in serving the educational needs of minority students.

Table 1. Percentage of Master's Degrees Awarded to Selected Student Subpopulations, 2014-2015[8]			
% of Master's Degrees Awarded	Maryland Institutions in Total	UMUC, All Programs	UMUC, Current A.O.C. in Public Relations
Black/African American Students	18%	35%	45%
Hispanic/Latino Students	4%	6%	9%

- The program serves Goal 4 (Innovation) in the *State Plan*, as it is based on principles of competency- and performance-based learning that are at the forefront of developments in higher education. Competency-based learning is an outcomes-based approach to education that emphasizes what students should know and be able to do to be successful in their disciplines. The approach is learner-focused and authentic assessment (the measurement of what students have learned and the competencies students master) is embedded in every step of the learning process to assist students in building real-world job-relevant competencies in real-time. The revised program employs authentic assessments that are relevant to tasks that graduates will actually perform on the job; such projects serve as both the means of instruction and assessment of learning in the program. Enhanced learning resources and multiple means for supporting students as they progress through their learning experiences are to improve retention and student success. The methodology and the on-demand nature of the support are innovative in the field of higher education and online learning, and reflect current best practices in adult learning.

- The program serves Goal 5 (Economic Growth and Vitality) in the *State Plan*, in that it is designed to better align the competencies and skills of graduates to the needs of industry and employers. In developing the program revisions, program administrators met with employers and other experts to determine the competencies and skills desired in the workplace. This work resulted in a specific set of competencies for the degree program upon which learning outcomes and learning demonstrations (authentic assessments) were developed. Students will be evaluated based on their mastery of learning demonstrations. The Graduate School also conducted focus groups with employers to identify the intra- and interpersonal professional skills most desired in today's graduates and incorporated development of these skills into the curricula. These efforts ensure closer alignment of

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[8] Sources: 2016 MHEC Data Book,
http://mhec.maryland.gov/publications/Documents/Research/AnnualPublications/2016Databook.pdf

graduate skills and dispositions (attitudes) to employer needs than under prior learning models.

- The program serves Goal 6 (Data Use and Distribution) in the *State Plan*. The revision of the program toward a competency-based learning methodology places more emphasis on the monitoring of student and program progress across skills. Student performance will be monitored via well-vetted competency rubrics capable of reporting on areas of excellence and needs for improvement. Aggregated data can be used to inform short- and long-term improvement plans for students, programs and policies. Robust data systems will offer insights that may assist in identifying populations that need additional support and in closing achievement gaps for underrepresented populations.

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

1. **Market Demand**
   Table 2 below shows the employment outlook in Maryland for graduates of programs in fields aligned with the proposed program. The projected 10-year demand shown in Table 2 is drawn from the Maryland Department of Labor, Licensing, and Regulations (DLLR) employment projections for 2014-2024 and is based on the crosswalk of the Public Relations program's proposed CIP code (09.0902) and closely related CIP codes, along with the Bureau of Labor Statistics' Standard Occupational Codes (SOC). The definition of "total openings" as provided by DLLR is ". . . the estimate of the number of jobs that will arise from the need to replace workers who will die, retire, or permanently leave the occupation for other reasons over the projection period."[9]

Table 2: Employment Projections, Years 2012 and 2020, for Public Relations Related Occupations [10]						
SOC Code	Occupational Title	Base Number of Positions			Replacement Openings	Total Openings
		2014	2024	10-Yr Change		
27-3031	Public Relations Specialists	4,141	4,941	800	568	1,368
11-2031	Public Relations and Fundraising Managers	1,407	1,791	384	302	686
11-2011	Advertising, and Promotions Managers	563	642	79	173	252

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[9] Source: Maryland Department of Labor, Licensing, and Regulations, www.dllr.state.md.us/lmi/iandoproj/aboutnum2.shtml
[10] Source: Maryland Department of Labor, Licensing, and Regulations, www.dllr.state.md.us/lmi/iandoproj/occupationalprojectionsgroups.xls

Total Openings	6,111	7,373	1,263	1,043	2,306

The DLLR data demonstrate the potential for 2,306 new and additional positions in occupations for which the proposed program will prepare graduates.

Career opportunities for students graduating from the M.S. in Strategic Communications program include, among others:

- Director of Media Relations
- Director of Internal Communications
- Account Executive
- Public Relations Manager
- Public Affairs Manager
- Corporate Communications Manager
- Content Manager
- Communications Writer
- Promotions Manager
- Social Media Manager
- Internal Communications Manager
- Media Relations Manager

2. **Educational and training needs**

Public Relations Manager and Specialist jobs are classified by the U.S. Department of Labor as requiring extensive preparation and work-related skill and knowledge, most of which require at least a four-year bachelor's degree. Public Relations Managers and Specialists need to be proficient in communications and media, customer and personal service, and administration and management. These positions also demand strong skills in social perceptiveness, oral and written communication, oral and written comprehension, oral and written expression, and active listening. (Bureau of Labor Statistics, U.S. Department of Labor. *Occupational Outlook Handbook, 2016-17 Edition*).

3. **Prospective graduates**

The following enrollment projections are based upon expected completion of the program in two years, with students enrolling in an average of 18 semester hours per year. The existing program currently has 165 students enrolled. Those existing students will be given an opportunity to complete their degrees under the current curriculum and are not included in the table below.

Table 3: Projected Enrollments in Program, Years One through Five					
Projected Enrollment	Year One	Year Two	Year Three	Year Four	Year Five
First Year Students	25	30	35	40	45
Second Year Students	0	23	28	33	38

Total Students	25	53	63	73	83

It is anticipated that approximately 60-70 degrees will be awarded each year after the program is established and reaches steady state.

E. Reasonableness of Program Duplication

1. **Similar programs in the state**

As shown in Table 4, the MHEC academic program inventory and higher education trend data (http://data.mhec.state.md.us/macAux.asp#api) lists five master's-level programs in Maryland focused on communications and communications management.

TABLE 4: NUMBER OF DEGREES AWARDED, BY YEAR, IN COMMUNICATIONS MASTER'S DEGREE PROGRAMS IN MARYLAND[11]									
CIP Code	HEGIS	Institution	Credential	Program Title	Year				
					2012	2013	2014	2015	2016
090101	060101	Univ. of MD, College Park	Master's	Communication	5	0	2	5	8
090101	060105	Johns Hopkins University	Master's	Communication	108	92	83	102	94
090902	069903	Towson University	Master's	Communication Management	6	16	6	1	5
099999	069902	Bowie State	Master's	Organizational communications	27	25	12	24	47
090401	060200	Morgan State	Master's	Journalism	0	0	0	0	4

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[11]SOURCES: MHEC ACADEMIC PROGRAM INVENTORY, WWW.MHEC.STATE.MD.US/HIGHERED/HEPROGRAMS.ASP AND MHEC HIGHER EDUCATION TREND DATA, HTTP://DATA.MHEC.STATE.MD.US/MACAUX.ASP#API

Total	146	133	103	132	158
Cumulative Total over Five Years					672

The columns on the right of Table 4 show the annual number of degrees awarded by the master's programs in Maryland. These data show a total of 672 master's degrees in in the years 2012-2016. This level of degree production is insufficient to meet the market demand shown in the Maryland Department of Labor, Licensing, and Regulations employment projections presented in Table 2 above. In addition, Public Relations positions are classified by the Department of Labor[12] as green occupations, which offer a potential for increased employment demand.

2. Program justification

UMUC's Master of Science in Strategic Communications (MSC) differs from the University of Maryland, College Park's Master of Arts in Communication (MAC) as described below:

	UMUC, Master of Science in Strategic Communications (MSC)	UMCP, Master of Arts in Communication (MAC)
Degree Requirements and Structure (number of credits, a single required sequence vs. electives)	36 credits A single sequence of six 6-credit courses, no electives.	30 credits (degree conferred as part of progress toward Ph.D)
Delivery (onsite vs. online)	Online (asynchronous); no on site requirements	Onsite
Enrollment (Full-time vs. Part-Time)	Most students are part-time (6-credits per term)	Full-time
Admissions Requirements/Target Audience	UMUC is an open-admission institution. The program is designed for individuals aspiring to communications leadership roles. The target audience is working professionals and active and inactive military personnel and professionals from any	The MAC has specific admission criteria to include a GRE, a sample of scholarly writing, a statement of purpose and a description of research interests. The program does not admit into the master's program; the master's degree is awarded to students pursuing the Ph.D., who

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[12] Green Occupation: Public Relations Specialists, O*Net Online, http://www.onetonline.org/help/green/27-3031.00

	sector with mid-level management experience.	enter with a bachelor's degree, and satisfy the M.A. requirements by the end of their second year.
CIP Code	090902 - A program that focuses on the theories and methods for managing the media image of a business, organization, or individual and the communication process with stakeholders, constituencies, audiences, and the general public; and that prepares individuals to function as public relations assistants, technicians, and managers. Includes instruction in public relations theory; related principles of advertising, marketing, and journalism; message/image design; image management; special event management; media relations; community relations; public affairs; and internal communications.	090101 - A program that focuses on the scientific, humanistic, and critical study of human communication in a variety of formats, media, and contexts Includes instruction in the theory and practice of interpersonal, group, organizational, professional, and intercultural communication; speaking and listening; verbal and nonverbal interaction; rhetorical theory and criticism; performance studies; argumentation and persuasion; technologically mediated communication; popular culture; and various contextual applications.
Pedagogy and Learning Model	The curriculum is based on principles of competency- and performance-based learning and authentic assessments are embedded throughout; students "learn by doing" through scenario-based projects grounded in real-world situations and problems and using interactive tools and case studies which incorporate applied learning. Foundational to the program is a first course that covers the core competencies of written and oral communications, critical thinking, quantitative reasoning and leadership.	The MAC is a seminar-based learning model that focuses on preparing students for the Ph.D. and a career in academia.

	Five additional 6-credit courses for domain-specific competency and skills.	
Program Content	The MSC curriculum concentrates on applying theories of public relations and concepts in communications leadership and management. Coursework focuses on individual, team and organizational leadership and management, fiscal and performance-based ethical decision-making and assessment, communications planning, product development and implementation, crisis communications, and communications in a global environment. Each course offers practical experience for students to participate in workplace scenarios and apply their leadership and decision-making skills in communications activities that support organizational goals and objectives in an ethical manner.	The MAC curriculum takes as its intellectual focus the strategic use of discourse in the public sphere. Faculty members and graduate students in the Department pursue and produce research that spans a wide range of the Communication discipline, generally focused in three broad curriculum areas: Communication Science, Public Relations, and Rhetoric & Political Culture. The Department encourages applications for graduate study from students wishing to pursue interests identified within these foci.

Primary Points of Differentiation. The UMUC MSC program offers open admission in an applied learning model designed to reach working adults around the world. The program prepares students for senior communications leadership positions in public, private, non-profit and global business and government environments. The College Park MAC program focuses on Ph.D.-seeking students through onsite, research-intensive instruction and does not admit directly to the master's program.

UMUC's Master of Science in Strategic Communications (MSC) differs from the Johns Hopkins University's Master of Arts in Communication (JHU) as described below:

	UMUC, Master of Science in Strategic Communications (MSC)	Johns Hopkins University, Master of Arts in Ccommunication (JHU)
Degree Requirements and Structure (number of credits, a single required sequence vs. electives)	36 credits A single sequence of six 6-credit courses, no electives	Master of Arts in communication, with a concentration in Public and Media Relations, 30 credits, students must follow either a strategic planning or research track plus three elective courses in the area of concentration.
Delivery (onsite vs. online)	Online (asynchronous); no on site requirements	Onsite or online. (JHU indicates that it does not guarantee that a particular course will be offered online in any given semester.)
Enrollment (Full-time vs. Part-Time)	Most students are part-time (6 credits per term)	Part-time or full-time
Admissions Requirements/Target Audience	UMUC is an open-admission institution. The program is designed for individuals aspiring to communications leadership roles. The target audience is working professionals and active and in-active military personnel and professionals from any sector with mid-level management experience.	JHU admission policy requires a minimum 3.0 GPA, strong writing skills and a history of relevant coursework or professional experience. GRE score may be required for applicants with less than 3.0 GPA and less than five years of experience. The target audience for this program is individuals with degrees in communications or practicing communicators.
CIP Code	090902 - A program that focuses on the theories and methods for managing the media image of a business, organization, or individual and	090101 - A program that focuses on the scientific, humanistic, and critical study of human communication in a variety of formats, media, and contexts

	the communication process with stakeholders, constituencies, audiences, and the general public; and that prepares individuals to function as public relations assistants, technicians, and managers Includes instruction in public relations theory; related principles of advertising, marketing, and journalism; message/image design; image management; special event management; media relations; community relations; public affairs; and internal communications.	Includes instruction in the theory and practice of interpersonal, group, organizational, professional, and intercultural communication; speaking and listening; verbal and nonverbal interaction; rhetorical theory and criticism; performance studies; argumentation and persuasion; technologically mediated communication; popular culture; and various contextual applications.
Pedagogy and Learning Model	The curriculum is based on principles of competency- and performance-based learning and authentic assessments are embedded throughout; students "learn by doing" through scenario-based projects grounded in real-world situations and problems and using interactive tools and case studies which incorporate applied learning. Foundational to the program is a first course that covers the core competencies of written and oral communications, critical thinking, quantitative reasoning and leadership. Five additional 6-credit courses for domain-specific competency and skills.	The JHU is a seminar-based learning model that provide practical and applied knowledge class lectures, in-class activities, guest speakers, readings and assignments that engage students in-person and online, by having them tackle real-life communication issues, develop usable communication skills, and build a strong portfolio. Strategic-planning students complete the Practicum course during their last semester. This optional core course offers a culminating experience that helps students integrate new or enhanced capabilities into a significant evidence-based project relevant to their profession.

Program Content	The MSC curriculum concentrates on applying theories of public relations and concepts in communications leadership and management. Coursework focuses on individual, team and organizational leadership and management, fiscal and performance-based ethical decision-making and assessment, communications planning, product development and implementation, crisis communications, and communications in a global environment. Each course offers practical experience for students to participate in workplace scenarios and apply their leadership and decision-making skills in communications activities that support organizational goals and objectives in an ethical manner.	JHU Students have the option of following a strategic planning or research track. Strategic-planning-track and research-track students must complete Research and Writing Methods during their first semester and before enrolling in any core courses. Core courses fall within the Informing Practice Through Research and Applied Research for Communication Professionals groups. Students are not required to specify a concentration. Courses include public relations, media relations, crisis communication, and strategic communication program management.

Primary Points of Differentiation. The UMUC MSC program offers open admission in an applied learning model designed to reach working adults around the world. The program prepares students for senior communications leadership positions in public, private, non-profit and global business and government environments. The JHU program has specific admission criteria, and there are significant cost differences between the programs: JHU courses are about $1,740 per credit for part-time students; courses at UMUC are $458 per credit for residents and $659 per credit for non-residents and fully 55% of public relations program students receive financial aid of some kind, furthering lowering the cost of a UMUC degree. Finally, the UMUC program emphasizes leadership and management while the JHU program emphasizes strategic planning and research.

UMUC's Master of Science in Strategic Communications (MSC) differs from the Towson University Master of Science in Communications Management (TOW) as described below:

	UMUC, Master of Science in Strategic Communications (MSC)	Towson University, Master of Science in Communication Management (TOW)
Degree Requirements and Structure (number of credits, a single required sequence vs. electives)	36 credits A single sequence of six 6-credit courses, no electives	36 credits Thesis and non-thesis tracks. Students complete 15 units of required courses. Thesis students complete 15 units of electives and 6 units of thesis coursework. Non-thesis students complete 21 units of electives and take 3 comprehensive exams. A minimum of 27 units must be earned at the 600-800 levels.
Delivery (onsite vs. online)	Online (asynchronous); no on site requirements	Onsite
Enrollment (Full-time vs. Part-Time)	Most students are part-time (6 credits per term)	Part-time or full-time
Admissions Requirements/Target Audience	UMUC is an open-admission institution. The program is designed for individuals aspiring to communications leadership roles. The target audience is working professionals and active duty military personnel and professionals with mid-level management experience.	TOW admission policy is competitive. A bachelor's degree from a regionally accredited college or university is required with at least 24 units of related course work in one or a combination of the following fields: mass communication, public relations, advertising or communication studies. Additionally, applicants are required to have at least one advanced writing course, a research methods course, or a basic statistics course that is documented by the student and approved by the program director. Students without an undergraduate research methods course may take

		Towson University's MATH 231 course, which is an approved statistics course for this requirement.) Further, applicants must have a GPA of 3.00 or higher for full admission. The target audience for this program is individuals with degrees in communications or practicing communicators. The program is designed for both career-oriented individuals who want to advance in their chosen fields and for students who intend to pursue further graduate studies.
CIP Code	090902 (same) - A program that focuses on the theories and methods for managing the media image of a business, organization, or individual and the communication process with stakeholders, constituencies, audiences, and the general public; and that prepares individuals to function as public relations assistants, technicians, and managers Includes instruction in public relations theory; related principles of advertising, marketing, and journalism; message/image design; image management; special event management; media relations; community relations; public affairs; and internal communications.	090902 (same) - A program that focuses on the theories and methods for managing the media image of a business, organization, or individual and the communication process with stakeholders, constituencies, audiences, and the general public; and that prepares individuals to function as public relations assistants, technicians, and managers Includes instruction in public relations theory; related principles of advertising, marketing, and journalism; message/image design; image management; special event management; media relations; community relations; public affairs; and internal communications.
Pedgaogy and Learning Model	The curriculum is based on principles of competency- and performance-based learning and authentic assessments are embedded throughout;	The TOW indicates a seminar-based learning model that focuses on both internal and external organizational communication with a mix of

	students "learn by doing" through scenario-based projects grounded in real-world situations and problems and using interactive tools and case studies which incorporate applied learning. Foundational to the program is a first course that covers the core competencies of written and oral communications, critical thinking, quantitative reasoning and leadership. Five additional 6-credit courses for domain-specific competency and skills.	communication domain and research-oriented coursework. Lab work is used to provide media production and editing practice.
Program Content	The MSC curriculum concentrates on applying theories of public relations and concepts in communications leadership and management. Coursework focuses on individual, team and organizational leadership and management, fiscal and performance-based ethical decision-making and assessment, communications planning, product development and implementation, crisis communications, and communications in a global environment. Each course offers practical experience for students to participate in workplace scenarios and apply their leadership and decision-making skills in communications activities that support organizational goals and objectives in an ethical manner.	TOW program indicates a unique focus on strategic public relations and integrated communications. Sudents have the option of following a thesis or a comprehensive exam track. There are five required courses including communications theory, quantitative and qualitative research and cultural aspects of communications. Students may elect to take a course in consulting; elements of the elective PRWR 619 course include study of organizational design design, though its difficult to tell if its focused on public relations team organization and leadersh;elective COMM 519; design; electives MEDIA 533 and PHIL 563 focus on ethics.

Primary Points of Differentiation. The UMUC MSC program offers open admission in an applied learning model designed to reach working adults around the world. The program prepares students for senior communications leadership positions in public, private, non-profit and global business and government environments. The TOW program has specific admission criteria, is fully onsite and has a unique focus on strategic public relations and integrated communications. Additionally, while both programs emphasize strategic applied content, the TOW program seeks to help students gain the knowledge, skills, and abilities required to research, plan, implement and evaluate communications activities. These are areas covered in the UMUC MSC program; however, the UMUC MSC's unifying focus is on communications leadership, management, fiscal and performance-based decision-making for mid- and senior level practitioners.

UMUC's Master of Science in Strategic Communications (MSC) differs from the Bowie State University (BOW) Master of Arts in Journalism as described below:

	UMUC M.S. in Strategic Communications (MSC)	Bowie State University M.A. in Organizational Communications (BOW)
Degree Requirements and Structure (number of credits, a single required sequence vs. electives)	36 credits
A single sequence of six 6-credit courses, no electives	36 hours, includes core courses (15 credit hours); development of expertise in a specific concentration is possible by choosing additional non-core courses (15 credit hours) and six credit hours of courses from other graduate level offerings outside the program.
Delivery (onsite vs. online)	Online (asynchronous); no on site requirements	Onsite; classes are offered in the evening from 5:30 p.m.
Enrollment (full-time vs. part-time)	Most students are part-time (6 credits per term)	Part-time or full-time
Admissions Requirements/Target Audience	UMUC is an open-admission institution. The program is designed for individuals aspiring to communications leadership roles. The target audience is working professionals and active and in-active military personnel and professionals with mid-level management experience.	Applicants must hold a bachelor's degree from a regionally accredited institution and have a cumulative grade point average of 2.5 or better (on a 4.0 point scale). Some applicants must also provide a self statement and three letters of recommendation.

CIP Code	090902 - A program that focuses on the theories and methods for managing the media image of a business, organization, or individual and the communication process with stakeholders, constituencies, audiences, and the general public; and that prepares individuals to function as public relations assistants, technicians, and managers Includes instruction in public relations theory; related principles of advertising, marketing, and journalism; message/image design; image management; special event management; media relations; community relations; public affairs; and internal communications.	099999 - Any instructional program in communication, journalism, and related fields not covered by other CIP Codes.
Pedagogy and Learning Model	The curriculum is based on principles of competency- and performance-based learning and authentic assessments are embedded throughout; students "learn by doing" through scenario-based projects grounded in real-world situations and problems and using interactive simulation tools and case studies which incorporate applied learning. Foundational to the program is a first course that covers the core competencies of written and oral communications, critical thinking, quantitative reasoning and leadership.	Graduates from this program are prepared for careers in public policy, public relations, public affairs, telecommunications, communications management, communications consultancy, organizational development, organizational publications, research, and other fields needed by a wide range of organizations. Furthermore, the program also prepares graduates for doctoral degree study in human communications and related fields of study.

	Five additional 6-credit courses for domain-specific competency and skills.	
Program Content	The MSC curriculum concentrates on applying theories of public relations and concepts in communications leadership and management. Coursework focuses on individual, team and organizational leadership and management, fiscal and performance-based ethical decision-making and assessment, communications planning, product development and implementation, crisis communications, and communications in a global environment. Each course offers practical experience for students to participate in workplace scenarios and apply their leadership and decision-making skills in communications activities that support organizational goals and objectives in an ethical manner.	The BOW curriculum uses an onsite instructional model and offers a lockstep format designed to provide a foundation in managerial and analytical techniques. Students take five core courses and then select 15 hours of communications electives to develop expertise in a specific concentration and six hours of electives outside the program.

Primary Points of Differentiation: The UMUC MSC program offers open admission in an applied learning model designed to reach working adults around the world. The program prepares students for senior communications leadership positions in public, private, non-profit and global business and government environments. The BOW program includes a specific GPA requirement and uses an onsite instructional model. The UMUC MSC program emphasizes strategic applied content and focuses on developing operational leadership, management, fiscal and performance-based ethical decision-making capabilities expected from mid- and senior level communications practitioners. The Bowie State BOW program educates students broadly for careers in public policy, public relations, public affairs, telecommunications, communications management, communications consultancy, organizational development, organizational publications, research, and other fields needed by a wide range of organizations. The BOW public affairs communication concentration (the closest curriculum to the UMUC proposed program) is topically focused on communication within the staff function of organizational leadership and change. In contrast, the UMUC MSC focuses on the operational leadership of strategic communications teams (leadership and management do not appear to be among the BOW program's primary objectives). The BOW program also emphasizes preparation for doctoral study, including a focus on communication

theory and scholarly methodology, contrasting to UMUC's focus on leadership in the practice of communications.

UMUC's Master of Science in Strategic Communications (MSC) differs fundamentally from the Morgan State University (MOR) Master of Arts in Journalism as described below:

	UMUC M.S. in Strategic Communications (MSC)	Morgan State University M.A. in Journalism (MOR)
Degree Requirements and Structure (number of credits, a single required sequence vs. electives)	36 credits A single sequence of six 6-credit courses, no electives	36 credits, 9 credits of core courses required of all students in the program, 15 credit hours in the discipline, 9 course credits in a single discipline outside of the SGJC and a 3 credit Master's Project.
Delivery (onsite vs. online)	Online (asynchronous); no on site requirements	Onsite
Enrollment (full-time vs. part-time)	Most students are part-time (6 credits per term)	Part-time or full-time.
Admissions Requirements/Target Audience	UMUC is an open-admission institution. The program is designed for individuals aspiring to communications leadership roles. The target audience is working professionals and active and in-active military personnel and professionals with mid-level management experience.	Applicants must hold a bachelor's degree from a regionally accredited institution and have a cumulative grade point average of 3.0 or better (on a 4.0 point scale); students with an undergraduate cumulative GPA of between 2.5 and 2.99 may be considered for conditional admission; recommendations from three practicing journalism, other professionals or academicians; applicants also must submit a portfolio of professional writing, which may include print, broadcast or digital samples, with a combination of such samples from a variety of media being preferred.

CIP Code	090902 - A program that focuses on the theories and methods for managing the media image of a business, organization, or individual and the communication process with stakeholders, constituencies, audiences, and the general public; and that prepares individuals to function as public relations assistants, technicians, and managers Includes instruction in public relations theory; related principles of advertising, marketing, and journalism; message/image design; image management; special event management; media relations; community relations; public affairs; and internal communications.	090401- A program that focuses on the theory and practice of gathering, processing, and delivering news and that prepares individuals to be professional print journalists, news editors, and news managers. Includes instruction in news writing and editing; reporting; photojournalism; layout and graphic design; journalism law and policy; professional standards and ethics; research methods; and journalism history and criticism.
Pedagogy and Learning Model	The curriculum is based on principles of competency- and performance-based learning and authentic assessments are embedded throughout; students "learn by doing" through scenario-based projects grounded in real-world situations and problems and using interactive simulation tools and case studies which incorporate applied learning. Foundational to the program is a first course that covers the core competencies of written and oral communications, critical thinking, quantitative reasoning and leadership. Five additional 6-credit courses for domain-specific competency and skills.	The MOR program uses onsite instructional model aligned with its focus on journalism, an adjacent but separate field from communications. The program requires students to write and edit for various delivery platforms, including print and online media, social media, mobile applications and other delivery systems used for reporting the news. Moreover, the program requires students to record and edit audio and video material for use across all media platforms. Students enhance their newsgathering and reporting skills through advanced journalism courses and immersion in a specific area of reportorial interest.
Program Content	The MSC curriculum concentrates on applying	The Master of Arts in Journalism is an advanced program that is

	theories of public relations and concepts in communications leadership and management. Coursework focuses on individual, team and organizational leadership and management, fiscal and performance-based ethical decision-making and assessment, communications planning, product development and implementation, crisis communications, and communications in a global environment. Each course offers practical experience for students to participate in workplace scenarios and apply their leadership and decision-making skills in communications activities that support organizational goals and objectives in an ethical manner.	solidly grounded in knowledge-based journalism, which is multi-disciplinary and designed to train future journalists to undertake in-depth reporting on the kinds of complex issues facing today's world. Such areas could include, but would not be limited to political/social policy, arts and culture, international relations, business and economics, science and technology, health, environmental issues, urban planning, etc. Core courses include writing, research and ethics.
Primary Points of Differentiation. As the CIP codes indicate, the programs focus on different professional fields (communications for UMUC, journalism for MOR). The UMUC MSC program offers open admission in an applied learning model designed to reach working adults around the world. The program prepares students for senior communications leadership positions in public, private, non-profit and global business and government environments. The MOR program focuses on preparing journalists.		

F. Relevance to Historically Black Institutions (HBIs)

A search of the MHEC inventory of approved academic programs in Maryland suggests that two of the four Historically Black Institutions in Maryland (Bowie State University, Coppin State University, University of Maryland Eastern Shore, and Morgan State University) have potentially related programs. As discussed above, Bowie State University's program appears to focus on organizational communications, telecommunications policy formulation and doctoral studies preparation although it does include non-core offerings in public relations and advertising. This focus contrasts with the UMUC focus on leading and managing strategic communications teams in practice. Morgan State University offers a masters in journalism, which prepares students for writing as journalists in media rather than for positions leading teams and advocating and persuading on behalf of clients. Thus, UMUC's proposed program will not impact on the uniqueness and institutional identities and missions of the HBIs, and will not harm these schools or other institutions in Maryland.

G. Evidence of Principles of Good Practice

The proposed program is offered fully online. UMUC's approach to online learning is to provide a highly interactive environment that supports the development of competencies in written and oral communication, critical thinking, quantitative reasoning, leadership and discipline knowledge – the five graduate learning areas identified as institutional-level learning outcomes by the university's *Institutional Plan for the Assessment of Student Learning* (http://www.umuc.edu/outcomes/upload/ipra-student-learning-outcomes.pdf).

1. **Curriculum and Instruction**
   UMUC is committed to providing the best online teaching and learning possible and to excellence in all of its programs. There is no difference in coherence, cohesiveness, or academic rigor between programs offered in traditional instructional formats and those offered online. Each program is designed to result in learning outcomes appropriate to the rigor and breadth of the program and all programs assess student achievement of defined learning outcomes through regular and formal assessment planning. Online and onsite courses and programs are fully aligned and integrated -- designed around the same learning outcomes and principles, overseen and taught by the same faculty, held to the same standards, and assessed in the same way.

   All of UMUC's online courses have been designed by faculty members in appropriate disciplines in collaboration with instructional designers and other experts in the field. Course learning outcomes and course descriptions are the same for every section of the course. The learning outcomes for each course are the foundation of the course; the teaching and learning activities, assessments and content of the course are in alignment with the outcomes and provide a clear pathway for mastery of the outcomes.

2. **Role and Mission**
   All programs at UMUC are designed to be consistent with the mission of the institution. Each program has a mission and program outcomes aligned to the university mission as described in the catalog.

   All existing UMUC programs are subject to periodic academic program reviews, including the review of the appropriateness of the technology being used to meet a program's objectives. The schedule and results of academic periodic program reviews are reported to the University System of Maryland (USM).

3. **Faculty Support**
   All UMUC faculty are trained to teach online, including training in the use of the learning management system as well as in the pedagogy of distance education. Additionally, faculty have the opportunity for additional trainings throughout the course of their employment with UMUC. All faculty have 24/7 access to support services for both on-site and on-line courses, including the learning management system.

As part of their formal training, new graduate faculty become familiar with the expectations that The Graduate School has set for them as well as their students. Program Chairs, the administrators responsible for managing the faculty and all aspects of an academic program, reinforce these expectations in their regular reviews of and communications with their faculty.

Additional support is provided through workshops offered by the University's Faculty Development unit, as well as online coaching and mentoring programs for faculty (http://www.umuc.edu/faculty/facsupport/). UMUC's learning management system provides appropriate real-time and asynchronous interaction between faculty and students in online classes, as well as access to course materials and a wide array of online library resources. All online classes have conferences in which students interact with faculty and with each other.

4. **Students and Student Services**
   UMUC provides all students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies. Students have access to the complete range of student services available at UMUC in support of their distance education activities. All students are provided with the academic support they need to be successful in the online environment.

   The program builds on a 6-credit foundational course that provides a springboard for academic and professional success. Students begin to practice prerequisite skills related their professions, create beneficial social networks and presence, and develop and exercise moral and ethical decision-making. Through these activities, they refresh and refine their skills in communication, critical thinking, quantitative reasoning and team leadership.

   All advertising, recruiting, and admissions materials are the same for all students, and accurately represent programs and services available. Full information is available at www.UMUC.edu.

5. **Commitment to Support**
   In accordance with UMUC policies, the teaching effectiveness of all faculty is evaluated on an ongoing basis. Further, faculty research, publications and other forms of scholarship, as well as administrative, professional and service activities and contributions commensurate with the program, school and institution missions are considered as part of faculty promotion.

   Inherent in pursuit of the institutional mission and reflected in institutional business practices, UMUC is committed to investing the requisite resources to delivering high-quality academic programs that are directly career-relevant, and supporting the needs of students, employers and other stakeholders to continually review and refine those programs to facilitate student degree completion and career-readiness.

6. **Evaluation and Assessment**

Students have the opportunity to evaluate courses and faculty through a standard evaluation process. In addition, faculty are evaluated by their supervisors on a pre-determined schedule using a standard evaluation instrument employing direct observation.

Formal evaluation of student learning occurs within courses and programs via annual review of student performance in authentic learning demonstrations. Learning goals and competencies are aligned to learning demonstrations that comprise the curriculum. Annually, student performance across learning demonstrations is evaluated to determine where improvements may be required. Changes are made to curriculum and/or student support models. The process supports a continuous cycle of improvement.

Additional evaluation includes tracking of student retention, grade distributions and cost-effectiveness. Regular academic program reviews consider all factors related to academic quality, curriculum currency and relevance, student support and adequacy of facilities.

H. Adequacy of Faculty Resources

UMUC's model employs full-time faculty (known as collegiate faculty) in faculty leadership roles, such as Vice Deans and Program Chairs, who have responsibility for the overall intellectual coherence and integrity of the program. Other collegiate faculty teach and serve in other roles that maintain and support the academic programs, providing input into the design and content of the program and their courses.

This core group of collegiate faculty is small (about 10 percent of the total faculty). In keeping with UMUC's emphasis on workplace relevance, most teaching faculty are professionals in their field who teach part-time for UMUC. These adjunct faculty provide instruction for the great majority of courses at all levels and in all programs. This model is responsible for one of UMUC's greatest strengths: scholar-practitioner faculty who have solid academic credentials but continue to work outside the university, providing a continuous infusion of current workplace knowledge as well as maximum flexibility for adapting to changing student demand. In this way, UMUC supports students in a learning experience that is practical and relevant to today's competitive and evolving global marketplace. Many adjuncts have considerable experience with UMUC. As of 2015, the average longevity for an adjunct faculty member is six years, and 17 percent of current adjunct faculty have been with UMUC more than 10 years. Collegiate and adjunct faculty both hold academic rank and title, based on their academic qualifications and professional experience, including teaching experience at UMUC. Since 1996 UMUC has held a MHEC-approved waiver of the Code of Maryland (COMAR) requirements for total credit hours taught by full-time faculty (Appendix B).

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

> *UMUC intentionally seeks highly-qualified full-time and adjunct faculty who have hands-on experience in the disciplines they teach and who can leverage that experience to provide a richer*

learning experience for students. The university's mission to serve adult students is supported by adjunct faculty who are scholar-practitioners engaged daily in their profession. The ability to employ adjunct faculty is critical to UMUC's capacity to quickly deploy academic and continuing education programs in response to workforce-related needs. This entrepreneurship and flexibility in establishing new programs is particularly important to the university: given its history of very limited state support, the university's financial model is based on tuition revenues, and all programs must be self-supporting.[13]

Consistent with this model, UMUC has a substantial roster of faculty with expertise in disciplines related to public relations. A terminal degree is generally required to teach at the graduate level, although an occasional exception can be made in the case of an individual with a master's degree and exceptional professional credentials. Teaching effectiveness is monitored by class observation and student course evaluations. Because this revised degree is an expansion of an existing curriculum, the program already has an active unit of faculty prepared to teach courses in the revised curriculum. Table 5 below presents a partial list of faculty with their highest degree title, academic title/rank, and the courses they will teach:

Table 5: Faculty Resources				
Name	**Appointment Type and Rank**	**Terminal Degree and Field**	**Status**	**Course(s) to be Taught**
Kathleen Hogan	Collegiate Faculty, Associate Professor	PhD, Government	Full-time	DCL 600

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[13] Maryland Higher Education Commission (December 2015), Mission Statement Review: http://mhec.maryland.gov/institutions_training/Documents/acadaff/2016MissionStatementReview.pdf

Table 5: Faculty Resources

Name	Appointment Type and Rank	Terminal Degree and Field	Status	Course(s) to be Taught
Leah Tuite	Adjunct Faculty, Professor	PhD, Communications	Part-time	MSC 610
Mitchell Marovitz	Collegiate Faculty, Professor	PhD, Instructional Design	Full-time	MSC 620
Matthew Charles	Adjunct Faculty, Associate Professor	Doctor of Public Administration	Part-time	MSC 630
Walter Cason	Adjunct Faculty, Assistant Professor	Doctor of Management	Part-time	MSC 640
Amber Hutchins	Adjunct Faculty, Professor	PhD, Communications	Part-time	MSC 670

I. Adequacy of Library Resources

No new library resources are needed to serve the proposed program. The UMUC Library provides access to a vast array of library resources and services to UMUC students, faculty, and staff worldwide to meet their academic needs and include a wide and varied collection of journal articles, reports, case studies, and, in some instances, complete books available electronically via a comprehensive selection of online library databases. Library services include instruction, reference, electronic reserves, and document delivery for materials not otherwise available in the library databases. The UMUC Library relies on technology as its primary mechanism to provide online access to resources and services to UMUC's widely dispersed, nontraditional student population.

The curated collection of online academic research databases available to UMUC faculty and students provides access to hundreds of thousands of full text articles as well as reports, statistics, case studies, book chapters and complete books in a wide range of subject areas. In addition, students have access to the full text of dissertations and theses via the *ProQuest Dissertations and Theses* database. The Library assists faculty in providing links to Library materials directly in online classes.

The UMUC Library also offers other resources and services. UMUC students, faculty, and staff within the continental United States have access to more than ten million volumes in print from the 16-member University System of Maryland and Affiliated Institutions (USMAI) library consortium. The UMUC Library offers document delivery services to all UMUC students, faculty, and staff worldwide for a variety of materials, including journal articles and book chapters. UMUC's expanding collection of 75,000 electronic books (e-books) has significantly increased the ability to meet the needs of UMUC's global population.

The UMUC Library provides faculty and students with research assistance in creating search strategies, selecting relevant databases, and evaluating and citing resources in a variety of formats via its *Ask a Librarian* service at https://www.umuc.edu/library/libask/index.cfm, which includes 24/7 chat and e-mail. A guide to locating scholarly articles and using UMUC's library databases is available at http://www.umuc.edu/library/libhow/articles.cfm. The UMUC Library *OneSearch* tool allows users to simultaneously search for scholarly articles, books, and/or other research resources via a single search engine in most of the databases to which the UMUC Library subscribes, either directly or as additional resources (http://www.umuc.edu/library/index.cfm).

In addition, UMUC faculty can request customized library instruction sessions for both on-site and online classes, and can also add UMUC Library tutorials and materials to their learning management system classrooms and refer students to them through the Web gateway.

A librarian liaison assigned to each academic department assists faculty with resource identification and other program needs. The Subject Guides area of the library's Web site at http://www.umuc.edu/library/libresources/subjects.cfm provides a listing of resource guides for each subject area, with each guide containing relevant databases, Web sites, books, and other resources along with technical and citation assistance.

J. Adequacy of Facilities, Infrastructure, and Equipment

Existing resources related to facilities, infrastructure, and equipment are adequate to meet the program needs. This program draws on existing faculty who are currently equipped with the necessary facilities, resources and equipment. Further, the nature of UMUC's distance education delivery modality negates the need for any physical classroom or laboratory facilities.

K. Adequacy of Financial Resources

No new general funds are required for implementation of the proposed revision to this program. As shown in the following tables, the program is expected to be self-supporting from inception. If necessary, resources will be reallocated from the existing program to support the restructured program in year one. The financial tables that follow are based only on students entering the restructured program and do not include revenue and expenses related to the teach-out of students in the existing program.

Resources					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue	$312,300	$662,076	$786,996	$911,916	$1,036,836
a. # Students	25	53	63	73	83

+

	Year 1	Year 2	Year 3	Year 4	Year 5
b. Credit Hour Rate	$694	$694	$694	$694	$694
c. Credit Hours per student per year	18	18	18	18	18
d. Total Tuition Revenue (a x b x c)	$312,300	$662,076	$786,996	$911,916	$1,036,836
3. Grants, Contracts, & Other External Sources	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (Add 1 - 4)	$312,300	$662,076	$786,996	$911,916	$1,036,836

Expenditures					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Total Faculty Expenses (b + c below)	$45,756	$91,512	$114,390	$114,390	$137,268
a. Total sections taught	6	12	15	15	18
b. Total Salary (Adjunct faculty salary at average of $7626 per 6-credit course)[14]	$45,756	$91,512	$114,390	$114,390	$137,268
c. Total Benefits	N/A	N/A	N/A	N/A	N/A
2. Total Administrative Staff Expenses (b + c below)	$25,300	$25,300	$25,300	$25,300	$25,300
a. # FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary	$20,000	$20,000	$20,000	$20,000	$20,000
c. Total Benefits (26.5%)	$5,300	$5,300	$5,300	$5,300	$5,300
3. Total Support Staff Expenses (b + c below)	$12,650	$12,650	$12,650	$12,650	$12,650
a. # FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary	$10,000	$10,000	$10,000	$10,000	$10,000
c. Total Benefits (26.5%)	$2,650	$2,650	$2,650	$2,650	$2,650
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0

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[14] This field has been modified from #FTE to the total number of program course sections taught per year, consistent with UMUC's faculty model.

7. Other Expenses (Course development, marketing, overhead)	$35,000	$35,000	$25,000	$25,000	$25,000
TOTAL (Add 1 - 7)	**$118,706**	**$164,462**	**$177,340**	**$177,340**	**$200,218**

L. Adequacy of provisions for evaluation of program

As discussed above under "Evaluation and Assessment," all UMUC programs are subject to comprehensive and multi-pronged evaluations. These include course and faculty assessment, program-specific student-level competency assessment, institution-wide student learning outcomes, and program outcomes among others. Assessment is a dynamic and engaged process at UMUC; the university's Assessment Steering Committee provides coordination and advisement, and disseminates best practices throughout the institution. Faculty, administrators, and the Office of Accreditation, Compliance and Reporting in the Provost's Office collaborate to implement assessment activities, review results and make appropriate resource, curriculum or other modifications accordingly.

M. Consistency with the State's minority student achievement goals

UMUC seeks to reflect the diversity of the global community within which it exists. Cultural differences are recognized, valued, and considered essential to the educational process. UMUC provides an academic environment in which diversity is not only articulated as one of the institutional core values, but it is reflected in the University's ethnically and racially diverse student body and its proven record of providing higher education access to minority students.

- As of Fall 2015, 44% of all undergraduate students and 51% of all graduate students are minority students*.
- Additionally, UMUC enrolls more African American students (14,348) than any other institution in Maryland, including any single one of the four Maryland HBIs. Morgan State University is second with 6,280 African American students[15].
- In Fiscal Year 2016, 41% of bachelor's degrees, 50% of master's degrees, and 39% of doctoral degrees were awarded to minority students*.
- Annually, UMUC awards more degrees to African American students than any other Maryland institution, including the four Maryland HBIs in Maryland.

Minority students is defined here as Blacks/African Americans, Latino/Hispanics, Asian, Pacific Islander, and Native Americans, plus those of two or more races.

N. Relationship to low productivity programs identified by the Commission

Not applicable.

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[15] Source: 2016 MHEC Data Book,
http://mhec.maryland.gov/publications/Documents/Research/AnnualPublications/2016Databook.pdf

Appendix A
Course Descriptions

Required Foundation Course

DCL 600 Decisive Thinking, Communicating, and Leading (6)
(Required for new graduate students.) Prepare for academic and professional success
by developing skills that employers want in their employees. Explore your area of study to learn how it
connects with your career aspirations, create a professional social network presence, and use
critical thinking to inform decisions. Improve and refine your skills in communication, critical thinking,
quantitative reasoning, and team leadership. Hone your professional writing and oral communication
skills to produce effective presentations and become proficient with spreadsheets, collaboration tools,
and other professional software.

Required Program Courses

MSC 610 Foundations of Strategic Communications (6)
Prerequisite: DCL 600. Acquire foundational skills in strategic communications, including effective
writing targeted to different audiences and media, fundamental research, planning, execution and
assessment of a communications plan. Become familiar with the public relations, marketing and
advertising industries, their practices, theoretical and ethical foundations, and the role of strategic
communications in each.

MSC 620 Communications Techniques and Tactics (6)
Prerequisite: MPR 610. Develop internal and external communications strategies, and select and
produce appropriate communications tactics to execute them. Create internal communications that
focus on employee engagement, leadership, and change management. Exercise best practices in media
relations and social media product development.

MSC 630 Communications Leadership and Management (6)
Prerequisite: MPR 620. Practice advanced strategic communications decision-making in both national
and international contexts. Coordinate public relations efforts internally, particularly between marketing
and advertising departments. Master fundamental financial accounting and budgeting concepts
required for many communications campaigns in business, government, and the nonprofit sectors. Align
communications campaigns with organizational objectives. Follow global strategic communications
trends and legal and ethical issues.

MSC 640 Crisis Communications (6)
Prerequisite: MPR 630. Develop strategic responses, including crisis definition, issue management, and
crisis communications management, to crisis situations. Apply crisis communication theory, and
implement risk communication and reputation and image restoration best practices. Utilize appropriate
research methods to inform a crisis communications plan.

MSC 670 Capstone: Communications Campaigns (6)
Prerequisite: MPR 640. Assume the role of a corporate communications director and create a communications plan to support an organizational strategy for an existing organization. Conduct research; develop a problem statement; and identify campaign goals and objectives, audience segments, and messaging targeted to those segments. Create a communications strategy with tactics and timelines, evaluation plans, and a realistic budget.

Appendix B

90.2.1.001

cc: LEL
Bob J.

Robert L. Ehrlich, Jr.
Governor

Michael S. Steele
Lt. Governor

John J. Oliver, Jr.
Chairman

Calvin W. Burnett
Secretary of Higher Education

MHEC
Creating a state of achievement

MEMORANDUM

Office of the Provost
UMUC

JAN 1 0 2005

DATE: January 6, 2005

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

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

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

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

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

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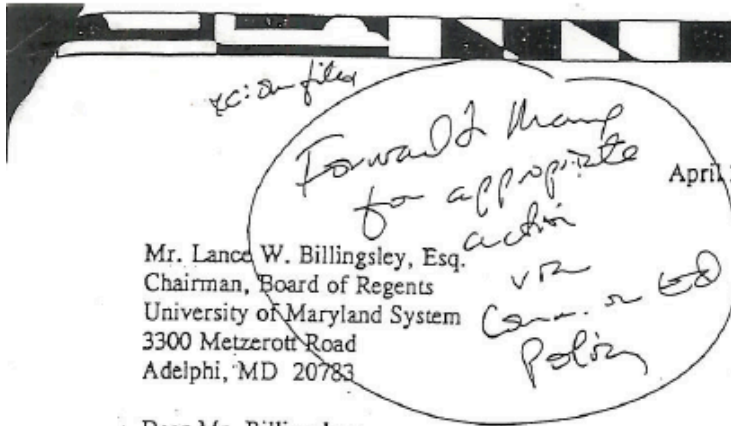
MJK:aaw
Enclosures

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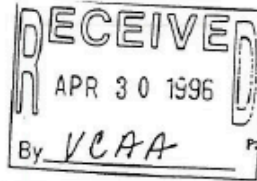839 Bestgate Rd. • Suite 400 • Annapolis, MD 21401-3013
T 410.260.4500 • 800.974.0203 • F 410.260.3200 • TTY for the Deaf 800.735.2258 • www.mhec.state.md.us

[handwritten: rc: on file]

[handwritten, circled: Forward to Mary for appropriate action VR Con. on BB Policy]

[stamp: RECEIVED APR 30 1996 By VCAA]

April 23, 1996

RECEIVED

APR 29 1996

OFFICE OF THE CHANCELLOR
THE UNIVERSITY OF MARYLAND
SYSTEM

Parris N. Glendening
Governor

Edward O. Clarke, Jr.
Chairman

Patricia S. Florestano
Secretary of
Higher Education

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

Dear Mr. Billingsley:

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

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

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

Sincerely,

Edward O. Clarke, Jr. (CT)

Edward O. Clarke, Jr.
Chairman

EOC:PSF:JAS:ds

Enclosures

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

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