



BOARD OF REGENTS
University System of Maryland at Hagerstown
June 13, 2025

AGENDA FOR PUBLIC SESSION

8:00 A.M.

Call to Order Chair Gooden

Recognition of BOR Student Excellence Scholarship Recipients Chair Gooden

1. Academics, Scholarship, and Research: Mr. Sulayman Khan - UMCP
2. Academics, Scholarship, and Research: Mr. Pavankumar Umashankar - UMBC
3. Academics, Scholarship, and Research: Mr. Aidan Patrick Wiley - UMB
4. Innovation and Creative Activity: Ms. Floralyn Leon Guerrero Villagomez - UMGC
5. Innovation and Creative Activity: Mr. Kevin Jili Tu - UMB
6. Innovation and Creative Activity: Ms. Julia AnnMarie Carlson - SU
7. Leadership and Advocacy: Ms. Imaan Shikoh - UMCP
8. Leadership and Advocacy: Ms. Jessica Brie Burstrem - UMBC
9. Leadership and Advocacy: Ms. Quyen Ha - UMBC
10. Outreach and Engagement: Mr. Abdulmajid Mansour Alrefaie - UMCES
11. Outreach and Engagement: Ms. Vicky Vazquez - SU
12. Outreach and Engagement: Ms. Amrutha Alibilli - UMCP

PUBLIC COMMENT

Welcome from USMH Executive Director Ashby

Educational Forum: Tackling Complexity: USM Research
at the Intersection of Science and Society Vice Chancellor Masucci

Chancellor's Report Chancellor Perman

1. Report of Councils

- | | |
|---|--------------|
| a. Council of University System Faculty | Dr. |
| Haverback | |
| b. Council of University System Staff | Dr. Patricio |
| c. Council of University System Presidents | President |
| Breaux | |
| d. University System of Maryland Student Council | Ms. Gambhir |

2. Consent Agenda Chair Gooden

- a. Committee of the Whole
 - i. Approval of meeting minutes from April 11, 2025, Public and Closed Sessions and Special Meeting minutes from May 12 and May 19, 2025 Public and Closed Sessions (action)
 - ii. Request for Temporary Exemption from a Clause in Policy on Undergraduate Admissions (action)
 - iii. 2025 Institutional Plans for Programs of Cultural Diversity (action)
- b. Committee on Advancement
 - i. Approval of meeting minutes from May 8, 2025, public and closed sessions (action)
- c. Committee on Education Policy & Student Life and Safety
 - i. Minutes from May 15, 2025 Public Session (action)
 - ii. Academic Program Proposals (action)
 - 1. Bowie State University: B.A. in Dance
 - 2. Bowie State University: B.S. in Artificial Intelligence
 - 3. Frostburg State University: Bachelor of Music
 - 4. Salisbury University: B.S. in Biochemistry and Molecular Biology
 - 5. University of Maryland, College Park: M.S. in Information
 - 6. University of Maryland, College Park: M.S. in Artificial Intelligence
 - 7. University of Maryland, College Park: B.A. in Global Culture and Thought
 - 8. University of Maryland, College Park: B.A. in Global and Foreign Policy
 - 9. University of Maryland, College Park: B.A. in Public Service Interpreting and Translation
 - 10. University of Maryland Eastern Shore: B.S. in Mathematics
 - 11. University of Maryland Eastern Shore: B.S. in Private Club and Resort Management
 - 12. University of Maryland Global Campus: M.S. in Applied A.I.
 - iii. Policy Review (action)
 - 1. III-6.10: Policy for the Numbering of Academic Courses
 - 2. III-5.00: Policy on Academic Calendar
 - iv. VIII-2.70—Policy on Student Classification for Admission and Tuition Purposes (information)
 - v. Policy on Student Refund After Withdrawal for Extenuating Circumstances (information)
 - vi. Campus Safety Reports (information)
 - vii. 2025-2026 EPSLS Agenda Brainstorming (information)
- d. Committee on Finance
 - i. Approval of meeting minutes from May 12, 2025, Public and Closed Sessions (action)
 - ii. Approval of meeting minutes from June 4, 2025, Public and Closed Sessions (action)
 - iii. FY 2026 System Funded Construction Program Request (action)
 - iv. University System of Maryland: Forty-Seventh Bond Resolution—Auxiliary Facility and Tuition Revenue Bonds (action)

- v. **University System of Maryland: Official Intent Resolution on Reimbursement of System Cash Balances Spent on Revenue Bond-Authorized Projects (action)**
- vi. **Policy Review (action)**
 - 1. **Proposed Amendments to Policy VIII-12.00—Policy on Debt Management**
 - 2. **Proposed Policy VIII-23.00—Policy on Tuition Remission as Other Financial Assistance**
 - 3. **Proposed Policy VIII-22.00—Policy on Refunds to Students who Withdraw from all Courses or the Institution for Extenuating Circumstances**
 - 4. **Proposed Amendments to Policy VIII-2.70— Policy on Student Classification for Admission and Tuition Purposes**
 - 5. **Proposed Amendments to Policy II-2.10—Policy on Transitional Terminal Leave for Faculty**
 - 6. **Proposed Amendments to USM Policy II-2.30—Policy on Sick and Safe Leave for Faculty and Policy II-2.40—Annual Leave for Faculty**
 - 7. **Proposed Amendments to the Policy on Disaster Service Leave and Establishment of New Policies on Parental Bereavement Leave and Organ Donation Leave**
- vii. **University of Maryland, College Park: Modification to Student Health Insurance Contract (action)**
- viii. **University of Maryland Global Campus: Reintegration of Ventures and AccelerEd (information)**
- ix. **University of Maryland Global Campus: Information Technology Contract Extension (action)**
- x. **Approval of FY 2026 Annual Contract between the University System of Maryland on behalf of University of Maryland, Baltimore and the University of Maryland Medical System Corporation (action)**
- xi. **Financial Condition and Financial Results of Intercollegiate Athletics Programs (information)**
- e. **Committee on Governance & Compensation**
 - i. **Approval of Meeting Minutes from March 24, 2025 Public and Closed Sessions (action)**
- f. **Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare**
 - i. **Approval of meeting minutes from May 29, 2025, Public Session (action)**
 - ii. **Mid-year Athletic Director Updates – Rotating – TU, UMES, FSU (information)**
 - iii. **Title IX Intercollegiate Athletics Status (information)**
 - iv. **Summary of Student-Athlete Admissions, Graduation, and Academic Progress (information)**
- g. **Committee on Research and Economic Development**
 - i. **Approval of meeting minutes from March 20, 2025, Public Session (action)**
 - ii. **Approval of meeting minutes from May 6, 2025, Public Session (action)**

3. Review of Items Removed from Consent Agenda

4. Committee Reports

a. Committee on Finance

Regent Gonella

- i. **University System of Maryland: FY 2026 Operating Budget and Outlook (action)**
- ii. **University System of Maryland: FY 2026 Schedule of Tuition and Mandatory Fees (action)**
- iii. **University System of Maryland: FY 2026 Self-Support Charges and Fees (action)**

b. Committee of the Whole

- i. **Update on Civic Education Strategy Workgroup (information)** SVC Wrynn
- ii. **Proposed Board of Regents meeting schedule AY 2027-2028 (action)** Chair Gooden
- iii. **Resolutions of Appreciation (action)** Chair Gooden
 - 1. **Regent Anderson**
 - 2. **Regent Breslin**
 - 3. **Regent Neuberger**
 - 4. **Regent Parker**
 - 5. **Regent Pope**
 - 6. **Vice Chancellor Raley**
 - 7. **Board Advisory Council Chairs Gambhir, Haverback, & Patricio**

5. **Reconvene to Closed Session (action)**

Chair Gooden



2025 BOARD OF REGENTS STUDENT EXCELLENCE SCHOLARS





SULAYMAN KHAN



UNIVERSITY OF MARYLAND

**2025 Board of Regents
Student Excellence Award**

**Academics, Scholarship,
and Research**



PAVAN UMASHANKAR



**2025 Board of Regents
Student Excellence Award**

**Academics, Scholarship,
and Research**



AIDAN P. WILEY



UNIVERSITY *of* MARYLAND
BALTIMORE

**2025 Board of Regents
Student Excellence Award**

**Academics, Scholarship,
and Research**



JULIA CARLSON



**2025 Board of Regents
Student Excellence Award**

**Innovation and
Creative Activity**





FLORALYN LEON GUERRERO VILLAGOMEZ



**UNIVERSITY OF MARYLAND
GLOBAL CAMPUS**

**2025 Board of Regents
Student Excellence Award**

**Innovation and
Creative Activity**

KEVIN J. TU



**2025 Board of Regents
Student Excellence Award**

**Innovation and
Creative Activity**



QUYEN BAO HA



UMBC

**2025 Board of Regents
Student Excellence Award
Leadership and Advocacy**



IMMAN AHMED SHIKOH



**2025 Board of Regents
Student Excellence Award
Leadership and Advocacy**





JESSICA B. BURSTREM



**2025 Board of Regents
Student Excellence Award
Leadership and Advocacy**



AMRUTHA S. ALIBILLI



**2025 Board of Regents
Student Excellence Award**

Outreach and Engagement





VICKY VAZQUEZ

Salisbury
UNIVERSITY

**2025 Board of Regents
Student Excellence Award**

Outreach and Engagement



ABDULMAJID MANSOUR ALREFAIE



University of Maryland
CENTER FOR ENVIRONMENTAL SCIENCE



**2025 Board of Regents
Student Excellence Award
Outreach and Engagement**



Report to the Board of Regents

Chancellor Jay A. Perman

USM at Hagerstown | June 13, 2025

Thank you, Madame Chair. I join you in congratulating our Student Excellence award winners. One of the great joys of this job is celebrating the breathtaking talent of our students, and this class of scholarship recipients was maybe the most impressive I've seen.

I, too, welcome the new members of this Board—Dana Stebbins, Sherri Nadine Blount, Michele Speaks, Rayne Rivera-Forbes—and I look forward to our work together. And, of course, I thank our departing regents—Regent Pope, Regent Breslin, Regent Neuberger, Regent Parker—who have served with such distinction. I look forward to honoring you later this year.

I'm grateful to our hosts this morning, the USM at Hagerstown and Executive Director Jacob Ashby. You heard Dr. Ashby himself share the amazing work that USMH is doing for the region, for the System, for the state—and it's lovely to end the academic year on his campus.

LEADERSHIP TRANSITIONS

As is often the case, our year ends with some farewells. Leonard Raley retires as president and CEO of the USM Foundation and vice chancellor for advancement. Leonard, your 20 years of USM leadership have been transformative. And in uncertain times, you leave us in as strong a philanthropic and financial position as we could hope—vital right now. Thank you.

Eileen Abel is retiring this summer, after leading the USM at Southern Maryland for nearly five years and developing a strategic plan that will guide the *next* five. Her efforts in building and fortifying partnerships—in education, research, innovation, economic development—are the foundation for our work to lift up Southern Maryland. Dr. Abel couldn't be here today, but she knows how deeply grateful we are for her vision, her passion, and her leadership.

This is also the final Board meeting for all three of our shared governance chairs: Dr. Heather Haverback, for our faculty; Dr. Kalia Patricio, for our staff; and Ms. Vainavi Gambhir, for our students. To each of you, I'm deeply grateful for your advocacy and hard work, your abiding dedication to your constituencies, to shared governance, and to the University System as a whole.

UNIVERSITY EXCELLENCE

My June report serves as a year-in-review. So as I turn to the excellence of our universities, I'll recount some of their recent good news, but also some of their biggest achievements over the past 12 months.

I begin with our host today, USMH. This year marks the center's 20th anniversary, and there's been a *lot* to celebrate: a record amount raised last year for student scholarships—\$115,000 going to more than two dozen learners; a collaboration with UBalt's Merrick School of Business, bringing its top-ranked MBA program here to Hagerstown; and strong collaborations with community organizations—TEDCO, the Maryland Department of Housing and Community Development, the United Way, and more—to expand the center's reach and secure funding that supports its work.

Dr. Ashby, I'm grateful for your dedication to serving students *where they are*, opening opportunities that meet their needs and enrich their communities. It's the best of what we do.

Of course, two more regional centers have similar stories to tell. The USM at Southern Maryland has cemented its leadership in autonomous systems thanks to partnerships with the Clark School of Engineering at College Park and the U.S. Navy. That work recently drew a visit from a good share of our congressional delegation: Sen. Van Hollen, Sen. Alsobrooks, Rep. Hoyer, and Rep. Elfreth toured the Pax River Naval Air Station, the USMSM SMART Building, and the MATRIX Lab to see how different sectors are collaborating to strengthen the region's workforce and economy.

And the USMSM hosted the Southern Maryland Teacher Preparation Pipeline Summit, modeling innovation and collaboration to close the teacher workforce gap. The region has been a leader in this work, with methods ripe for scaling statewide. I'm grateful that Dr. Abel has served as a convener.

The Universities at Shady Grove continues to make game-changing connections. For its expansive work driving opportunities for local entrepreneurs, USG was designated a Center of Excellence by the U.S. Treasury Department, unlocking resources that help USG support small companies that want to do business with the department. And just last month, USG teamed up with UMBC and the Institute for Bioscience and Biotechnology Research—a partnership among UMB, College Park, and the National Institute of Standards and Technology—on a BioNetworking Summit, bringing together academia, government, and industry to showcase and grow the region's life sciences sector.

Dr. Khademian, you've led this year in innovating how we lean into our values of fairness and opportunity, how we guarantee access and equity—for all learners and all leaders. Thank you.

When the University of Maryland, College Park launched its Grand Challenges initiative a few years ago, it promised big investments in finding solutions to our most pressing problems. Those investments keep coming. Last month, alumna Marsha Laufer gave \$6 million to the university's Maryland Democracy Initiative to support civic literacy and democratic engagement across the education continuum. A timely gift. Several multimillion-dollar grants from NSF, the Department of Transportation, and the Department of Energy are powering Grand Challenge-focused research in computer science, health care delivery, and sustainability.

UMD is investing more than \$100 million over the next decade in its Artificial Intelligence Institute. And the governor has promised \$1 billion for his Capital of Quantum initiative, putting UMD at the center of a massive R&D effort defining our global future.

And I'd be remiss if I didn't note the national coverage of Kermit the Frog's "Kermencement" keynote. A little joy we all needed badly, President Pines, and your best idea yet.

Salisbury University experienced some big growth this year. The Henson Planetarium opened on campus last fall, SU's Museum of Eastern Shore Culture opened downtown, a \$60 million renovation began on Blackwell Hall, and Salisbury's downtown performing arts center got a boost with \$2 million in state funding.

In terms of Salisbury's new academic programs, an Engineering Physics major allows students to fast-track their way to careers in aerospace and nanotechnology. And a Coastal Engineering major, Maryland's first, will teach students how to build resilient coastal communities and infrastructure.

Last month, President Lepre joined Gov. Moore in Tokyo to sign an agreement with the Japan Study Abroad Foundation. SU is the state's first degree partner with the foundation, building on its existing study-abroad relationships in Japan to strengthen cultural and educational ties. President Lepre, 100 years is looking good on Salisbury, and we're excited for your centennial this fall.

The University of Maryland, Baltimore leaned into its core missions in research and global collaboration. On Gov. Moore's mission to Asia, UMB signed agreements with South Korea's Chosun University to promote education and research collaborations. And back home, UMB launched its Breakthroughs Can't Wait campaign, showcasing the impact of federally funded research and underscoring what we know to be true: that *public research is a public good*.

Growth has marked UMB's past year. It's 4MLK tower opened in the BioPark, the School of Social Work broke ground on a new \$120 million home, and the Institute for Health Computing—UMB's partnership with College Park and the University of Maryland Medical System—took on the role of master developer for its home at the North Bethesda Metro Station.

Serving the underserved continues to guide UMB. The School of Nursing won \$5 million to expand its West Baltimore outreach, and the School of Medicine unveiled a Rural Health initiative to close physician gaps on the Eastern Shore. President Jarrell, thank you.

Coppin State University is celebrating the *largest* philanthropic gift in its history, \$6.2 million from CareFirst BlueCross/BlueShield to renovate and expand the university's health center and support its health care education and scholarship programs.

And over the last year, Coppin has crystallized its focus on career pathways. Enrollment has surged in its Pathways to Professions program, which keeps teachers in the classroom by offering

post-baccalaureate credentials and salary incentives. Meanwhile, a partnership with JP Morgan Chase is helping Coppin expand career pathways in Data Science, and another with Microsoft opens pathways in technology and entertainment.

Coppin State shows up for its community, too. With its leadership of the W. North Avenue Development Authority, Coppin is the country's first HBCU to oversee revitalization of a major urban corridor. And the university joined Baltimore City's Live Near Your Work program, fostering employee homeownership—and investment—in nearby neighborhoods. President Jenkins, thank you.

Towson University, long a leader in teacher education, is stepping up to fill crippling teacher shortages, winning \$5 million from the U.S. Department of Education to train and retain teachers across Maryland; launching a \$1 million teacher induction partnership with Carroll County Public Schools; and creating a teacher pathway for paraeducators in Harford County.

Last year, TU was designated an NSA National Center of Academic Excellence in cyber operations. And last month, TU's College of Health Professions received a \$1 million gift from alumna Mildred Burkman to establish the university's first-ever endowed professorship in nursing. I'd like to point out that Ms. Burkman was a nontraditional nursing student, earning her degree through Towson's RN-to-BSN program.

You can tell a lot about a university by its ambitions, and you can tell even *more* by the people who support them. Towson's annual grassroots fundraiser, the Big Give, was, indeed, "big" this year. The campaign netted close to \$1 million from 2,000+ people—a record high in money raised and in donors contributing. Your people are with you, President Ginsberg.

Celebrating 100 years, the University of Baltimore shows us the kind of impact an anchor institution can have on its city. UBalt's Center for Entrepreneurship and Innovation teamed up with Harvard and MIT to improve access to funding for underrepresented entrepreneurs. The law school has partnered with the Baltimore City District Court to pilot a program helping city tenants better navigate the court system to redress unsafe housing issues.

In academic programs, the Merrick School of Business has introduced a new Flex MBA to give working professionals a practical, accessible degree. And UBalt has introduced Maryland's first-ever master's in AI for Business, exploring how AI can be integrated across the business enterprise, and assessing its capabilities, limitations, and ethical considerations. Thank you, President Schmoke.

The University of Maryland Eastern Shore proves its anchor status, as well. A \$2.3 million grant to its Center for Entrepreneurship and Innovation supports economic development, revitalization, and startup ventures in Princess Anne and throughout the Shore. And serving as a home to the Shore's first Patent and Trademark Resource Center, UMES is a hub for inventors and intellectual property holders on and off campus.

UMES's aviation leadership is growing. The university partners with United Airlines in its Aviate program, through which student-pilots earn advanced certifications, accrue flight hours, and eventually land jobs with the airline. And a new Aircraft Maintenance Technician program launches this fall in partnership with Piedmont Airlines.

President Anderson, I know it was a coup to get Gov. Moore as your commencement speaker last month—and an even bigger win when he used your stage to announce that he's returning to the Shore next week, on Juneteenth, with plans to end the state's racial wealth gap. I know *every* leader in this room looks forward to collaborating with his administration in this vital work. Thank you.

I can't let go of anchor institutions so quickly. So let's turn to Frostburg State. When western Allegany County suffered flash flooding last month, Westernport Elementary School was hit so hard that students and staff had to evacuate by boat. With the school unable to reopen, Frostburg brought these students in to finish out the school year on its campus, providing learning space for 200+ students, office space for administrators, and gathering space for meals. It's emblematic of the work FSU does year-round to be a good neighbor.

For instance, to grow the number of primary caregivers in Western Maryland, Frostburg unveiled a streamlined pathway from its bachelor's in Health Science to its master's in Physician Assistant Studies. With a \$2 million MHEC grant, Frostburg expanded its LPN-to-BSN pipeline to produce more highly trained nurses. Frostburg teamed up with USGI AI to develop a telehealth platform that will bridge critical gaps in rural health care access. Thank you, President Smith.

At UMGC, the Fulbright Association honored the university last month with its 2025 Champion Award, recognizing UMGC's longstanding support for international exchange and global citizenship. Couldn't be more timely, President Fowler.

UMGC celebrated transformative grants over the past year, one from the Gates Foundation to model strategies for reaching underserved students, and one from the U.S. Department of Labor to expand apprenticeship pathways to high-demand technology jobs.

For the third year in a row, *Military Times* ranked UMGC among the best universities for educating veterans. And the university's new Credit for Military Rank initiative helps active-duty and retired service members complete their undergraduate degrees. For all this and more, the Council of College and Military Educators honored UMGC with its 2025 Institution Award.

But it's not only the university that's being recognized. President Fowler was named a 2025 Innovator of Color at the Arizona State University/Global Silicon Valley summit, celebrating his visionary leadership and lifelong commitment to reshaping higher ed. Congratulations, Dr. Fowler.

UMBC *began* the year welcoming its largest-ever incoming class—2,250 first-year undergraduates and a record number of graduate and transfer students. The university *ended* the year graduating its 100,000th student.

In between these milestones, there was much more to celebrate, including an expansive partnership with NASA. UMBC's GESTAR II center clinched a two-year, \$47 million extension of its cooperative agreement with the agency, advancing NASA's space missions and enriching earth science scholarship. The agreement catapulted UMBC into the U.S. top 10 universities in NASA funding.

With \$1.5 million from NIST, UMBC is building a Quantum Science Institute to support graduate fellowships for quantum research. And UMBC's new Institute of Politics produces credible research on our political systems and electoral processes, preparing students for informed citizenship and productive discourse.

Finally, Jayo Adegboyo, a UMBC track and field star, just graduated with a bachelor's in biochemistry and molecular biology—and a GPA of 3.952. He was *also* named *Diverse* magazine's 2025 Arthur Ashe Jr. Male Sports Scholar of the Year. Congratulations, President Sheares Ashby.

As UMCES celebrates 100 years in service to the environment, a vision is coalescing around the *next* 100 years. That vision includes the relocation of its headquarters from Cambridge to Annapolis, which connects UMCES's facilities statewide, creates an environmental research hub, raises the university's profile among funders, policymakers, and the public, and sets the stage for future expansion.

The move caps an exciting year for UMCES. This week, the university met its mandate to guide policy and decision making with regard to the Chesapeake Bay. UMCES unveiled its 2025 report card on the health of the bay and watershed, revealing a short-term slide, but long-term improvement.

Over the last year at UMCES, an NSF grant to researchers at the Appalachian Lab allows them to employ remote sensing and other big data tools to support conservation of migratory birds. A landmark gift to the Chesapeake Biological Lab, from longtime supporters Brian Hochheimer and Marjorie Wax, establishes the lab's first-ever endowed professorship. And \$1.2 million from NSF to Horn Point scientists helps them explore the role of viruses in marine food webs and nutrient cycling. Well done, President Miralles-Wilhelm.

At Bowie State, the humanities got the spotlight last fall with the dedication of BSU's Martin Luther King, Jr. Center, housing history, government, language, literature, and culture. The sciences shone with new STEM majors, including Applied Biotechnology and Molecular Biology and the Internet of Things. Computing science got a boost with a DOD grant to Bowie's Autonomous Technologies Lab, securing cutting-edge robotic systems to expand the lab's work using AI-enabled software for search-and-rescue operations.

Environmental science benefitted from an agreement with the U.S. Fish and Wildlife Service, expanding career opportunities for students interested in environmental conservation. And health sciences got a much-needed investment with a \$2.2 million MHEC award to BSU's Department of Nursing, the largest grant in the department's history. The grant will grow the number of PhD students in nursing—students who go on to become faculty, which, in turn, swells the number of nursing students we can educate across the state.

USM RISING

I want to mention a few efforts and accomplishments that span our System. This spring, the Carnegie Foundation revamped its research classifications, creating a new category for non-doctoral institutions that conduct a significant amount of research. The Research Colleges and Universities designation is intended to better reflect the range of ways that universities engage in R&D and celebrate their important contributions to our scholarly knowledge. Included in this list are Bowie, Salisbury, Towson, UBalt, and UMES.

And there's *another* new Carnegie classification, Opportunity Colleges, recognizing schools that excel in student access *and* in graduate earnings, things that matter deeply to those who want us to prove our value. Let me congratulate three of our universities— Frostburg, UMES, and UMGC—for making the list.

Seven of our universities have joined the new Maryland Statewide Transfer Intensive, a project led by MHEC and the Aspen Institute, aimed at significantly improving transfer outcomes for community college students. Thank you Frostburg, Salisbury, Towson, UBalt, UMBC, College Park, and UMGC.

Five universities are taking part in Gov. Moore's \$1 million initiative to expand teaching pathways, with a special focus on preparing former federal workers for the classroom. Bowie, Salisbury, Towson, UMBC, and College Park have pledged their support through training, licensure support, and school district partnerships.

And finally, all 12 of our universities are joining a special partnership with Google, which we'll announce next week. I'm sworn to secrecy, but the project advances our goal to be Maryland's No. 1 source for reskilling and upskilling the state's workforce. I hope to see many of you at Tuesday's launch. Kurt, thank you for hosting it.

BUDGET CHALLENGES

Before I conclude, I have to acknowledge, again, the grave uncertainty we're facing, with cuts and chaos at the federal level—which I addressed at our *last* Board meeting—and with serious budget challenges at the state level.

At this extraordinary time, our universities must make some difficult decisions as they close their budget gaps. And so I shared a video message yesterday with our 40,000+ faculty and staff, explaining the shortfall and the choices we must make from here. I'd like to share it with you now.

I thank all of you for your leadership and support throughout this challenging year, and for your unshakable faith that we have—in our universities and our people—the vision, talent, and power to come through these challenges even stronger, even more committed to our goals, to our ideals, and to the values that guide us.

Madame Chair, this concludes my report.

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COUNCIL *of* UNIVERSITY SYSTEM FACULTY

Regents Report June 13, 2025

This is a summary report of The Council of University System Faculty (CUSF) activities since our last submission in April 2025. At our last meeting faculty and students were in the midst of the semester, and now we have successfully ended the school year and celebrated graduation.

Since my last report, CUSF and the CUSF Executive Committee have both met. The CUSF General Body Meeting was held on May 9, 2025. The CUSF Executive Committee met on April 30, 2025. In the remainder of the report, I will highlight a few of the initiatives happening within our various committees since the last BOR report.

CUSF Meetings

CUSF General Body Meeting: May 9, 2025

1. A CUSF General Body Meeting was held on May 5, 2024. The first order of business was the election of our new CUSF Executive Committee (please see the new members listed below.) Next, Chancellor Jay Perman was very generous with his time. He gave us pertinent updates and was open to answering any and all questions the faculty had. Dan Chanen, USM Associate Vice Chancellor for Policy and Human Resource, also attended our meeting to share the USM Policy on Transitional Terminal Leave and answer any questions. Dr. Alison Wrynn, Senior Vice Chancellor, Academic and Student Affairs shared USM updates and also answered questions. We had a discussion regarding Bowie State University (BSU), wherein the Bowie CUSF Representatives and Bowie Senate Chair Burks came to present. A BSU Resolution was voted on and passed. This resolution is included in your materials.

The new members are:

Chair:	Ryan King-White, Towson University
Vice Chair:	Maida Finch, Salisbury University
Secretary:	Mirosław Janowski, University of Maryland, Baltimore

At Large: Lore Naylor, The University of Baltimore
At Large: Wei Zhu, University of Maryland Eastern Shore
Past Chairperson: Heather Rogers Haverback, Towson University

Executive Committee

The Executive Committee met on April 30, 2025. This meeting was held a week early, due to the early CUSF GB meeting. At this meeting we discussed the work being done in committees and current topics of interest to USM faculty. Dr. Alison Wrynn shared updates with the committee. Dr. Tom Abrams shared highlights from the USM Senate Chairs' Meeting.

Awards Committee

Chairperson- Dr. Ben Arah, Bowie State University

The Awards Committee met their charge. This year, the committee reviewed and ranked 49 applications. They then met to discuss and deliberate. Finally, the Awards Committee made recommendations to the Board of Regents.

Education Policy Committee

Chairperson- Dr. Mary Crowley, University of Maryland Global Campus

The Education Policy Committee (EdPol) focused on two major initiatives in AY '24-'25:

I. Revising USM's Policy Guidance on Campus Bullying

EdPol has been working with the Office of the University System of Maryland to revise its professional conduct guidance on workplace bullying to better reflect emerging trends in uncivility, such as faculty-on-faculty and faculty-on-student bullying (Policy VII-8.05, especially §IV) and electronic bullying. Our focus has been on defining standards for respectful workplace behavior for adoption by the Board of Regents this year.

II. Developing “AI, Unscripted” Podcast

As a follow-up to the two generative artificial intelligence (AI) webinars that EdPol had organized on behalf of CUSF in 2023 and 2024, one with the Kirwan Center and MarylandOnline as partners, EdPol proposed that the partners develop a podcast for and about faculty who use AI, in their classrooms or other workplaces.

Our partners accepted the idea in October. “AI, Unscripted” will be a series of 30-minute, bi-weekly conversations this fall with college and university faculty from across the state. It is being designed to help socialize reluctant faculty and other listeners in higher education to embrace the technology. The series will aim to: 1.) Highlight how faculty are experimenting with AI teaching and learning; 2.) Encourage faculty adoption by providing accessible examples; 3.) Address common concerns about AI in education through real-world examples from practitioner faculty; 4.) Reduce apprehension by demystifying AI tools and approaches

The University of Maryland, Baltimore’s “Moving the Needle” podcast has agreed to carry the interviews through December 2025 and provide us with the training and support we need to produce the episodes. The first potential guests have been identified and preliminary interviews should begin in late June. We will be asking USM campuses to promote the podcasts in their social media feeds.

Faculty Affairs Committee

Chairperson- Dr. Doris Santamaria-Makang, Frostburg State University

The Faculty Affairs Committee worked on: Campus Safety and Personnel Support.

Legislative Affairs Committee

Chairperson- Dr. Holly Brewer, University of Maryland, College Park

The Legislative Affairs Committee meets regularly. This year they proposed five resolutions, all of which passed by the general body. These resolutions have been shared with the BOR throughout the year. Many members from the committee participated in Annapolis Day in February. During the spring, many members from the committee attended the legislative affairs briefings on Monday mornings from Andy Clark, and they discussed issues as they came up to give input when relevant.

In addition to the formal resolutions passed this year, the committee discussed many other issues, including concerns about other campuses that might be at risk of undergoing retrenchment due to losses in the numbers of students, and concerns about how to support adequate advertising for campuses that have lost students. In addition, the committee has been monitoring the actions of the federal government with respect to their possible impact on USM campuses, especially cuts to grants and possible future cuts to Maryland revenue. The committee has most recently discussed the resolution passed during the May 19 special meeting of the Regents which gave increased power to campus presidents to implement furloughs, salary reductions, and budget cuts. The committee hopes to make sure that different campuses are aware that shared government bodies are to be involved in recommendations for 2026.

Research Committee

Chairperson- Drs. Tom Abrams and Miroslaw Janowski, University of Maryland, Baltimore

The CUSF Research Committee has worked for the past two years on developing effective approaches for improving the infrastructure that supports research across USM institutions, including regulatory processes. With the dramatic challenges that faculty researchers now face during the current restructuring of federal agencies that support research at US universities and with the unprecedented reductions in federal research funding, the Research Committee understands that this initiative is particularly critical. By comparing the regulatory environments among USM universities and among multiple schools within individual universities, the committee has developed novel insights that have the potential to lead to substantial increases in efficiency. These insights are possible because this CUSF committee brings together senior faculty researchers for diverse disciplines who compare their experiences at multiple USM institutions. The committee has also gained a unique understanding of the obstacles to successful commercialization in Maryland of patented tech and biotech discoveries from our universities. The committee hopes this will benefit the Maryland economy and increase the competitiveness of our state. The committee also proposed and passed a resolution that was shared with the BOR.

Rules and Membership Committee

Chairpersons- Dr. Jay Zimmerman , Towson University and Dr. Nagaraj Neerchal, University of Maryland, Baltimore County

The committee conducted the CUSF votes, as well as the Executive Committee election in a fully virtual mode allowing for secret ballots and CUSF's trickle-down nomination system. The committee also fielded questions regarding various process questions.

Conclusion

As the academic year ends, I want to thank the committee chairpersons (listed above) for their hard work. I would also like to thank the executive committee (listed below) for the time and effort they gave towards CUSF work.

The Executive Committee members were:

- Tom Abrams, Vice Chair- University of Maryland, Baltimore
- Loretta Baryeh, Secretary- Coppin State University
- Lorenda Naylor, At Large Member- University of Baltimore
- Nagaraj Neerchal, At Large Member- University of Maryland, Baltimore County

As I close out my two-year tenure as CUSF Chairperson, I want to thank all of you here today. Your support has been key in everything we have done within Shared Governance in the USM. Without the steadfast backing of the Chancellors' Office, the Board of Regents, and our University Presidents, the progress we've made would not have been possible.

Thank you for your continued commitment to shared governance. It has been an honor to serve in this role alongside such dedicated colleagues.

Respectfully submitted,

Dr. Heather Rogers Haverback

CUSF Chair



COUNCIL of UNIVERSITY SYSTEM FACULTY

CUSF Resolution:

Bowie State University Promotion and Tenure History and Shared Governance

Passed at CUSF General Meeting on May 9, 2025

19 Aye, 5 Nay, 0 Abstentions

Whereas both AAUP and American universities, generally, recognize the primary role of university faculty in decisions of promotion and tenure, given the expertise of the faculty in education and their more complete understanding of the expectations and standards of specific academic disciplines;

Whereas the University System of Maryland respects the primary role of faculty in promotion and tenure and academic decisions more broadly;

Whereas Shared Governance is a principle that is fundamental to the organization and regulations of the University System of Maryland, which emphasizes the cooperative roles of faculty, students and staff, together with administration, and it is the Council of University System Faculty that is the System-level Shared Governance body for the faculty of the University System (see introduction to CUSF Constitution, below);

Whereas the institution of tenure is critical for ensuring academic rigor and academic freedom in universities;

Whereas the Council of University System Faculty has a primary responsibility for advocating for the faculty's role in Shared Governance within the University System of Maryland, and also has a major responsibility for ensuring the integrity of tenure and academic freedom within the University System;

Whereas historically Black colleges and universities in Maryland have been for many years disadvantaged in terms of funding and support;

Whereas the State of Maryland should be strongly supportive of historically Black colleges and universities, which play a unique and critical role in our state;

Whereas the Council of University System Faculty has been made aware of a series of alleged violations of the normal and formally approved promotion and tenure protocol at Bowie State University (see letter from BSU Faculty Senate Chair and BSU AAUP President, below); these violations, which involved decisions by the provost, compromise confidence in the respect for academic standards and the protection from arbitrary decisions provided to Bowie State University faculty;

Whereas at Bowie State University, there recently have been repeated complaints to the Faculty Senate and AAUP chapter about apparently arbitrary promotion and tenure decisions made by the provost that are not consistent with the recommendations of faculty Appointments, Retention and Tenure committees;

Whereas the Bowie State University provost does not appear to recognize widely accepted promotion and tenure standards and protocols;

Whereas the Bowie State University administration has not responded to faculty complaints and refused to reevaluate the decisions regarding promotion and tenure that have been the subject of these complaints, but rather has allegedly accepted the authority of the provost to act independently of faculty ART review committees, disregarding the policies of Bowie State University;

Whereas, of the 112 Bowie State University faculty who participated in the vote on March 24 (of 247 eligible faculty members of the Bowie State Faculty Association), 64 percent expressed no confidence in the provost, 17 percent voted against the motion of no confidence, and 19 percent abstained;

Whereas the BSU administrative leadership allegedly has attempted to impede faculty Shared Governance bodies, the BSU Faculty Senate and Faculty Association, including by allegedly seeking to prevent them from meeting in executive session and by intimidating faculty from participating in shared governance (see letter from BSU Faculty Senate leadership, below);

Therefore, CUSF recommends to the Board of Regents that, because of the accumulated behavior violating normal university regulations, as well as the no confidence vote, the Chancellor and the Board of Regents should establish a committee that includes faculty elected by CUSF to investigate the recent abandonment of accepted promotion and tenure procedures and established procedures for appeal at Bowie State University;

Finally, CUSF recommends that any arbitrary denials of tenure by the provost and the president should be put on hold as a result of the apparent violations of due process and the BSU promotion and tenure protocols. Candidates for promotion who believe there has been a failure to appropriately follow the policies and procedures for promotion and tenure review should be able to file an appeal to a committee established by the Bowie Faculty Senate.



COUNCIL of UNIVERSITY SYSTEM FACULTY

CUSF Resolution Recommending Committee to Review and Streamline Research Regulations

Passed at CUSF General Meeting on March 5, 2025

15 Aye, 0 Nay, 2 Abstentions

Whereas, responses to perceived federal requirements have resulted in the generation of unreasonable and unnecessary regulations, which have impeded the pace of discoveries and inventions;

Whereas, one notable example of such over-regulation is the requirement for obtaining special approval for canine research even prior to the submission of an animal use protocol;

Whereas, the role of faculty has been dangerously diminished and demoted, particularly affecting the research enterprise, resulting in the State of Maryland and the entire United States losing ground to current world research behemoths such as China (see figure below);

Whereas, outdated American products are no longer competitive globally, leading to an internal crisis including massive layoffs across industries;

Whereas, a retrenchment case at Frostburg State University clearly resulted from the leadership's failure to heed faculty requests to update curricula and enhance advertising in order to improve relevance and competitiveness;

Whereas, the current state deficit contributing to the USM budget cuts commenced this year and is projected to continue in the years ahead, likely exacerbated by the limitation of federal indirect costs to 15%, and massive federal layoffs of Marylanders thereby imposing significant strain on the USM over the forthcoming years;

Whereas, research leading to discoveries, inventions, patents, and commercial products is especially sensitive, and the role of research faculty has been marginalized with poorly developed shared governance in this area;

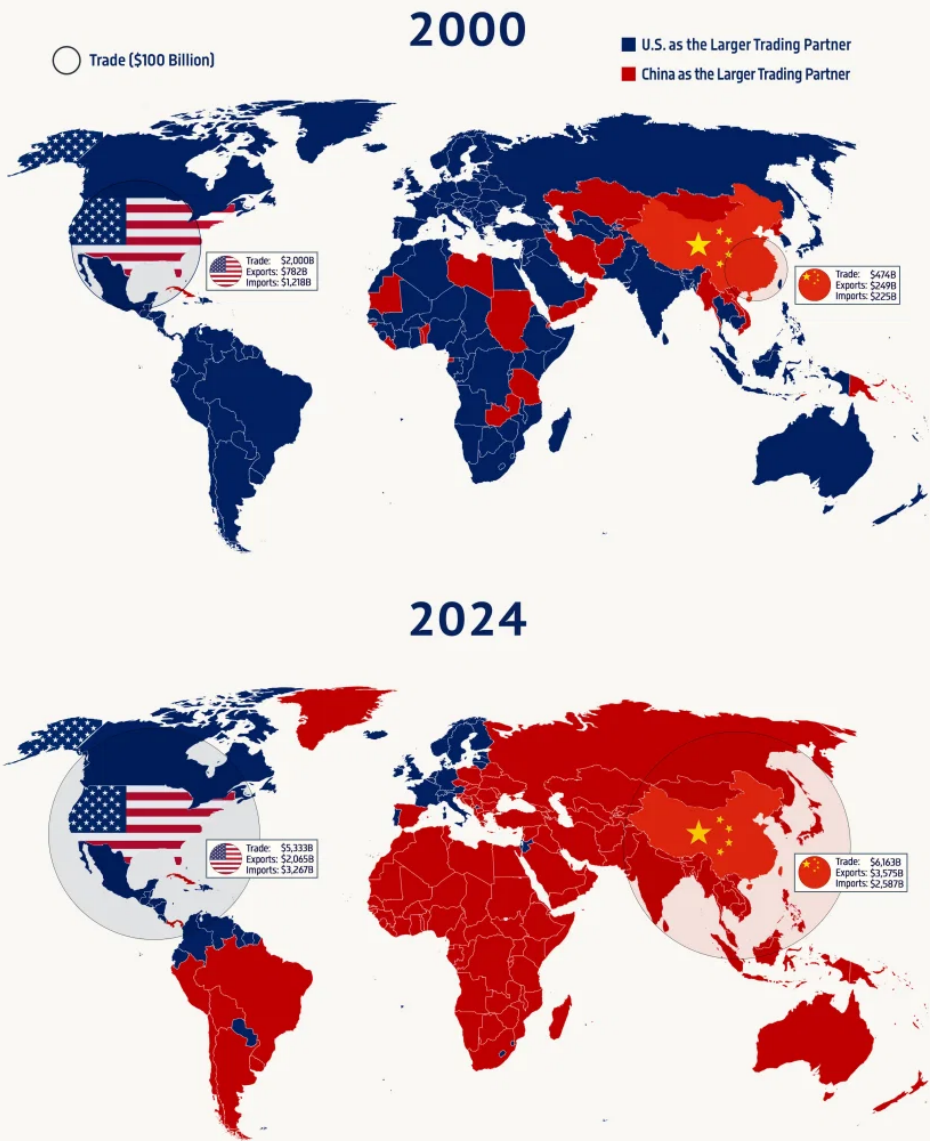
Whereas, the aforementioned over-regulation exemplifies the waste of crucial faculty time, with many regulations unique to certain USM institutions while other universities, both state and private, manage research regulations far more effectively;

Therefore, be it resolved, that a body composed of representatives from the USM administration and elected researchers from CUSF shall be established to review regulations across the entire USM to identify unnecessary rules, and to make recommendations both to USM and to specific universities for increasing consistency of regulations to achieve streamlining of regulatory processes;

Be it further resolved, that respect for faculty, who teach, discover, innovate, and commercialize, must be restored, with leadership supporting, rather than impeding, their activities, as this is a critical means to regain the competitiveness of the State of Maryland, address the fiscal crisis, and ensure the global competitiveness of U.S. products.

Global Trade Dominance: U.S. vs. China

In 2000, U.S. trade totaled \$2.0 trillion—more than four times China's \$474 billion. From 2000 to 2024, U.S. trade expanded by 167% (4.2% CAGR), while China's trade surged by 1,200% (11.3% CAGR), surpassing the U.S. in 2012. By 2024, total trade reached \$5.3 trillion for the U.S. and \$6.2 trillion for China.



Merchandise trade = exports plus imports
The data on U.S. trade partners is sourced from the U.S. Census Bureau and data on China's trade partners comes from the General Administration of Customs.

Sources: U.S. Census, Customs of China Research and visualization: Ehsan Soltani www.econovis.net @econovisuals EV

Source: [Voroniapp.com Trade](https://voroniapp.com/Trade)



COUNCIL OF UNIVERSITY SYSTEM STAFF

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Frostburg State University

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Towson University

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University of Baltimore

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University of Maryland, Baltimore

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University of Maryland, Baltimore County

1000 Hilltop Circle
Baltimore, MD 21250

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University of Maryland Eastern Shore

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University System of Maryland Office

3300 Metzgerott Rd
Adelphi, MD 20783

June 2025 Board of Regents Meeting Report

The 2024-2025 academic year has concluded. While challenging, there were bright spots from several of our campuses hitting significant milestones, like the 160 anniversary at Bowie State, to Kermencement at UMD. I am again proud of CUSS's progress this year, especially our efforts to update USM leave policies, improve the Board of Regents Awards process for non-exempt staff, and update the CUSS constitution. We have several other initiatives still in progress and hope to close out the year strong. I am grateful to the committee for their efforts!

The 2025-2026 CUSS cycle will begin in August. With that in mind, we have collected nominations for our executive committee for the coming year. We will elect the Chair, Vice Chair, and Secretary positions at the June meeting next week and in the August/September meetings we will elect our members at large. Relatedly, we have set our meeting schedule for the 2025-2026 cycle and it is attached to this report. Please note that off rotation this coming year are FSU & CSU. We look forward to visiting SU, UB, UMCP, UMB, UMBC, and BSU in person during the coming year.

This is my third and final year as CUSS Chair. As I transition out, I hope to leave a legacy that sets CUSS up for success. In the coming months I will work with the USM and the incoming CUSS leadership to renew the staff's relationship with the USM and the State of Maryland Legislature by increasing the visibility of non-bargaining staff, their needs, and get back to our founding rationale: "...Staff employees shall have a voice in basic decisions that affect the welfare of the System, its institutions, and its employees, including an informed advisory role in administrative areas and in the functional support aspects of academic matters." It has become clear in my three years that we have strayed from the original intent of CUSS, as created by the Board of Regents, and it is my hope that staff shared governance may again play an important role in the USM and have a voice that is considered by the Regents in decisions.

I will serve one more year on CUSS as Past Chair and will help us transition to new leadership. It has been an honor to serve and advocate for staff and I am grateful for the collaboration and commitment of everyone I have had the privilege to meet and learn from in this role. This has been one of the most impactful endeavors of my career, in no small part due to the people I have been fortunate enough to work with. I truly thank you.

Most Sincerely,

A handwritten signature in black ink, appearing to read "Kalia R. Patricio".

Kalia R. Patricio, Ph.D.
CUSS Chair



COUNCIL OF UNIVERSITY SYSTEM STAFF

CUSS Meeting Schedule 2025-2026

	Host	Date (2025-2026)
August	SU (in person)	Tues. 8/12/25
September	TU	Tues. 9/9/25
October	UB (in person)	Tues. 10/14/25
November (Joint Councils)	UMCP (in person)	Tentative 11/12/25 Ask CUSF/USMSC/USM
December (USM Office)	USMO	Tues. 12/9/25
January	UMB (in person)	Tues. 1/13/26
February (Advocacy Day)	Annapolis (in person)	TBD (Weds. 2/11/26) Ask USM Staff
March	UMCES	Tues. 3/10/26
April	UMBC (in person)	Tues. 4/14/26
May	UMES	Tues. 5/12/26
June	UMGC	Tues. 6/16/26
July	BSU (in person)	End of Year Meeting/Gathering Tues. 7/14/26

Off Rotation	CSU
Off Rotation	FSU



COUNCIL OF UNIVERSITY SYSTEM PRESIDENTS

June 13, 2025

Since the last Board of Regents meeting in April, CUSP met on May 12, 2025, and June 3, 2025, via Zoom.

First, on March 12, 2025, the presidents received an update from the Administration and Finance division in the University System of Maryland Office (USMO) on revised HR policies on leave for Transitional Terminal Leave, Sick and Safe Leave for Faculty, and Annual Leave for Faculty. Lastly, CUSP discussed recent and ongoing changes that have come through the Federal executive branch.

CUSP met virtually again on June 3, 2025. At this meeting, the council heard from Senior Vice Chancellor for Administration and Finance, Ellen Herbst, who provided a comprehensive financial plan summary update. The council also met with Katherine Bainbridge, Assistant Attorney General, who spoke about recent immigration matters as they relate to international students.



USM Student Council June 2025 Report to the USM Board of Regents

Good morning Chair Gooden, Chancellor Perman, the Board of Regents, and University Presidents,

We started the month of May with USMSC elections, and I am excited to share the 2025-26 executive team:

President: Jefferson Vasquez-Reyes, University of Maryland, College Park

Vice President of Graduate Affairs: Harshal Chauhan, University of Maryland, Baltimore County

Vice President of Undergraduate Affairs: Princess Nyamali, Universities at Shady Grove-UMBC

On May 18th, 12 student awardees were celebrated for the Board of Regents Student Excellence Scholarship. Thank you Chancellor Perman and Chair Gooden for awarding the students, and thank you Regent Wood and all the presidents who were able to attend and support the awardees.

With this being my last report to the Board of Regents, I want to express gratitude to everyone for two years of leadership as chair and four years overall with the USMSC. I joined the council my first year of college and rapidly saw how rewarding and impactful student leadership can be. I am grateful to Dr. Lee and Dr. Wrynn for supporting and mentoring the USMSC at every step, Dr. Haverback and Dr. Patricio for all the moments we have collaborated together, whether Advocacy Day or our Joint Council meetings, and Student Regents Josiah Parker and Dhuvak Mirani for bringing the voice of the Board of Regents to our council meetings. And finally, eternal gratitude to Chancellor Perman for continuously supporting students with your time, attention, and care in various forms—from Chancellor's Chats to conversations at our general meetings. This time we have gotten with you means more than we can express, and it will continue to be something the council cherishes.

Reflecting on two years of leadership as Chair, I am proud of all the steps forward, such as the BOR Student Excellence Scholarships, Student Speaker Forum, and USMSC newsletter system. But I am probably proudest of the engagement when moments were tougher, unpredictable, and not in unison—the dedication and insight of each student leader that enabled us to navigate more complex or sometimes controversial topics through collaborative dialogue.

Looking ahead, we want to further work on strengthening communication by making the newsletters more regular, hopefully launching a USM101 retreat for council members to get students more acquainted with the system and administration, and restructuring our meetings to better emphasize the distinct voices of undergraduate and graduate students. I am in contact with the incoming leadership on these points and hope to support them with that transition.

Madam Chair, this concludes my report.

Vainavi Gambhir

President, University System of Maryland Student Council



Recommendations to the USM Based on the 2025 USMSC Shared Governance Survey

Background and Context

- Heard from graduate and/or undergrad reps at five institutions; since not fully representative and includes inconsistencies in responses, there are no rating averages or declarative findings to share
- Approaching the sharing of information as recommendations that could be helpful across the board as encouragement to continue the work already happening or as ideas for consideration by the BOR, Chancellor and USM team, Presidents and their teams, as well as the next USMSC administration
- Offering recommendations based on overall comments about shared governance and also from sections of the report, which were Communication, Interactions with Administrators, Decision Making, Meet and Confer (graduate representatives only), and Student Fees

Overall Takeaways and Recommendations

1. Respondents almost universally said that administrators are accessible to meet and discuss student concerns with student leadership; this is working well!
2. Consider formal ways to ensure students know their feedback is seriously being considered and not just sought to check a box. May develop ways to ensure follow up.
3. Help ensure student leaders know what shared governance and meet and confer (for graduate students) are and what they look like at each institution, which may not be as clear as assumed.
4. Meet and confer guidelines and processes should be developed or reviewed with student leadership when new graduate student government administrations are elected and at least once or twice during the year. This was an area of pretty consistent calls for more structure, clarity, information, and improvement.
5. Respondents generally felt positive about being included in student fee conversations, but they are, again, uncertain about how seriously their concerns are taken and may benefit from more transparency and discussion when and if their ideas are not accepted.
6. Develop or continue strengthening processes to onboard student leaders to their rights and responsibilities to and with university officials and functions.
7. Ensure graduate student government bodies are as well informed about and integrated into these functions as the undergraduate student governments.

Closing Thoughts

Overall, while student leaders mostly agreed there were opportunities to meet with senior administrators, they requested more structure and clarity in onboarding and responsibilities and greater follow-up on the issues that are raised. I will encourage the incoming USMSC administration to take these recommendations and use them as the basis for discussions and professional development with the representatives. We hope our council can continue serving as a space for open dialogue between student leaders, and that these recommendations can encourage deeper dialogue with campus administration about how shared governance is manifested at USM institutions.

Vainavi Gambhir
President, USM Student Council

TOPIC: Approval of Meeting Minutes

COMMITTEE: Committee of the Whole

DATE OF MEETING: June 13, 2025

SUMMARY: The Board will take action to approve meeting minutes from the April 11, 2025 public and closed sessions, May 12, 2025 public session, and May 19, 2025 public and closed sessions.

ALTERNATIVE(S): No alternative is suggested

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION:

COMMITTEE ACTION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 410-576-5734



**BOARD OF REGENTS
Towson University
April 11, 2025**

AGENDA FOR PUBLIC SESSION

9:00 A.M.

Call to Order

Chair Gooden

Chair Linda Gooden called the public meeting of the University System of Maryland Board of Regents to order at 9:10 a.m. on Friday, April 11, 2025, at Towson University. Those in attendance were: Chair Gooden; Regents Atticks, Breslin, Coker, Fish, Gonella, Hasan, Hur, Leggett, Lewis, McMillen, Mirani, Parker, Pope, Sibel, Smarick, and Wood; Chancellor Perman; Presidents Anderson, Breau, Ginsberg, Jenkins, Miralles-Wilhelm, Pines, Schmoke, Sheares-Ashby, Interim President Brannigan-Smith, and Provosts Couch, Pomietto, and Ward; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Lawrence, Masucci, Sandler, Raley; Ms. Mulqueen, Ms. Wilkerson, and AAGs Bainbridge and Langrill.

Chair Gooden started the meeting by welcoming Dr. Darlene Brannigan Smith to her first Board meeting as Frostburg's interim president. She also welcomed Towson University student Rayne Rivera-Forbes, who was appointed by Governor Moore as the next Student Regent. She acknowledged the recipients of the Board of Regents Faculty Awards, which included USM faculty across 8 universities who were recognized for distinguished performance in five categories: Teaching; Scholarship or Research; Creative Activity; Public Service; and Mentoring. Chair Gooden noted that the USM was well represented in The Daily Record's 2025 Top 100 Women in Maryland. She concluded by discussing how the USM might pivot to meet its current challenges.

Public Comment: Chair Gooden opened the period for public comment. No public comments were delivered.

Welcome from Towson University: President Mark Ginsberg welcomed everyone to TU. Dr. Ginsberg overviewed many of TU's successful student outcomes, including enrollment, completion, and post-graduate success. He talked about the TU Strategic Plan and how its six pillars guide their work across the institution. Dr. Ginsberg's welcome concluded with a video highlighting community engagement and innovation at Towson University.

Educational Forum: Civic Education and Community Engagement Council: A Year in Review. Dr. Jennifer Lynch talked about how civic education and community engagement efforts align with the USM's Strategic Plan, *Vision 2030*. Dr. Lynch overviewed ways USM students are learning outside of the classroom. Dr. Lynch went on to detail the Council's progress so far and a timeline for future work.

The Regents, Chancellor, and Presidents had a robust conversation about the future of civic education at USM institutions. The group agreed that civic knowledge is important for students. They discussed factors, curricular and co-curricular in Higher Ed and K-12, that contribute to the current status of civic knowledge and the measurement of students' civic knowledge. They also a deliberative approach rooted in shared governance to address this topic.

Regent Breslin introduced a motion to measure civic knowledge across recent USM graduates. Regent Smarick introduced a revised motion to charge the Chancellor with establishing a workgroup that incorporates shared governance bodies to develop a data collection strategy in order to better understand what students know with regard to civics. The workgroup would come before the Board for approval in 90 days or less (Moved by Regent Breslin; seconded by Regent Pope; unanimously approved after discussion).

Chancellor's Report: Chancellor Perman presented his report. He began today by highlighting USM achievements within the U.S. News and World Report's 2025 Graduate School rankings. Dr. Perman went on to highlight unique institutional achievements across all twelve USM institutions. He spoke to the Board about the landscape of federal orders affecting higher education and summarized the USM's response. Dr. Perman concluded by affirming the USM's commitment to being a student-centered system. A written copy of the Chancellor's Report to the Board is available at [\[LINK\]](#).

1. Report of Councils

Council of University System Faculty: Dr. Haverback presented the report. The CUSF committees continue to work on CUSF initiatives. For example, the Education Policy Committee has done its first edits to proposed revisions for the USM Professional Conduct and Workplace Bullying Policy for Faculty. A CUSF General Body (GB) Meeting was held on April 9, 2025. The meeting was virtual. The meeting focused on a complaint from and resolution about Bowie State University. Specifically, the GB acted on a complaint brought forth by the two representatives from Bowie State University.

Council of University System Staff: Dr. Kalia Patricio presented the report. CUSS participated in Advocacy Day during the legislative session in Annapolis, MD and had a virtual March meeting hosted by University of Maryland, College Park. The shared governance survey process has concluded. The review of Board of Regents Staff Awards nominations has begun. Staff continue to be concerned about the budget crisis facing the State of Maryland and the impact it will have on our jobs and our students.

Council of University System Presidents: President Breaux presented the report. Since the last Board of Regents meeting in February, CUSP met on March 3, 2025, and April 7, 2025, via Zoom. First, on March 3, 2025, the presidents received an update from the Administration and Finance division in the University System of Maryland Office (USMO) on new and revised HR policies on leave for disaster services, organ donation, and parental bereavement. CUSP also heard from USMO procurement about the Chancellor's directive on best practices for the use of cooperative purchasing. CUSP met virtually again on April

7, 2025. At this meeting, the council reviewed an update to the Family and Medical Leave Insurance Program (FAMLI) policy from USMO Human Resources. USMO Administration and Finance reviewed several items including a budget update and a proposed revision to the USM High Impact Economic Development Activities (HIEDA) Policy. The presidents were briefed on the Advancement Customer Relationship Management (CRM) Project. Lastly, CUSP discussed recent and ongoing changes that have come through the federal executive branch.

University System of Maryland Student Council: Ms. Gambhir presented the USMSC report. The council participated in Advocacy Day in the state's capital. At the Council meeting, they heard presentations from the USM Foundation and the USM Civic Education and Community Engagement team. The meeting concluded with a conversation with Chancellor Perman on the recent and ongoing changes that have come through the federal executive branch.

2. Consent Agenda

Chair Gooden

The Consent Agenda was presented to the regents by Chair Gooden. She asked if there were any items on the agenda that should be removed for further discussion. There were no requests to remove any item. (Moved by Regent Gooden; seconded by Regent Hur; unanimously approved). The items included were:

- a. Committee of the Whole
 - i. Approval of meeting minutes from February 14, 2025, Public and Closed Sessions (action)
 - ii. Approval of special meeting minutes from March 20, 2025, Public and Closed Sessions (action)
- b. Committee on Audit
 - i. Approval of meeting minutes from the March 26, 2025, meeting (action)
 - ii. Approval of recommended modification of BOR policy VIII-7.11 – Policy on the Communication of Suspected Fraud, Unethical and Illegal Business Activity (action)
- c. Committee on Education Policy & Student Life and Safety
 - i. Academic Program Proposals (action)
 - 1. University of Maryland Eastern Shore: Bachelor of Science in Electrical Engineering
 - 2. University of Maryland Eastern Shore: Bachelor of Science in Mechanical Engineering
 - ii. Results of Periodic (7-Year) Reviews of Academic Programs (information)
 - iii. New Program 5-Year Enrollment Review (information)
 - iv. Update on Teacher Preparation (information)
- d. Committee on Finance
 - i. Approval of meeting minutes from February 13, 2025, Public and Closed Sessions (action)
 - ii. Approval of meeting minutes from March 24, 2025, Public and Closed Sessions (action)

- iii. University of Maryland, Baltimore: 737 West Lombard Mechanical and Window Replacement (action)
 - iv. University of Maryland, Baltimore: School of Dentistry Ambulatory Surgery Center and Building Renovations (action)
 - v. Salisbury University: Increase in Authorization for Commons Building Kitchen HVAC Replacement (action)
 - vi. Bowie State University: New Greenhouse Building (action)
 - vii. University of Maryland, College Park: Enterprise Resource Planning Implementation Partner Contract Modification (action)
- e. Committee on Governance & Compensation
 - i. Approval of Meeting Minutes from January 29, 2025, Public and Closed Sessions (action)
 - ii. Review of CUSS Constitutional Amendments (action)
- f. Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
 - i. Mid-Year Athletic Directors' Updates – Rotating – CSU, BSU (information)
 - 1. Derek Carter, Coppin State University
 - 2. Clyde Doughty, Bowie State University
 - ii. Internal Audit Summary of Intercollegiate Athletics (Information)
 - iii. Presentation on Student-Athlete Mental Healthcare by Towson Athletics Licensed Therapist (Information)
 - iv. Financial Condition and Results of Intercollegiate Athletic Programs (Information)
- g. Committee on Research and Economic Development
 - i. Approval of meeting minutes from January 31, 2025 (action)

3. Review of Items Removed from Consent Agenda

4. Committee Reports

- a. Committee on Finance
 - i. USM Enrollment Projections: FY 2026-2035 (action) Regent Fish
 Regent Fish introduced the report. Senior Vice Chancellor Ellen Herbst presented the FY 2026-2035 Enrollment Projections for approval. (Moved by Regent Fish; seconded by Regent Hur; unanimously approved).
- b. Committee of the Whole
 - i. HIEDA Taskforce Policy (action) Regent Smarick
 Regent Smarick introduced the report and updated the Board on the proposed policy revisions. Senior Vice Chancellor Ellen Herbst provided additional details. (Moved by Regent Smarick; seconded by Regent Fish; unanimously approved).
 - ii. Preparing for Financial Challenges (information) Sr VC Herbst
 Senior Vice Chancellor Ellen Herbst informed the Board on ways the USM is preparing for financial challenges.

iii. Legislative Update (information)

VC Lawrence

Vice Chancellor Susan Lawrence presented a legislative update to the Board.

5. Reconvene to Closed Session (action)

Chair Gooden

Reconvene to Closed Session Reconvene to Closed Session. Chair Gooden read the “convene to close” statement citing the topics for the closed session and the relevant statutory authority for closing the meeting under 3-305(b) and 3-103(a)(1)(i). (Moved by Regent Gonella, seconded by Regent Breslin; unanimously approved.)

Meeting adjourned at 12:16 p.m.



UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

Towson University

April 11, 2025

Closed Minutes

Chair Linda Gooden called the closed meeting of the University System of Maryland Board of Regents to order at 12:34 p.m. on Friday, April 11, 2025, at Towson University. Those in attendance for all or part of the meeting were: Chair Gooden; Regents Atticks, Breslin, Coker, Fish, Gonella, Hasan, Hur, Leggett, Lewis, McMillen, Mirani, Parker, Pope, Sibel, Smarick, and Wood; Chancellor Perman; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Lawrence, Sandler, Raley; Ms. Mulqueen, Ms. Wilkerson, and AAGs Bainbridge and Langrill; Presidents Breaux and Sheares Ashby; and Athletic Director Taylor.

Call to Order.

1. Consent Agenda (action)

Chair Gooden asked if there were items the Regents wished to remove from the consent agenda. Seeing none, the Regents voted to approve the consent agenda which included the items below. (moved by Chair Gooden; seconded by Regent Pope; unanimously approved)

2. Consent Agenda (action)

Chair Gooden

a. Committee on Education Policy & Student Life and Safety

- i. Board of Regents Student Excellence Scholarships (action) (§3-305(b)(1) and (2))

b. Committee on Finance

- i. University of Maryland Center for Environmental Science: Acquisition of 190 Main Street (action) (§3-305(b)(3))
- ii. University of Maryland, Baltimore: Advertising and Marketing Services Contract Award (action) (§3-305(b)(14))
- iii. Frostburg State University: Award of Student Counseling Services Contract (action) (§3-305(b)(14))
- iv. Frostburg State University: Award of Dining Services Contract (action) (§3-305(b)(14))
- v. Towson University: Oracle Cloud Services Contract Award (action) (§3-305(b)(14))
- vi. University of Maryland, College Park on behalf of the University System of Maryland and the Maryland Education Enterprise Consortium: Microsoft Software Reseller Contract Award (action) (§3-305(b)(14))

c. Committee on Governance & Compensation

- i. Collective Bargaining Update (information) (§3-305(b)(9))
- ii. Institutional MOUs with FOP (information) (§3-305(b)(9))

1. Frostburg State University Ratification of MOU with FOP (§3-305(b)(9))
2. Towson University Ratification of MOU with FOP (§3-305(b)(9))
3. University of Maryland, Baltimore Ratification of MOU with FOP (§3-305(b)(9))
4. Salisbury University Pre/Mid Negotiation Briefing re MOU with FOP (§3-305(b)(9))
- iii. Board Committee Assessment (action)
- iv. Review of Certain Contracts and Employment Agreements (information) (§3-305(b)(1))
 1. Lyn Lepre – SU – President, Revised Appointment Letter
 2. Geroy Simon – UMCP – Executive Director of Revenue Share Management/General Manager
 3. Latrell Scott – UMCP – Assistant Football Coach
 4. Andre Powell – UMCP – Special Teams Coordinator/Assistant Football Coach
 5. James Thomas – UMCP – Assistant Football Coach
 6. Pep Hamilton – UMCP – Offensive Coordinator/Assistant Football Coach
- d. Committee of the Whole
 - i. Honorary Degree Nominations (action) (§3-305(b)(1) and (2))
3. **Meeting with the Presidents**
 As part of their performance reviews, the Board met individually with President Breaux, President Ginsberg, and President Sheares Ashby (§3-305(b)(1)).
4. **Consult with Legal Counsel on Recent Federal Actions.** The Regents consulted with counsel on litigation related to recent Federal actions. (§3-305(b)(7) and (8))

The meeting adjourned at 3:00 p.m.



**BOARD OF REGENTS
Special Meeting - Zoom
May 12, 2025**

AGENDA FOR PUBLIC SESSION

5:00 P.M.

Call to Order

Chair Gooden

Chair Linda Gooden called the public session of the special meeting of the University System of Maryland Board of Regents to order at 5:02 p.m. on Monday, May 12, 2025, via Zoom. Those in attendance were:

Chair Gooden; Regents Atticks, Breslin, Coker, Fish, Gourdine, Hasan, Leggett, Lewis, McMillen, Mirani, Parker, Pope, Sibel, Smarick, and Wood; Chancellor Perman, Senior Vice Chancellors Herbst and Wrynn, Vice Chancellors Lawrence, Masucci, Mosca, Sandler, Ms. Mulqueen, and Ms. Wilkerson; AAGs Bainbridge and Langrill; President Jarrell, Provost Ward, and Senior Vice President Rhodes.

**I. University of Maryland, Baltimore: Budget
Challenges and Planning Efforts (information)**

Chancellor Perman

The Chancellor introduced the item. President Jarrell provided the Regents with a briefing on institutional budget challenges and planned actions in response to current and emerging financial pressures.

Meeting adjourned at 4:04 p.m.



**BOARD OF REGENTS
Special Meeting – Zoom
May 19, 2025**

AGENDA FOR PUBLIC SESSION

4:00 P.M.

Call to Order

Chair Gooden

Chair Linda Gooden called the public session of the special meeting of the University System of Maryland Board of Regents to order at 4:01 p.m. on Monday, May 19, 2025, via Zoom. Those in attendance were: Chair Gooden; Regents Atticks, Breslin, Fish, Gonella, Gourdine, Hasan, Leggett, Lewis, McMillen, Mirani, Parker, Pope, Smarick, and Wood; Chancellor Perman, Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Lawrence, Masucci, Raley, Sandler; Ms. Mulqueen, and Ms. Wilkerson. AG Brown and his staff, AAGs Bainbridge and Langrill.

**1. Resolution Authorizing Institutions to Take Certain
Personnel Actions in FY 2026 (action)**

Chair Gooden

The Regents discussed a resolution authorizing institutions to develop and implement a furlough or temporary salary reduction plan for Fiscal Year 2026, subject to review by the Chancellor and consultation with appropriate employee organizations. (Moved by Regent Gooden, seconded by Regent Wood; unanimously approved with amendment.)

2. Reconvene to Closed Session (action)

Chair Gooden

Reconvene to Closed Session Reconvene to Closed Session. Chair Gooden read the “convene to close” statement citing the topics for the closed session and the relevant statutory authority for closing the meeting under 3-305(b) and 3-103(a)(1)(i). (Moved by Regent Gonella, seconded by Regent Fish; unanimously approved.)

Meeting adjourned at 4:12 p.m.



UNIVERSITY SYSTEM *of* MARYLAND

BOARD OF REGENTS
Special Meeting – Zoom
May 19, 2025

Closed Minutes

Call to Order. Chair Linda Gooden called the closed session of the special meeting of the University System of Maryland Board of Regents to order at 4:12 p.m. on Monday, May 19, 2025, via Zoom. Those in attendance were: Chair Gooden; Regents Atticks, Breslin, Fish, Gonella, Gourdine, Hasan, Leggett, Lewis, McMillen, Mirani, Parker, Pope, Smarick, and Wood; Chancellor Perman, Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Lawrence, Masucci, Raley, Sandler; Ms. Mulqueen, and Ms. Wilkerson; AG Brown, Deputy AG Merriweather, AAGs Bainbridge and Langrill, and Mr. Kirschner; President Fowler, Mr. Trierweiler, and Mr. Zain.

1. Consult with Legal Counsel on Recent Federal Actions

The Board discussed with Attorney General Brown and legal counsel the implications of recent federal actions. (§3-305(b)(7) and (8)).

2. UMGC: Advertising Media Buying Services Contract Service Award

The Board considered a request from UMGC President Fowler for approval of a multiple award contract with advertising media buying firms. (§3-305(b)(14)). (Moved by Regent Fish, seconded by Chair Gooden; unanimously approved.)

The meeting adjourned at 5:01 p.m.

TOPIC: Request for temporary exemption from a clause in Policy on Undergraduate Admissions

COMMITTEE: Committee of the Whole

DATE OF COMMITTEE MEETING: June 13, 2025

SUMMARY: Frostburg State University (FSU) experienced an enrollment decline over the past ten years. FSU's in-state enrollment was particularly impacted by population declines and demographic changes in Western Maryland. In addition, some out-of-state institutions in the region began offering in-state rates to Maryland residents. As part of an array of strategies to enhance enrollment and revenue, FSU developed a partnership with a Chinese institution, which has been very successful. The in-state declines and the enrollment of the two FSU programs in China have pushed FSU's undergraduate out-of-state enrollment close to the 30 percent out-of-state limit identified in Section VI of the Policy on Undergraduate Admissions (III-4.0). Frostburg remains committed to prioritizing Maryland residents, and the increase in the percentage of out-of-state undergraduate enrollment has not and will not displace qualified in-state applicants or reduce access for Maryland students.

FSU is requesting a five-year exemption from the 30 percent cap while it grows Maryland enrollment and pursues strategic out-of-state opportunities. FSU is establishing a dedicated self-sustaining cost-center model for international partnerships. Proceeds (i.e., net revenue) will support strategies to enhance "domestic" recruitment, support faculty/staff development, grow the Honors program, improve student labs and invest in other one-time initiatives to improve student success, grow enrollments and strengthen the university.

ALTERNATIVE(S): The Regents may not approve the request or may request further information.

FISCAL IMPACT: No additional funds are required to approve the exemption. There could be fiscal impacts on future net revenue should the exemption be denied.

CHANCELLOR'S RECOMMENDATION: That the Board of Regents approve the request to exempt Frostburg State University from the out-of-state undergraduate enrollment limit of 30 percent for five years.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn 301-445-1992

awrynn@usmd.edu

May 7, 2025

Chancellor Jay A. Perman, MD
University System of Maryland
3300 Metzert Rd.
Adelphi, MD 20783

Dear Chancellor Perman,

The purpose of this proposal is to request an exception to the provisions of Section VI of the Policy on Undergraduate Admissions (III-4.00) to allow Frostburg State University to exceed the 30% cap on out-of-state undergraduate students. The increase and size of the out-of-state enrollment is due to a longstanding and successful international partnership in China. Our students in China are enrolled in two FSU programs and are taught by our faculty in China. The partnership's success and growth has had the unexpected result that FSU is at 29% out-of-state for the undergraduate student population. Approximately 53% of our out-of-state students are part of this international partnership.

Frostburg remains dedicated to prioritizing Maryland residents. The increase in the percentage of out-of-state undergraduate enrollment does not and will not displace qualified in-state applicants or reduce access for Maryland students. We are committed to increasing enrollment with Maryland students first and foremost and recognize that growth in enrollment is necessary to gain operational efficiency and better utilize campus facilities.

Our enrollment decline has been a result of the population decline and changing demographics in Western Maryland. Enrollment decreased most notably with Maryland students. Frostburg must pursue all enrollment opportunities as the competition for a reduced number of Western Maryland students intensifies and as some institutions in neighboring states adjust their tuition rates to attract more Maryland students. To combat these trends, FSU is making major investments in our admissions office and building our marketing/advertising capacity. In addition to addressing Maryland market share, Frostburg looked to diversify enrollment with out-of-state enrollment.

This request for an exception is for five years (through 2030) while Frostburg seeks to improve Maryland enrollment and simultaneously pursues strategic opportunities for out-of-state enrollment. It is the strategic goal of the university to both grow enrollment and balance it within the Board expectations. Improving enrollment from our targeted market segments will have a positive impact.

Frostburg respectfully requests approval for an exception to the 30% out-of-state student cap outlined in Policy III-4.00 while it rebuilds enrollment. We are establishing a dedicated self-sustaining cost-center model for our international partnerships. Proceeds (i.e., net revenue) will support strategies to enhance "domestic" recruitment, support faculty/staff development, grow the Honors program, improve student labs and invest in other one-time initiatives to improve student success, grow enrollments and strengthen the university.

This exception will allow the institution to address pressing financial and enrollment needs, while enhancing diversity, academic quality, and overall contributions to the University System of Maryland and the state.

Thank you once again and please do not hesitate to contact me if you have any questions or require additional information.

Sincerely,

Darlene Brannigan Smith

Darlene Brannigan Smith, PhD
Interim President

TOPIC: 2025 Institutional Plans for Programs of Cultural Diversity

COMMITTEE: Committee of the Whole

DATE OF COMMITTEE MEETING: Friday, June 13, 2025

SUMMARY: Effective July 1, 2008, the Maryland General Assembly required each institution of postsecondary education to develop and implement a plan for a program of cultural diversity among its students, faculty, and staff. Annually, each institution shall submit its plan through its governing body for review. Following is a USM summary and each institution's cultural diversity submission.

ALTERNATIVE(S): Institutional Plans for Programs of Cultural Diversity are legislatively mandated. This agenda item will serve as the BOR review of the plans. Additionally, the BOR may make recommendations for future consideration to the USM staff or institutions.

FISCAL IMPACT: Fiscal impact for Institutional Plans for Programs of Cultural Diversity is a function of resource needs identified by each institution.

CHANCELLOR'S RECOMMENDATION: That the Board of Regents review the 2025 Institutional Plans for Programs of Cultural Diversity.

COMMITTEE ACTION:

DATE: June 13, 2025

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn

301-445-1992

awrynn@usmd.edu



**UNIVERSITY SYSTEM
of MARYLAND**

**ANNUAL PROGRESS REPORT:
INSTITUTIONAL
PROGRAMS OF CULTURAL DIVERSITY
2025**

*Bowie State University (BSU)
Coppin State University (CSU)
Frostburg State University (FSU)
Salisbury University (SU)
Towson University (TU)
University of Baltimore (UBalt)
University of Maryland, Baltimore (UMB)
University of Maryland, Baltimore County (UMBC)
University of Maryland, College Park (UMCP; UMD)
University of Maryland Center for Environmental Science (UMCES)
University of Maryland Eastern Shore (UMES)
University of Maryland Global Campus (UMGC)*

**Office of the Senior Vice Chancellor for Academic and Student Affairs
Presentation to Board of Regents
Committee of the Whole
University System of Maryland
Friday, June 13, 2025**

University System of Maryland
Institutional Programs of Cultural Diversity
2025

The University System of Maryland's mission, vision, and values statements reflect an expanded mission and vision for the System and our institutions as well as our deep and abiding commitment to advancing diversity, equity, inclusion, and social justice for all Marylanders.

Our Mission

To educate and serve the people of Maryland; advance equity, justice, and opportunity; and produce the research and scholarship that improve lives.

The USM leverages the strength and diversity of our people and institutions to promote lifelong learning, encourage economic innovation and entrepreneurship, and produce research and scholarship that solve the world's greatest problems.

We instill in students a commitment to diversity, inclusion, and justice; an understanding of the social, economic, and environmental challenges facing our world; and the will and ability to address them.

Through learner-centered academic programs and support services, we prepare students who have the knowledge, skills, creativity, and confidence to succeed and to lead in a global, digital economy.

Our Vision

To be a preeminent system of public higher education respected around the world for our leadership in developing learner-centered postsecondary education for all levels and life stages; creating knowledge that solves problems, strengthens communities, and makes meaningful change; and relentlessly pursuing equity, opportunity, and justice for all.

Our Values

Our core values reflect the fundamental principles that guide our work. They serve not just as standards for those engaged in the System's day-to-day operations but, to those outside the System, as affirmation of what we stand for. Values aligned with this report include:

Diversity, Equity, and Inclusion

We are strengthened by the many perspectives, cultures, and traditions that exist within our System. We seek out and engage a diverse range of voices and viewpoints, and we make resources and opportunities equitably available to those we employ and serve.

Civility

Learning cannot thrive in a climate lacking mutual respect and civil engagement. We treat all people with respect and civility, and demonstrate that in our words, our actions, and our demeanor.

[USM's Strategic Plan: Vision 2030 From Excellence to Preeminence](#)

Priority 5: DIVERSITY, EQUITY, AND INCLUSION

The University System of Maryland is committed to promoting diversity, equity, and inclusion in all of our policies, practices, and endeavors, and instilling in students appreciation and support for fairness, open-mindedness, civic engagement, and service to others. We are committed to contributing to a civic culture that values civility and respect for all people.

Plans for Cultural Diversity

In 2008, the Maryland General Assembly began requiring higher education institutions to develop, implement, and submit a plan for a program of cultural diversity to the Maryland Higher Education Commission (MHEC). Defining cultural diversity as “inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education”, the statute requires that the plans be submitted to each institution’s board by July 1 of each year. Additionally, by September 1 of each year, institutions’ progress reports are due to MHEC summarizing institutional progress toward the implementation of its plan for cultural diversity.

Institutional progress reports will be collected and sent to MHEC by the September 1 deadline. Enclosed are institutions’ plans for cultural diversity. It is important to note that several USM institutions had begun or planned to undertake a review of their cultural diversity plans to ensure continued compliance with state and federal laws. Due to time constraints, some institutions’ plans are interim, abbreviated, or now reflected as part of institutions’ strategic plans. The USM Office believes this is a reasonable approach, because it allows the universities time to fully engage their campus communities and shared governance bodies in a thorough review and possible revision of their plan for cultural diversity. USM officials will work with the institutions to gauge progress and help ensure updated plans are in place by the next submission in Spring 2026.

Finally, USM officials will request that the Maryland Higher Education Commission convene a workgroup to review the statute to ensure it is timely and meets the state’s needs, especially as they pertain to institutions of higher education.

Enclosures:

Education Article §11-406
USM Institutional Plans for Cultural Diversity

Statute Text

Article - Education

§11–406.

(a) In this section, “cultural diversity” means the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education.

(b) (1) (i) Each public institution of higher education in the State shall develop and implement a plan for a program of cultural diversity.

(ii) If an institution of higher education already has a program of cultural diversity, the institution of higher education shall develop and implement a plan for improving the program.

(iii) A plan developed and implemented under this subsection shall include an implementation strategy and a time line for meeting goals within the plan.

(2) A plan developed under paragraph (1) of this subsection shall include:

(i) A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;

(ii) A description of how the institution plans to enhance cultural diversity, if improvement is needed;

(iii) A process for reporting campus–based hate crimes, as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with federal requirements under 20 U.S.C. 1092(f), known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act; and

(iv) A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally diverse student body.

(3) A plan developed under paragraph (1) of this subsection shall enhance cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff at the institution of higher education.

(c) (1) On or before July 1 of each year, each institution shall submit the plan developed under subsection (b) of this section to the governing body of the institution for the governing body’s review.

(2) On or before September 1 of each year, the governing body of an institution shall submit a progress report regarding the institution’s implementation of its plan to the Commission.

(d) (1) The Commission shall review the progress report submitted by each governing body under subsection (c) of this section to monitor compliance with the diversity goals of the State Plan for Higher Education.

(2) On or before December 1 of each year, the Commission shall submit a report, in accordance with § 2–1246 of the State Government Article, to the Senate Education, Health, and Environmental Affairs Committee, the Senate Budget and Taxation Committee, the House Appropriations Committee, and the House Committee on Ways and Means on the extent to which the institutions of higher education in the State are in compliance with the diversity goals of the State Plan for Higher Education.

BOWIE STATE UNIVERSITY

BOWIE STATE UNIVERSITY

(INTERIM) DIVERSITY & BELONGINGNESS ACTION PLAN

2024-2029



*Pictured: Faculty and Administration of Maryland Normal and Industrial School at
Bowie – circa 1914*

INTERIM Diversity and Belongingness Action Plan 2024

Please Note: The current plan has not been fully vetted by all respective divisions of the University, and therefore it is an interim plan. The University considers this a working draft until its full adoption, expected by Fall 2025.

Bowie State University's History and Mission

Bowie State University is an outgrowth of a school founded in 1865 by the Baltimore Association for the Moral and Educational Improvement of the Colored People, an organization comprised of businessmen, lawyers, clergy and Quakers who were committed to educating the state's newly emancipated citizens. For over 150 years, Bowie State University has been empowering a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility. Bowie State University supports Maryland's workforce and economy by engaging in strategic partnerships, research, and public service to benefit our local, state, national, and global communities.

Bowie State University's Core Values

- Excellence – Bowie State University expects students, faculty, staff, and administrators to demonstrate outstanding levels of performance by fostering a stimulating learning and work environment.
- Inclusivity – Bowie State University is intentional about creating a community that encourages involvement, respect, and connection among students, faculty, staff, and administrators regardless of differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disability.
- Integrity – Bowie State University students, faculty, staff and administrators demonstrate high ethical standards in their interactions with one another and the larger community.
- Accountability – Bowie State University expects each member of the University community to be responsible and accountable for the outcomes of their efforts and actions.
- Innovation – Bowie State University aspires to infuse innovative practices into academic and administrative functions by encouraging students, faculty, staff, and administrators to utilize best practices and pursue new opportunities.

OPERATIONAL DEFINITIONS DIVERSITY refers to how we see 1) who is represented and 2) who has a voice within and among our Bowie State University campus community. In most postsecondary settings, diversity not only recognizes and acknowledges various perceptions, experiences, and ways of thought; it also celebrates and leverages these differences to strengthen the institutional goals and university-held core values. Diversity traditionally encompasses protected characteristics, such as race, ethnicity, nationality, gender, age, abilities, pregnancy, sexual orientation, and religion.

Diversity on the campus of Bowie State University will include intersectional identities of members in ways such as (and not limited to):

- **Students** - resident, commuter, traditional, non-traditional, married/partnered, parenting, first generation, minoritized groups, international, transfer, unhoused, military

- **Matriculation Status** - full-time, transfer, part-time, drop-outs/stop-outs, full-time
- **Faculty** - research, teaching, tenured, tenure track; also full, associate, assistant, adjunct ranks
- **Staff** - academic, administrative, contractual, permanent, supervisory and support
- **Administrators** - academic, administrative
- **Alumni** - graduates, non-graduates, honorary, family, friend
- **External community members** - businesses, schools, neighbors, politicians, boards
- **Gender, gender identification, and sexual orientation** - female, male, lesbian, gay, bisexual, transgender, non-binary
- **Age** - 23-30 (non-traditional students in undergrad), 60 and up (mature employees)
- **Ethnicity and nationality** - African American, Caribbean, Nigerian, Honduran,
- **Language** - English, Spanish, French, Swahili, Gullah, Mandarin
- **Regional or Geographic Origin** - Prince George's County, Baltimore City, New York, Frederick County, Midwest, Southwest
- **Physical ability** - cerebral palsy, hearing or visual impairment, limb difference
- **Neurodiversity** - autism spectrum disorders (ASD), ADD/ADHD, epilepsy, Tourette's, anxiety/depression
- **Religion** - Christian, Muslim, Hindu, Jewish, Atheist, Agnostic, Buddhist
- **Social/economic/cultural status** - unmarried, public assistance recipient, working poor, full-time student, and employee

Understanding the wide range of how diversity shows up on BSU's campus empowers us all to help not only de-bias the campus community, but also to create, maintain, and sustain a campus environment and culture of diversity and belongingness for all.

EQUITY refers to the fair and ethical treatment for all people, so that norms, practices, and policies in place ensure that their identity(ies) is not predictive of opportunities or outcomes (McKinzie, 2022). Equity differs from equality in that it assumes that in addition to demonstrated merit, decisions account for an individual's unique circumstances, perspectives, opportunity, knowledge, or experiences and adjusts treatment or provides resources so that the end result is equitable and just.

INCLUSION is how members of the campus community experience their academic, extra-curricular, co-curricular, and work experiences and the degree to which various campus environments, organizations, and institutions embrace all BSU community members and enable them to make meaningful contributions. Bowie State University is intentional in its support of the diverse communities, noted above, who are present on our campus and strive to develop a sufficiently inclusive culture, such that the diverse members of our campus community feel their voices will be seen and heard.

BELONGINGNESS is the quality or state of being an essential or important part of something. This theory, formulated by psychologists Roy Baumeister and Mike Leary, posits that humans have a fundamental and innate need to form and maintain interpersonal relationships. We believe that focus on the above ethos of diversity, equity and inclusion will enforce this critical connection to BSU that not only draws and retains high quality students, but maintains important professional, civic and financial connections with alumni and external partners.

The following are the structures, strategies, policies, procedures, and expectations which will provide the blueprint or standards of operation for BSU community members.

INFRASTRUCTURE AND COMMITMENTS

Infrastructure and Commitments relates to the institutional structures – policies, resources, communication, and performance measures – that fulfill Bowie State University’s commitment to Diversity & Belongingness (“D&B”), with both internal and external BSU communities. These structures inform, enable, and sustain our capacity to offer an excellent, innovative, ethical, accountable, inclusive, and equitable higher education anchor and environment for our stakeholders. To accomplish these tasks, it is imperative that the members of the BSU community boldly acknowledge, address, and remove any barriers, obstacles, stereotypes, biases, siloes, and misconceptions of ourselves and “others.”

According to the University System of Maryland (USM), shared governance is a set of practices under which faculty, staff, and students, participate in significant decisions regarding the operations of the institution and is a hallmark of all great universities and colleges. Bowie State University understands the importance of broad participation and collaborative decision-making and is proud of its shared governance structure. The interdependence among constituent groups at all levels of the college requires complex coordination, excellent communication among the levels, and appropriate joint planning and execution. Faculty, staff, students, parents, community members, etc. through their representation are invested in BSU’s D&B successes and fulfillment of its mission. BSU’s D&B informed shared governance and stakeholder engagement will be inclusive of:

Students (e.g., residential, commuter, transfer, student-athletes, non-traditional (e.g., parenting status, age, military status, part-time, undergraduate, graduate, etc.), incarcerated, international, regional, etc.

Faculty (e.g., tenured, tenure-track, assistant/associate/full, research/teaching focus, etc.)

Staff (e.g., administrators, managers, directors, regular, union-represented, etc.)

Further, we will ensure engagement and consideration of other highly valued and invested entities:

Alumni (e.g., graduates, stop-outs, friends of the university, etc.)

Community (e.g., business owners, neighbors, alumni friends/family, athletic conference association, K-12 schools, etc.)

Partners (e.g., local/state/national government, foundations, policy makers, associations, career/professional organizations, service organizations (NPHC, 100 Black Men, Links, NCNW, black republicans, affinity clubs, etc.)

IC Goal 1: By July 1, 2026, establish as a required, strategic goal within each division both leadership and accountability to the President for intentionally and strategically dedicating resources to fund, support and report on work specific to their area of responsibility that tangibly promotes diversity, belongingness and cultural competency efforts across campus.

Purpose: To demonstrate what it means to practice and exude deeply-embedded BSU D&B goals, objectives, strategies, and practices and ensure that the identified D&B work, or work through those lenses, are carried out.

IC Goal 2: Enhance stakeholder engagement by engaging: including different classifications of faculty, staff, students, alumni, and community members to ensure perspectives are heard. Limiting engagement to the existing shared governance overarching groups of faculty, staff, SGA, and GSA

presumes fair representation simply by the existence of the larger group and its chosen leadership. For example, undergraduate student representation would not default to elected leaders, but would intentionally include a commuter student, a resident student, a non-traditional student, and others representing distinct student identities.

Purpose: Broadening the opportunity for inclusion of community voices that represent each group will enhance the University's efforts to think and lead mindfully. ¹

IC Goal 3: Establish a standing BSU Diversity and Belongingness Committee ("Committee"), as a sub-committee of the University Council. This group will rotate leadership among the various Shared Governance representatives on the University Council, to ensure equity in reporting and participation responsibilities. Members will consist of individuals from across the campus, and selected based on application indicating availability and skills each member wants to share with the process. This group will meet twice a semester and issue an annual report aligned with the USM Annual Diversity Cultural metrics by June 30th each academic year, and will in concert with OPAA, be responsible for collecting data and drafting the annual MHEC Cultural Diversity Report due April of each academic year.

Purpose: Through the establishment of standing committees, a system of assessment, accountability, and shared governance among BSU stakeholders will give BSU campus community members a sense of ownership in the successes and challenges associated with being an effective and comprehensive postsecondary institution.

IC Goal 4: Establish a Standard Operating Procedural (SOP) code of strategies and expectations that become the culture that align with BSU's Core Values of individual and collective Excellence, Inclusivity, Integrity, Accountability, and Innovation – and the BSUs Strategic Priorities:

- Academic Excellence - supported by curricular and co-curricular experiences.
- Student Success - promoted through holistic, complimentary, innovative, and coordinated pedagogical approaches.
- Academic and Administrative Innovation - encouraged through administrative and academic coordination and innovation
- Diversity, Equity, and Inclusion - promoted by leveraging the diverse contributions and perspectives of multiple and intersectional community members.
- Institutional Viability - enhanced by reflecting upon our powerful legacy of the past, building upon our innovative contributions in the present, and envisioning a sagaciously informed future.

Purpose: BSU's Core Value SOP will offer affirmative guidance on the University's expectations of its community members. This will differ from the faculty handbook, employee handbook and student code of conduct, which tend to speak to rules and requirements to avoid violations and will include and not be limited to:

- Personal identity representation within both the work and classroom spaces that are inclusive, purposeful, and mindful;
- Cultural celebrations and expressions representing our community members;
- Protocols for engaging with visitors to campus telephonically, virtually and in person;

¹ Our research indicates that students feel their Student Government Association leaders, though vital to the lifeblood of student life, do not represent the interests of students outside of the active, on campus student.

- Processes and expectations for collegial discourse and conflict resolution available through BSU and USM policies and procedures; and
- Information on how this guidance should be used alongside standing University handbooks.

CURRICULUM AND SCHOLARSHIP

Curriculum and Scholarship relates to our pedagogy, curricula, program offerings, research, and scholarship; and how all BSU community members' learning, experiences, and development contribute to their engagement with and within our BSU community. Programs and processes in this area include: a strong and innovative curricula; successful teaching practices; social justice through community engagement and service; and targeted professional development activities that promote intercultural awareness, understanding, and competence.

CS Goal 1: Create a learning community that serves as an opportunity for BSU community members to become life-long learners and global citizens; cultivate care and concern for the experience of every community member.

Purpose: All BSU community members will have robust opportunities to engage in powerful and empowering culturally competent professional development, research, and scholarship.

CS Goal 2: As a distinct objective of professional development to meet annual performance expectations, all community stakeholders will engage in no fewer than 2 signature high impact cultural initiatives and events annually.

Purpose: As best practice, and to provide a measure of assessment in annual campus climate surveys regarding sense of belonging among each cohort of the University, we must engage our community in developing sensitivity to our members. Moreover, this engagement creates a substantive incentive toward consideration for promotion, tenure, merit increases, and retention of students through degree completion. A checklist will outline related initiatives or badge events that will enhance the campus community's compassion, empathy, and sensitivity. The baseline will be captured from year to year.

CS Goal 3: Enhance and develop global, interculturally fluent curricula, resources, assessments, and practices as outlined by the National Association of Colleges and Professionals. The University will make active annual efforts in Fall semesters to survey students regarding the many facets of their academic, personal, career, and BSU community identities. The University will publish that information no later than the following Spring semester to allow time for faculty to include articles, books and other learning materials broadly reflecting the student demographics. Adherence to this could be an area included in the faculty evaluations.

Purpose: Utilizing the resources and data collected in every area of the learning framework is critical to ensuring our students and the unique quality of their experiences are a part of the wider academy and are equipped to be productive and global citizens. Annual audits to assess the inclusivity of the curricula ensures representation of diverse perspectives, authors, and topics that reflect the intersectionality of the student, faculty, staff, alumni, and other community members.

CS Goal 4: BSU will continue to build and maintain a core cadre of full-time faculty members who are committed to: reflecting and maintaining BSU's mission and core values, securing and maintaining the

ongoing goals and objectives of the foregoing Plan, and in being facile and prepared to reach and maintain R2 Carnegie classification status.

Purpose: Guidance for right-sizing adjunct faculty participation will be sought from descriptors from R2 institutions. Moreover, the purpose is to build investment from the University for faculty and also require investment from the faculty. The university will seek to establish by 2030 “faculty in residence” opportunities for postdocs to provide more robust experiential learning initiatives within our BSU community. Currently, USM colleges and university faculty to adjunct ratios range from 5.3% full-time (UMUC) to 73.9% (UMCP). The ratio of full-time to part-time faculty at the University of Maryland - Eastern Shore (70.6%) and Morgan State University (76%) are indicative of HBCUs who are reaching or have reached R2 status.

CS Goal 5: To promote belongingness at the faculty level, the D&B Committee explore creation of a graduate faculty committee for teaching or research faculty designations. To aid in the University’s efforts to both reach R2 status and retail its pedagogical legacy, the graduate faculty committee would review and recommend an external model for validation of BSU faculty as “research” or “teaching” faculty.

Purpose: Giving faculty the opportunity to focus on research or teaching will allow for a diversity of faculty who can excel in either designation. As an institution founded as a “normal” or teaching institution, the BSU identity and legacy is steeped in the pedagogical success of its faculty, students, and alumni. Enhanced standards are intended to ensure the ongoing success, diversity, equity, and inclusion of the graduate education process by identifying faculty who maintain robust, rigorous, and peer-acclaimed levels of research, scholarship, grants, and/or creative activity, support delivery of high quality graduate-level courses, actively engage in scholarly advising of graduate students.

EQUITY, ACCESS, AND SUCCESS

Equity, Access, and Success refers to the diversity of our BSU community members (staff, faculty, students, alumni, community partners, etc.) and the outcomes and benefits they gain from their relationships with the University. The recruitment, retention, engagement, learning and development, and long-term outcomes and viability (e.g. graduation and employment, tenure, professional development, career advancement, knowledge building, resource development, entrepreneurial engagement, cultural capacity and capital building, financial growth, policy development, community and service impact building, etc.) are key elements of this dimension.

EAS Goal 1: Examine and analyze the current BSU institutional-wide practices and policies for Diversity, Equity, and Inclusion in recruitment, onboarding, retention and promotion of students, leadership and service opportunities, and professional development. Areas to be reviewed include hiring, recruitment, advertising, admissions, financial aid, scholarships, teaching assignments, housing, promotion, tenure, leadership, professional opportunities, appointments, access, professional development and education, financial resource allocation, shared governance, accessibility, and academic resources.

Purpose: All community members should have access to institutional practices and policies for culturally expansive and informed recruitment, onboarding, retention, and promotion of students, staff, and faculty.

Student example: The continual broadening of the grade level reading gap in public and private k-12 students will produce students that need support beyond our standard developmental or remedial courses. In addition, BSU must build structures and bridges which will help students, faculty, staff, alumni, and administrators to engage in rigorous, inquiry-based, critical thinking, and aptitude expanding work in its curricular, co-curricular, and extra-curricular experiences to support student success.

Faculty example: Innovation and collaboration among faculty and administration may require reexamining current static and hierarchical structures among campus leadership and service opportunities. A rotating leadership process alternating decision-making and shared governance may mobilize different participants, involve greater diversity of perspective, and re-energize the stagnancy of permanent leadership.

BSU Community Wide example: Bringing multiple perspectives, access, and opportunities to more than a traditional cadre of BSU community members will help to recruit, engage, replicate, and buy into a culture and climate which creates dynamic inter-organizational ties, collaborative symbiotic relationships, and enduring long-term relationships within the BSU community.

EAS Goal 2: Develop and utilize a comparative analysis regarding equity funding, pay, promotion, and graduation rates to reduce equity gaps by 10% over five years.

Purpose: As Bowie State University seeks to provide more equitable and transparent funding to all university stakeholders, the comparative analysis report will illustrate to senior leaders the need for pay at all levels based upon principles which encourage working collaboratively, inclusively, and innovatively within and across disciplines, protected factors, cultural characteristics, economic statuses, and other socially constructed variables.

COMMUNITY AND PARTNERSHIPS

Community and Partnerships refers to how an organization rooted in its community works to address challenges by welcoming and engaging our surrounding neighborhoods, counties, region and State (and the world, where appropriate). As an organization, we seek to understand and assess the impact of our engagement in terms of the well-being and advancements of our communities and partners.

CP Goal 1: Evaluate Bowie State University engagement with its diverse communities. Assess and evaluate the impact of partnerships on belongingness efforts.

Purpose: As Bowie State University seeks to continue to be a resource for the community, the evaluation will be an audit of the imprint BSU has in the state of Maryland and nation. BSU will seek to collectively create a system of evaluation and impact which can be used to identify gaps and areas of need, as well as promote and disseminate promising practices and strategies.

CP Goal 2: Augment BSU engagement in cultural celebrations and recognition throughout the calendar year with signature partnership events. Launch a BSU Community Relations and Engagement page to provide a “one stop shop” to request partnerships, community service, etc.

Purpose: Celebrating and acknowledging the unique social, cultural, and historical contributions of the diverse BSU community will empower members of these other communities to engage and participate in BSU academic, social, cultural, and professional events. These events also allow other communities to

be seen and to make contributions to the community at large. By fall 2024, we will have an established practice of highlighting community engagement programs and initiatives in a single outlook calendar to which all stakeholders can submit (e.g. BSU Staff Council Reading with a Bulldog, MPS Annual Race for Service initiative, BSU Restorative Justice Conference, Alternative Spring Break, BSU Women's Expo, etc.). (e.g. BSU Homecoming Parade, MLK Day of Service, Three Kings Day, College Acceptance Day, Alternative Spring Break, etc.).

CLIMATE AND BELONGINGNESS

Campus Climate and Belongingness refers to building and maintaining a safe, welcoming, and inclusive BSU campus climate and environmental experiences of BSU's campus culture. Effective and innovative cultures depend upon a diversity of individuals who feel comfortable taking interpersonal risks and bringing their whole selves to their learning, work, and interactions with others. The institution and community work together to build environments where all individuals are supported, respected, feel that they belong, and are able to thrive here.

CCB Goal 1: Cultivate a sustainable and inclusive community where all backgrounds, identities, abilities, statuses, and life experiences are welcomed, safe, valued and supported.

Purpose: To provide a shared framework, student and employee orientation, expectations for new, intermittent, and ongoing members of the BSU Community (e.g., students, faculty, administrators, staff, alumni, friends, community members, etc.) for what belongingness means.

CCB Goal 2: By spring 2026, establish signature inclusivity opportunities where all university community members are informed of initiatives, programs, and services that enhance members' feelings of belongingness.

Purpose: Bowie State University will create a new standard operating procedure, where all community members intentionally participate in events designed to hone cultural competency skills.

CCB Goal 3: Create and cultivate a culture and environment of student success for all students by requiring in-person onboarding and orientation. Specifically, this program must be targeted and multi-tracked for international students, transfer students, first generation students, and traditional freshman students. A shared experience establishing knowledge, professional development opportunities, and expectations for engagement for all faculty, staff, students, alumni, and community members will facilitate a BSU culture, climate, and environment of belongingness. This will be further supported through the development of a web-based Diversity and Belongingness Toolkit for faculty, staff, students, alumni, and community.

Purpose: All members of the BSU community deserve a complete and comprehensive overview of the University's academic, social, cultural, and business offerings to ensure their success as students and future alumni. This measure will support the University's overall goals for retention, matriculation, and graduation. Providing students with the information and resources necessary for academic and professional success will help to make their interactions more efficient and productive and will lead to students being more positively focused and actively engaged. This effort should run parallel for all students for the first 2 days, in which students will receive detailed and comprehensive overviews of academic, residential, and organizational information befitting their entry into the University. The program would culminate with a 3rd day of meetings with presentations from student interest

organizations, offices, and testing, and must include a mandatory break out for commuter students (i.e. any student that does not have University housing at the time of the programming.)

[1] Building a BSU D&B culture or community means that each stakeholder needs to be able to work in micro- and macro-supportive and collaborative ways to reach our collective institutional, academic, and personal goals. In other words, as expressed in the African proverb, “If you want to go fast go alone. If you want to go far, go together.” To reach our destination, we will need to work more like a team to reach the same goals. We may have people who operate at differing speeds in this work – however, the diversity of experiences and perspectives of the BSU community will help us to go further, rather than faster.

APPENDIX A

D&B Task Force Members 2021-2024

Adonna Bannister Green, Co-Chair

Dr. Keadrick Peters, Co-Chair

Dr. Janeula M. Burt, Co-Chair

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COPPIN STATE UNIVERSITY

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY REPORT

Prepared for the University System of Maryland
Submitted June 06, 2025



COPPIN
STATE UNIVERSITY

74/1014
Nurturing Potential. Transforming Lives.

Institutional Programs of Cultural Diversity Report, 2024 - 2025
Prepared for the University System of Maryland Board of Regents
Committee on Education Policy and Student Life

June 06, 2025

INTRODUCTION

Coppin State University (CSU) is committed to fostering an inclusive and welcoming environment where individuals from varied backgrounds, experiences, and perspectives are supported in their pursuit of academic and professional success. Since its founding in 1900, the university has benefited from the broad array of backgrounds, lived experiences, and perspectives represented among its students, faculty, and staff. The wide range of experiences, perspectives, and personal backgrounds within the Coppin community, including differences in culture, identity, language, ability, and socioeconomic context, enrich the academic environment and contribute meaningfully to innovation, student achievement, and institutional excellence.

As an urban public institution and Historically Black College/University (HBCU), Coppin State University is committed to advancing educational opportunity for all individuals, consistent with applicable federal and state laws. The university fosters a campus climate that promotes equal opportunity, removes barriers to access and success, and supports the full participation of all members of the campus community. In alignment with federal directives and executive guidance, Coppin emphasizes inclusive outreach, evidence-based retention strategies, and student support initiatives that affirm its commitment to fairness, transparency, and compliance. The university's efforts are designed to ensure that all individuals, regardless of background, have equitable access to the resources and opportunities necessary to thrive.

The leadership of Coppin State University affirms its commitment to fostering an inclusive academic environment by embracing the following principles that support institutional excellence and equitable opportunity for all:

- A university's commitment to inclusive excellence enhances its ability to fulfill its academic mission by fostering a learning environment that supports a wide range of perspectives and experiences.
- Exposure to varied viewpoints, cultural contexts, and lived experiences broadens and deepens both the educational and scholarly environment, preparing students and faculty to engage effectively in an increasingly complex and interconnected world.
- Ideas and practices benefit from being shaped within inclusive academic communities where respectful dialogue, civic engagement, and intellectual inquiry are encouraged and valued.
- Promoting an environment that supports equitable participation, and access

enables the full use of individual talents and capabilities, advancing institutional innovation and preparing future leaders to meet society's evolving challenges.

Through the ongoing efforts of the Coppin Inclusive Community Committee (CICC), Coppin State University reaffirms its commitment to recognizing and supporting merit, talent, and achievement by promoting equal opportunity and fostering an inclusive academic and professional environment. The University continuously evaluates the effectiveness of its programs and strategies to ensure that awareness of inclusion and equitable access remains central to its efforts. These efforts aim to reduce barriers to recruitment, retention, and advancement for students, faculty, and staff from a wide range of personal and professional backgrounds. These initiatives are integrated into the University's broader strategic goals across all academic and administrative units. As stated in the University's mission (approved in 2019), "Coppin State University, a historically black institution in a dynamic urban setting, serves a multigenerational student population, provides innovative educational opportunities, and promotes lifelong learning. The University fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development."

SECTION 1: FRAMEWORK FOR SUSTAINED IMPROVEMENT IN CULTURAL INCLUSION

Coppin State University has long drawn strength from the wide range of experiences, perspectives, and backgrounds represented within its student body, faculty, and staff. Since its founding in 1900, this richness of viewpoints has contributed to the institution's culture of innovation, academic achievement, and service. The University values the educational benefits that emerge from engagement with individuals whose lives reflect differences shaped by culture, geography, socioeconomic context, personal identity, and lived experience. As an urban public institution and Historically Black College/University (HBCU), Coppin State is committed to advancing inclusive excellence and equal opportunity in accordance with federal and state law. Consistent with its mission to serve the citizens of Maryland, the University supports practices that remove barriers to access, foster a welcoming campus environment, and ensure that all individuals are positioned to thrive and contribute meaningfully to the University community.

Coppin State University enrolls a total of 2,210 students, including 1,907 undergraduates and 303 graduate students. The institution maintains a second-year retention rate of 66% and a six-year graduation rate of 26%. The average age of Coppin students is 27.

Geographically, 36% of students are from Baltimore City, while 58% are from both Baltimore City and Baltimore County combined. The remaining student population represents a broad regional and national reach, with students coming from states such as Delaware, New York, New Jersey, North Carolina, Pennsylvania, Virginia, and the

District of Columbia - as well as from farther locations, including California. Coppin also enrolls a notable number of international students.

Academically, Coppin offers 63 programs: 31 bachelor's degrees, 13 master's degrees, 18 certificate programs, and one doctoral degree. The university competes in NCAA Division I athletics as a member of the Mid-Eastern Athletic Conference (MEAC), with baseball participating in the Northeast Conference (NEC). Coppin sponsors teams in baseball, basketball, track and field, bowling, tennis, volleyball, softball, and eSports.

Coppin is accredited by the Middle States Commission on Higher Education and holds additional accreditations from six specialized accrediting bodies, reflecting its commitment to academic quality and institutional excellence.

Coppin State University advances inclusive excellence through strategic programs that broaden access and support the success of individuals historically underserved in higher education. The university fosters a welcoming academic community that values individuals of all backgrounds and is committed to ensuring equitable access and participation regardless of race, color, religion, gender, gender identity or expression, age, national origin, disability status, marital status, sexual orientation, or military affiliation. These principles are integral to Coppin's mission, which promotes leadership, civic and community engagement, social responsibility, inclusive academic environments, and economic development.

Strategic Alignment with Inclusive Excellence

The University's Inclusive Excellence and Access Plan is a dynamic framework that aligns with institutional priorities, including efforts to increase enrollment, enhance the student experience, and support academic success for all learners. This plan complements the broader university strategic goals. Each academic and administrative unit provides annual updates reflecting progress toward institutional priorities, including those that promote a welcoming, equitable, and supportive environment for all members of the campus community. Strategic goals that reinforce these commitments include the following:

Vision - Become a University of Choice

- ✓ **Goal 1** - *Improve the Holistic Development and Completion Rates of Our Students*
- ✓ **Goal 2** - *Strengthen Our Brand and Reputation as a Leader in Urban Higher Education*
- ✓ **Goal 3** - *Become a Greater University at Which to Work*
- ✓ **Goal 4** - *Enhance Our Teaching and Research Excellence*

As Coppin State University advances the implementation of its new Strategic Plan, it is integrating institution-wide measures that promote inclusive excellence, student engagement, and equitable access to support services. Current efforts focus on

improving key outcomes such as enrollment, retention, and graduation rates through data-informed strategies and student-centered initiatives.

The university has sustained a strong two-year retention rate and has stabilized its six-year graduation rate, with targeted efforts underway to achieve further gains. The alignment of strategic initiatives is expected to yield positive outcomes in advancing access, improving academic success, and increasing degree attainment - contributing to Coppin's mission and the broader goals of the University System of Maryland (USM) and the State.

SECTION 2: IMPACT OF THE SUPREME COURT'S DECISION AND PRESIDENTIAL EXECUTIVE ORDERS

The U.S. Supreme Court's decision in *Students for Fair Admissions v. Harvard* (2023), along with current Presidential Executive Orders, has significantly influenced the legal and policy framework governing how institutions of higher education advance access and opportunity. The Court's decision invalidated the longstanding practice of considering race as a factor in admissions decisions, citing incompatibility with the Equal Protection Clause of the Fourteenth Amendment. As a result, all colleges and universities, including Coppin State University, must ensure that admissions and related policies are race-neutral and comply with constitutional and statutory requirements.

In tandem, current Presidential Executive Orders reaffirm the federal government's commitment to advancing equity and ensuring that all individuals - regardless of background - have access to opportunities without unlawful discrimination. These directives emphasize the importance of removing systemic barriers, increasing transparency, and promoting fair and inclusive practices in education and employment.

Coppin State University remains firmly committed to the principles of equity, inclusion, and educational access. Its admissions practices are and have been race-neutral, grounded in a holistic review of applicants based on academic preparation, personal achievement, and the potential for success. Likewise, the University carefully administers its scholarship programs to ensure compliance with federal and state laws, offering opportunities to students from a wide range of socioeconomic and educational backgrounds without regard to race or ethnicity.

The impact of the Supreme Court ruling on Coppin's existing policies and practices has been minimal. The institution's outreach, support services, and retention initiatives remain inclusive and accessible to all students. These programs are designed to address barriers to student success through evidence-based strategies, and to foster a welcoming environment that supports the achievement of all individuals, consistent with Coppin's mission and legal obligations.

SECTION 3: INCLUSIVE EXCELLENCE INITIATIVES AND CAMPUS ENGAGEMENT

Coppin State University continues to advance its mission of fostering a welcoming and

respectful environment by implementing a series of initiatives designed to support inclusion, equitable access, and student success. These efforts are aligned with federal the University System of Maryland strategic priorities, and Coppin's institutional values. The following programs and activities illustrate how Coppin promotes an inclusive campus culture where individuals from a broad range of backgrounds, perspectives, and experiences can thrive.

I. Coppin Inclusive Community Committee (CICC)

The Coppin Inclusive Community Committee (CICC) leads institutional efforts to promote understanding, dialogue, and belonging across the campus. The CICC's mission is to foster an environment in which all individuals feel valued, supported, and empowered to achieve their full potential - regardless of their background or identity. Through advocacy, inclusive education, and community engagement, the Committee contributes to institutional planning that prioritizes student and employee well-being.

In support of this mission, the CICC has hosted and co-sponsored several events that encourage campus-wide participation in training and educational opportunities. These events are structured to promote awareness and cultivate a campus climate grounded in mutual respect and inclusion.

II. Campus Climate Survey for Students (2025–2026)

To further inform institutional planning and continuous improvement, the CICC is leading the implementation of a Campus Climate Survey for Students in collaboration with Rankin Climate. The survey will assess student perceptions and experiences related to the campus environment, inclusion, and equity. The resulting data will be analyzed and used to develop actionable recommendations to enhance institutional practices. The survey is scheduled to launch during the Spring 2026 semester and aligns with the university's broader efforts to monitor and improve campus climate.

III. Expand Eagle Nation In-State Tuition Incentive and Transfer Expansion

Coppin State University continues to broaden educational access through its Expand Eagle Nation In-State Tuition Incentive, which offers in-state tuition rates to eligible new undergraduate and transfer students from over 40 states and U.S. territories outside of Maryland. This initiative reduces geographic cost barriers and expands Coppin's national presence as a university of choice.

As part of its transfer expansion strategy, Coppin has established key partnerships that streamline pathways for degree completion and support workforce readiness. In February 2024, Coppin formalized a transfer agreement with the California Community Colleges system, creating a clear route for California students to pursue four-year degrees at Coppin in high-demand fields such as healthcare, STEM, social sciences, and business.

Additionally, Coppin signed a Memorandum of Understanding (MOU) with the

Colorado Community College System (CCCS). This agreement ensures guaranteed admissions and academic articulation for eligible Colorado students seeking to complete their undergraduate studies at Coppin. The MOU reflects Coppin's continued commitment to expanding access through structured partnerships that promote academic mobility and equitable opportunity.

President Anthony L. Jenkins emphasized that these partnerships are essential to Coppin's mission: "Students from across the country now have the opportunity to experience our nationally ranked academic programs and be part of a supportive, inclusive campus community."

IV. Educator's Day at Coppin State University

On September 10, 2024, Coppin hosted Educator's Day, a university-sponsored event that welcomed K–8 students from local public schools. The program included a visit to the Lady Eagles volleyball match against the University of Pennsylvania, meet-and-greet opportunities with the student-athletes, and interactive campus engagement. This event supports early college awareness and engagement, helping cultivate a college-going culture among young learners from the surrounding community.

V. Destination Coppin – Campus Tours and Recruitment

As part of its ongoing recruitment strategy, Destination Coppin provides in-person campus tours for prospective students and their families. Led by student ambassadors known as The Soar Squad, the tours offer immersive experience highlighting academic programs, campus history, and student life.

Special requests - such as meetings with faculty, step show demonstrations, or mascot appearances - can be accommodated when possible. All tours must be booked in advance, and visitors are provided with key information to make their experience as informative and engaging as possible. The program helps prospective students gain a better understanding of Coppin's inclusive campus culture and academic opportunities.

VI. Technology Platforms Supporting Student Access – SLATE and Common App

Coppin State University has enhanced its admissions and recruitment infrastructure by integrating SLATE and the Common App. These platforms streamline the application process for prospective students, enabling broader access, simplifying submission procedures, and providing tools to communicate more effectively with applicants. The use of these systems demonstrates Coppin's commitment to accessibility and technological innovation in support of enrollment equity.

Affirming Our Inclusive Path Forward

These initiatives underscore Coppin State University's intentional efforts to uphold its values of inclusion, respect, and opportunity. Through strategic programs, community engagement, and institutional transparency, Coppin affirms its commitment to

cultivating a learning environment where all individuals can succeed.

SECTION 4: MEASURES AND PROJECTED OUTCOMES FOR ENROLLMENT AND INCLUSION

Coppin State University continues to implement strategic initiatives designed to support inclusive enrollment growth, retention, and student success, consistent with federal guidance on nondiscrimination and equal opportunity. As part of the University's ongoing strategic planning process, a comprehensive set of measures is in place to ensure that efforts to promote inclusive excellence are evidence-based, outcome-driven, and compliant with applicable laws.

In recent years, Coppin has demonstrated positive progress. The University has maintained a strong two-year retention rate and achieved a six-percentage-point increase in its six-year graduation rate. These improvements reflect deliberate, student-centered strategies that address barriers to persistence and completion.

To accelerate this progress, the University has launched the President's Six-Point Enrollment Plan, a multi-year strategy informed by a detailed analysis of enrollment trends across undergraduate, graduate, and transfer populations. The plan is designed to expand access, support student success, and align institutional resources in support of equitable outcomes. The University continues to operationalize and evaluate the plan through the following actions:

Expanding Enrollment Goals Across Geographic and Academic Markets: Coppin is increasing outreach to in-state and out-of-state markets through partnerships with school districts, community colleges, and formal Memoranda of Understanding (MOUs). Special attention is given to removing procedural and financial barriers to enrollment, ensuring that all qualified students - regardless of background - can pursue higher education.

Strategic Use of Financial Resources: The University is leveraging HBCU settlement funds and CSU need-based institutional aid to offer scholarships and financial support. These efforts are designed to reduce affordability gaps and ensure financial accessibility for all students, in accordance with federal and state regulations.

Technology-Driven Recruitment and Support: Collaborating with the Information Technology Division, Coppin is enhancing the use of digital platforms to streamline the application process, improve communications, and deliver tailored outreach through systems like SLATE and the Common App.

Retention and student success remain central to the University's inclusion efforts. In support of this, Coppin has completed the full launch of the Eagle Achievement Center (EAC) - a centralized student success hub that integrates key services critical to academic persistence and completion. The EAC provides coordinated support in the

following areas:

- Academic advisement and intrusive advising
- Veterans' services and benefits navigation
- Accessibility services for students with disabilities
- Career development and experiential learning opportunities
- Equity and inclusion programming
- Counseling and wellness support

The EAC is a cornerstone of Coppin's commitment to creating an inclusive and supportive campus climate. By centralizing these essential functions, the University ensures that all students, regardless of their personal circumstances or educational background, receive the tools and support necessary to thrive.

These coordinated efforts are tied directly to Coppin State University's broader strategic objectives to increase access, promote student achievement, and strengthen institutional accountability. All initiatives are reviewed annually to assess their impact and ensure continuous improvement in alignment with the University's mission.

SECTION 5: ALIGNMENT TO THE UNIVERSITY SYSTEM OF MARYLAND STRATEGIC PLAN

Coppin State University's efforts to advance access, student success, and inclusive excellence are directly aligned with the University System of Maryland (USM) Strategic Plan. Through the implementation of race-neutral, evidence-based strategies, Coppin supports the statewide goal of expanding opportunity, improving educational outcomes, and contributing to Maryland's workforce and civic life. The initiatives described below are structured to comply with applicable federal and state laws, including recent guidance related to nondiscrimination in admissions, recruitment, and support services.

USM Goal 1.1 – Attracting, Retaining, and Graduating More Maryland Students

Coppin is actively implementing data-informed strategies to increase enrollment among academically qualified students from Maryland and beyond. These strategies emphasize equitable access to higher education by reducing financial, geographic, and informational barriers. Efforts to improve retention and graduation rates include enhanced academic support services, improved advising systems, and targeted outreach to prospective students - ensuring that all individuals, regardless of background, could enroll and succeed.

USM Goals 2.1 and 2.2 – Increasing Enrollment and Improving Transfer Pathways

Coppin continues to strengthen its transfer student pipeline by expanding articulation agreements with community colleges and removing procedural barriers to enrollment. For example, Coppin's guaranteed admissions agreement with the Community College of Baltimore County (CCBC) ensures a clear and consistent pathway for eligible associate degree graduates. Additionally, the University utilizes platforms like **Quottly** to simplify course

transferability and help students make informed decisions. These actions are part of a broader commitment to support all transfer students equitably and transparently, regardless of their point of entry into higher education.

USM Goals 3.2 and 3.3 – Expanding Graduates in High-Demand Fields and Building Maryland’s Workforce

Coppin’s academic offerings are strategically aligned with Maryland’s workforce needs. Through program development in fields such as health care, education, STEM, and cybersecurity, the University prepares graduates with the skills required for success in a modern economy. The Bachelor of Science in Cybersecurity Engineering, approved by the USM Board of Regents and launched in Fall 2023, is one example of how Coppin responds to labor market demand while ensuring all students are supported in these critical fields through inclusive advising, experiential learning, and access to professional development opportunities.

USM Goals 5.1 and 5.6 – Supporting HBCUs and Advancing Inclusive Excellence

Coppin, as a public Historically Black University, embraces its mission to serve a broad population through inclusive, race-neutral outreach and support practices. The University’s enrollment projections emphasize growth among first-generation students, adult learners, and individuals from underserved geographic and economic communities. These strategies reflect a legally compliant approach to expanding opportunity while ensuring that all students are treated equitably throughout the recruitment, admissions, and enrollment process.

Furthermore, the University is exploring the development of a Center for Equity and Inclusion to coordinate initiatives that support belonging, intercultural understanding, and campus climate improvement. The Center would provide training, research support, and strategic guidance consistent with advancing equity for underserved communities - without relying on race or identity-based preferences.

Coppin State University’s alignment with the USM Strategic Plan reinforces its institutional commitment to student achievement and public service. Through transparent, data-driven, and inclusive strategies, the University is positioned to contribute meaningfully to Maryland’s higher education landscape while upholding the values of equal opportunity and academic excellence for all.

LOOKING AHEAD

Coppin State University remains committed to cultivating an inclusive, equitable, and student-centered academic environment. Through intentional planning, campus-wide engagement, and compliance state and federal guidance, the university has implemented measurable strategies that broaden access, support student success, and enrich the educational experience. As Coppin advances its Inclusive Excellence and Access Plan, it will continue to assess institutional progress, expand outreach through innovative partnerships, and align resources to remove barriers to participation and achievement. With a renewed focus on

data-informed planning and a campus culture rooted in mutual respect, Coppin is well-positioned to lead as a model for inclusive urban higher education in the years ahead.

FROSTBURG STATE UNIVERSITY

Frostburg State University's Cultural Diversity Plan FY 2026
Prepared by the Division of Academic and Student Affairs

FSU Goal 1: Provide access and educational opportunities for Undergraduate Students in proportion to our Maryland and Regional population.

FSU 1.1: Enhance marketing and recruitment efforts to support FSU and USM enrollment objectives.

- Effectively market to and recruit students through communication channels, including students who may have fewer accessibility opportunities.
- Engage campus stakeholders to improve the recruitment and enrollment profile consistent with regional and state population.
- Identify and reduce barriers to admission for all students.

Metrics to measure how progress of each initiative/strategy is being evaluated

- The number and percent of communications tailored and specialized for students.
- The number and percent of students reached by communication.
- Increases in retention of all students.
- Proportion of students who accepted direct admission offer.
- Number of students who enroll after being admitted.

FSU 1.2: Familiarize high school students, teachers, and administrators from state and regional areas regarding the University's programs and services

- Strengthen partnerships with organizations that support students and assist students in accessing FSU's campus.
- Continue to build the Bobcat Academy dual enrollment program with regional high schools.

Metrics to measure how progress of each initiative/strategy is being evaluated

- The number of established partnerships/MOUs.

FSU 1.3: Enhance college-readiness programs and promote for all eligible students.

- TRIO SSS works to help students develop the necessary skills to overcome potential barriers and be successful throughout their collegiate career and beyond.
- Maximize student resources related to our dual advising model through the Center for Academic Advising and Retention.

Metrics to measure how progress of each initiative/strategy is being evaluated

- SSS staff members use Student Access, a database designed specifically for TRIO programs to record all contact with students. The reporting features in Student Access allow the staff to run reports based on appointment type, participant, and/or advising code to track the services and type of contact we have had with students.
- At the beginning of each semester, SSS participants complete a goal and needs assessment. SSS staff and participants spend time discussing their goals and creating action plans to ensure goal achievement. Throughout the semester, SSS staff and students

regularly evaluate progress toward goal achievement and adjust as needed.

- SSS staff use an internal spreadsheet and PAWS (student information system) to track enrollment for the next semester and provide frequent communication and support to get students registered.
- The Registrar's Office creates a midterm warning roster of all SSS participants who receive a midterm warning each semester, which is then used by SSS staff to develop intervention plans for students for the second half of the semester.
- At the end of each semester, the SSS staff record data for each participant on an End of Semester Summary spreadsheet. Staff check semester GPA, cumulative GPA, credits earned, enrollment status for the next semester, academic standing, incomplete grades, failing grades, and various other important indicators. To ensure that adequate progress is being made toward specific major and general education program requirements, SSS staff regularly check the academic requirements report through PAWS.
- SSS staff maintain a graduation date report where they closely track the progress of participants as they near their graduation date.
- The TRIO SSS program has set objectives regarding persistence, good academic standing, and six-year graduation rates. The program submits an Annual Performance Report to the US Department of Education every year to indicate if those objectives have been attained.

FSU 1.4: Increase the number of students who transfer to FSU from community colleges.

- Review data to understand the barriers transfer students may experience that is specific to Frostburg.
- Identify recruitment opportunities and marketing communication to support efforts to increase enrollment of transfer students.

Metrics to measure how progress of each initiative/strategy is being evaluated

- The number of transfer students admitted and matriculated to FSU.

FSU Goal 2: Increase the Retention and Graduation Rates of Undergraduate Students in proportion to our Maryland and Regional population.

FSU 2.1: Sustain the implementation and/or continuation of programs intended to enhance student success and increase student retention and graduation rates.

- Continue programs to enhance student success: Academic Success Network (ASN), First-Year Student Progress Survey, TRIO Student Support Services (SSS), Navigate Early Alert system, and the Tutoring Center services.
- Continue to expand the scope of the Academic Success Network scope, Academic Pathways Program (APP) for students on academic probation and warning. Capitalize on the utility of HelioCampus, and Navigate student platform, including a revised and improved Academic Alert System.

Metrics to measure how progress of each initiative/strategy is being evaluated

- Monitor second-year retention rates and six-year graduation rates for students at Frostburg State University.

FSU Goal 3: Enhance access and employment opportunities for Faculty and Staff

FSU 3.1: Expand efforts to attract and retain highly qualified faculty and staff.

- Foster relationships with doctoral granting IHEs throughout the United States with similar demographic population and geographic location.
- Advertise faculty and staff job openings on websites devoted to ensuring access and opportunity in hiring and work with USM on hiring strategies.
- Utilize The REGISTRY, a national database for strategic candidates seeking ladder-rank employment as faculty members at institutions of higher education.

Metrics to measure how progress of each initiative/strategy is being evaluated

- The number of faculty and staff at Frostburg State University that are representative of our regional and state population.

FSU Goal 4: Create a Campus Environment that promotes access, opportunity, and engagement.

FSU 4.1: Support institutional offices and organizations to help build intercultural understanding and broaden cultural awareness on campus by encouraging students, faculty, and staff to engage with cultures different from their own through their participation in co-curricular and professional development programs.

- Plan and implement activities designed to reach out to affinity groups and other student organizations to provide guidance and support while providing education and training to the entire campus.
- Continue the work of the Office of Gender Equity to provide resources and services for promoting justice; and to plan and implement efforts to educate students, faculty, and staff regarding issues related to gender-based violence and facilitate programming, policies, and services.
- Plan and implement activities to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best-practice information.
- As required, incidents of hate crimes are reported to and investigated by the University Police. The University Police prepares and distributes certain campus security, crime, and personal safety information, including hate crimes, in compliance with The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.
- Develop intra-institutional academic opportunities and curricular programs for students, faculty, and staff designed to ensure access and participation in educational opportunities and encourage collaboration in activities designed to highlight the study of global issues.
- Partnerships with other institutions in the University System of Maryland to increase access and the number of students pursuing graduate school.
- Sustain the University's curricular programs designed to promote the understanding of culture.

Metrics to measure how progress of each initiative/strategy is being evaluated

- Support programs and activities for promoting a campus community that values and embraces gender, races/ethnicities, languages, sexual orientations, ages, faiths, religions, cultural and social class contexts, and intellectual and physical abilities.

- *Office of Gender Equity* programs and activities that provide resources and services for educating students, faculty, and staff about issues related to gender-based violence.
- Programs planned and implemented to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best- practice information.

FSU Goal 5: Promote the Understanding of International Cultures

FSU 5.1: Share campus-wide programs and specific efforts designed to recruit and retain students, staff, and faculty.

- The Center for International Education's (CIE) goal is to continue international student enrollment and temporary transfer agreements through international partners.

Metrics to measure how progress of each initiative/strategy is being evaluated

- The CIE has formal agreements with some international study programs.

FSU 5.2: Develop programs and organizations to promote students' intercultural understanding and awareness through experiential exposure to global topics.

- Plan and implement study abroad programs conducted or sponsored by the university.
- Organize and implement recruitment activities for students to study abroad.
- Create additional faculty-led study abroad experiences for FSU students as this is a growing trend for student interest across the nation.
- Sustain the University President's Leadership Circle as an institutional program designed to provide students with opportunities to represent the university at key events, participate in intercultural experiences, and travel abroad to be part of cultural projects engaging populations in different countries around the world.

Metrics to measure how progress of each initiative/strategy is being evaluated

- The presence of study abroad opportunities for students and the level of participation in those programs.
- The presence of recruitment activities is designed to encourage students to participate in study abroad.
- The presence of faculty-led study abroad opportunities for students.
- Presence of international experience for student members of the President's Leadership Circle.

SALISBURY UNIVERSITY

SALISBURY UNIVERSITY

SPRING 2025 INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY REPORT

Spring 2025 Cultural Diversity Report

Salisbury University (SU) submits this report of Institutional Programs of Cultural Diversity to the University System of Maryland in accordance with §11- 406 of the Education Article, MD Annotated Code, as amended from time to time.

On July 15, 2024, Mr. Zebadiah Hall was appointed Vice President of Inclusion, Access, and Belonging (IAB), to lead the continuing implementation of SU's high impact practice in which all members of the SU community are ensured equal access and inclusion in the SU community, as well as experiencing a sense of belonging in all aspects of life and work at SU.

As SU's inaugural vice president of IAB, Mr. Hall is responsible for the new division of IAB, which includes SU's Office of Diversity and Inclusion, Disability Resource Center, and the Office of Institutional Equity. These vital departments are responsible for providing services in the areas of student success, faculty and staff support, equal access, accommodations, non-discrimination, and compliance in order to meet the needs of the SU Sea Gull community. Salisbury University's core values include diversity and inclusion because we recognize and value the considerable educational benefits that can be gained from engaging with people and ideas from a wide range of backgrounds and experiences. IAB commits to providing the campus with the tools and resources necessary to ensure that SU is a welcoming and inclusive living and learning environment that prepares students to excel in a global workplace and in diverse communities. IAB works closely with SU's shared governance groups to collaborate with campus partners in developing and implementing university-wide efforts to continuously improve the SU experience for all.

During the coming year, the division of IAB will create a strategic plan that is informed by the launch of SU's 2026 strategic plan.

Offices that Comprise the Division of Inclusion, Access, and Belonging

Office of Diversity and Inclusion (ODI)

- ODI's pre-semester program Powerful Connection help students transition to college life, build connections, and understand SU's resources. ODI will expand this program to support students who have chosen SU that are normally admitted in the spring who have been granted acceptance to the fall class of 2025. One of the requirements for the students is attending Powerful Connection.

- ODI will create programs and activities to engage local K-12 school systems by offering students as volunteers to provide support to K-12 students.
- ODI will be intentional in making sure international students attending SU have awareness of student engagement opportunities.
- ODI will work with faculty to create seminars or courses for students who are part of Powerful Connections, are first-generation, Pell grant recipients, and all other students for whom academic and social support would assist them to thrive at SU.

Disability Resource Center (DRC)

- DRC will change its name to the Office of Access and Accommodation (OAA). OAA will increase its responsibilities to broadly oversee accommodations at SU. OAA will help provide access and inclusion to those who receive reasonable accommodations through equitable policies, procedures, and processes.
 - OAA will be responsible for ensuring equal access to SU's courses, programs, activities, opportunities, and services by providing disability-related (ADA), religious, and temporary accommodations for students and employees. This expands the role of OAA, which previously was responsible only for student accommodations. OAA will work closely with the Office of Human Resources on accommodations for employees to ensure compliance with law and regulations.
 - OAA will handle ADA accommodations for SU guests who engage with SU through events, activities and who require access to campus facilities.

Office of Institutional Equity (OIE)

OIE will focus on the following goals during the 2025-2026 academic year:

- Provide information to the SU campus community on certain aspects of Title VI;
- Clearly designate OIE as responsible for Title VI, including investigations (already handled by OIE);
- Write a Limited English Proficiency Plan;
- Educate SU students, staff and faculty on Title VI and help them understand how it applies to race, color, and national origin.

IAB and Provost Collaboration

To support our increasingly diverse student body, we partnered with the Association of College and University Educators (ACUE), an organization dedicated to improving student success through evidence-based, inclusive teaching practices.

- ACUE's 25-week online course, Effective Teaching Practices (ETP) which trained faculty in evidence-based techniques shown to increase student retention, strengthen students' sense of belonging, and close equity gaps.
- Thanks to funding received through the Carnegie Corporation of New York, and the ECMC Foundation, faculty and staff had an opportunity to take part in ACUE's Fostering a Culture of Belonging microcredential course this year.

- This training provided faculty and staff with evidence-based strategies to foster an inclusive learning environment, building upon ACUE's "Embracing Diversity in Your Learning Environment" module, ultimately cultivating a more inclusive campus culture.

TOWSON UNIVERSITY

Leadership for the Public Good

THE TOWSON UNIVERSITY 2020–2030 STRATEGIC PLAN

With more than 150 years of leadership advancing higher education, Towson University has established a rich history of academic success and a proven dedication to improving lives. Building upon this established excellence, TU strategically looks to the future with both purpose and passion.

TU's academic excellence and innovative research and creative activities happen within a community where all students achieve inclusively. The diversity of our student body is a strength that not only enriches the learning environment with varied backgrounds, it also prepares our students to better lead in a global environment. TU's ongoing success is dependent on our capacity to shift perspectives and approaches and strategically place diversity, equity and inclusion at the core of our mission. We offer a transformative student experience that creates a foundation for social and economic mobility grounded in a profound respect for civic responsibility.

Towson University is an anchor institution for Greater Baltimore and Maryland, committed to making a difference and transforming lives throughout our region. Through our signature programs in BTU—Partnerships at Work for Greater Baltimore—we demonstrate our commitment to community engaged partnerships that have an immediate, positive impact on Greater Baltimore. We foster an environment that embraces leadership and entrepreneurship for our students, our region, and our state.

As part of the university's relentless commitment to advancing the public good, this plan serves to define objectives and deliver transformative outcomes. Through the power of learning, discovery and creativity we create opportunities, ensuring a future where everyone plays a role in shaping a positive future. Being ambitious on behalf of others isn't just a promise at TU—we deliver on it every day. And this plan is where that ambition becomes action.

MISSION STATEMENT

Towson University fosters intellectual inquiry and critical thinking preparing graduates who will serve as effective, ethical leaders and engaged citizens. Through a foundation in the liberal arts, an emphasis on rigorous academic standards, and the creation of small learning environments, we are committed to providing a collaborative, interdisciplinary and inter-professional atmosphere, excellence in teaching, leadership development, civic engagement, and applied and sponsored research opportunities at the undergraduate and graduate levels. Our graduates leave Towson University with the vision, creativity and adaptability to global society. Our faculty model the highest values of the scholar-educator, with a steadfast devotion to intellectual rigor and the pursuit of innovative scholarly and creative activities. We embrace our role and responsibilities as an anchor institution for the Greater Baltimore region and the state of Maryland.

VISION

Towson University is a national leader in student-centered education, where students will develop the knowledge, skills and dispositions to become ethical leaders in a global society. Our faculty model the highest values of the scholar-educator, with a steadfast devotion to intellectual rigor and the pursuit of innovative scholarly and creative activities. We embrace our role and responsibilities as an anchor institution for the Greater Baltimore region and the state of Maryland.

TOWSON UNIVERSITY'S CORE VALUES

At Towson University, everything we do reflects our core values:

- Dedication to student intellectual and personal growth
- Commitment to creating and disseminating knowledge of the highest caliber
- Passion for continuous learning
- Devotion to civic responsibility and community service
- Commitment to diversity and inclusion
- Integrity and ethical action as leaders for the public good

OUR CHARGE

Towson University is already recognized as one of America's Top 100 public national universities; this strategic plan is a call to action for an even bolder future. It is a focused strategy to build upon TU's already impressive momentum, further its impact as an anchor institution, and advance its pre-eminent position as a national leader in higher education for the public good.

OUR EXPECTATION: EXCELLENCE (IN EVERYTHING WE DO)

Towson University has built a reputation as a leader in inclusive, accessible academic excellence where students, faculty and staff thrive. Here, rigorous and relevant academic instruction is combined with a diverse and supportive community that deepens connections and builds success.

- We challenge students to be engaged participants in an inspiring educational journey preparing them for professional success and positive impact as engaged members of their community.
- We empower faculty to make significant contributions through scholarly and creative inquiry of the highest caliber.
- We encourage and promote excellence in staff resulting in exceptional contributions and personal growth.
- We serve communities as an anchor institution, with socially-minded partnerships and entrepreneurial efforts advancing the greater Baltimore region and Maryland.

Through the initiatives outlined in this strategic action plan, we'll harness our expertise from decades of transformation at Towson University to accelerate into a new era of leadership for the public good.

OUR FOCUS: ACHIEVING GOALS

For Towson University to make a greater difference we must remain unapologetically persistent and clearly focused on our goals above all else. Our plan focuses on six major goals, defined with input from across our university and greater communities. These goals must serve as guiding intentions at the center of every decision we make and every action we take.

OUR GOALS:

EDUCATE

We will achieve national recognition for our innovative student-centered curriculum emphasizing engaged learning, in-demand academic programs, and new approaches to instruction and learning in the liberal arts, business, health professions, STEM, arts and teacher preparation.

INNOVATE

Our faculty are leaders in scholarship and creative activities and will be fully supported in their efforts to generate new knowledge and new creative works.

ENGAGE

We will serve as community leaders and partners extending the talents of our students, faculty and staff beyond our campus boundaries to create opportunities for leadership, entrepreneurship, civic engagement, and experiential learning.

INCLUDE

We will build an even more inclusive, equitable, and collaborative community where people from all backgrounds, identities, abilities and life experiences are welcomed, valued and supported.

SUPPORT

We will recruit, retain and graduate students of the highest caliber, offer outstanding student success services, and provide an engaging campus experience that reflects the educational values of Towson University and produces graduates prepared for careers or advanced education.

SUSTAIN

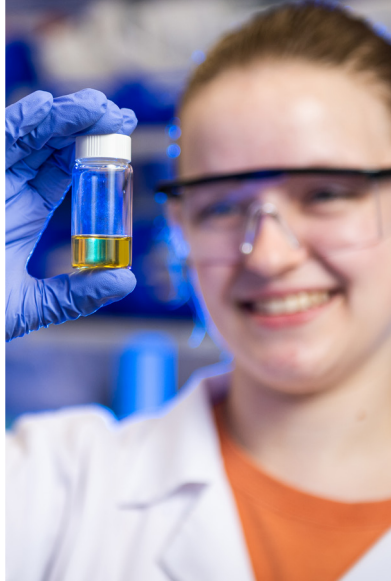
We will act as leaders in advancing sustainability of all resources—environmental, human, and financial.



Goal One: *Educate*

Of course, education is at the center of everything we do. But it's how we educate that really matters. Towson University is committed to academic excellence, providing exceptional, student-centered educational experiences. TU's distinguished faculty mentors push the possibilities of engaged learning, create in-demand academic programs and initiate cutting-edge instruction in each of our colleges and interdisciplinary programs. Our graduates will be prepared to lead their communities with integrity, civic-mindedness, and creativity in service of the public good.

- Institute and fully support a comprehensive enrollment strategy that achieves the goals of the university with regard to degree programs, diversity, and fiscal outcomes.
- Recruit, retain and support outstanding faculty committed to teaching excellence.
- Provide an interdisciplinary core curriculum grounded in the liberal arts that reflects our educational outcomes and prepares students for the contemporary workforce and global society.
- Increase high-impact teaching and learning opportunities to ensure every TU student engages in multiple experiences during their academic career.
- Capitalize on new facilities in STEM and health professions to develop new, high-demand academic programs that support state and national workforce needs.
- Develop selective new masters and doctoral programs in accordance to regional demand and institutional mission.
- Offer an array of professional certificate programs and credentialing alternatives to position our graduates competitively in the workforce.
- Support our world-class faculty through the Faculty Academic Center of Excellence at Towson University (FACET).



Goal Two: *Innovate*

As higher education leaders, the world looks to us for innovation. TU supports and promotes an active scholarly and creative activity agenda for faculty, staff and students. This includes providing appropriate resources, suitable facilities and work schedules to facilitate these critical and worthwhile efforts.

- Faculty will continue to serve as leaders demonstrating the highest standards of a scholar/teacher model that balances teaching, research and service.
- Utilize emerging and innovative technology to enhance teaching and learning.
- Substantially increase grant activities and scholarly output, utilizing the full spectrum of student, staff, and faculty expertise.
- Build requisite facilities and resources, including those of Cook Library, to support and increase faculty scholarly and creative activity.
- Increase our commitment to undergraduate and graduate student research, including a vibrant summer research program with faculty mentors.
- Reward and recognize faculty national leaders in scholarship, creative activity and teaching



Goal Three: *Engage*

Our impact goes beyond the boundaries of our campus. As a Carnegie Foundation Community Engaged University, TU students, faculty and staff serve as community leaders and partners extending their talents beyond our campus boundaries to create opportunities for leadership, entrepreneurship, civic engagement, and experiential learning.

- Build on the existing success of the BTU initiative to further TU's leadership as an anchor institution for the greater Baltimore region.
- Develop and sustain a successful StarTUP business engagement center.
- Develop and sustain innovative entrepreneurship programs for internal and external parties that increase student participation from all colleges.
- Build a successful venture creation program that engages students, faculty, staff and external participants.
- Develop nationally recognized leadership programs for internal and external markets that create and reflect cutting-edge research.
- Ensure all TU students have the opportunity to participate in experiential learning during their academic careers.
- Promote civic responsibility and engagement as a learning outcome for all students. Fully develop a world-class Career Center supporting students and alumni.



Goal Four: ***Include***

TU actively works to build an inclusive, collaborative, and equitable community where people from all backgrounds, identities, abilities and life experiences are welcomed, valued and supported to achieve their fullest potential. This commitment is reflected in our hiring practices, decision-making, academic and co-curricular programming, support services and resources. We will achieve the goals of the university's Diversity Strategic Plan and will be leaders in equity and inclusion.

- Provide ongoing teaching, learning, research and service opportunities to prepare students, faculty and staff to address diversity, inclusion and equity issues in disciplinary and interdisciplinary fields.
- Continue our commitment to recruiting and retaining faculty from underrepresented groups.
- Continue to build trust and confidence through strong collaborative and value-added relationships with all shared governance bodies.
- Increase diversity-rich learning experiences that raise all students' self-awareness and ethical and cultural intelligences while advancing their understanding and commitment to TU's values of inclusion, diversity and equity.
- Provide resources for faculty to learn, use and evaluate inclusive teaching and learning practices, scholarly research and creative activities.
- Build upon existing mentorship programs for undergraduate and graduate students, faculty and staff.



Goal Five: ***Support***

Student success starts with a student-centered culture. TU is committed to recruiting, retaining and graduating students of the highest caliber, offering effective support services and an engaging campus experience that reflects the values of Towson University.

- Implement a comprehensive student retention plan from prospect status through graduation and into the post-graduate years.
- Increase the four-year graduation rate through a systemic approach.
- Capitalize on the new Student Union to deliver rich co-curricular programming for students.
- Establish a One-Stop Academic Support Center. Support an exceptional athletics program that emphasizes success in the classroom, in the community, and in athletic competition.
- Establish a world-class holistic practice of student well-being that addresses physical, mental, and emotional dimensions of individuals.
- Serve as a cultural center for the TU and greater Baltimore communities, offering outstanding arts and culture programming for the region.
- Increase affordability of study abroad and other experiential learning opportunities and raise the number and diversity of student participants. Identify opportunities to reduce costs to students while maintaining high academic and cocurricular standards.



Goal Six: ***Sustain***

TU is committed to sustainable practices, responsible management and efficient use of all resources. Whether it's environmental, financial or human—we act as conscientious stewards of all resources.

- Promote a transparent capital and operating budget process that engages shared governance to invest financial resources in support of the university's strategic goals. Promote and implement effective internal controls and enterprise risk management practices to provide reasonable assurance for the safeguarding of assets, the reliability of financial information, and compliance with laws and regulations.
- Implement a holistic Campus Sustainability Plan inclusive of environmental, health, and academic activities.
- Recruit, reward and retain outstanding faculty and staff through the implementation of a total rewards program.
- Offer engaging professional development opportunities, including mentoring and coaching programs that span career trajectories.
- Build and maintain a sustainable campus through economically viable initiatives that are environmentally and socially responsible.
- Increase philanthropic giving from all constituent groups—alumni, friends, parents, faculty, staff and students—to support ongoing and emerging needs and opportunities at TU.
- Strengthen alumni engagement and giving in support of the university community and its strategic goals.

UNIVERSITY OF BALTIMORE

THE UNIVERSITY OF BALTIMORE
LOOKING TO THE FUTURE:
PREPARING UBALT FOR THE NEXT 100 YEARS OF GLOBAL ENGAGEMENT
FY 2025-FY 2029

BACKGROUND and ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PRIORITIES

Since our founding in 1925, the University of Baltimore (“UBalt” or “University”) has educated the citizens of Baltimore to be leaders within a global and interconnected world. Today, as a public institution of higher education, we pride ourselves on being the University of Baltimore for Baltimore. Our faculty and staff are committed to preparing our students to be transformative and civically engaged leaders. To accomplish this goal, we foster dialogue across our differences, while acknowledging and respecting the unique attributes and contributions of each member of our UBalt community.

As we celebrate our centennial year, we renew our commitment to fostering diversity, equity, and inclusion as described as our sixth goal in our strategic plan: Re-Imagining UBalt: 2018-2026:

“UBalt fosters a diverse community of students, faculty, and staff. The experiences, perspectives, and contributions of all individuals are valued and deemed critical to intellectual growth. We will continue our commitment to supporting diverse ideas, experiences, and perspectives that strengthen professional, intellectual, and cultural agility.”

Integral to this goal is an insistence on academic rigor, accountability, and assessment coupled with an unwavering commitment to serve students from all backgrounds supported by a diverse and qualified faculty and staff. A campus community rich in intellectual, cultural, and ethnic diversity promotes the exchange of ideas and knowledge, provides a profound learning experience for students, creates a better teaching and scholarly experience for faculty, leads to a more productive and supportive working experience for staff, and strengthens community engagement and outreach.

Diversity is defined at UBalt in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sex, sexual orientation, gender identity, disability, foreign nationality, economic status, non-traditional student status, first generation students, and other important characteristics. Inclusion describes the active, intentional, and ongoing engagement with diversity – in people, in the curriculum, in the co-curriculum, and in communities.

Creating a culture that is free from discrimination, appreciative of new ideas and capabilities, and is attentive to the need to deliver innovative approaches to learning, teaching, research, and support services is central to UBalt’s mission and success. Equally important is the preparation of our students to become resilient in leading and managing a diverse and changing workplace and society.

This diversity plan, therefore, seeks to develop a strategic framework to identify and address practices and policies that are barriers to diversity, equity, and inclusion, particularly in the integral areas of student success and a diversified employee talent pool. To foster diversity and create inclusive excellence, the

Last updated 5/29/2025

University embraces the following principles:

1. A shared understanding of a comprehensive, innovative, integrated approach to inclusivity in all aspects of university operations.
2. A campus climate that acknowledges, welcomes, supports, and celebrates diversity, equity and inclusion among students, faculty and staff.
3. Recognizing that we are part of a global community, a commitment to strengthen and support programs and activities that promote cross-cultural understanding and global perspectives.
4. Diversifying the University's workforce through the development and implementation of a strategy for the recruitment of a larger pool of applicants from a variety of backgrounds.
5. Ensuring equal access to all aspects of professional development, training, and mentorship programs that provide clear pathways for career growth.
6. Encouraging academic freedom and the exchange of diverse perspectives and ideas.

THE UNIVERSITY'S DIVERSITY PROFILE

There has been significant racial and ethnic diversification in UBalt's student body over the last ten years. The number of undergraduate students who identify as one of the racial and ethnic groups that are included as underrepresented in higher education has increased from 59.5% in Fall 2008 steadily each year to more than 70% in Fall 2024, with African American students now representing more than half, 51.5%, of the student body. Hiring and maintaining a diverse workforce remains one of the most difficult diversity-related challenges at the University, particularly in regard to tenure and tenure-track faculty, as only 12% of that population are from an underrepresented race/ethnicity. The staff's racial and ethnic distribution largely reflects that of the State of Maryland. The racial and ethnic profile of our students, faculty, and staff are provided below.

A. Student Demographics

Enrollment at UBalt is the most diverse of Maryland's public 4-year universities, attracting an exceptionally diverse student body relative to race and socio-economic circumstances. Carnegie calculates UBalt's undergraduate student body's access measure is 1.86. That is the highest among Maryland's public 4-year universities, aside from its HBCU's. UBalt serves the working-age population of Baltimore and Maryland (average age for undergraduate students is 31.5; graduate, 35; and law 28), with the vast majority of students (90%) living in Maryland. Female students represent the majority of students; 58% at the undergraduate level and 64% at the graduate/law level.

Enrollment by Age and Career

Comparative Enrollment, Fall 2019 and Fall 2024

	Headcount		% of Total		Increase or Decrease in Percentage for Each Age Group
	Fall 2019	Fall 2024	Fall 2019	Fall 2024	
Undergraduate					
21 and Under	514	177	24.5%	14.9% ▼	-9.6%
22-24	481	224	22.9%	18.9% ▼	-4.0%
25-29	424	226	20.2%	19.1% ▼	-1.1%
30-34	237	171	11.3%	14.4% ▲	3.1%
35-39	164	133	7.8%	11.2% ▲	3.4%
40-49	172	164	8.2%	13.9% ▲	5.6%
50 and over	101	89	4.8%	7.5% ▲	2.7%
Unknown	4	-	0.2%	0.0% ▼	-0.2%
Undergraduate Total	2,097	1,184	100%	100%	
Average Undergraduate Age	28.4 ▲	31.5 3.1			
Graduate					
21 and Under	18	4	1.1%	0.4% ▼	-0.7%
22-24	235	138	14.2%	13.4% ▼	-0.8%
25-29	539	245	32.6%	23.8% ▼	-8.8%
30-34	312	176	18.9%	17.1% ▼	-1.7%
35-39	186	137	11.2%	13.3% ▲	2.1%
40-49	210	186	12.7%	18.1% ▲	5.4%
50 and over	151	142	9.1%	13.8% ▲	4.7%
Unknown	4	1	0.2%	0.1% ▼	-0.1%
Graduate Total	1,655	1,029	100%	100%	
Average Graduate Age	33.3 ▲	35.0 1.7			
Law					
21 and Under	17	14	2.3%	1.9% ▼	-0.4%
22-24	251	268	34.7%	36.9% ▲	2.2%
25-29	249	271	34.4%	37.3% ▲	2.9%
30-34	99	85	13.7%	11.7% ▼	-2.0%
35-39	48	48	6.6%	6.6% ▼	0.0%
40-49	33	28	4.6%	3.9% ▼	-0.7%
50 and over	20	12	2.8%	1.7% ▼	-1.1%
Unknown	7	-	1.0%	0.0% ▼	-1.0%
Law Total	724	726	100%	100%	
Average Law Age	28.2 ▼	27.9 -0.3			
Total	4,476	2,939			

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There has been a remarkable increase in the diversity of undergraduate students. African American students climbed from almost 35% in 2008 to 51.5% in 2024. The percentage of students identifying as Hispanic or multi-racial each has fluctuated around 5%.

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At the level of graduate and law studies, the student body identifying as an underrepresented race or ethnicity increased from 47.3% in Fall 2008 to 51.5% in Fall 2024. The percentage of African American students at the graduate/law level had almost doubled from 22% in Fall 2008 to 39% in Fall 2017. Since then, that population has shrunk to 31.6% in Fall 2024. Tables 1A and 1B profile the racial and ethnic diversity of UBalt's undergraduate and graduate/law student populations over the last eight years, respectively.

Table 1A: Student Race and Ethnicity Report	Undergraduate %				
	Fall '16	Fall '19	Fall '21	Fall '23	Fall '24
African-American/Black	48.5%	46.8%	46.7%	49.4%	51.2%
American Indian or Alaskan Native	0.4%	0.6%	0.2%	0.2%	0.3%
Hispanic/Latino	4.4%	5.8%	8.7%	8.4%	5.1%
Native Hawaiian or Pacific Islander	0.3%	0.6%	0.3%	0.2%	0.1%
Two or More races	4.6%	4.1%	5.9%	4.9%	5.4%
Asian	4.6%	4.6%	4.2%	4.1%	3.6%
White	33.2%	29.8%	28.3%	26.1%	25.3%
International Students	-	2.2%	2.5%	1.4%	1.3%
Did not Self identify	5.4%	5.5%	3.2%	5.3%	7.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Table 1B: Student Race and Ethnicity Report	Graduate/Law %				
	Fall '16	Fall '19	Fall '21	Fall '23	Fall '24
African-American/Black	37.4%	35.9%	32.1%	31.1%	31.6%
American Indian or Alaskan Native	0.2%	0.3%	0.1%	0.2%	0.2%
Hispanic/Latino	3.5%	5.5%	7.4%	7.4%	6.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.1%
Two or More races	3.1%	3.4%	4.0%	4.5%	4.4%
Asian	4.8%	5.4%	5.4%	5.6%	5.7%
White	45.6%	40.9%	44.1%	43.7%	42.8%
International Students	-	3.8%	3.4%	3.7%	3.6%
Did not Self identify	5.3%	4.7%	3.4%	3.8%	5.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

B. Staff Demographics

The employment of African American staff hit a high of 40.7% in Fall 2021 yet in only the three years since has fallen back down to 35.4%. The staff racial and ethnic distribution largely reflects that of the State of Maryland, with 43% identifying as an underrepresented race/ethnicity. At 59%, female employees continue to fill the majority of staff roles.

Table 2: Staff Race and Ethnicity	Staff %				
	Fall '16	Fall '19	Fall '21	Fall '23	Fall '24
African-American/Black	38.9%	39.8%	40.7%	36.8%	35.4%
American Indian or Alaskan Native	0.0%	0.0%	0.2%	0.4%	0.4%
Hispanic/Latino	1.8%	3.2%	4.4%	4.4%	5.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%	0.0%	0.0%
Two or More races	2.0%	2.0%	1.3%	2.0%	1.9%
Asian	4.1%	3.8%	3.7%	4.4%	4.2%
White	50.1%	49.5%	48.8%	49.3%	51.9%
Did not Self identify	3.1%	1.6%	0.7%	2.8%	1.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

C. Faculty Demographics

National data indicate that only 15% of the full-time faculty in U.S. degree granting universities are from an underrepresented race/ethnicity [National Center for Educational Statistics, 2022](#).

Underrepresented races/ethnicities represent 50.4% of UBalt's student body. While the percentage of underrepresented faculty at UBalt had been at 14% the last four years, this Fall 2024 it fell to 12%. Efforts to increase faculty diversity are important because students are better educated and better prepared for leadership, citizenship, and professional competitiveness when they are exposed to diverse perspectives in their classrooms.

Table 3A shows that 12% of tenured/tenure track (T/TT) faculty are from underrepresented groups. This percentage differs significantly across the academic divisions and the university's schools and colleges. Table 3B, however, shows that the percentage of underrepresented faculty with other tenured status (i.e., adjunct, lecturers) was 30% in Fall 2024. Continued diversification of our full-time and part-time faculty is an important goal moving forward.

The faculty distribution by gender for the tenure/tenure track faculty has recorded significant changes. The percentage of female faculty increased from 36% in 2008 to 48% in 2024.

Tenure/Tenure Track Faculty by Gender and Race/Ethnicity: Summary						
	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Total T/TT Faculty For All Genders and Races/Ethnicities	153	148	143	138	135	129
T/TT Faculty Who Are URM	20	21	20	20	19	15
% of All T/TT Faculty who are URM	13%	14%	14%	14%	14%	12%
Total Female T/TT Faculty	71	70	69	65	66	62
% of All T/TT Faculty Who Are Female	46%	47%	48%	47%	49%	48%

Non-tenured Faculty by Gender and Race/Ethnicity: Summary						
	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Total Non-T/TT Faculty For All Genders and Races/Ethnicities	214	168	184	187	191	160
Non-T/TT Faculty Who Are URM	55	43	46	46	49	48
% of All Non-T/TT Faculty who are URM	26%	26%	25%	25%	26%	30%
Total Female Non-T/TT Faculty	90	70	77	79	88	78
% of All Non-T/TT Faculty Who Are Female	42%	42%	42%	42%	46%	49%

Tenure/Tenure Track Faculty by Race/Ethnicity and Gender

Employed Between Nov 1, 2023 and Oct 31, 2024						
Tenure/Tenure Track Faculty by Gender and Race/Ethnicity: Summary						
	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Total T/TT Faculty For All Genders and Races/Ethnicities	153	148	143	138	135	129
T/TT Faculty Who Are URM	20	21	20	20	19	15
% of All T/TT Faculty who are URM	13%	14%	14%	14%	14%	12%
Total Female T/TT Faculty	71	70	69	65	66	62
% of All T/TT Faculty Who Are Female	46%	47%	48%	47%	49%	48%

Table 3A: Faculty Race and Ethnicity	Tenured/Tenured Track #				
	Fall '16	Fall '19	Fall '21	Fall '23	Fall '24
African-American/Black	8.2%	9.2%	10.5%	9.6%	8.5%
Hispanic/Latino	2.5%	3.9%	3.5%	3.7%	2.3%
Two or More races	0.0%	0.0%	0.0%	0.7%	0.8%
Asian	9.4%	15.7%	14.7%	17.0%	17.1%
White	79.2%	69.9%	69.9%	67.4%	69.0%
Did not Self identify	0.6%	1.3%	1.4%	1.5%	2.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Table 3B: Faculty Race and Ethnicity	Non-Tenured Faculty				
	Fall '16	Fall '19	Fall '21	Fall '23	Fall '24
African-American/Black	9.8%	20.1%	20.1%	20.9%	25.0%
Hispanic/Latino	2.0%	4.2%	4.3%	4.2%	4.4%
Two or More races	1.6%	1.4%	0.5%	0.5%	0.6%
Asian	2.8%	3.7%	7.6%	5.2%	5.0%
White	69.4%	65.0%	64.7%	64.9%	58.1%
Did not Self identify	4.4%	5.6%	2.7%	4.2%	6.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

UNIVERSITY DIVERSITY GOALS AND STRATEGIES

Although the University can identify numerous diversity and inclusion indicators of success, its goal is to be an innovative diversity leader within the University System of Maryland. To support this objective, five goals have been established. The first is to intentionally maintain a climate that is respectful of _____

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differences and inclusive of all people. The second commits the University to recruiting, employing, and retaining the most qualified faculty, which will help to increase diversity. Likewise, recruiting, employing, and retaining the most qualified staff, which will result in increased diversity, is the cornerstone of the third goal. The fourth goal focuses on improving inclusivity by encouraging academic freedom and the exchange of diverse perspectives and ideas. The final goal continues UBalt's legacy of community engagement by building upon existing partnerships with community and alumni to enhance the University's commitment to and work with diverse populations.

Implementation of the plan will begin AY 2025-2026, continuing through AY 2028-29. Senior leadership, in collaboration with the campus community, will establish annual priorities from this plan.

Goal 1: Intentionally foster and sustain a welcoming campus environment based on the principles of equity and inclusion to create an environment that is respectful of differences and promotes the safety and security of all people.

Strategy 1: Build and maintain an infrastructure that supports and promotes inclusion

- The Office of Institutional Effectiveness will serve as the repository for campus data related to inclusion.
- The Office of Diversity and International Services will build bridges across cultures, support international students, scholars, and the entire campus community in their pursuit of academic and personal growth. Efforts to support the entire UBalt community through a comprehensive range of services open to all UBalt community members, including cultural programs, intercultural workshops, and advising support, will cultivate an atmosphere of respect, curiosity, and appreciation for the richness that our diverse campus has to offer.
- Enhance the physical and technological infrastructure to provide accessibility for all members of the UBalt community.
- Update existing, and create new, university procedures and policies as required to remove barriers to access for all UBalt community members.
- Develop a healthier, collegial working environment through better communication of and training in system, university and college-level policies; ensure mandatory training, compliant with all federal and state anti-discrimination laws, for all supervisors and academic leaders (e.g., deans, and directors).
- Charge the Title IX coordinator and Director of Diversity, Equity, and Inclusion to serve as impartial support for all members of the UBalt community.
- Maintain membership in the Higher Education Recruitment Consortium (HERC) to augment UBalt's infrastructure to sustain a workplace where all employees can thrive.

Strategy 2: Develop quantitative and qualitative metrics to better understand the state of diversity and inclusion at UBalt.

- The Office of Institutional Effectiveness will be responsible for:

- Designing and conducting periodic campus-wide climate surveys (faculty, staff and students) to frame and direct future action on diversity and inclusion.
- Developing quantitative and qualitative metrics from those surveys and an assessment of national best practices for fostering community and belonging.
- Analyzing UBalt's quantitative and qualitative metrics, UBalt's progress, and assessing UBalt's interventions.

Strategy 3: Initiate cultural competence training for UBalt faculty, staff, and students. Cultural competence is a set of congruent behaviors, attitudes, and policies that enable one to function effectively across cultural differences while being respectful and responsive to the beliefs of diverse population groups.

- Include training in onboarding processes and/or orientation of new faculty, staff, and student employees.
- Offer training through Human Resource Training and Development Program or CELTT for existing faculty and staff on topics ranging from recognizing and reducing implicit bias in the application review process to best practices for inclusive interviewing and mentoring.
- Continue to offer training via New Employee Orientation for faculty and staff on topics such as Non-Discrimination, Sexual Harassment and Other Sexual Misconduct Policy, Retaliation, Bullying, and other areas of Prohibited Discrimination and the reporting mechanisms.
- Provide access to our Employee Development Academy for Employees and Supervisors focusing on courses such as “Leveraging Diversity and Inclusion in the Workplace,” and “Creating Psychological Safety within Your Team.” Additionally, offering Search Committee training for Search Committee chairs on Implicit Bias.
- Continue to offer training via New Student Orientation of new students and via Student Affairs activities and programming for existing students.
- Train UBalt staff, management and supervisory personnel in best practices that promote inclusive excellence and bystander intervention.
- Continue to support and promote awareness on the process for [reporting crimes](#), including [hate crimes](#) and UBalt's response protocol in the onboarding of new faculty and staff, and the orientation for all new students.
- Continue to review, evaluate, and incorporate improvements to the PMP process through the PMP revision taskforce.
- Continue to offer access to trainings, resources, webinars to keep institutional compliance through our HERC membership.

Strategy 4: Address gains, opportunities, and challenges of becoming a diverse campus by providing demographic related data and information. Information will provide a narrative beyond demographic data to enhance knowledge of UBalt students' unique backgrounds, histories and lived experiences.

- Include student data and information in recruitment profiles and interview documents.
- Provide student data and information during New Faculty and Staff Orientation.
- Offer student data and information through Human Resource Training and Development

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Program.

- Offer student data and information as a part of CELTT professional development series.
- Offer student data and information through Student Affairs activities and trainings.

Strategy 5: Promote a more inclusive and welcoming environment.

- Create online resources for transitioning individuals and their allies.
- Conduct physical inventory to create, identify and promote gender-neutral restrooms, private rooms for lactating mothers, space for meditation/prayer, etc.
- Foster an atmosphere of linguistic inclusion.
- Continue to support student parents through pregnancy-related accommodations and available lactation spaces across campus.
- Find sustainable ways to support working adult learners.

Goal 2: Recruit, employ, and retain the most qualified faculty members, which will result in a more diverse faculty.

Strategy 1: Develop plans to expand outreach to widen applicant pool.

- Hold an adjunct Job Fair to promote teaching opportunities.
- Attend fairs and conferences to recruit a broad range of talent for our positions.
- Develop a collegial mentoring initiative to foster belonging for all new faculty.
- Utilize our membership in the Higher Education Recruitment Consortium (HERC) to attract a wide pool of job candidates and improve retention and advancement.

Strategy 2: Develop focused recruitment plans to increase the pool of applicants.

- In conjunction with faculty leadership, engage faculty in authentic discussions around diversity and inclusion to identify priorities and opportunities for building a more inclusive culture.
- Use strategic advertisement and identify outlets to maximize diversity in candidate pools and provide needed resources for expanded recruitment.
- Enhance training for search committees and, when appropriate, include student representation on search committees.
- Create shared evaluation criteria for application review, interviews, and campus visits.
- While not directly related to recruitment, securing funding to attract visiting scholars with globalized perspectives would help increase the diversity of perspectives on campus.

Strategy 3: Improve early mentoring of all new faculty to foster a smooth and welcoming entry into the University and campus community.

- Pair a new hire with early mentoring before arrival to campus; assign mentor immediately after hire.
- Develop an ‘on-boarding program’ to facilitate sense of belonging and community by helping new hire build connections in the community (e.g., housing support, childcare resources, locate potential religious community).

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- Reframe New Faculty Orientation and include quarterly meetings.

Strategy 4: Develop a faculty retention and advancement plan.

- Develop a leadership training program for recently tenured and promoted faculty to support their advancement in their professions and in the academy.
- Develop a University Faculty Award that recognizes faculty engagement in research, creative expression and/or service to promote diversity, equity, justice, and inclusion.

Goal 3: Recruit, employ, and retain the most qualified staff, which will result in a more diverse staff community.

Strategy 1: Develop a staff recruitment plan.

- Hold Job Fair to promote employment opportunities.
- Participate in fairs and conferences to recruit a broad range of talent for our positions.
- Develop a collegial mentoring initiative to foster belonging for all new employees.
- Utilize our membership in the Higher Education Recruitment Consortium (HERC) to attract a wide pool of job candidates and improve retention and advancement.

Strategy 2: Develop a retention and advancement plan for staff.

- Explore offering to all staff enhanced coaching and advice regarding career opportunities, planning and development.
- Continue to offer University Staff Award that recognizes staff efforts to promote diversity, equity, and inclusion.
- Support the professional development of staff at a level of parity with faculty development.

Goal 4: Prepare our students to lead and manage in a diverse and changing society by encouraging academic freedom and the exchange of diverse perspectives and ideas.

Strategy 1: Support continued development of curriculum and service that address the importance of the respectful sharing of diverse perspectives and ideas.

- CELTT will sponsor a series on culturally responsive and inclusive teaching and employment of relevant pedagogy.
- Evaluate other mechanisms to promote diversity (e.g., Diversity and Inclusion Certificate, online resources to share successful inclusive teaching strategies; “Difficult Dialogues” series).
- Support the development of courses that meet the Global Awareness and Diverse Perspectives requirement.
- Develop applied research opportunities in collaboration with university partners to provide meaningful undergraduate and graduate research opportunities that increase community engagement.

Strategy 2: Build on co-curricular programming that engages campus community members in the

Last updated 5/29/2025

challenges and rewards of valuing diversity.

- Support capacity building and high-quality training for professionals who work in student services.
- Redesign the current student organization training to include a diversity and inclusion module that will address diversity from a broad perspective.

Strategy 3: Monitor and continue to invest in closing the achievement gap and increasing the retention and graduation rates of underrepresented groups in undergraduate, graduate, and professional degree programs. (Note: See [Student Success Plan](#) for details).

Goal 5: Build upon existing partnerships and create new partnerships that enhance the University's commitment to and work with diverse populations

Strategy 1: Work to develop opportunities for alumni to contribute in multiple ways to increase access, cultivate a culture of inclusive learning, support systemic transformation, and strengthen relationships with alumni from underrepresented groups.

- Acknowledge and affirm the diversity of experiences among UBalt alumni.
- Build institutional identity among underrepresented students as future UBalt alumni and support and strengthen mentorship opportunities between all alumni and all students.
- Develop active affinity groups.

Strategy 2: Enhance partnerships with local organizations to provide information and community resource materials to new faculty, administrators, and staff that may address the needs of potential employers (e.g., employment opportunities for spouse/partners, housing, religious affiliation, and social integration in the region).

**UNIVERSITY OF MARYLAND,
BALTIMORE**

UNIVERSITY OF MARYLAND, BALTIMORE
SPRING 2025 INSTITUTIONAL CULTURAL DIVERSITY REPORT
June 6, 2025

Section 1: 2024-2025 Cultural Diversity Plan

Executive Summary: Access, Engagement, and Accountability Framework: REPS

The **REPS** framework—**Recruitment and Retention, Experience and Climate, Professional Development and Career Advancement, and Scholarship, Service, and Education**—forms the foundation of UMB’s strategic approach to advancing access, engagement, and accountability. Each theme is aligned with the [2022-2026 UMB Strategic Plan](#) (Strategic Plan) and [Core Values](#).

1. Recruitment and Retention

UMB is committed to actively recruiting, retaining, supporting, and advancing all students, faculty, and staff. This theme emphasizes:

- Creating equitable pathways into and through the institution.
 - Standardizing structures, policies, and practices in hiring, evaluating, retaining, and promoting.
 - Investing in career development and leadership opportunities.
 - Developing and implementing reward and recognition programs and initiatives for all.
-

2. Experience and Climate

UMB promotes and advances a welcoming and inclusive culture of care. Key actions include:

- Expanding student affinity groups and employee resource groups that are open to all members of the campus community.
- Promoting access and engagement principles and practices through training and reporting.
- Implementing consistent and transparent data collection, assessment, and distribution.
- Embedding access, engagement, and accountability principles into institutional policies and practices.

UNIVERSITY OF MARYLAND, BALTIMORE
SPRING 2025 INSTITUTIONAL CULTURAL DIVERSITY REPORT
June 6, 2025

3. Professional Development and Career Advancement

UMB supports and advances students, faculty, and staff by promoting and providing professional and educational programs and initiatives. This includes:

- Increasing engagement in professional development programs.
 - Embedding access and engagement principles and practices in employee training, workshops, and leadership pathways.
 - Creating sustainable programs and pathways including mentoring networks and sponsorship programs.
-

4. Scholarship, Service, and Education

UMB promotes and integrates access, engagement, and accountability principles and practices within teaching, learning, scholarship, and service. It encourages:

- Providing teaching and learning opportunities on how to integrate access and engagement principles and practices.
 - Rewarding community-engaged scholarship.
 - Providing and promoting programs and initiatives that reflect the pedagogy that integrates the experiences, perspectives, and needs of the larger community.
 - Revising tenure and promotion policies to value the integration of access, engagement, and accountability principles and practices.
-

These themes are designed to be dynamic and evolving, with a focus on continuous improvement and institutional accountability. The REPS framework not only reflects UMB's commitment to its Strategic Plan and Core Values but also serves as a blueprint for systemic transformation across the University.

**UNIVERSITY OF MARYLAND,
BALTIMORE COUNTY**



Memorandum

Date: June 5, 2025

To: Dr. Zakiya Lee
Associate Vice Chancellor for Student Affairs, USM

From: Tanyka M. Barber
Vice President for Institutional Equity, UMBC

Subject: UMBC Interim Cultural Diversity Plan

Attached, please find UMBC's 2025-2026 Interim Cultural Diversity Plan in accordance with Maryland Education Article, §11-406. As the University continues to engage in its strategic planning process over the next academic year, this plan will be revised and finalized to align with the University's new strategic priorities.

Please contact me if you have any questions or require additional information. I may be reached at tbarber2@umbc.edu or 410-455-8494.

University of Maryland, Baltimore County (UMBC)
2025 - 2026 Interim Cultural Diversity Plan

This Cultural Diversity Plan is developed in accordance with MD Education Article, §11-406.

Section 1: How UMBC Addresses Cultural Diversity Among Its Student, Faculty and Staff Populations

Cultural diversity is rooted in the mission and vision of UMBC which states as follows:

Mission

UMBC is a dynamic public research university integrating teaching, research, and service to benefit the citizens of Maryland. As an Honors University, the campus offers academically talented students a strong undergraduate liberal arts foundation that prepares them for graduate and professional study, entry into the workforce, and community service and leadership.

UMBC emphasizes science, engineering, information technology, human services, and public policy at the graduate level. UMBC contributes to the economic development of the State and the region through entrepreneurial initiatives, workforce training, K-16 partnerships, and technology commercialization in collaboration with public agencies and the corporate community. UMBC is dedicated to cultural and ethnic diversity, social responsibility, and lifelong learning.

Vision

Our UMBC community redefines excellence in higher education through an inclusive culture that connects innovative teaching and learning, research across disciplines, and civic engagement. We will advance knowledge, economic prosperity, and social justice by welcoming and inspiring inquisitive minds from all backgrounds.

Additionally, our goal is to serve the population of students in the State of Maryland. We aim to have our students, faculty, and staff represent the individuals we are charged to serve as a public higher education institution in the State of Maryland. By embracing the rich diversity of experiences, perspectives, and identities, we provide an environment rooted in our core value of inclusive excellence where all students, faculty, and staff have full access to participate and succeed.

Section 2: How UMBC Will Enhance Cultural Diversity

UMBC implements a vast array of programs and initiatives throughout the University to advance its commitment to inclusive excellence for students, faculty, and staff while ensuring full

University of Maryland, Baltimore County (UMBC)
2025 - 2026 Interim Cultural Diversity Plan

compliance with all applicable federal and state civil rights laws and the University's nondiscrimination policies.

The Office of Equity and Civil Rights (ECR) has primary responsibility for managing UMBC's Title VI, Title VII, Title IX, and all other civil rights issues related to discrimination, harassment, hate, and bias.

The Office of Accessibility and Disability Services has primary responsibility for ensuring that individuals with a disability are afforded an equal opportunity to participate in and benefit from the programs, services, and activities of the University through the provision of accommodations and reasonable modifications that result in equal access and full inclusion in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

The Division of Institutional Equity and the Division of Information Technology are leading the University's efforts to improve digital accessibility in accordance with the new regulations under Title II of the Americans with Disabilities Act.

Section 3: Campus-Based Hate Crime Reporting

Hate and bias incidents can be reported to the Office of Equity and Civil Rights (ECR) using an [online reporting form](#) (which includes the ability to report anonymously), by contacting ECR via email, or telephone, or by visiting the office. Individuals who are subjected to a hate crime have the ability to pursue a University investigation in accordance with the University's nondiscrimination policies and procedures. Additionally, individuals may pursue a criminal investigation by reporting hate crime incidents to Campus Police at 410-455-5555. The ECR and Campus Police processes are independent thus an individual may choose to pursue either or both processes in response to a hate crime incident report.

The University, through its Clery compliance coordinator, collects hate crime statistics and publicly reports the data in its Annual Security Report by October 1 of each year in accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

Section 4: Resources Needed to Effectively Recruit and Retain a Culturally Diverse Student Body

With the recent fiscal impact due to the loss of federal funding and the decrease in State funding, the University continues to seek all available resources to support its commitment to inclusive excellence so that it can expand its efforts to serve the students of the State of Maryland.

**UNIVERSITY OF MARYLAND,
COLLEGE PARK**

UNIVERSITY OF MARYLAND, COLLEGE PARK
SPRING 2025 INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY

University's Cultural Diversity Plan

Fearlessly Forward In Pursuit of Excellence and Impact for the Public Good:
The University of Maryland Strategic Plan

**UNIVERSITY OF MARYLAND
CENTER FOR ENVIRONMENTAL SCIENCE**

University of Maryland Center for Environmental Science
Institutional Cultural Diversity Plan
Spring 2025

The University of Maryland Center for Environmental Science (UMCES) recognizes the essential value that cultural diversity of all kinds brings to our organization, scientific research, and graduate education. UMCES leadership and the broader community of UMCES also appreciate that a work culture of respect, compassion, curiosity, inclusion and collegiality is essential for true diversity to thrive. A breadth of experiences and ideas are sought, and the robustness of those ideas tested, to solve the increasingly complex problems facing our world. UMCES strives to provide all members of our community with tools, support, and opportunities to advance for the good of the Institution, as well as for the State and society at large.

Addressing Cultural Diversity among UMCES Student, Faculty, and Staff Populations

UMCES has taken a broad, multi-pronged approach towards promoting cultural diversity among its students, faculty, and staff and in its operations, research, and education activities. UMCES has adopted more inclusive and equitable hiring practices across all levels and is ensuring open positions are advertised in a way to reach diverse audiences. UMCES is also partnering with other USM institutions to recruit students from diverse backgrounds into our graduate programs. Elective seminars about incorporating diversity and equity in the environmental sciences have been offered, with more in development for future semesters. UMCES has also increased its participation in undergraduate internship programs focused on increasing research opportunities for diverse student populations and has participated in the USM PROMISE Academy postdoc-to-faculty program focused on increasing representation of diverse groups in STEM faculty ranks. All these programs are long-term efforts seeking to increase opportunities, foster diverse viewpoints and build an inclusive work climate where all employees are empowered to contribute, not to achieve specific numerical representation.

It is also important to note that UMCES units are dispersed widely across the State. Each unit has its own internal work culture and traditions, and each unit exists within the context of different regional cultures and traditions. While this intra-institutional cultural diversity creates challenges, it also promotes creative solutions and institutional resilience.

Enhancing Cultural Awareness, Support, and Equitable Treatment of UMCES Community Members

To enhance cultural awareness among the UMCES community, UMCES implemented several work climate assessments and initiatives in recent years. These surveys, carried out by external groups to maintain individual anonymity, have resulted in identification of a variety of issues related to inclusivity, hierarchical micro-aggression, trust, and concerns about potential retribution. These issues are now being addressed.

UMCES organized mandatory workplace civility training in April 2024. An external organization was hired to provide confidential ombuds services for all UMCES community members. Units have been encouraged to identify informal spaces for employees and students to congregate and bond. UMCES has also implemented prayer/meditation rooms at each of its six locations. All UMCES policies are currently undergoing scheduled review with the intention of expanding existing coverage provided by USM policies (i.e., providing religious accommodation protection through policy for all members of the

UMCES community instead of only students). Executive leadership has expanded opportunities for impactful decision-making input to a broader Administrative Council which includes representation from all shared governance councils (faculty, faculty research assistants, staff, and students). UMCES executive leadership has indicated that this broader approach to decision making will be incorporated into UMCES next strategic plan.

The UMCES Diversity, Equity, and Inclusion Collaborative (DEIC) has made several recommendations to UMCES leadership to enhance cultural sensitivity throughout the UMCES community, including supporting the Education Office's suggestion that the completion of a Statement of Mutual Expectations (SME) agreement between advisors and students be mandatory as of fall 2023. Members of the DEIC worked with a team at the Institute of Marine and Environmental Technology (IMET) to develop baseline expectation guidance for the SME, ensuring these agreements meet the UMCES threshold of protection for both parties. The DEIC meets approximately bi-monthly as part of the institution's commitment to advancing not only diversity but also equity, inclusion, and belonging for the entire UMCES community. In addition to the UMCES DEIC, each of UMCES six units have developed their own DEI groups to tackle issues of local concern. Not only does this tiered approach allow the individual units to more nimbly respond to concerns, but initiatives launched at the unit level serve as pilot programs to explore which initiatives could be rolled out at other units or University-wide.

Additional initiatives UMCES intends to enact within the next 2 years include the implementation of cross-sectional/360-degree feedback for Executive Council members, development and implementation of a mechanism for constructive feedback to those in supervisory positions, development and implementation of procedures for misconduct accountability, and training for supervisors in conflict management. Ongoing UMCES initiatives include all-UMCES training in cultural sensitivity, de-escalation of interpersonal conflict, and respectful disagreement.

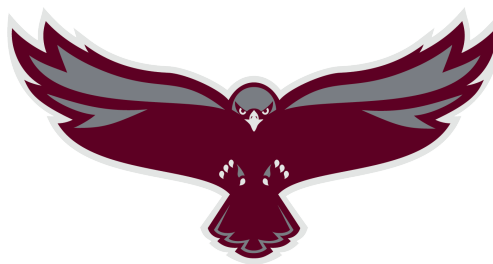
Process for Reporting Campus-based Hate Crimes

A process for reporting campus-based hate-crimes is under development and will be added to this plan once completed.

Additional Resources Needed

Cultural diversity initiatives at UMCES are undertaken by volunteers from among students, faculty research assistants, staff, faculty, and administrators. A recent administrative re-organization resulted in the temporary loss of dedicated, compensated staff support for cultural diversity efforts, including staff developing UMCES Hate-Crimes Procedures. This has slowed, but not stopped, the progress of these initiatives at UMCES. While UMCES remains committed to its cultural diversity efforts, additional support would allow for greatly needed program stability and faster progress. UMCES is actively considering staffing and/or contractual needs associated with its cultural diversity programs and initiatives.

**UNIVERSITY OF MARYLAND
EASTERN SHORE**



2024-2025 INTERIM DIVERSITY PLAN
UNIVERSITY OF MARYLAND EASTERN SHORE

In accordance with §11-406 of the Education Article (attached), the governing body of each Maryland public college and university is required to develop and implement a plan for a program of cultural diversity. The required elements of this plan are defined in §11-406 of the Education Article.

These plans must be submitted to each institution's governing board by July 1, 2025. Further, statute requires that each institution submit, by September 1 of each year, a report to the Maryland Higher Education Commission (MHEC) summarizing institutional progress toward the implementation of its plan for cultural diversity.

This year's reporting guidance ensures compliance with the law. Please send your submission as two separate attachments:

1. **Your 2024-2025 Cultural Diversity Plan (in searchable PDF format)** and
2. A narrative, progress report (two-page maximum) regarding the institution's implementation of its plan for cultural diversity.

Additional supplemental information, such as data analysis or more comprehensive programmatic information, is not required but may be provided as an appendix. This appendix should be a separate document.

The University of Maryland Eastern Shore Cultural Diversity Plan

An intentional focus on diversity at all levels of the University is essential to our academic mission, purpose and viability. Fully embracing the concept of diversity is necessary for achieving a vibrant, inclusive community that reflects the world beyond the Eastern Shore, challenges and encourages us to broaden our perspectives and worldviews and helps to fully prepare students to make valuable contributions as citizens of a diverse and globally integrated society.

The University has developed this "Diversity Plan" in accordance with Senate Bill 438 and House Bill 905, identical bills entitled "Institutions of Higher Education – Plans for Program of Cultural Diversity." According to a letter from Attorney General Douglas F. Gansler, dated May 15th, 2008, to the Honorable Martin J. O'Malley, Governor of Maryland:

"The bills also require public institutions to develop and implement a wide range of elements to be included in the plans, including processes for reporting campus-based hate crimes, programming to enhance cultural diversity sensitivity through training of students faculty and staff, and a summary of resources needed to effectively recruit and retain a culturally diverse student body."

Diversity Vision Statement

Diversity is one of the UMES core values. In developing and nurturing a diverse and inclusive community, we respect and engage across difference. We face and respond thoughtfully and responsibly to difficult questions. We build bridges and establish

relationships. Individually and as a community, we critically examine and challenge our biases, assumptions, institutional structures and worldviews. We understand and seek to mitigate inequities through meaningful diversity experiences.

Commitment to Diversity

The University of Maryland Eastern Shore's diversity efforts broaden and deepen our personal and intellectual understanding, preparing all of us – students, staff, and faculty – to make thoughtful, responsible contributions as individuals, community members, and professionals in a diverse and globally integrated world. The UMES understanding of diversity is broad-based, emphasizing the identities and experiences of groups that have been historically under-represented in higher education, and encompassing age, class, culture, (dis)ability, ethnicity, gender identity, gender expression, immigration status, national origin, race, religion and spirituality, sex and sexual identity, veteran status, among others.

We affirm that diverse experiences and perspectives in the classroom and across campus enhance everyone's educational experience.

Plan of Action

UMES started the process of re-imagining our diversity strategic plan.

- **Phase One:** In 2019, the University submitted a framework to update and enhance our plan.
- **Phase Two:** In 2020, UMES utilized the Standards of Professional Practices for Chief Diversity Officers from the National Association of Diversity Officers in Higher Education as a guide and foundation for best practices to create and develop core goals, objectives, strategies, and methods for accomplishing areas in the plan.
- **Phase Three:** In 2021-22, UMES will work to finalize the plan through a Diversity Council complete with members of the University community.
- **Phase Four:** In 2022-23, UMES worked with an outside consultant to create various aspects of the strategic plan including work related to DEI.
- **Phase Five:** In 2023-24, UMES moved ahead with approving and codifying goals noted in Priority #5 of the Strategic Plan with support from administration and various forms of institutional governance structures. This phase has been updated below.
- **Phase Six:** In 2025, UMES started the process of reviewing Priority #5 to address potential changes or adjustments related to diversity, equity, and inclusion to meet federal and state law. The University is working with appropriate shared governance groups, campus leadership, and external partners for guidance and advice.

Diversity, Equity, and Inclusion Goals from Strategic Plan Priority #5

- **Goal 5.1:** Increase and recruit the diversity of our students, faculty, and staff.

- **Percentage Complete: 15%**
- **Proposed Strategies:**
 - Further expand towards a comprehensive, institution-wide plan to identify and implement best and current practices to diversify student recruitment efforts and faculty/staff candidate pools to support the mission of the campus.
 - Establish a committee to further the diversity of faculty on campus, including with respect to underrepresented faculty and staff (Black, LatinX, Asian American, Native American/ Indigenous, and International) in the Schools.
 - Create, develop, and conduct diversity/bias and cultural competence training for search committee members.
 - Develop and implement an inclusive onboarding process for new faculty and staff and incorporate resources to support the acclimation and retention of diverse faculty and staff.
 - Create a survey instrument to identify reasons why students, staff, and faculty from underrepresented groups leave the University.
 - Create inclusive language and establish assessment criteria for advancing diversity, equity, and inclusion to incorporate in all position descriptions.
 - Develop and establish best and current practices to provide information to applicants (students, staff, and faculty) regarding the University's commitment to JEDI principles including a standard question for measuring on candidate score sheets.
 - Create affinity groups (employee resource groups) based on a shared perspective, characteristic, or common goal to foster inclusion and a sense of belonging, create personal and professional networking, and mentorship opportunities.
- **Goal 5.2:** Seek out and promote best practices to enhance inclusion and promote equity.
 - **Percentage Complete: 17%**
 - **Proposed Strategies**
 - Research best practices for inclusion and equity in higher education in partnership with NADOHE (National Association of Diversity Officers in Higher Education).
 - Inclusive Dialogue: Twice of semester listening sessions with the cabinet focused on inclusion and promoting equity to generate progress.
 - Creation of a consortium for faculty and staff diversity.
 - Create a JEDI Council.
 - Engage evidence-based DEI best practices.
 - Creation of a mentoring program for new employees to enhance inclusion efforts.
 - 2-4 new awards created to recognize service, teaching, student champions, and unique contributions at UMES.

- **Goal 5.3:** Develop and implement a research initiative on diversity, justice, equity, globalization, and sustainability.
 - **Percentage Complete: 25%**
 - Proposed Strategies:
 - Enhance DEI and equity research and community engagement (e.g. underserved populations, food insecurity, faculty grants that involve students to learn research skills).
 - Increase partnerships and funding.
 - Expand and strengthen partnerships by joining professional organizations and/or associations.
 - Development of an annual JEDI report with current research initiatives to campus and/or community partners.
- **Goal 5.4:** Provide educational experiences to the campus community that prepare them to be engaged global citizens and change agents.
 - **Percentage Complete: 25%**
 - Proposed Strategies:
 - Identify what it takes to be a change agent through the development of core competencies.
 - Evaluate, assess, modify, and rethink programming and practices currently in existence for promotion, evolution, and/or elimination.
 - Create and develop an inclusive leadership certificate for students (possible transcript addition). Successfully have 50 student certifications per year.
 - Develop and provide transformational training for the campus community to be global citizens and change agents (students and employees). Successfully have 25 new professional certifications per year (staff and faculty).
 - Develop JEDI education, training modules (in-person, online), and an online resource library of JEDI-related topics for students, staff, and faculty.
 - Identify and provide opportunities for community members to connect with external, corporate, community organizations, social movement organizations and government offices to enhance participation in initiatives that align with and support JEDI goals and principles.
 - Identify and expand pathways for students to engage in learning opportunities with international participation (both in the United States and abroad) that align with and support JEDI goals and principles with University financial support available to assist those with limited funding.
 - Enhance, promote, and further develop educational/leadership efforts from Divine Nine organizations.

- **Goal 5.5:** Implement hiring and retention practices that lead to greater quality and diversity among faculty and staff.
 - **Percentage Complete: 15%**
 - Proposed Strategies
 - Creation of a staff diversity hiring toolkit.
 - Reimagine job descriptions and DEI commitment statement.
 - Development of policies, procedures, and step by step checklists for interviewing and hiring committees.
 - Enhanced bias awareness and hiring training required for all search committee members.
 - Number of employees certified to participate on hiring committees.
 - Enhanced onboarding process geared towards belonging.
 - Development of annual recognition events for employees with awards or certificates.
 - Partnership with governance structures to create additional avenues to promote retention efforts.
 - Annual Professional Development Day – expansion and grow that model.
 - Development of a leadership development program at UMES for all employees in a class – “UMES First”.
 - Development of a retention study focused on exit interviews with faculty/staff to gather data for improving retention strategies.
- **Goal 5.6:** Ensure the curriculum, scholarship, and teaching embodies the principles of Justice, Equity, Diversity, and Inclusion (JEDI)
 - **Percentage Complete: 17%**
 - Proposed Strategies
 - Encourage faculty to include the University’s diversity and accessibility statements in their syllabus.
 - Develop training for faculty and staff on delivering content and information on various platforms and formats to ensure equal and meaningful access.
 - Develop and create an inclusive pedagogy academy.
 - Create an online database to compile and share information about faculty and staff diversity, equity, and inclusion expertise.
 - Develop and implement a research initiative on justice, equity, diversity, and inclusion through faculty/staff grants.
 - Develop in-class review and evaluation process by an external source to ensure teaching embodies the principles of JEDI.
- **Sub Goal of 5.1:** Cultivate a sustainable, equitable, and inclusive community where all members from all backgrounds, identities, abilities, and life experiences are safe welcomed, valued, supported, and that fosters belonging.
 - **Percentage Complete: 36%**
 - Proposed Strategies

- Reimagine and recreate the diversity/inclusion statement for the campus.
 - Conduct an internal audit of the University's diversity and inclusion assets.
 - Develop a needs assessment.
 - Develop a campus climate survey tool for distribution every two (2) years.
 - Develop campus climate focus groups to enhance the survey data.
 - Develop a comprehensive process for responding to campus climate and bias incidents on campus.
 - Create a campaign that encourages community members to act in ways that are congruent with the University's values and reflects an understanding of respect across differences.
 - Create/develop of a JEDI Advisory Council to advise and make recommendations to the President and/or Cabinet on necessary actions related to JEDI priorities at least twice a year.
 - Create and develop formal recognition related to various cultural days, awareness months, etc. (email, social media, etc.).
 - Audit and update University policies, procedures, SOPs, MOUs, to ensure they contain inclusive language.
 - Creation of a bias response team.
- **Sub Goal of 5.2:** Implement systematic processes and protocols – grounded in inclusive excellence and equity – for regular data collection to report progress on education and scholarship, recruitment, retention and success, and campus climate.
 - **Percentage Complete: 15%**
 - **Proposed Strategies:**
 - Institute standardized assessment and evaluation processes to “tell our story” and to determine the effectiveness and direction of JEDI initiatives.
 - Establish a communication plan and corresponding channels to connect campus community members across disciplines and departments to JEDI initiatives.
 - Create and develop a JEDI planning guide for departments with questions and annual reporting requirements (action steps, measures of success, timeline).
 - Develop and implement a senior leader accountability model with specific goals related to participation in JEDI training.
 - Infuse expectations related to JEDI with an accountability model as part of PMPs and promotion/tenure process.
 - Institute an annual “State of JEDI” Address to provide information to the campus community on the University's diversity and inclusion efforts and accomplishments.

- Develop annual recognition awards for programs, research efforts, faculty, staff, students, and alumni in the community doing JEDI work.

**UNIVERSITY OF MARYLAND
GLOBAL CAMPUS**



UNIVERSITY OF MARYLAND
GLOBAL CAMPUS

University of Maryland Global Campus (UMGC)

2024 - 2025

Cultural Diversity Plan



University System of Maryland
2024 – 2025 Cultural Diversity Plan
Friday, June 6, 2025

Section I. Cultural Diversity Plan

In accordance with §11-406 of the Education Article, the University of Maryland Global Campus 2024-2025 Cultural Diversity Plan will focus on several key priorities outlined in the University's [Shaping the Future Strategic Plan 2024-2030](#):

- Increasing overall graduation rates and work toward closing any academic achievement gaps among all student demographic categories (Priority IV, Goal 4).
- Expanding service delivery initiatives and student success resources, including English language learner options for students in the US and globally (Priority IV, Goal 4).
- Supporting efforts to increase civility in the workplace (Priority V, Goal 3).
- Expanding educational programs focused on a wide range of topics, including American history, nationally recognized awareness months, and special observances (Priority IV, Goal 1).
- Continue a process for reporting campus-based hate crimes, as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with federal requirements under 20 U.S.C. 1092(f), known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.



UNIVERSITY OF MARYLAND
GLOBAL CAMPUS



SHAPING THE FUTURE

STRATEGIC PLAN 2024–2030



Glossary of Terms

In addition to defining our aspirations, priorities, and strategic initiatives, UMGC's strategic plan represents an opportunity to tell the story of who we are and aspire to be. The way we tell that story can generate excitement, affinity, and buy-in for our mission. The words we use matter, and we are making thoughtful choices to speak consistently about our people and our work in inspiring, empowering, and humanizing ways.

- **Community and teams** rather than faculty and staff: We will refer to our faculty and staff as part of a team and a community, rather than as separate groups with different objectives. They share responsibility and accountability for our learners' success and understand that our people's contributions are not limited to or defined by their titles.
- **Financial viability** rather than profit: We will refer to our financial objectives in terms of financial viability to indicate that the purpose of developing new revenue streams is to maintain stable resources so that we may expand our reach, serve more learners, and transform more lives.
- **Global** rather than international: We will emphasize our commitment to meeting learners—primarily from an American audience—where they are, both literally and metaphorically, as well as supporting them wherever they wish to go in pursuit of their goals.
- **Learners** rather than students: We will refer to our students as learners, acknowledging their agency in the learning journey, not as passive recipients of information, while recognizing that their journeys will continue beyond their time at UMGC.
- **Learning experience** rather than program: We will refer to the individual offerings in our portfolio as learning experiences, recognizing that our learners often seek more than just a credential and that UMGC provides them a range of options to help them meet their goals.
- **Postsecondary education** rather than higher education: We will refer to UMGC as a provider of postsecondary education, reiterating our commitment to access for all, regardless of background, experience, or status. This wording also helps UMGC differentiate itself from traditional "higher education" to encompass all learning experiences adults might pursue after high school, acknowledging that not all postsecondary educational needs are best met by traditional for-credit courses and programs. Finally, this shift in lexicon marks UMGC's status at the forefront of a new era of "lifelong learning" that normalizes the worker-learner who is constantly expanding their skill set to enable transitions within and across careers.

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The mission of University of Maryland Global Campus (UMGC) is to inspire hope, empower dreams, and transform lives . . . one student at a time.

That mission is expressed in Maryland statute as an obligation “to improve the lives of adult learners by operating as Maryland’s open university, serving working adults, military servicemembers, their families, and veterans across the United States, and around the world. UMGC provides our students with open, affordable, and quality higher education. As a recognized leader in career-relevant education, the university embraces innovation and change aligned with our purpose and sharing our perspectives and expertise.”

Since its founding in 1947, University of Maryland Global Campus has focused on educating and supporting learners who need more than the traditional college experience can provide, reaching beyond classrooms and borders to meet our learners where they are with the instruction, resources, and support they need to succeed in volatile and complex environments.

Through the years, that focus has propelled UMGC’s evolution as we extended our operations to all seven continents, gained independent accreditation, and pioneered online learning. At the same time, we have prioritized accessibility, particularly for learners historically underserved by traditional institutions. We are experts at bringing the right learning experiences to the right students at the right times and in the right ways—empowering them to transform their lives,

families, careers, communities, and the world. Our work has touched the lives of more than a million adult learners—a quarter million of whom have earned UMGC degrees—and we are confident that it will be even more critical in the future as learners live and work in environments that are both dynamic and unpredictable.

Our history as a pioneer in nontraditional learning has positioned UMGC to respond to tomorrow’s learners as we continue to draw momentum from the forces that have always driven us, including the resolve to challenge the status quo, a commitment to academic quality, and a focus on results.

This strategic plan outlines a series of foundational commitments to the mission and learners that have been our focus for more than 75 years, molding us into the agile and innovative institution we are today and building on that foundation a series of strategic priorities that will allow us, through the year 2030, to respond to the needs of learners and employers with increasing creativity, dexterity, and continuous, measurable improvement.

I am confident that these priorities will propel UMGC to the forefront of postsecondary education, empowering our teams to continue reaching beyond classrooms and borders to create learning experiences that in turn empower our learners.

To achieve this, we must look past traditional educational norms and standards and develop the capability to constantly measure our success in terms of the objectives of our learners. This is not a pivot for UMGC; rather, it represents a renewed commitment to the values upon which our institution was built, positioning us to continue fulfilling our public mission for generations to come.

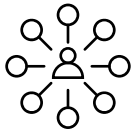
Sincerely,

Gregory W. Fowler, PhD
President, University of Maryland Global Campus



FOUNDATIONAL COMMITMENTS

To best serve our learners, UMGC must align our forward-looking ambitions with our historic strengths. We commit to building on the following fundamental elements of our institutional character and drawing strength from them as we evolve to meet the dynamic needs of our learners and our community.



Learner Centricity

UMGC was built to meet the needs of nontraditional learners, putting students first and recognizing that each one is unique. Our strategy must put our diverse learners at its center by identifying their needs, removing barriers to learning, and responding with learning experiences that are accessible, affordable, aligned with workforce needs, and not readily available at other institutions. We will ensure the success of those learners by making decisions, designing processes, and providing services and support in ways that keep their perspectives and priorities at the forefront.



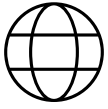
Our People

All of higher education—and the adult higher education industry in particular—can be characterized as a volatile, uncertain, complex, ambiguous (VUCA) environment, and to survive and thrive, UMGC must embrace the process of change and rapid evolution. Thus, our global team is focused on and guided by the goals and pursuits of our learners. Together, this team embraces challenges and seizes opportunities. We recognize that achieving our vision and strategy requires foundational and ongoing investments in this team, their growth and development, the tools they need, and our culture as an organization.



State of Maryland

UMGC is first and foremost a Maryland institution. As the open university of the University System of Maryland (USM) and the single largest provider of postsecondary education for Maryland residents, UMGC must have strategic priorities that support access, educational attainment, post-career education, and career success for Maryland's diverse residents, businesses, and organizations. In a period of unprecedented volatility in the labor market and in the skill sets sought by employers, these priorities must also position UMGC as the state's preeminent community and workforce development provider.



Global Reach

In keeping with our name, UMGC will continue our commitment to meeting adult learners where they are around the globe through our digital reach, global operations, and geographically distributed physical locations. This global presence will allow us to provide continuous, consistent, and inclusive experiences for learners of all backgrounds as they move through different stages of their lives, careers, and education journeys.



Military

UMGC is the premier provider of education services to the U.S. armed forces, and our long history of service to the military, combined with our geographic reach and in-depth understanding of and dedication to meeting the evolving needs of military and veteran communities, represent a competitive advantage that other institutions cannot match. UMGC's commitment to the U.S. military and all who wear the uniform of our country will remain unwavering. We will continue to be a leading education provider to active-duty servicemembers, reservists, veterans, and their families.



Spirit of Innovation

From the first, UMGC was unusual in its willingness to consider, test, and adopt different approaches to serving adult learners. We have embraced technology and pedagogical innovations that allowed us to take our offerings throughout Maryland and around the globe. Our agile and innovative spirit has expanded the boundaries of traditional postsecondary education, and we have acted as a changemaker and innovation partner among our fellow institutions in the USM. UMGC will continue to be a catalyst for positive change in the education industry, the state of Maryland, the nation, and the world.



Digital Transformation

UMGC has been at the forefront of digital learning for more than two decades, and technology is the cornerstone that empowers us to serve our team members and learners, both in and out of the classroom. UMGC will invest in modernizing our technological capabilities—leveraging artificial intelligence and automation where appropriate—to enable our spirit of innovation, achieve our strategic priorities, and provide an experience for our learners and other partners that reduces friction and seamlessly meets their needs.



VISION

UMGC aspires to be the school of choice for adults and business because we are **learner-centric, data-driven, and skills-based**. This vision summarizes the future toward which UMGc is working—for ourselves and our learners—guided by the strategic priorities outlined in the following pages. We will know that we have achieved this vision when we can recognize and measurably demonstrate that . . .

We are learner-centric.

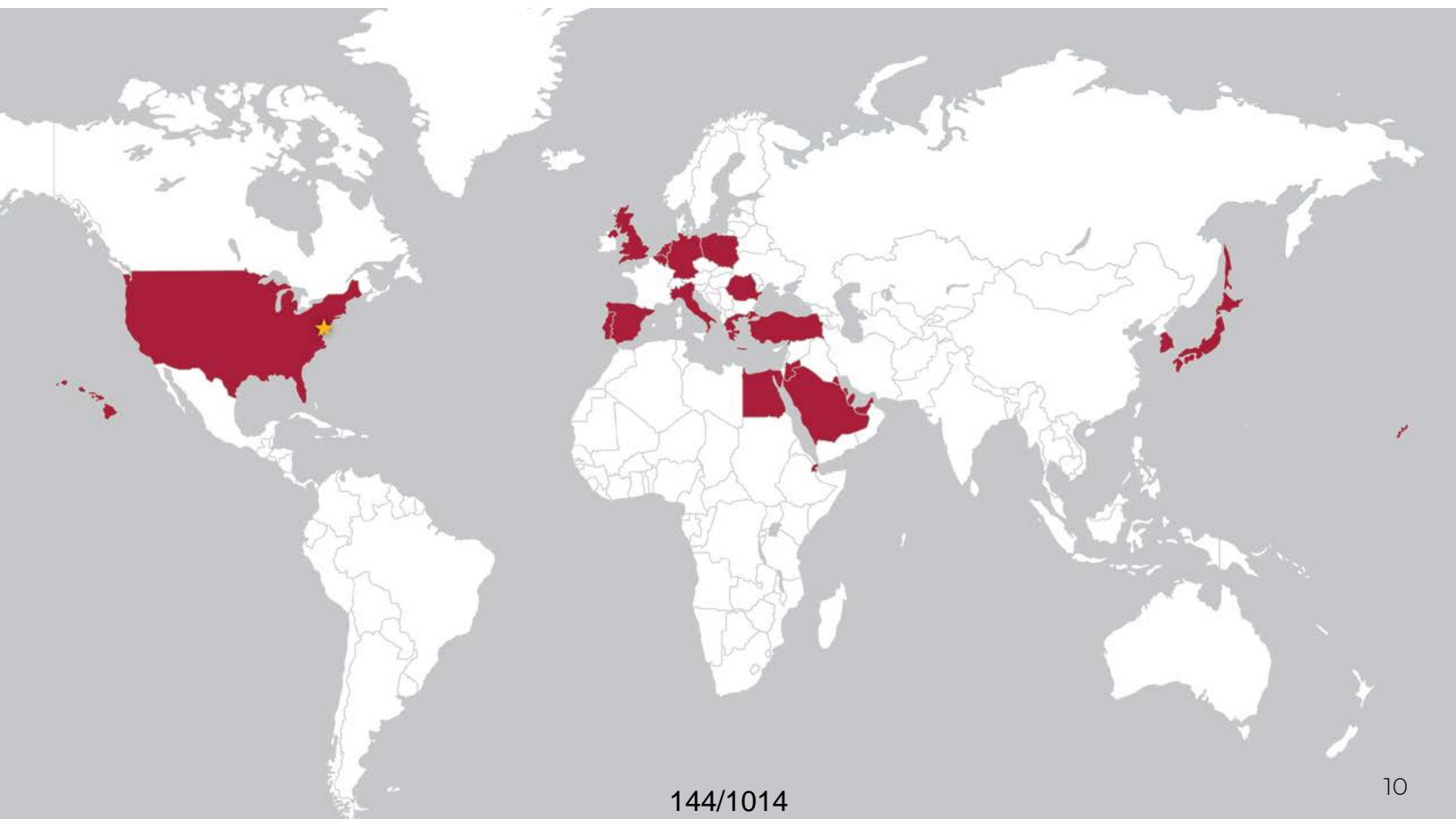
- **We are attuned to our learners' goals and put students first, measuring their success by how they achieve those goals**, starting from the moment they connect with UMGc. We prioritize enrollments in the *right* learning experiences—those that help learners achieve *their* goals—as a standard unit of measurement, and we build our fiscal models on successful enrollments, persistence, completions, and degree headcounts.
- **We recognize that accessibility and affordability pose significant challenges** for the learners we serve, and our initiatives and decision-making are guided by that reality, in keeping with our embrace of a learner-centric culture.
- **We use technology to maximize the impact of every UMGc team member**, giving them the tools to **see how learners are doing in real time**, as well as the history of their interactions with the university and the obstacles and solutions on the path ahead of them, allowing team members to intervene proactively and effectively.
- We use the lessons of UMGc's long history of productive engagement with cultures around the globe to drive high levels of learner satisfaction and success, **including in the areas of diversity, equity, inclusion, and belonging**. We have established **clear and geographically tailored channels for feedback and action** as part of a culture of continuous improvement that emphasizes learning from failure. This feedback loop maintains a particular focus on supporting the success of learners from minority and underrepresented communities.
- **The UMGc learning experience is consistent, intuitive, and seamless worldwide**. Learners are able to transition smoothly between local UMGc support teams, allowing learners—particularly those affiliated with the military—to continue their educational progress, even if their living or working locations change.
- **UMGC team members at every location are ambassadors for the university**, seeking opportunities to increase our visibility and reach more learners through physical, digital, and/or other means.

We are data-driven.

- **Every UMGC learning product is implemented and assessed based on measurements of how well its academic and nonacademic elements help learners acquire the knowledge, skills, abilities, and dispositions (KSADs) they were promised.** This includes academic and nonacademic learning experiences, corporate partnerships, and specialized audience initiatives. We act with urgency and efficacy to develop and improve our products.
- **We operate globally as a single agile system, adapted to thrive in a VUCA environment** by applying the right resources—including the appropriate team members—in any scenario. We deploy our resources rapidly and agilely by default. Those resources may be globally dispersed and quickly brought to bear in a fluid environment, adapting to meet shifting demands.

We are skills-based.

- **Learners can identify, demonstrate, and employ the KSADs** that they have acquired at UMGC or from prior learning. Each learning experience can be **stacked into different credentials easily recognized** by employers and the public.
- **For-profit and not-for-profit employers, including the military, recognize UMGC as the best-in-class provider of workforce skills and certifications** that the employers and their employees need, including the real-time on-the-job assessment of learning at scale and award of college credit as appropriate.
- **Our team members have been trained, positioned, and aligned with what UMGC needs** to promote learner success and provide high-quality learning experiences to a variety of audiences. We are not restrained by traditional university roles or structures.



**VISION
IN ACTION**

How UMGC Will Serve Sam

Despite his parents' dreams, Sam will join the workforce immediately after high school, helping run the restaurant his family has owned for three generations. Not wanting to take on debt to pay for college and thinking that his father will need his help in the restaurant, Sam will figure he will find the time and the money for college someday, but in reality, family and work will make it nearly impossible for him to fit education into his busy schedule. Until, that is, he hears about UMGC.

Poking around the UMGC website, Sam will become curious about the wide array of options available and open a chat support window on the page. While he will know that he is talking to a bot, he will be pleasantly surprised to find that it is unlike any he has encountered before and that it prioritizes what he hopes to achieve and why he wants to go back to school. The next day, Sam will receive a call from an Admissions team member, who will have already outlined several options—including a three-course learning plan that will help Sam build managerial skills he can put to immediate use at the restaurant while also earning credit that will apply toward a future certificate or degree should he later choose to pursue one.

Three courses later, Sam's restaurant business will be booming and he will be ready to open a second location in a neighboring town. Feeling valued and supported at UMGC, which will have armed him with the skills and the confidence necessary for work without sacrificing precious family time, Sam will recommend the university to members of his waitstaff who he believes have the potential to assume managerial roles at the new location.



CORE VALUES

The core values of UMGC support its institutional vision for the future of learning and ensure the fidelity of the university's commitment to its learners and community.

CORE VALUES



Celebrate Diversity:

Our welcoming of diverse perspectives and ideas differentiates us and drives innovation



Optimize Agility:

Curiosity and adaptability—informed and guided by data—drive continuous improvement and transformation



Reach Beyond:

Courage and willingness to challenge boundaries lead to transformative solutions, for our institution and our learners alike



Embrace Collaboration:

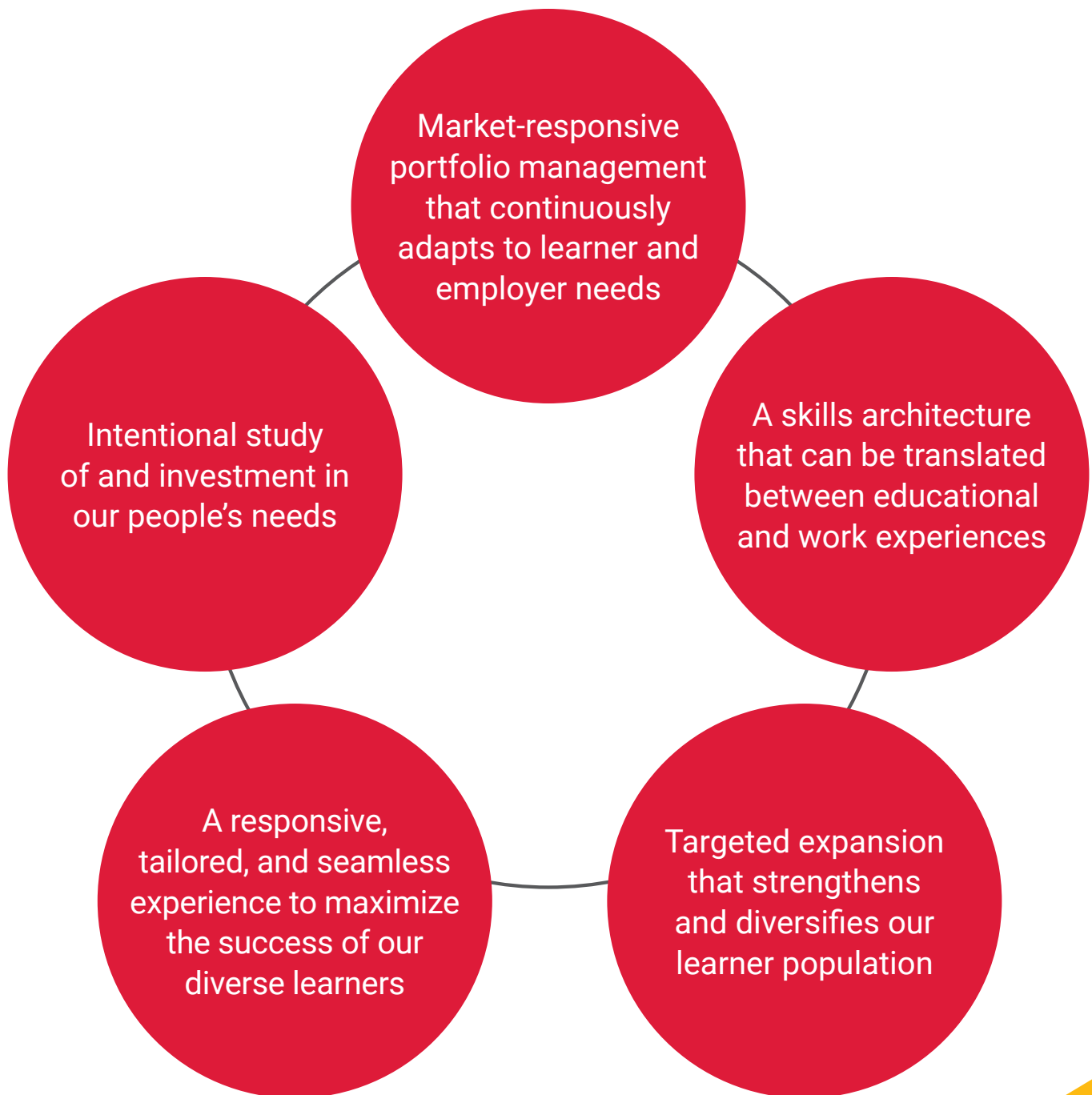
Teamwork, effective communication, and clarity of purpose drive success



STRATEGIC PRIORITIES

UMGC will focus on the following five strategic priorities to pursue our stated vision, beginning immediately and continuing through 2030.

We will work with internal and external stakeholders to define targets and benchmarks by which we will gauge progress and success.



PRIORITY I:**Market-responsive portfolio management that continuously adapts to learner and employer needs**

Staying relevant in a rapidly shifting economy requires UMGC to evolve our learning experiences in alignment with the needs of learners and the regions where those learners live and work. To achieve this, UMGC will cultivate a dynamic view of our portfolio of offerings, holding ourselves accountable for continually testing, developing, launching, monitoring, and refining our credit and noncredit offerings accordingly.

Strategic Initiative A:
Continually develop and rapidly launch learning experiences

The COVID-19 pandemic provided an object lesson in how quickly demands can emerge for new skills and new ways of working. UMGC must evolve to keep up with these changes as they occur. We will therefore develop a discipline for identifying, building, testing, and launching new learning experiences in an accelerated timeframe that differentiates us from many traditional institutions.

UMGC will work toward this initiative through a series of deliberate, supporting activities:

1. Establishing a clear feedback loop with both learners and employers through ongoing market research and direct outreach, implementing mechanisms for quickly evaluating the input we receive about emerging learner and employer needs and prioritizing it in new learning experiences.
2. Defining a flexible “typology” of the learning experiences that UMGC provides (e.g., modules, courses, certificates, and degrees) and outlining the needed skills provided by each type of learning experience.
3. Investigating specific opportunities for UMGC to develop and test new learning experiences within key developing fields of healthcare, computer science/cybersecurity, business, and education.
4. Establishing processes for updating internal systems and knowledge bases as the portfolio expands.
5. Developing infrastructure to build custom programs for employers to meet specific and urgent skill needs.

Strategic Initiative B: Continually evaluate the portfolio and make strategic decisions to update offerings

UMGC will be recognized for the breadth of our academic offerings, as well as for our continued relevance to our learners and their employers. In addition to launching new learning experiences, we commit to continuously evaluating and updating our current offerings. This will require an established, data-driven discipline for assessing, revising, and—when necessary—sunsetting learning experiences to ensure that our offerings meet the needs of our learners and business partners.

UMGC will work toward this initiative through a series of deliberate, supporting activities:

1. Establishing the product management tools, criteria (including market alignment, financial performance, learner outcomes, etc.), and processes that allow us to monitor learning experiences at every level of the “typology” and make informed decisions about how to update them. Establishing a cyclical schedule to ensure these tools run continuously and in alignment with accreditation review cycles.
2. Establishing comprehensive processes for archiving and replacing offerings that are no longer relevant and notifying the appropriate stakeholders.
3. Developing processes for evaluating and, as appropriate, revising the tools and processes above.

Building Momentum Through Critical Enablers

To successfully implement these initiatives, we will need a foundation of resources and capabilities (i.e., critical enablers). In many cases, UMGc has already started putting these enablers in place.

- **Product management assessments:** By studying UMGc’s full product portfolio, we have taken a critical first step toward this larger portfolio management initiative. This work has included the current product management enterprise project, along with market research and portfolio assessment.
- **Program redesign:** UMGc can leverage its recent experience redesigning several popular programs by applying learnings, resources, and processes to the redesign of future products.
- **Existing partnerships:** We must continue our efforts to identify and grow provider relationships with government, nonprofit, and corporate partners, which in turn will become thought partners in identifying products needed in the market.

How We Will Know We Are Successful

As we will with every priority, we will hold ourselves accountable in these initiatives by defining a set of key performance indicators (KPIs), measuring baselines, setting goals, and reporting progress toward these KPIs. Examples of these metrics may include the number of learning experiences launched and evaluated, the time it takes to launch or update a learning experience, and the reported relevance of our offerings to learners and employers.



VISION IN ACTION

How UMGC Will Serve Jamie

An employee of GenCo, Jamie will work in software engineering roles for nearly a decade before feeling ready for a change. After learning about a new certificate program focused on helping engineers build project management skills, Jamie will enroll at UMGC through GenCo's professional development partnership with the university, which will design the certificate as a customized credential applicable to both Jamie's current role and a variety of future positions they might choose to pursue. Excited about expanding their skill set beyond coding and into engineering project management, Jamie will even be able to incorporate their own professional experiences at GenCo into many of their assignments. And the UMGC curriculum will delve into challenges that diverse tech leaders might face in the industry, helping Jamie see themselves in the coursework and giving them the feeling that UMGC is paying careful attention and responding with learning experiences that align with Jamie's needs.

PRIORITY II:**A skills architecture that can be translated between educational and work experiences**

The future relevance of postsecondary education will depend on whether institutions can effectively help learners translate their goals into educational experiences that yield demonstrable skills that employers and communities need. UMGC is poised to lead this evolution by developing tools that enable learners to articulate their goals, identify and design the right learning experiences for the skills needed to achieve those goals, and communicate their growth to the world outside the classroom.

Strategic Initiative A: Implement a skills-first portfolio strategy that empowers learners and businesses to translate between skills and learning experiences

UMGC will pioneer the development of a system for building learning experiences that relies on the demonstration of skills as its raw materials and building blocks. This system will empower any learner at UMGC to document prior and current experiences (e.g., academic, workforce, or co-curricular); identify their own goals for a learning experience based on the skills and outcomes they seek; define their own success by building a sequence of programs, courses, or credentials that align with those goals; and communicate their learning development in ways that employers and others understand. This system will also empower businesses to identify the skills they need and easily craft a UMGC learning experience that delivers those skills.

UMGC will work toward this initiative through a series of deliberate, supporting activities:

1. Inventorying all course modules in a framework that identifies the skills learners will build during the module.
2. Tying the skills framework into UMGC's process for updating and developing new learning experiences.
3. Developing systems for mapping learner goals and employer needs to UMGC's skills framework.
4. Training and empowering UMGC employees to advise learners, before and after enrollment, using the skills framework as a guide.

5. Developing a system for assessing prior learning, work experience, and co-curricular activities, mapping them to UMGC's skills framework (and exploring the application of artificial intelligence and machine learning to support this assessment).

Strategic Initiative B: Build an ecosystem to develop, incubate, and test the viability of noncredit learning experiences

Within this ecosystem, UMGC will expand our portfolio of noncredit offerings while we build our capacity to test and add new offerings that meet the needs of a constantly evolving workforce. We will collect those noncredit learning experiences into a streamlined marketplace where both employers and learners can easily purchase noncredit experiences to meet their learning needs.

UMGC will work toward this initiative through a series of deliberate, supporting activities:

1. Building research capacity to continually assess business and learner needs, thus weaving the skills framework in Strategic Initiative A into both for-credit and noncredit course development.
2. Assessing avenues for noncredit portfolio expansion to meet both business and learner needs.
3. Setting benchmarks for educational and financial viability of the ecosystem.
4. Designing pathways from the noncredit ecosystem into UMGC's for-credit programs.
5. Evolving the current noncredit marketplace into a learner-facing platform.
6. Developing marketing programs to attract new learners and business partners.
7. Establishing processes for continually revising current noncredit offerings and launching new ones that meet the evolving needs of learners and business partners.

Building Momentum Through Critical Enablers

To successfully implement these initiatives, we will need a foundation of resources and capabilities (i.e., critical enablers). In many cases, UMGC has already started putting these enablers in place.

- **Noncredit learning platform:** UMGC's existing skills marketplace is the first building block that UMGC will need to bring its noncredit ecosystem to both business partners and individual learners.
- **Product management practices:** Although more holistically focused on credential program development, UMGC is also working to build competencies in agile program development that will reach into all corners of our organization, enabling effective change management and communication across the organization to support the launch of new offerings.
- **Skills mapping:** Mapping the KSADs offered within each course and program represents the first step toward achieving our skills-first portfolio strategy.
- **Prior learning experiences:** UMGC can build upon existing processes for assessing and awarding credit for prior learning. These processes could be expanded to prior work and co-curricular experiences and mapped to UMGC's skills framework.
- **External partnerships:** Continued efforts will be necessary to identify and grow provider relationships with government, nonprofit, and corporate partners, and to identify and grow transfer partnerships with community colleges. These partnerships will aid UMGC in identifying high-demand skills in real time.

How We Will Know We Are Successful

As we will with every priority, we will hold ourselves accountable in these initiatives by defining a set of KPIs, measuring baselines, setting goals, and reporting progress toward these KPIs. Examples of these metrics may include the number of offerings mapped to skills, learner enrollment and reenrollment in noncredit offerings, successful learner achievement of identified skill goals, and employer partner satisfaction.



VISION IN ACTION

How UMGC Will Serve Athena

Athena, 40, will work as a registered nurse for more than a decade before developing an interest in healthcare administration. Working full-time while raising two children, she will choose UMGC for the flexibility of its programs. After years of working long nights in the hospital, she will know she has the grit to complete her master's degree, but she will need a university willing to meet her part way. While she will only have time to send a message or two to her success coach between patients, the UMGC app will allow her to easily continue the conversation whenever time allows. Athena will have taken UMGC classes through the years to maintain her nursing license, and her success coach will have noted this and checked to see whether that coursework might apply to her degree. By the time Athena will have finished seeing her next patient, she will have already been awarded credit for one of the required courses in her program and part of the requirements for two other courses will have been waived, based on skills she will have acquired in earlier noncredit courses.

PRIORITY III:**Targeted expansion that strengthens and diversifies our learner population**

The options available to adult learners to meet their educational needs, both within and beyond the traditional postsecondary education industry, will only increase as the postsecondary market continues to evolve. UMGC believes, however, that we can provide these learners with a higher quality, flexible, and tailored learning experience, as the institution that has been expressly designed to meet the learning and skill-development needs of adults. We will therefore work to expand access and awareness of UMGC to a broader population of learners, building on our reputation in military and veteran communities and on our established presence nationwide to ensure that we are the institution of choice for adults and businesses not only within Maryland but across the country.

Strategic Initiative A: Continue targeted investments in recruiting direct-to-consumer, veteran, and corporate learning populations

UMGC will work to reach additional learners within key populations by pursuing them directly, using our on-base locations to amplify our presence in areas with large veteran populations and building and maintaining partnerships with local businesses to understand corporate learning needs and develop learning experiences that meet those needs.

UMGC will work toward this initiative through a series of deliberate, supporting activities:

1. Continuing expansion of marketing efforts within the District of Columbia, Maryland, and Virginia (DMV) region and across the United States.
2. Continuing regional strategies that leverage our local strength with the military, such as tests conducted in Colorado Springs, Honolulu, Richmond, and San Diego.
3. Exploring other regional strategies to test and leverage place as an asset, including local partnerships and community development.
4. Implementing continuous testing and refinement of marketing and admission efforts.
5. Developing capabilities to build custom programs that meet the unique needs of businesses and other organizations.
6. Continually adapting modality options in response to learners' needs, strengthening and growing multiple learner populations, including veterans and others.

Strategic Initiative B: Develop seamless pathways that foster lifelong learning

UMGC will create a clearly defined and seamless experience for learners to continue their educational journeys throughout their lives, on timelines that make sense for them. UMGc team members will be trained to support learners through major life transitions, such as transferring from a community college to UMGc, progressing from undergraduate to graduate studies, changing or advancing careers, transitioning from military to civilian life, or returning to stateside service after being stationed abroad.

UMGC will work toward this initiative through a series of deliberate, supporting activities:

1. Building customization and stackability into current portfolio offerings by mapping skills development and transferability.
2. Developing processes to track learner locations, allowing seamless transitions when a learner's location or status changes.
3. Leveraging our proximity to community colleges to create partnerships and develop pathways for community college graduates to complete bachelor's degrees and beyond with UMGc.
4. Developing training and an accurate knowledge base that equips team members to advise learners about the pathways available to them.
5. Creating tools that allow learners to customize their learning journey and better understand its timeline.
6. Exploring options for cost-effective, accelerated degree options (e.g., 4+1).

Building Momentum Through Critical Enablers

To successfully implement these initiatives, we will need a foundation of resources and capabilities (i.e., critical enablers). In many cases, UMGc has already started putting these enablers in place.

- **Place-based regional recruitment strategy:** The success of UMGc's regional recruitment tests—starting with those in Colorado Springs, Richmond, San Diego, and Honolulu—will inform our approach to recruiting more direct-to-consumer and veteran learners in areas where we have a physical presence. This includes tailored marketing strategies to meet the needs of these learner segments.
- **Portfolio management practices:** UMGc is working to expand its capacity for agile program development with a specific near-term focus on graduate programs. This is designed to make the university's offerings more competitive and create seamless pathways for learners to advance from undergraduate to graduate studies with UMGc.
- **Investment in retention:** Lifetime journey pathways encourage learners to continue with UMGc through their current learning experience into future ones. UMGc's current and future retention efforts represent the first step in an ongoing effort to remove barriers and create a seamless experience for learners, building their affinity and increasing the likelihood that they will reenroll.
- **External partnerships:** UMGc will continue to identify and grow relationships with government, nonprofit, and corporate partners to help build pipelines of corporate learners while continuing efforts to identify and grow transfer partnerships with community colleges.

How We Will Know We Are Successful

As we will with every priority, we will hold ourselves accountable in these initiatives by defining a set of KPIs, measuring baselines, setting goals, and reporting progress toward the KPIs. Examples of these metrics may include increases in the size and diversity of learner enrollment—particularly learners from key segments and geographies—and reenrollment of learners who have completed at least one learning experience.



**VISION
IN ACTION**

How UMGC Will Serve Mateo

A Navy veteran living in San Diego, Mateo will first take classes with UMGC when on active duty and stationed overseas. He will appreciate the practical career guidance offered by his instructor, herself a military veteran. After separating from the Navy and settling in town, he will receive a message from UMGC welcoming him to the area and inviting him to stop by a local event. There, while chatting with a UMGC outreach partnership specialist, Mateo will learn that he can easily build on courses he took overseas. The staffer will help him download the UMGC app and show him how to customize his pathway based on his new goals, timeline, and career path.

Fast forward another five years: Mateo will have earned two certificates that stack into a bachelor's degree in Human Resource Management, and he will be just one course away from completing his Master of Business Administration. While his journey will take a few unexpected turns along the way, his instructor and success coach will use access to real-time analytics to predict challenges before they become crises and intervene with the correct support, helping him keep his eyes on the path forward—and on track for straight As. When he submits the last of the assignments for his MBA, Mateo will go back to the UMGC app to check his progress, a new noncredit course will catch his attention, and he will reach out to his success coach to find out more.

PRIORITY IV:**A responsive, tailored, and seamless experience to maximize the success of our diverse learners**

UMGC will advance as a global and largely online university with deep commitment to learner-centricity by constructing a flexible and responsive ecosystem that supports our learners, blending the benefits of human support with accessible and intuitive digital resources. We will not merely remove barriers; we will create a platform that puts UMGc at our learners' fingertips, empowers them to identify and achieve their educational goals regardless of their location or modality, increases their likelihood of persistence in the face of social and economic challenges, and reassures them that UMGc is their reliable partner in their learning journey.

Strategic Initiative A: Build team members' capacity for real-time, learner-centric decision-making

UMGC will develop an integrated reporting system that offers a 360° view and enables team members to engage with learners in consistent, personalized, data- and goal-driven discussions in real time about those learners' skills, performance, and objectives. This system will empower UMGc's employees to help our learners make decisions about their education journeys. It will provide our team members with the right information at the right time to best support learners—acting as their guides, mentors, and cheerleaders.

UMGC will work toward this initiative through a series of deliberate, supporting activities:

1. Developing a data hub that integrates the systems relied on by team members who work directly with learners.
2. Refining the flagging or "early alert" capability within this hub to identify at-risk learners.
3. Training teams in diversity, equity, and inclusion (DEI) and cultural sensitivity to ensure responsiveness to dimensions of learner diversity.
4. Creating regular reports or dashboards for key teams who work directly with learners, based on their respective roles and responsibilities.
5. Training teams on the new technology and how to use it to support decision-making in their respective roles. Creating a shared knowledge base of resources, as well as guidelines for supporting learners, logging interventions, and following up.

6. Developing recurring processes to evaluate the technology and protocols, to solicit team member and learner feedback, and to address necessary modifications.
7. Layering goal-focused skills mapping onto learner profiles.

Strategic Initiative B: Develop an agile, accessible, and intuitive global ecosystem of tools and platforms for learners

UMGC will create a “one-stop shop” experience for learners, providing a single point of access and easy navigation as they log their learning goals, access coursework, correspond with UMGc team members, complete administrative tasks, and participate in other key aspects of their university experience. This ecosystem will integrate the various platforms our learners currently use, placing them within easy reach, regardless of time and place. It will also streamline learner processes, using automation where appropriate to enhance the capacity of our team members to provide individualized support.

UMGC will work toward this initiative through a series of deliberate, supporting activities:

1. Developing a system for continuously tracking the user experience on UMGc’s learner-facing platforms, providing a better understanding of how learners interact with these platforms and allowing us to design, build, and continuously improve a seamless and accessible experience.
2. Identifying processes that serve as roadblocks for learners and establishing a system for measuring how well specific interventions eliminate those roadblocks.
3. Developing learner-facing checklists and pathways for completing common processes.
4. Developing a system for continually identifying and mapping answers to “tier 1” procedural questions and for connecting learners to live support.
5. Investing in a more robust chatbot system that leverages artificial intelligence to assist learners. Establishing recurring processes for evolving automated support and communication channels as technology and learner needs change.
6. Consolidating current platforms into a singular entry-point platform for learners.

Building Momentum Through Critical Enablers

To successfully implement these initiatives, we will need a foundation of resources and capabilities (i.e., critical enablers). In many cases, UMGc has already started putting these enablers in place.

- **Learner experience mapping:** UMGc is mapping the global learner experience, which will inform improvements to pathways, experiences, business processes, and technologies. This information will better equip us to design the 360°-view reporting system, the learner-facing technology ecosystem, and other tools that prioritize the learner’s user experience. With this effort as a starting point, we can identify the highest-impact, short-term improvements that will make things easier for our new learners in the near term.
- **Proactive learner support model:** UMGc is revamping its learner support models to improve proactivity, better meet learners where they are, remove barriers before they arise, and equip team members with tools, including modernized customer relationship manager (CRM) technology, that help them work smarter. This

lays the foundation for putting learners at the center of our decision-making by ensuring that we understand their needs and objectives and respond proactively.

- **Streamlined learner communications:** UMGC is streamlining the learner communication process, removing friction, enhancing wrap-around services, and improving our internal communications governance process. This will be critical as we make changes and communicate them to the UMGC community.

How We Will Know We Are Successful

As we will with every priority, we will hold ourselves accountable in these initiatives by defining a set of KPIs, measuring baselines, setting goals, and reporting progress toward these KPIs. Examples of these metrics may include learner success and outcomes, learner satisfaction, and lifetime learner retention.

VISION IN ACTION

How UMGC Will Serve Wally

A 25-year-old active-duty servicemember and a first-generation college student, Wally will feel unsure about what he wants to do after he's discharged. When a UMGC team member walks him through a sample schedule of how his classes will fit into his life on base, Wally will be impressed by the convenience and sign up.

Some weeks, Wally will work on his courses in the evenings; other times, he will chip away at assignments on his phone in between exercises. Once, when his unit is sent into the field, he will be unable to complete a class and will have to request an incomplete grade, but he will be relieved that his instructor understands and even offers guidance about how best to pick up where he leaves off once he has fulfilled his military responsibilities. Whether chatting with advisors about his goals over the UMGC app or making a drop-in visit to the Education Center on base, he will find that everyone at UMGC knows who he is, what he's working toward, and what his last interaction has been with the university. He will feel that he is part of the community and confident that he will succeed.

PRIORITY V:

Intentional study of and investment in our people's needs

Any investment in the institution first requires investment in our people, who identify, recruit, and teach our learners; provide guidance; and support the infrastructure and operations that make UMGC possible. We will develop our teams by investing in communication, training, leadership development, and skill development that equip team members, whether on-site or remote, to thrive as members of the UMGC community, advance as professionals in the workforce, and support the evolving needs of our learners.

Strategic Initiative A: Cultivate a culture of communication, learning, growth, and development for all UMGC team members

UMGC will develop a multitiered learning and development program that spans the life cycle of each team member, offering the same flexible, lifelong learning opportunities that we promise our learners. This program will provide teams with consistent onboarding, training, and cross-training in evolving skills and technology; regular updates that engage them in UMGC's mission and business endeavors; and professional growth and leadership opportunities that encourage career progression.

UMGC will work toward this initiative through a series of deliberate, supporting activities:

1. Encouraging employees to continue developing their skills by creating bandwidth for professional development.
2. Identifying and building a learning and development team that can create a learning architecture that evaluates and matches employee needs, including a robust onboarding experience.
3. Developing and leveraging existing career planning tools, training managers and supervisors to use those tools to explore career advancement goals with team members.
4. Revising employee evaluations to include learning and career development goals.

Strategic Initiative B:

Foster a dynamic organization that continuously evolves to meet learner needs and people success

To nurture and preserve the cohesive team we need to succeed, we must empower our people to evolve and grow as needs emerge and change in our dynamic environment. Thus, roles must be structured to evolve with our learners and our industry while preserving the efficiency and effectiveness of our teams. We must similarly support employees' changing needs as they themselves learn and grow in their careers, defining roles in terms of skills—just as we do with learning experiences—and equipping employees with tools and resources needed to adapt, advance, and recalibrate as careers progress.

UMGC will work toward this initiative through a series of deliberate, supporting activities:

1. Mapping all roles and core position competencies across the organization, clarifying responsibilities and measures of success within each role.
2. Developing mechanisms for employees to identify opportunities for growth and career development across the organization.
3. Developing an employee support system to review and identify evolving competencies and new organizational needs and enhance roles with opportunities for employee engagement, empowerment, and growth at top of mind.

Building Momentum Through Critical Enablers

To successfully implement these initiatives, we will need a foundation of resources and capabilities (i.e., critical enablers). In many cases, UMGc has already started putting these enablers in place.

- **Employee experience:** Just as we are committed to documenting and understanding our learners' experience, UMGc is also committed to studying the experience of our team members. A journey mapping exercise will offer insight into the major needs, challenges, and strengths of all aspects of the UMGc team member experience.
- **Employee engagement tactics:** UMGc is collecting feedback on ways to better sustain employee engagement. Understanding our team members' core needs will be critical to effectively building out revised roles and responsibilities, learning and development, and other support resources.
- **Learning and development assessment:** UMGc is conducting an in-depth assessment of current training and development programs for leaders at every level; this will inform the redesign of our learning and development strategy and help us create capacity for UMGc team members to focus on professional development, embrace leadership opportunities, and upskill when needed.

How We Will Know We Are Successful

As we will with every priority, we will hold ourselves accountable in these initiatives by defining a set of KPIs, measuring baselines, setting goals, and reporting progress toward these KPIs. Examples of these metrics may include team member retention, enrollment and completion of professional development offerings, team engagement with culture and development opportunities, and learner satisfaction with support teams.



VISION IN ACTION

How UMGC Will Serve Rita

A UMGC success coach for three years, Rita will love her day-to-day job helping learners solve problems and finding ways to fit education into their busy lives. Logging on to work, she will be matched in the chat with a military learner named Wally. Rita will pull up Wally's student profile, where she will be able to see his information, academic goals, and certified learner record, as well as quick highlights from the latest discussion Wally will have had with his instructors and success coach. That record will show that Wally has been chatting with the bot about jumping back into a course he interrupted while in the field. Rita will also be able to see that he will have told another coach that he may enroll in an accounting course. Rita will have already learned about updates in the accounting curricula at a recent Academic Affairs lunch-and-learn, so she won't have to dig through the course catalog to figure out what to recommend to Wally. In fact, she will have been thinking about taking an accounting course herself, to test whether she might want to pursue a new role at UMGC.

VISION IN ACTION

How UMGC Will Serve Taylor

Taylor will work in logistics and supply chain management for 16 years before joining the UMGC team. Having loved mentoring employees and interns and having seen the industry change significantly, they will want to share their experience with students. Each day in the online classroom portal, Taylor will see a 72-hour summary of student activity at the top of the dashboard. Those who struggled with formative assessments or missed assignments will be highlighted so that Taylor can reach out quickly with personalized assistance. Taylor will be reassured to know that each student's success coach or military education coordinator will also receive a copy of the communication and will be able to help those students stay on track. Taylor also will facilitate a community of practice with fellow instructors. They will discuss education and industry trends, along with revisions to learning experiences that will be necessary to maintain industry alignment across the curriculum. Taylor will share community feedback with team members across the university as part of regular portfolio reviews, and they will take enormous pride in ensuring that learners have an engaging, quality learning experience while benefitting from the knowledge of industry experts who are invested in each learner's academic and professional success.



**BRINGING THE
PLAN TO LIFE**

Leveraging UMGC Ventures

A key element that makes UMGC unique is its ability to leverage UMGC Ventures—and its subsidiaries, HelioCampus and AccelerEd—to develop and incubate innovative solutions in postsecondary education. This empowers us to rapidly test and learn, expand our capabilities, and extend those capabilities to other institutions within the USM and beyond. These organizations are critical to UMGC’s evolution and scale, generating revenue which, in turn, fuels further innovation and allows us to bring learning experiences to underserved populations. As such, UMGC Ventures will be integral to the process of launching, testing, and iterating the initiatives outlined in this strategic plan.

Aligning with USM

UMGC is a valued member of the USM, and we are committed to ensuring that our strategic priorities advance the priorities of our larger family of Maryland postsecondary institutions.

- UMGC’s focus on creating a flexible and **data-informed portfolio of learning experiences** (Priority I) means that UMGC will be best positioned to **swiftly meet workforce demands** throughout the state of Maryland and beyond, which will in turn **attract, retain, and graduate more adult learners**. We will continually monitor the needs and demands of all UMGC markets, with emphasis on Maryland and the surrounding DMV area so we can best serve our local community.
- UMGC’s skills-based architecture (Priority II) **will bridge learning experiences, skills, and prior learning credit** for learners across the state. This flexibility and accessibility position UMGC to lead the USM’s efforts to **reskill and upskill the state’s workforce**.
- Strengthening and diversifying our learner population (Priority III) will afford UMGC the scale and financial stability to bring **access to a Maryland education** to more groups of potential learners, and we will partner with HBCUs and other providers with specialized expertise to ensure that we employ best practices in serving those populations that have been historically underserved.
- UMGC’s streamlined, learner-centric ecosystem (Priority IV) will ensure that our **tools, processes, and systems meet the needs of our learners**. **Continuous evaluation and improvement** of these tools, processes, and systems will allow us to evolve with our learners and ensure their success every step of the way. By automating and streamlining this ecosystem, we can **tailor support to the individual**, creating flexible avenues of support and ultimately improving learner outcomes.
- UMGC’s commitment to its people will create a culture that will both **attract and retain talent**. Through its culture of **learning and development**, UMGC will put learner-centricity at the heart of all its operations, ensuring that team members have opportunities to develop their own skills and careers and supporting them as we do our learners. Intentional study of and investment in the needs of our community (Priority V) ensures agency and support for all employees, creating a **culture of inclusivity**.



NEXT STEPS

UMGC will work within and across its units internally and with its critical partners—UMGC Ventures, AccelerEd, HelioCampus, and the USM—to further develop the priorities and activities outlined above and to develop a plan for implementing this strategy. This work will also include defining clear targets and benchmarks for achieving and recognizing the success of each priority.

At the same time, UMGc will look to its community of talented, engaged, and enterprising teams and learners, calling on them to weave the priorities and initiatives of this strategic plan into their daily lives, to hold themselves accountable to its vision, and to regularly ask themselves: What can I do to enable my colleagues, other learners, and my community so that we—with our combined power—are better able to transform lives?





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umgc.edu

DRAFT Minutes of the Public Session

A meeting of the Board of Regents Committee on Advancement was held in-person and teleconference on May 8, 2025, at 11:00 am at the USM office in Adelphi, MD. In attendance were Regents Linda Gooden, Hugh Breslin, Geoff Gonella, Dhruvak Mirani, and Elena Langrill from the Office of the Attorney General. From the USM office: Chancellor Jay Perman; Senior Vice Chancellors Ellen Herbst and Alison Wrynn; Vice Chancellors Leonard Raley, Michael Sandler, and Michele Masucci; Chief of Staff Denise Wilkerson; Associate Vice Chancellor Marianne Horrigan; Gina Hossick, Executive Assistant to Leonard Raley; Vladimir Jirinec, Director of Advancement Services, and Micaela Cameron, Advancement Communications Manager. Vice Presidents from USM institutions: Jason Curtin (SU), Theresa Silanskis (UB), Cathy Sweet (UMGC), John Short (FSU), Brian DeFilippis (TU), Greg Bowden (UMB), Brent Swinton (BSU), and Lois Colaprete (UMCES). Also joining us were Beth Javier-Wong (UMCP) and Janeisha Lashley (CSU).

Chair Breslin called the meeting to order at 11:02 am

Fundraising Updates (information)

The System-wide goal for FY25 is a little over \$352M, and our campuses have met 87% of that goal at \$319M. Several vice presidents commented on recent gifts and progress.

USMF Sustainability Divestment Inquiries (information)

Students across our universities remain concerned about divestment. The USM Foundation has set up a process for inquiries relating to sustainable investing, as well as an FAQ that answers many commonly asked questions. This process has been shared across the USM and is available on the Foundation's website.

USM Leadership Summit recap (information)

On April 24 and 25, the USM held an Advancement Leadership Summit at The Hotel at the University of Maryland with over 60 attendees consisting of alumni relations professionals, vice presidents for advancement, and key volunteers from across our institutions. The summit included expert speakers on new models and opportunities for public universities and campaigns; building a culture of curiosity with AI; changing trendings in American volunteerism; and donor and alumni engagement for diverse audiences. The feedback received was excellent and reinforced the importance of networking and learning together.

Advance Project Update (information)

Vice Chancellor Raley provided an update on the new CRM (Customer Relationship Management) project. The current system is over 31 years old and 10 USM institutions utilize the program. A new CRM system will improve outreach and engagement, digital donor and constituent community experience, productivity leading to better fundraising, and system-wide efficiency to support campuses for future campaigns. The USM and UMCP have been working closely together to negotiate costs, determine the timeline, and finalize the implementation. The USM and USM Foundation have committed \$20 million over the next five years to support migration to a new CRM.

Convene to closed session (action)

Regent Breslin read the Convene to Close Statement and then moved for recommendation, seconded by Regents Gooden and Gonella, and unanimously approved.

The public meeting was adjourned at 11:40 am.

USM BOARD OF REGENTS
ADVANCEMENT COMMITTEE
In person and teleconference
May 8, 2025

DRAFT Minutes of the Closed Session

A meeting of the Board of Regents Committee on Advancement was held in-person and teleconference on May 8, 2025, at 11:00 am at the USM office in Adelphi, MD. In attendance were Regents Linda Gooden, Hugh Breslin, Geoff Gonella, Dhruvak Mirani, and Elena Langrill from the Office of the Attorney General. From the USM office: Chancellor Jay Perman; Senior Vice Chancellors Ellen Herbst and Alison Wrynn; Vice Chancellors Leonard Raley, Michael Sandler, and Michele Masucci; Chief of Staff Denise Wilkerson; Associate Vice Chancellor Marianne Horrigan; and Gina Hossick, Executive Assistant to Leonard Raley. From the University of Maryland, College Park, Beth Javier-Wong, Assistant Vice President for Strategic Outreach; from Frostburg State University, John Short, Vice President for Advancement & Regional Engagement, and Executive Director, FSU Foundation.

Chair Breslin called the meeting to order at 11:41 am

Naming request from the University of Maryland, College Park (action)

The University of Maryland, College Park (UMCP) requests that the Board of Regents approve naming a Center for Behavioral Finance at the Robert H. Smith School of Business in recognition of an alumnus who has made groundbreaking contributions to behavioral finance and his significant philanthropic commitment to the University of Maryland. With extensive academic, research, and professional experience, this individual has become a leading authority in finance, particularly in the areas of behavioral finance, dividend policy, and survey research methodology. To support future generations of business leaders, the donor has committed a new irrevocable estate gift to the Smith School of Business.

Regent Breslin moved for recommendation, seconded by Regents Gooden and Gonella, and unanimously approved.

Naming request from Frostburg State University (action)

Frostburg State University (FSU) requests that the Board of Regents approve naming FSU's softball playing surface after two alumni who have a 20-year history of supporting the University both financially and through service on the FSU Foundation Board of Directors. An upgrade of the softball facility will include the installation of a synthetic turf playing surface. The gift allows FSU to continue its commitment to creating and providing excellent co-curricular student experiences through investment in facilities, and aligns with the core values and strategic goals set forth in FSU's Strategic Plan.

Regent Breslin moved for recommendation, seconded by Regents Gooden and Gonella, and unanimously approved.

The meeting adjourned at 11:52 am.



USM Board of Regents
Committee on Education Policy and Student Life and Safety
Minutes from Public Session
May 15, 2025
Zoom

Minutes of the Public Session

The Committee on Education Policy and Student Life and Safety (EPSLS) of the University System of Maryland (USM) Board of Regents (BOR) met virtually (via Zoom) in public session on Thursday, May 15, 2025. The meeting was convened at 9:02 a.m. Committee members present were: Regents Gourdine (chair), Coker, Gooden, Hasan, Leggett, Lewis, Mirani, Parker, Smarick, and Wood. Chancellor Perman and Senior Vice Chancellor Alison Wrynn were also present.

The following were also in attendance on Zoom: Dr. Abel, Dr. Adams, Dr. Allen, Dr. Alvarez, Dr. Amoussou, Dr. Andrews, Dr. Ashby, Dr. Baer, Ms. Beckett, Dr. Bittinger, Dr. Caraco, Dr. Chester, Mr. Colson, Dr. Cornelius, Dr. Couch, Dr. Dorsey, Dr. Downing, Dr. Foust, Dr. Habay, Dr. Hall, Dr. Haywood, Dr. Hurte, Dr. Jacobs, Dr. Khademian, Dr. Lacorte, Ms. Lawrence, Dr. Lee, Dr. Littlefield, Dr. Lynch, Ms. Marano, Ms. Marek, Dr. Masucci, Dr. Mathias, Dr. Mueller, Mr. Muntz, Dr. Neerchal, Dr. Nobles, Dr. O'Neill, Dr. Orr, Dr. Owens, Dr. Perrault, Dr. Reed, Dr. Sanford, Dr. Scullen, Dr. Shiffrinson, Dr. Shumba, Dr. Skevakis, Dr. Smith, Dr. Tucker-Oluwale, Dr. Waks, Dr. Ward, Mr. Waters, Dr. Weber, Dr. Whitehead, Ms. Wilkerson, and Dr. Worsnop.

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

Chair Gourdine welcomed everyone to the meeting. She remarked that it is Regent Parker's last EPSLS meeting, as his two-year term as a student Regent is coming to an end. She asked him to say a few words about his plans for the future.

Action Items

Academic Program Proposals

Bowie State University: Bachelor of Arts in Dance

Dr. Guy-Alain Amoussou, Provost, and Dr. Jennifer Dorsey, Associate Professor of Dance, presented Bowie State University's proposal to offer a Bachelor of Arts in Dance. The program provides an outlet for students' creativity in the arts to be fulfilled through a comprehensive program of study of the art of dance as tradition, history and purveyor of culture, and its performative power. Building on the existing dance and movement studies track in the Theater Arts program, and minors in Dance and African Diaspora Dance, the program links the scholarship of the humanities with the performance qualities of dance as an art form.

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

institution has done its due diligence regarding a state-wide examination of programs to try to ensure there is no duplication.

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

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

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

Bowie State University: Bachelor of Science in Artificial Intelligence

Dr. Guy-Alain Amoussou, Provost, and Dr. Rosemary Shumba, Chair & Professor, Department of Computer Science, presented Bowie State University's proposal to offer a Bachelor of Science in Artificial Intelligence. This program seeks to make AI education and careers more accessible to underserved populations and to create more inclusive pathways into the field. It utilizes an approach designed to create well-rounded students and enhances our campus culture of diversity, inclusion, and civic engagement through corporate and government partnerships in STEM fields. If approved, BSU will be the first HBCU in Maryland to offer the BS. in Artificial Intelligence.

Dr. Shumba noted that the target audience for this program is different than the B.S. in A.I. programs at UMGC and UBalt, which have applied programs (example: "AI for IT Operations"). Regent Gooden asked that more specificity in naming these programs be considered. Regent Leggett asked if potential duplication has been addressed and the BSU's reps said that it has been.

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

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

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

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

Frostburg State University: Bachelor of Music

Dr. Michael Mathias, Dean, College of Arts, Humanities, and Social & Behavioral Science, and Dr. Brent Weber, Chair, Department of Music, presented Frostburg State University's proposal to offer a Bachelor of Music. This degree will serve students looking to join the workforce in a wide variety of music-related jobs. Updating the FSU music degree programs as proposed so they will align with specialized accreditation through the National Association of Schools of Music will make FSU's students better trained and thus more marketable. Dr. Mathias noted that FSU is converting several BS/BA program areas to the Bachelor of Music.

Chancellor Perman noted that he was encouraged by the upbeat tenor of the presentation. Regent Lewis asked about performance opportunities for students in the program and Dr. Weber noted several examples.

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

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the Frostburg State University proposal to offer a Bachelor of Music.

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

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

Salisbury University: Bachelor of Science in Biochemistry and Molecular Biology

Dr. Laurie Couch, Provost, and Dr. Stephen Habay, Chair, Department of Chemistry, presented Salisbury University's proposal to offer a Bachelor of Science in Biochemistry and Molecular Biology. Currently, SU offers Biochemistry as a concentration within the Chemistry degree, and Molecular Biology is taught as a set of electives within the Biological Sciences Department. This current structure limits students' ability to explore interests beyond their primary program of study and can lead to extended time to graduation for those who fall behind in the prescribed course sequence. The proposed stand-alone degree, along with an enhanced curriculum, supports SU's strategic goals of "enriching academic success and student development" and "supporting access, affordability, and academic excellence." Dr. Habay noted that demand continues to increase, and this program uniquely addresses the need on the Eastern Shore.

Chancellor Perman thanked the presenters for offering a program that directly addresses workforce needs.

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

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the Salisbury University proposal to offer a Bachelor of Science in Biochemistry and Molecular Biology.

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

Vote Count: Yeas: 9

Nays: 0

Abstentions: 0

University of Maryland, College Park: Master of Science in Information

Dr. Will Reed, Associate Provost for Academic Planning, and Mr. Jeff Waters, Director of Graduate Operations, College of Information, presented the University of Maryland, College Park's proposal to offer a Master of Science in Information. UMCP proposes to offer this as an exit credential for students enrolled in its Information Studies Ph.D. program. This 30-credit, non-thesis degree recognizes the significant graduate-level coursework completed by students who choose not to finish the doctorate or who seek additional credentialing.

Regent Leggett asked if the coursework would be different than the Ph.D. program. Dr. Waters noted that the coursework would be identical and that this degree is for students who have completed coursework and did not wish to complete the doctoral program. They must have reached the point of being able to complete, however.

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

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the University of Maryland College Park proposal for a Master of Science in Information.

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

Vote Count: Yeas: 9

Nays: 0

Abstentions: 0

University of Maryland, College Park: Master of Science in Artificial Intelligence

Dr. Will Reed, Associate Provost for Academic Planning, and Dr. David Jacobs, Professor, Department of Computer Science, presented the University of Maryland, College Park's proposal to offer a Master of Science in Artificial Intelligence. This program is designed for professionals seeking advanced training in AI technologies. The curriculum emphasizes technical proficiency in machine learning, deep learning, and AI decision-making, while also addressing human-centered design, ethics, and the societal impact of AI. Dr. Jacobs noted that a key feature of this program is the connection of technical courses with more human-centered courses. The goal is to prepare students for a wide range of jobs that span technical and non-technical areas.

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

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the University of Maryland College Park proposal for a Master of Science in Artificial Intelligence.

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

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

University of Maryland, College Park: Bachelor of Arts in Global Culture and Thought

Dr. Will Reed, Associate Provost for Academic Planning, Dr. Hester Baer, Professor, Germanic Studies, and Dr. Elisa Gironzetti, Associate Director for Undergraduate Academic Affairs, presented the University of Maryland, College Park's proposal to offer a Bachelor of Arts in Global Culture and Thought. This interdisciplinary program integrates language learning with cultural, literary, and media analysis to prepare students for global citizenship and careers requiring intercultural competence. Students may pursue one or two languages and engage in experiential learning such as study abroad, internships, or language immersion programs. The program will enable students to explore and interpret the histories, institutions, values, practices, varieties, and intersections of global cultures as they are produced and received across national and regional boundaries.

Chancellor Perman noted that it is important to see programs that are interdisciplinary.

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

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the University of Maryland College Park proposal for a Bachelor of Arts in Global Culture and Thought.

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

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

University of Maryland, College Park: Bachelor of Arts in Global Foreign Policy

Dr. Will Reed, Associate Provost for Academic Planning, Dr. Josh Shiffrinson, Associate Professor, School of Public Policy, and Dr. Jennifer Littlefield, Director, Undergraduate Studies, School of Public Policy, presented the University of Maryland, College Park's proposal to offer a Bachelor of Arts in Global Foreign Policy. The program equips students to address global challenges—such as conflict, migration, development, and sustainability—through a career-focused curriculum that blends academic rigor with professional training. The program's emphasis on experiential learning—via internships, capstones, or study abroad—ensures students graduate with practical experience.

Regent Smarick asked about students' civics knowledge. Dr. Shiffrinson noted that students take courses to help them understand ethical issues within the context of the American government and global foreign policy.

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

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the University of Maryland College Park proposal for a Bachelor of Arts in Global and Foreign Policy.

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

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

University of Maryland, College Park: Bachelor of Arts in Public Service Interpreting and Translation

Dr. Will Reed, Associate Provost for Academic Planning, Dr. Manel Lacorte, Professor and Program Head, Spanish and Portuguese, and Dr. Leah Waks, Principal Lecturer & Director of Undergraduate Studies, Department of Communication, presented the University of Maryland, College Park's proposal to offer a Bachelor of Arts in Public Service Interpreting and Translation. The program will address the growing need for professional interpreters and translators in Maryland, particularly in Spanish-speaking communities. Offered at the Universities at Shady Grove, the interdisciplinary program targets heritage Spanish speakers and bilingual students, combining communication theory, linguistic proficiency, and applied training. With a focus on public service sectors such as healthcare, education, and legal services, the program prepares students for direct workforce entry through a community-based practicum.

Chancellor Perman thanked the presenters for being responsive to students at UMCP and to overall system priorities.

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

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the University of Maryland College Park proposal for a Bachelor of Arts in Public Service Interpreting and Translation.

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

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

University of Maryland Eastern Shore: Bachelor of Science in Mathematics

Dr. Ronnie Allen, Provost & Vice President for Academic Affairs and Dr. Tiara Cornelius, Acting Chair, Department of Mathematics, presented University of Maryland Eastern Shore's proposal to offer

a Bachelor of Science in Mathematics. This program is being offered as nationally, interest in mathematics has shifted as students seek more applied tracks, rather than more traditional mathematics training. The proposed undergraduate program in mathematics prepares graduates to practice applied mathematics and related fields in industry and government effectively, in addition to continuing advanced study.

Regent Wood asked about the naming of the program and Dr. Cornelius said that this was the consensus of the naming. Chancellor Perman said that getting students to the university early, through partnerships with K12 schools, helps them prepare and gets them to the institution.

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

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the University of Maryland Eastern Shore proposal for a Bachelor of Science in Mathematics.

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

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

University of Maryland Eastern Shore: Bachelor of Science in Private Club and Resort Management

Dr. Ronnie Allen, Provost & Vice President for Academic Affairs and Dr. Erinn Tucker-Oluwole, Chair, Department of Hospitality and Tourism Management, presented University of Maryland Eastern Shore's proposal to offer a Bachelor of Science in Private Club and Resort Management. The proposed degree provides prospective students with an academic program with strong foundations and advanced knowledge in club operations, resort, and event venue management. UMES is the only post-secondary institution on the Eastern Shore of Maryland that offers a Bachelor of Science degree in Hospitality and Tourism Management. The proposed degree will expand and strengthen the capability of UMES, addressing an underserved educational niche that has significant employment potential.

Dr. Tucker-Oluwole noted that not all students have the golf ability for the PGA program, so this allows them to acquire the skills needed for club management.

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

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the University of Maryland Eastern Shore proposal for a Bachelor of Science in Private Club and Resort Management.

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

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

University of Maryland Global Campus: Master of Science in Applied Artificial Intelligence

Dr. Kimberly Whitehead, Vice President for Academic Affairs and Executive Dean, and Dr. Calvin Nobles, Portfolio Vice President and Dean, School of Cybersecurity and Information Technology, presented the University of Maryland Global Campus's proposal to offer a Master of Science in Applied Artificial Intelligence. This program provides graduate learners with both the necessary technical foundation in AI and the opportunity to study the application of AI in a selected area of specialized interest. Dr. Nobles noted that the program is different than other programs in the state. It has a stackable credential structure and is online and asynchronous.

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

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the UMGC proposal to offer a Master of Science in Applied Artificial Intelligence.

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

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

Approval of Public and Closed Session Minutes from April 3, 2025

The minutes from the April 3, 2025 meeting of the Committee on Education Policy and Student Life and Safety were approved.

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

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

Request for Temporary Exemption from a Clause in Policy on Undergraduate Admissions

Dr. Darlene Smith, Interim President at Frostburg State University, presented FSU's request for a five-year exemption from the 30 percent enrollment cap while it grows Maryland enrollment and pursues strategic out-of-state opportunities. FSU has had a years-long partnership with a Chinese institution. Its growth and simultaneous in-state enrollment declines have shifted FSU's undergraduate out-of-state enrollment percentage, which is limited by the Policy on Undergraduate Admissions (III-4.0). Frostburg remains committed to prioritizing recruitment of Maryland residents, whose access to FSU has not been impacted.

Dr. Smith framed the request in the context of the university's strategic plan. She said that the revenue from the program has provided support for academic operations. The institution recognizes the need to diversify international partnerships and grow the domestic market. The revenue from this program will support this transition.

Dr. Smith said that the Office of the Attorney General has reviewed the program. Several Regents asked that the OAG to review this request further before taking action.

The OAG will review the request and if there are no concerns, it will come before the full Board in June.

Proposed Amendments: III-6.10: Policy for the Numbering of Academic Courses

Dr. Candace Caraco, Associate Vice Chancellor for Academic Affairs, presented the proposed revisions to III-6.10: Policy for the Numbering of Academic Courses. She noted that since the policy was written in the 1990s, student information systems (SIS) have evolved so that some now require four digits instead of three. Also, as curricula evolve, more course numbers are used and there is a need for four numbers versus three. The proposed amendments to the policy allow for USM institutions to use SIS that require four digits. The amendments continue to align with State policy and practice, as well as with registrar practices across the country.

Regent Gooden asked if it would make sense to have one set of numbers. Dr. Caraco said that would be difficult, as different campuses use different technology, with some SIS requiring three digits and others four.

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal to amend the Policy on Course Numbers.

The motion was moved by Regent Gourdine, seconded by Regent Parker, and unanimously approved.
Vote Count: Yeas: 9 Nays: 0 Abstentions: 0

Proposed Amendments: III-5.00: Policy on Academic Calendar

Dr. Candace Caraco, Associate Vice Chancellor for Academic Affairs, presented the proposed revisions to III-5.00: Policy on Academic Calendar. Since the last update to this policy over 20 years ago, there have been federal regulatory changes that provide some additional flexibility in academic scheduling, which helps universities that have a fall commencement complete the semester before December 23 without starting in mid-August and may also provide the option of a fall recess should an institution wish to implement one.

The recommended policy amendments bring the policy in line with USM implementation practice. The policy as proposed balances the benefits of a common calendar with institutional flexibility to meet university needs.

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal to amend the Policy on Academic Calendar.

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

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

Information Items

Proposed Amendments: VIII-2.30: Policy on Waiver of Tuition and Granting of Other Privileges for Senior Citizens of MD

Dr. Candace Caraco, Associate Vice Chancellor for Academic Affairs, presented the proposed revisions to VIII-2.30: Policy on Waiver of Tuition and Granting of Other Privileges for Senior Citizens of MD. This policy is coming to the Committee on Education Policy and Student Life and Safety for information only and will go to the Committee on Finance meeting on June 4th for consideration and action.

This program for senior citizens is popular on all campuses, but the plastic “Golden ID” cards have not been in use for some years. Beneficiaries of the program receive student identification cards. The section on emergency health care needed to be updated to reflect expectations of equitable treatment of students. The proposed revisions were drafted in collaboration with university registrars and counsel in the Office of the Attorney General.

Regent Gooden said that more people should know about this program.

Proposed Amendments: VIII-2.70—Policy on Student Classification for Admission and Tuition Purposes

Dr. Candace Caraco, Associate Vice Chancellor for Academic Affairs, presented the proposed revisions to VIII-2.70—Policy on Student Classification for Admission and Tuition Purposes. This policy is coming to the Committee on Education Policy and Student Life and Safety for information only and will go to the Committee on Finance meeting on June 4th for consideration and action.

These revisions are recommended to reflect a change in State law based on the recently passed Educational Equality for Service Members Act (SB 276/HB 600). The new law expands State benefits now reserved for the Armed Forces of the United States to the Uniformed Services, which comprises the Armed Forces, the Public Health Service, and the National Oceanographic and Atmospheric Administration. In parallel, the law alters the definition of veteran. The law also aimed to make citations to Federal law within State law more consistent.

The USM Office of Academic and Student Affairs worked with the Office of the Attorney General to draft the proposed amendments. Legal citations and formal definitions have also been updated. Lastly, the policy has been updated to reflect UMGC policy where it is noted.

Policy on Student Refund After Withdrawal for Extenuating Circumstances

Dr. Candace Caraco, Associate Vice Chancellor for Academic Affairs, presented the proposed Policy on Student Refunds After Withdrawal for Extenuating Circumstances. This policy is coming to the Committee on Education Policy and Student Life and Safety for information only and will go to the Committee on Finance meeting on June 4th for consideration and action.

In 2024, the General Assembly passed the Cameron Carden Act (Education Article, Anno. Code of MD, Section 15–138). The law requires each degree-granting institution to have a policy that authorizes a student to withdraw from all courses at the institution for a certain semester, or to withdraw from the institution, under extenuating circumstances. That policy must provide, if warranted, for the student to

receive a refund for tuition and fees paid by the student for the semester in which the withdrawal occurs if the extenuating circumstances inhibit the student's ability to acquire an education at the institution. The attached draft policy conforms to the requirements of the law and provides a framework for USM institutions to have their own policies and procedures. Among other things, the policy requires that students provide documentation of the extenuating circumstances that impact the student's ability to acquire an education.

This policy received extensive feedback during the drafting process, and all language has been reviewed by counsel in the Office of the Attorney General.

Campus Safety and Security Report

Dr. Zakiya Lee, Associate Vice Chancellor for Student Affairs, presented the campus safety and security report. She started by outlining current things that the USM is doing to address these issues including institutions applying for MHEC Campus Safety Grant awards and regularly convening stakeholder groups. She covered the data of the report which includes crime data required by the Clery Act and the Higher Education Opportunity Act. Dr. Lee said that most universities are in full compliance with the Clery Act and that there are audits when there are discrepancies.

Regent Gooden asked if institutions are counting the same way this year as in past years. Dr. Lee said that there is no indication that anyone is counting in a different way. Regent Gooden also asked about the decrease in alcohol and drug violations. Dr. Lee said that students today have a different relationship with drugs and alcohol. Chancellor Perman highlighted the Maryland Collaborative that addresses alcohol use on campuses.

2024-2025 Agenda Brainstorming

Regent Gourdine noted that the annual agenda for the Committee includes many standard reports, new academic program proposals, and other anticipated information items. She and the USM Academic and Student Affairs Office team meet during the summer to plan next year's agenda, but she offered this opportunity for committee members to share ideas they believe warrant attention by the Committee. There were ideas relating to the USM strategic plan and federal changes and issues.

Regent Gourdine encouraged committee members to keep sharing their ideas.

Motion to Adjourn

Regent Gourdine thanked all for a productive meeting. She called for a motion to adjourn. The motion was moved by Regent Gooden, seconded by Regent Wood, and unanimously approved. Regent Gourdine adjourned the meeting at 11:57 a.m.

Respectfully,

Regent Michelle Gourdine
Chair



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

Minutes of the Closed Session

The Committee on Education Policy and Student Life and Safety (EPSLS) of the University System of Maryland (USM) Board of Regents (BOR) met virtually (via Zoom) in closed session on Friday, April 12, 2024. The meeting was convened at 11:29 a.m. Committee members present were: Regents Gourdine,

Gooden, Helal, Parker, Smarick, and Wood. Chancellor Perman and Senior Vice Chancellor Wrynn were also present.

The following were also in attendance on Zoom: Ms. Bainbridge, Ms. Beckett, Ms. Herbst, Dr. Lee, Dr. Masucci, and Ms. Wilkerson.

Action Items

USM Board of Regents Student Excellence Scholarships

Dr. Zakiya Lee, Associate Vice Chancellor for Student Affairs, presented this item to the committee. In 2023, the University System of Maryland Student Council (USMSC), with guidance and advice from USM's Office of Academic and Student Affairs, established the first-ever student awards to parallel the Board's awards recognizing faculty and staff. This is the third year of the awards. USM students applied for a scholarship in one of four categories: academics, scholarship, and research; innovation and creativity activity; leadership and advocacy; and outreach and engagement. Applicants had to submit an essay, letter of recommendation, resume, and transcript. This year, 254 complete applications were received from across the USM.

The Board of Regents Student Excellence Scholarships Evaluation Committee is a three-member committee that includes members of the USMSC executive board. USM Academic and Student Affairs staff advised the process. The evaluation committee recommends 12 scholarships – three in each category.

The Chancellor recommends that the Committee on Education Policy and Student Life and Safety recommend that the Board of Regents approve the recommendations of the evaluation committee to honor the twelve (12) students with Board of Regents Student Excellence Scholarships.

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

Vote Count: Yeas: 8 Nays: 0 Abstentions: 0

Motion to Adjourn

Regent Smarick called for a motion to adjourn. The motion was moved by Regent Wood, seconded by Regent Leggett, and unanimously approved. Regent Smarick adjourned the meeting at 12:00 p.m.

Respectfully,

Regent Andy Smarick
Vice Chair

TOPIC: Bowie State University (BSU) proposal for a Bachelor of Arts (BA) in Dance

COMMITTEE: Education Policy and Student Life and Safety

M

DATE OF COMMITTEE MEETING: May 15, 2025

SUMMARY: The Bachelor of Arts in Dance program, with an area of concentration in Technique, Performance, and Artistic Leadership, is integral to our mission of providing innovative academic programs and transformational experiences as students prepare for careers. The program provides an outlet for students' creativity in the arts to be fulfilled through a comprehensive program of study of the art of dance as tradition, history and purveyor of culture, and its performative power. Building on the existing dance and movement studies track in the Theater Arts program, and minors in Dance and African Diaspora Dance, the program links the scholarship of the humanities with the performance qualities of dance as an art form. The *Technique, Performance, and Artistic Leadership* concentration in the new program enhances students' dance technique and choreographic skills while allowing them to master advanced levels of dance skillsets and cultivate knowledge of global dance, kinesiology, somatics of movement, dance teaching methods, and dance scholarship.

Aside from technical proficiency in various dance techniques, the B.A. in Dance provides rigorous academic outlets including the study of the art of dance, its traditions and cultural heritage, and its power to engage audiences. This multidisciplinary foundation that develops proficiency in critical thinking as well as written and verbal communication, prepares the graduate for lifelong learning, and offers skills that translate into other areas of the workforce both inside and outside of the arts.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fee revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from Bowie State University to offer a Bachelor of Arts in Dance.

COMMITTEE RECOMMENDATION:

DATE: April 3, 2025

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn 301-445-1992

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March 5, 2025

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

RE: New Academic Program – Bachelor of Arts in Dance

Dear Chancellor Perman:

Please find enclosed our proposal to offer the Bachelor of Arts (B.A.) in Dance (HEGIS 100800/CIP 50.0301).

The Department of Fine and Performing Arts seeks to transition its current track in Dance Movement within the Bachelor of Science in Theatre Arts to the Bachelor of Arts in Dance with a concentration in Technique, Performance, and Artistic Leadership. With increased student demand for a dance major, and the only Historically Black College and University in the southern portion of the state of Maryland, BSU's dance program would increase access to arts education in the region. The proposed program is integral to our mission of providing innovative academic programs and transformational experiences as students prepare for careers. The dance major provides an outlet for students' creativity in the arts, to be fulfilled through a comprehensive program of study of the art of dance as tradition, history and purveyor of culture, and its performative power while preparing students for graduate study, or careers in somatics, dance therapy or the therapeutic arts, the nonprofit sector, arts management, or a career in any of the technical aspects of performance.

We respectfully request the Board's consideration of this proposal.

Sincerely,

Aminta H. Breaux, Ph.D.

Cc: Dr. Guy-Alain Amoussou, Provost and Vice President for Academic Affairs
Dr. Alison Wrynn, Senior Vice Chancellor
Dr. Candace Caraco, Associate Vice Chancellor
Dr. George Acquah, Dean, College of Arts and Sciences
Ms. Gayle Fink, Assistant Vice President for Institutional Effectiveness
Dr. Jacqueline Cade, Director, Institutional and Academic Programming
Ms. Brandy Wilson, Registrar

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

Bowie State University

Institution Submitting Proposal

Dance

Title of Proposed Program

Bachelor of Arts (B.A.)

Award to be Offered

Spring 2026

Projected Implementation Date

100800

Proposed HEGIS Code

50.0301

Proposed CIP Code

Fine and Performing Arts

Department in which program will be located

Prof. Jennifer Dorsey

Department Contact

301-860-3718

Contact Phone Number

jdorsey@bowiestate.edu

Contact E-Mail Address


Signature of President or Designee

3-7-25
Date



Bachelor of Arts Dance

A. Centrality to Institutional Mission and Planning Priorities:

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

The Bachelor of Arts in Dance, with an area of concentration in *Technique, Performance, and Artistic Leadership*, is integral to our mission of providing innovative academic programs and transformational experiences as students prepare for careers. The dance program provides an outlet for students' creativity in the arts to be fulfilled through a comprehensive program of study of the art of dance as tradition, history and purveyor of culture, and its performative power. The Bowie State University dance degree is designed to prepare students for a career in a variety of dance performance outlets; graduate study, somatics, dance therapy or the therapeutic arts, the nonprofit sector, arts management, or a career in any of the technical aspects of performance.

The proposed dance major builds on the existing dance and movement studies track of the Theater Arts program, which also houses minors in dance and African diaspora dance. Student demand and artistic relevancy call for a dedicated degree program in the dance arts. The new program links the scholarship of the humanities with the performance qualities of dance as an art form and is comprised of a comprehensive program of study that includes foundational and advanced dance techniques spanning many areas. The core courses include but are not limited to: History and Culture of Black American Dance, Tap Dance Technique, Jazz Dance Technique, Modern Dance Innovations, Hip Hop Dance Technique, West African Dance Technique, and Dance Internship/Apprentice Experience. Core courses prepare the student for advanced technical study within the concentration including Jazz Dance Technique II, Advanced Modern Dance and Contemporary Technique, Somatics in Dance, Entrepreneurship, and many more. The *Technique, Performance, and Artistic Leadership* concentration enhances students' dance technique and choreographic skills while also allowing them to master advanced levels of dance skillsets and cultivate knowledge of global dance, kinesiology, somatics of movement, dance teaching methods, and dance scholarship.

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

The Bachelor of Arts in Dance program promotes our vision of building and strengthening Bowie State University's community of learners by *preserving the lasting legacy of Bowie State University*. The program enhances the university's legacy of providing educational and career opportunities, instilling a sense of connecting social responsibility with the arts, and artistically engaging in pertinent issues within the broader community of artists. Bowie State University has a commitment to civic engagement and the Department of Fine and Performing Arts fosters a conducive learning environment that promotes socially engaged art. Dance is and will continue to be part of that artistic relevancy, production, and scholarship.

Building Academic Excellence. This degree program provides an innovative academic and transformational experience as students prepare for careers in dance. The dance major provides another outlet (via the broader existing theater arts degree) for the full expression of students' creativity and scholarly excellence in the arts. Aside from technical proficiency in various dance techniques, the proposed degree program provides rigorous academic outlets including the study of the art of dance, its traditions and cultural heritage, and its power to engage audiences. This multidisciplinary foundation, that develops proficiency in critical thinking as well as written and verbal communication, prepares the graduate for lifelong learning, and offers skills that translate into other areas of the workforce both inside and outside of the arts.

Creating Opportunities to support and engage 21st century generation of learners. As a performance medium, dance traditionally has been deemed an ephemeral art form. Technology, however, has changed the way society engages and experiences most things—including the arts. This program incorporates several aspects of technology integrated into specific courses designed to engage the 21st century learner who strives to connect with the arts digitally and virtually. Internship opportunities with dance companies in the surrounding area will support majors in their pursuit of coupling dance with technology.

Encouraging and Supporting the Diversity of Learners enrolled at BSU. This inclusive program fosters a community of learners who seek to create dance through diverse perspectives. The major will attract students from many different backgrounds who are interested in fostering their dance education through transformational courses such as *History and Culture of Black American Dance*, *West African Dance Technique*, *Hip Hop Dance Technique*, *Global Dance*, and *Self Promotion and Marketing in the Arts*.

Developing new and distinctive programs that uniquely define Bowie State University. Traditionally, whether vernacular or on the concert stage, dance has the power to communicate (as a form of nonverbal communication) and document (as a testament to a people's traditions and culture). This dance major focuses on the African American impact on the art form of dance from its African roots through its global manifestations—since African American culture (inclusive of dance) is and has historically been the basis of American popular culture. Bowie State University's mission of providing innovative academic programs is realized in this new program.

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

The funding for this program will be provided by Bowie State University's College of Arts and Sciences and the Department of Fine and Performing Arts. Present faculty members within the department and the theatre arts major will conduct many of the courses, however, additional instructors are needed to provide several of the course offerings required for this degree program. Bowie State University's administration affirms that funding for these new full-time faculty positions and technical support positions will be provided as they are dedicated to bringing a Dance program to Bowie State University. At least two new full-time professors are needed to fully implement the program with the possibility of adding more as the program grows. The department currently is seeking a credentialed dance instructor to fulfill the current workload. This faculty hire will transition into the new degree program.

4. Provide a description of the institution's commitment to:
 - a) ongoing administrative, financial, and technical support of the proposed program.

Bowie State University is committed to providing ongoing administrative, financial, and technical support to the Dance program. The university administration and the College of Arts & Sciences have committed to funding a budget, separate from the Theatre Arts area, for this endeavor. As previously mentioned, a search is underway for a new, full-time professor.

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

As previously noted, Bowie State University has a significant number of theater arts students pursuing the dance and movement studies track and the dance minor. If, for some reason, the major is not able to continue, the degree program would transition back to its current iteration as a theater arts track and minor. The department would offer core classes until all enrolled students completed the program and graduated with the designated degree.

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

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

- a) The need for the advancement and evolution of knowledge.

Several universities in the metropolitan area offer a Bachelor of Arts in dance, however, this program will have a focus on the intersection of scholarship and performance embodied in the evolution of the knowledge in the art of dance. The program offers a concentration, *Technique, Performance, and Artistic Leadership*, that enhances the students' knowledge of dance technique and pedagogy that prepares students to instruct in a school system or studio, lead a dance company through a breadth of choreography courses as well as production courses that teach students how to direct and produce dance performances. The program also offers opportunities for students to connect technology with the arts and marketing for the arts in addition to providing a foundation for eventual careers in dance entrepreneurship, kinesiology, or dance therapy. The African American and African diaspora emphasis enhances the students' unique cultural experience of dance and provides a distinctive scholarly course of study including the traditions and heritage of dance as performance and narrative through a culturally inclusive lens. It allows graduates of the program to pursue graduate study in dance or related subject or begin a career in the arts, whether that is starting a dance/arts nonprofit organization, a dance company, teaching dance at a school or studio, or working behind the scenes with a dance company to promote or produce performances.

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

This program expands the educational opportunities and choices for minority and educationally disadvantaged students. Oftentimes successful artists from marginal backgrounds recount how the arts saved them. Their chosen artistic discipline took them away from whatever circumstance possibly threatened their very survival and showed them their potential to overcome those obstacles and succeed. While a focus on science, technology, engineering, and mathematics (STEM) for job security is stressed in most educational areas, the arts and entertainment is a billion dollar industry as well. Moreover, an arts background often provides the creativity that drives innovation and entrepreneurship forward.

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

Dance as an art form cannot be separated from its cultural and historical base. Socially engaged art can chronicle, augment, and encourage activism that progresses humankind. This program expands the capacity of Bowie State University to provide high quality and unique programs that highlight how African Americans have impacted the field of dance. As an HBCU, Bowie State is deeply connected to African American culture and this dance program offers students a unique educational experience to explore dance as a means of cultural expression and deepen their understanding of the historical and cultural context of dance and its role in the African American community from highly trained faculty. Students who complete the program procure the ability to engage in a variety of career paths in dance with a spotlight on navigating the field through a culturally inclusive lens.

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

This program enhances post-secondary options for Maryland residents and effectively fulfills the evolving educational needs of students, the state, and the nation in accordance with the three primary goals set forth in the 2022 State Plan for Higher Education. Bowie State University's dance program contributes to the State's goals by providing diverse educational opportunities that cater to a wide range of students. As the only Maryland HBCU in the DMV area and one of the lowest tuition institutions in the State of Maryland with tuition well below the national average, a BSU education is an affordable option for all Marylanders. The dance program's rigorous structure, combining theoretical knowledge with practical experience, aligns with the State Plan's priority to promote and implement practices that ensure student success. By offering a curriculum that balances academic learning with hands-on application through performance and cultural studies, the program prepares students for

both professional performance, educational, and entrepreneurial roles in the arts, thereby contributing to the development of a skilled workforce and a more vibrant and inclusive environment in Maryland's arts sector.

Courses have been designed to offer quality and updated information in the field of dance, dance history, dance pedagogy, and dance performance and technique. The program is designed to be accessible for all students who seek a dance degree and who qualify to be enrolled at Bowie State University. This program is consistent with the Maryland State Plan to offer diversity of quality educational opportunities since it will be a new dedicated major and offer a BA in dance that differs from others in the state with the intersection of performance and scholarship that enhance both and can translate into viable employment skills. The Maryland State Plan for Postsecondary Education states in the 5th and 6th goals: The people of Maryland are entitled to efficient and effective management of higher education and creative leadership in it. Adding a dedicated dance major at Bowie State University satisfies an existing desire as apparent by the interest from current and prospective students. In addition, the dance major enhances the goal of creative leadership from the standpoint of adding new fields of study available to students, especially in the creative realm.

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

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

The arts industry is alive and well in the Washington metropolitan area. Maryland, the District of Columbia, and Virginia all have thriving performing arts communities that have persevered through the pandemic and are now including both in-person performances and livestreaming possibilities. Students who graduate with a degree in dance from Bowie State University will be well positioned to enter the field in a performance or choreographic role, technical, entrepreneurial, educational, fitness, or research capacity. After graduation the student could become a professional dancer or a choreographer or teach at a private dance studio. The proposed program will prepare students for jobs in many of the technical fields in dance and theatre: lighting design, technical director, backstage crew, and design of digital media. Additionally, graduates who wish to teach dance will be equipped with the pedagogical foundation to teach either at a dance studio, or within the K-12 school system. High schools, middle schools, and elementary schools now include dance programs and are actively seeking teachers educated in many different dance techniques and well versed in the many cultural aspects of dance. Currently, the undergraduate degree is sufficient for employment in many school systems in Maryland. Teachers would then be required to seek a certificate in dance education while employed. Bowie State University hopes to offer a Certificate in Dance Education in the future but currently suggests students complete it through the National Dance Education Organization, of which the Department of Fine and Performing Arts is a member.

Bowie State University surveyed students about their interest in a dance major. Students were asked questions about which type of dance classes sparked their interest. Out of 435 students surveyed, 78.85 percent are interested in the arts and 66 percent are specifically interested in dance. In addition, 180 students said they would be interested in declaring dance a major if offered by the university. This data clearly shows that a significant number of students are interested in pursuing a dance degree.

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

A search on Indeed.com listed over 200 dance positions, including instructor, performer, coach, dance therapist, choreographer, and administrator, in the District of Columbia – Maryland – Virginia (DMV) region. Recognizing the void of diversity in dance programs in the region, A degree in dance is recognized as the gateway to many of the careers available in the field of dance such as performer, educator, dance/stage technician, somatics practitioner, choreographer, fitness instructor, arts administrator, influencer, and dance studio owner. With

further study, one can pursue therapeutics, higher education, or other forms of writing/critiquing, research and scholarship.

Dance technique training, when combined with humanities-based cultural expertise, prepares the student to proceed within the field of dance with the ability to influence change in the world. Performance arts, such as dance, can affect social change in many aspects of marginalized communities by encouraging engagement in arts advocacy, providing a nonviolent means of protest, and providing opportunities for communal building. Alvin Ailey's American Dance Theater's "Revelations" is the most viewed work of modern dance choreography. Why? Obviously, it is a moving piece of dance that has touched audiences globally for more than sixty years. The United States Department of State, realizing the power of the arts and culture during the Cold War, sponsored international tours of performing arts companies to assist in spreading American ideals and diplomacy.

Community outreach job opportunities—such as internships with professional dance companies, dance studios, and other dance-based arts organizations that place emphasis on providing dance opportunities to underserved communities—will be afforded to students with a Dance degree which focuses on the historical context of dance in many communities. Students will be encouraged to forge relationships with area as well as national dance companies. Bowie State University's membership in the National Dance Education Organization enhances the students' education and serves as a networking opportunity for students to make connections and work with the dance community locally and nationally. Furthermore, the International Association of Blacks in Dance holds auditions for many of the major Black companies at its annual conference in January. The Department of Fine and Performing Arts will be joining this organization that champions and preserves Black dance and this membership will serve as an outlet for fourth-year students with performance ambitions to audition for major companies.

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

Bowie State University commissioned EAB Market Insights to gauge the feasibility of offering a dedicated dance degree. Although the market study yielded mixed results regarding employment opportunities, this program is designed to prepare students to enter the workforce with a variety of proficient skills in the technique and scholarship of dance that lends itself to a broader breadth of jobs than listed in the survey. As stated earlier, dance teachers are in high demand in the school system as well as in privately owned dance studios. The Higher Education Arts Task Force (HEAT), a committee within the Arts Education in Maryland Schools (AEMS) group, has compiled data that Maryland schools are actively seeking arts teachers including dance. In addition, dance students may opt to earn BSU's UDC in Entrepreneurship and take advantage of the resources of the Bowie Innovation Center to begin their own dance-centered business.

While Maryland occupational data indicated nominal job openings as indicated below, the Bureau of Labor noted that overall employment of Dancers and Choreographers is growing at 6%, faster than the average of all other occupations. To reiterate, there were over 200 dance-related postings in the DMV in April 2025.

Occ Code	Occupational Title	SOC Level	Employment				Separations		Total	
			2022	2032	Numeric	Percent Ch	Exits	Transfers	Total Openings	Annual Total Openings
27-2031	Dancers	4	69	77	8	11.59%	43	70	121	12
27-2032	Choreographers	4	110	124	14	12.73%	69	112	195	19
	TOTAL								316	31

Lastly, Dance USA, the industry-standard website, lists and promotes many job opportunities in the dance industry. There are over fifty employment opportunities listed for students with dance degrees. Although the EAB study outlines a moderate number of vacancies over the next five years, this figure belies actual amounts listed on current websites that dancers access to search for jobs.

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

The current programs in Maryland produced an average of 48 graduates annually over the past five years.

INSTITUTION	PROGRAM	CIP	GRADUATIONS				
			2020	2021	2022	2023	2024
Coppin State University	Dance	500301	1	0	1	3	3
Towson University	Dance Performance and Chorography	500301	16	11	15	19	18
UMBC	Dance	500301	10	2	7	8	10
UMCP	Dance	500301	16	5	9	9	11
Goucher College	Dance	500301	13	8	7	8	2
Johns Hopkins	Dance (BFA)	500301	0	0	11	9	9
			56	26	50	56	53

D. Reasonableness of Program Duplication:

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

Coppin State University, an HBCU in the surrounding area, has a dance major. While Coppin State University offers the Bachelor of Science in Dance with some similarities such as the emphasis on technical, cultural, and performance education, Bowie State University's dance major offers a more in-depth focus on artistic leadership through a cultural lens. The proposed BSU program is centered on culturally based foundational elements of dance as a culture carrier as well as transformative performance art. Moreover, the program provides students with a deep understanding of the African roots of the global phenomenon of dance, how dance is inherent in all humans, and the scholarly aspects of dance research and documentation.

Goucher College offers a BA in Dance with emphasis in technical competency in West African Diasporic Dance, Ballet, and Modern techniques as well as emphasis in the creative process. Goucher's program has more than 100 students in its well-established Dance Program within a private university. BSU's program will offer students a more intimate educational environment within an HBCU setting and at a lower cost.

The University of Maryland Baltimore County (UMBC) offers a dance program without the cultural competency and emphasis on African American dance. Bowie State University's program includes courses in Hip Hop Dance Technique, Global Dance, and West African Dance Technique as required courses offered each semester; UMBC offers similar coursework as "special topics" on a rotating basis.

Towson University has a BFA program that is audition-based and also solely specializing in dance performance. The program does not include the African diaspora or coursework in Hip Hop, West African Dance, or Global Dance, to name a few.

University of Maryland, College Park offers a Bachelor of Arts degree in dance but also grounds its curriculum in Western-based dance forms and techniques—not offering a variety of cultural dance techniques or diasporic dance courses. Bowie State University's program endeavors to provide training in vernacular, cultural, and concert dance styles and techniques as well as culturally focused scholarly based courses that focus on dance as an art form that help to cultivate employable skills. Further, it offers production and management leadership skills and basic pedagogy that can transfer to the classroom or studio.

2. Provide justification for the proposed program.

Bowie State University would be the first higher institution of learning in the area to offer students a Bachelor of Arts degree in dance with the unique concentration: *Technique, Performance, and Artistic Leadership* as well as

the option of a *Dance and the African Diaspora Minor*. This expands Bowie State University's capacity to offer high quality and unique programs that students desire. Students will hone their dance technique and choreography skills while also acquiring and applying research methods regarding the cultural roots and aesthetics of African American and African diaspora dance forms. This program will produce students who are ready to join the workforce in several different areas within the field of dance. Performer, choreographer, producer, technical director, teacher, studio director, fitness trainer and arts manager are all jobs that the degrees support. As previously mentioned, the solid academic foundation of the required courses allows for skills that are applicable to a variety of fields.

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

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

Coppin State University is currently the only HBI that offers a dance major. The Bachelor of Science requires 120 credits and includes instruction in core movement techniques, dance history, choreography, performance, and professional development, with opportunities for interdisciplinary study in fields such as Black Studies, Urban Arts, Film, and Arts Administration. CSU reported just three (3) graduates in 2024 and a total of eight (8) since 2020.

According to the Morgan State University webpage, the institution offers the Bachelor of Science Degree in Physical Education with a Dance track consisting of seven courses, housed Department of Teacher Education & Professional Development, in the physical education major. While historically this was quite common with dance programs, it nevertheless detracts from both the performative and scholarly aspects of dance as an art form and cultural representation.

Morgan State University and Coppin State University are centrally located in Baltimore within five (5) miles of each other. Bowie State University, the oldest historically Black institution in the state of Maryland and one of the oldest in the country, is distinguished from Coppin State University and Morgan State University as the only HBCU in the southern portion of the state west of the Bay Bridge and is geographically positioned to add to the diversity of dance programs available in the this region of the state. Offering instruction in dance techniques, including modern, jazz, ballet, and hip-hop, alongside courses in choreography, performance, and dance history, which may be combined with the Entrepreneurship certificate, enhances students' versatility and marketability in the arts sector. The Dance program is designed to ready the student for many of the in-demand jobs within the dance industry. The program's concentration *Technique, Performance, and Artistic Leadership* and foundation in scholarship and dance as an art form provide students with a unique breadth of knowledge that other Dance degrees in surrounding area programs do not afford. The African American and African diaspora emphasis enhances the students' particular cultural experience of dance and provides a distinctive scholarly course of study including the traditions and heritage of dance as performance and narrative through a culturally inclusive lens.

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

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

Bowie State University's proposed Bachelor of Arts in dance has nominal potential impact on Coppin State University's Bachelor of Science in Dance. Coppin State University is currently the only HBI that offers a dance major, which requires 120 credits and includes instruction in core movement techniques, dance history, choreography, performance, and professional development, with opportunities for interdisciplinary study in fields such as Black Studies, Urban Arts, Film, and Arts Administration. Coppin's mission emphasizes its role as an urban higher education leader promoting lifelong learning while offering educational opportunities to a multigenerational student population. A hallmark of CSU's program is its emphasis community-rooted practice, sacred and diasporic traditions, and urban empowerment.

This program is a wonderful addition to the distinct, institutional identity, and mission of Bowie State University. The impact of offering a dance major would be large. The Department of Fine and Performing Arts has already experienced a great impact on student success and student creativity in the departmental dance company, *The Collective*. Students who are members of this company perform in at least three dance concerts per year as well as travel off campus to participate in dance conferences and performances at other schools and universities. The experience of participating in a pre-professional dance company while enrolled as a student at Bowie State University, has strengthened their dance proficiency and enhances Bowie State University's mission and its commitment to civic engagement while honoring Black identity, amplifying marginalized voices, and preserving cultural memory. As stated in section A: *As Maryland's first historically Black public university, Bowie State University empowers a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility.* This new Dance degree program is integral to providing innovative academic programs and transformational experiences as students prepare for careers. The dance major furnishes an outlet for students' creativity in the arts, encouraging students to explore identity, justice, and liberation through movement, using choreography and performance as tools for activism and personal empowerment through a comprehensive program of the academic study of the art of dance, its cultural heritage, and its performative power. This scholarly and artistic foundation guides students into a performance or arts related career and prepares them for further study in graduate or professional school. Finally, honing one's creativity while in the academic environment gives the student the necessary tools for employment opportunities that require a creative thinker.

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

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

The proposed bachelor's degree program was established with several faculty members from the Department of Fine and Performing Arts and a group of professionals from the surrounding area who are proficient in the field of dance including performance, choreography, heritage, and cultural dance. Ryan Johnson, Sylvia Soumah, Rachel Oneika Phillips, and former faculty member Truly Davis served as curriculum consultants.

Jennifer Dorsey, a full-time tenured associate professor of dance, will oversee the program. Professor Dorsey studied dance at New York University and University of Maryland, College Park. She has been a faculty member at BSU since 2003, receiving tenure in 2008 and promotion to Associate Professor in 2023. She has taught dance within the Theatre Arts degree for twenty years and has written both the dance minor and the dance and movement studies concentration under the Theatre Arts major. She is qualified to teach and guide the students through this new program.

There are several adjunct faculty members who will assist with the program who have degrees in dance as well as extensive professional dance experience: Brellyn Brooks, Paula Brown, Angel Chinn, Quynn Johnson, Ayanna Smith, Monique Walker and Serene Webber. A listing of faculty members is provided in section: I. Adequacy of Faculty Resources section starting on page 13.

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

The proposed Bachelor of Arts in Dance will provide students with a comprehensive, rigorous, and culturally grounded dance education. The program prepares students to become versatile artists, educators, and leaders within the dance and performing arts communities, while remaining aligned with BSU's mission as an HBCU. These objectives and outcomes also reflect the program's

interdisciplinary approach and its emphasis on both technical proficiency and cultural understanding. The program includes the following educational objectives and learning outcomes:

Program Objectives:

1. Cultivate proficiency in the application of dance techniques in modern/contemporary, ballet, jazz, tap, hip hop, African dance and global dance.
2. Encourage students to apply the accrued knowledge to their dance performances.
3. Prepare students for employment and/or graduate study in dance and/or related fields.
4. Develop students' critical thinking, communication, and writing skills to apply to their knowledge of dance performance, choreography, and culture.
5. Develop skills in technical aspects of dance and artistic leadership in dance.
6. Develop entrepreneurial and marketing skills.

Student Learning Outcomes:

1. Demonstrate knowledge of dance techniques within performance and artistic leadership responsibilities.
2. Conduct analytical research within the field of cultural dance and dance for social change.
3. Construct critical essays related to the study of dance and culture.
4. Present and perform choreography in a chosen genre of dance.
5. Apply entrepreneurial thinking when developing ideas and strategies to build a successful dance venture.

3. Explain how the institution will:

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

The Department of Fine and Performing Arts and the theatre arts major utilize various methods for assessing student progress. The Dance program will implement a portfolio review at the second-year level where students will present to the faculty what courses they have completed, which performances they have participated in, and evidence of choreography such as photos and recordings. Students will also have a portfolio review at the senior level. A capstone performance is required for senior students where students will share a work of choreography or a research paper concerning a chosen topic. Assessments are also embedded into the dance technique courses as shown in Appendix C—sample rubrics for dance technique courses.

- b) document student achievement of learning outcomes in the program.

The degree program will document student achievement of the learning outcomes through recordings of showings and formal performances and through compiling the research writings of students in the concentration. Detailed documentation will be compiled through the portfolio assessment courses both at the second-year level and at the fourth-year level. These portfolio reviews not only demonstrate an assessment of the student's progress through the program but further provide a basis for her/his/their industry-standard performance reels necessary for securing employment.

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

Please find course descriptions in Appendix A.

GENERAL EDUCATION AND INSTITUTIONAL REQUIREMENTS

FRSE 101 Freshman Seminar

3 credits

ENGL 101 Composition and Literature

3 credits

ENGL 102 Argument and Research	3 credits
HEED 102 Life Health and Fitness OR	
HEED 200 Fundamentals of Sex OR	
IDIS 210 Contemporary Health Issues for Women	3 credits
COMM 101 Oral Communications	3 credits
COSC 110 Computer Literacy	3 credits
MATH 125 College Algebra OR	
MATH 127 Introduction to Mathematical Ideas	3 credits
PSYC 101 Introduction to Psychology OR	
SOCI 101 Introduction to Sociology	3 credits
HIST 114 African American History to 1865 OR	
HIST 115 African American History since 1865	3 credits
BIO __ Elective	4 credits
Science_ Elective	3 credits
MUSC 101 Fundamentals of Music OR	
MUSC 302 Introduction to Music	3 credits
General Education Elective- THEA 110 Pilates Fitness	3 credits
Foreign Language (2 courses: Ex: SPAN 101, 102)	6 credits
Total: 46 credits	

DANCE CORE REQUIREMENTS

DANC 123 Fundamentals of Modern Dance OR	
THEA 107 Stage Movement I OR	
THEA 108 Stage Movement II	3 credits
DANC 200 History and Culture of Black American Dance	3 credits
DANC 316 Dance and Technology	3 credits
DANC 259 Tap Dance Technique	3 credits
DANC 205 Ballet Technique I	3 credits
DANC 251 Jazz Dance Technique I	3 credits
DANC 250 Modern Dance Innovations	3 credits
DANC 252 Hip Hop Dance Technique	3 credits
DANC 340 West African Dance Technique I	3 credits
VCDM 470 Self Promotion and Marketing in the Arts	3 credits
MUSC 409 Black Contemporary Music in Society OR	
MUSC 345 Black American Music OR	
THEA 330 Kinesiology of Movement	3 credits
DANC 219 & DANC 419 Portfolio Reviews Assessment	
sophomore and senior fall semesters)	0 credits
DANC 461 Senior Seminar Capstone-Research and Performance	3 credits
DANC 408 Internship/Apprenticeship Experience	0 credit
<u>Additional BA Requirements:</u>	
SPAN 201 OR FREN 201	3 credits
SPAN 202 OR FREN 202	3 credits

Total: 42 credits

Concentration:

Technique, Performance, and Artistic Leadership

DANC 260 Tap Dance Technique II	3 credits
DANC 300 Choreography I	3 credits
DANC 351 Jazz Dance Technique II	3 credits
DANC 301 Play Production or 302, 401, 402	2 credits
DANC 305 Ballet Technique II	3 credits
DANC 341 West African Dance Technique II	3 credits
DANC 350 Advanced Modern Dance/Contemporary Technique	3 credits
DANC 400 Practicum in Dance Choreography and Performance OR THEA 406 Acting IV: Musical Theatre	3 credits
DANC 403 Somatics in Dance	3 credits
DANC 420 Choreography II	3 credits
DANC 460 Dance Studio Instruction (Teaching Methods)	3 credits
	<u>Total: 32 credits</u>
	<u>120 credit hours</u>

5. Discuss how general education requirements will be met, if applicable. Students will complete the general education requirements as detailed at the beginning of the major requirements in Section #4 above. The general education and institutional requirements (GEIR) are structured to provide a coherent, integrated liberal arts education to a diverse population. A flexible program of general courses and major requirements is designed to enable students to acquire a broad general education and competence in a field of concentration.

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

At the onset of this program there is no requirement for graduate certification or accreditation requirement. As the program proceeds, there may be the opportunity and possibility of offering certificate programs to the students in dance pedagogy and education.

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

Bowie State University is not contracting with another entity for this program.

8. Provide assurance and any appropriate evidence that the proposed program will 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.

The Dance program seeks to provide students with clear, complete and timely information about the curriculum and course and degree requirements. Faculty/student interaction will be discussed and outlined at a majors' meeting at the start of each semester. Technology competence and skills needed will be discussed, as well as

academic support, financial aid, and payment policies of Bowie State University outlined in detail. The curriculum, course, and degree requirements will be published in the university course catalog and on the university website for all students to view. The number of credit hours required and a general graduation mapping which illustrates how long it will take to finish this degree is shown in APPENDIX B.

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

The Department of Fine and Performing Arts in conjunction with University Relations and Marketing seeks to develop advertising, recruiting, and admission materials that clearly and accurately represent the Dance degree program. The program will also develop a social media strategy and accounts to attract students and funnel information about the dance major's existing programs and events. Departmental budget resources will be used to advertise the new program to students for recruitment purposes.

H. Adequacy of Articulation

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

Bowie State University has an articulation agreement with Prince George's County Community College for the AA in Dance to the BA in Dance. We are also exploring opportunities for articulation agreements with several community colleges. Howard County Community College, Montgomery Community College, Prince George's Community College, and Baltimore County Community College are all community colleges that have two-year associate dance degrees from which students can smoothly transition to Bowie State University to complete the proposed major.

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

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

The Dance program will include quality faculty who are highly acclaimed in their specific fields within the realm of dance. We will seek out the very best in each area so that our students can benefit from each faculty member's expertise.

Name	Credentials	Title	Courses
Jennifer Dorsey	MFA in Dance Choreography and Performance, University of Maryland-College Park	Associate Professor, Full- Time, Tenured	Fundamentals of Modern Dance, Modern Dance Innovations, Advanced Modern Dance/Contemporary Technique, Pilates Fitness, Practicum in Dance Performance and Choreography, Choreography I & II, Play Production, Senior Seminar,

			Portfolio Reviews Assessment.
Shawn Short	MFA in Dance: University of Wisconsin-Milwaukee BFA in Theatre: Howard University	Full-time Faculty	Ballet Technique I and II, Kinesiology of Movement, Teaching Methods: Dance, Musical Theatre, Modern Dance Innovations, Dance and Technology, Internship Experience
Angel Chinn	MFA in Dance: Hollins University Founder and Director of Nona Lee Dance Theatre	Adjunct Faculty	Teaching Methods: Dance
Ayanna Smith	Yoga Certified – Yoga Alliance BA in Economics: Clark Atlanta University Professor at American University	Adjunct Faculty	Pilates Fitness
Quynn Johnson	Master of Education: Education, Leadership, Organization, Entrepreneurship with Concentration in Arts in Learning -Harvard University Graduate School of Education Graduate Certificate: Responsive Pedagogy in Teaching Artistry Columbia University Co-Director of Sole Defined: Percussive Dance Company Recipient of the 2020 John F. Kennedy Center Local Dance Commissioning Project. Performance highlights include being a soloist in the tour of Broadway's	Adjunct Faculty	Tap Dance Technique I and Tap Dance Technique II, History and Culture of Black American Dance

	After Midnight (NCL), Chasing Magic by Ayodele Casel and Torya Beard, Great Gatsby by The Washington Ballet, and Savion Glover's TiiDii3000 Company.		
Serene Webber	BFA Dance Performance, Towson University MSDE Certification in Pre K- 12 Dance Education CMA Laban/Bartenieff Institute of Movement Studies (LIMS)	Adjunct Faculty	Somatics in Dance
Brelyn Brooks	Masters of Science- MS in Sociology Professor at Morgan State University Member of Morgan State Hip-Hop Dance Team, "Morganettes" Performed a "Bad Boy Production" Hip-Hop piece at the Kennedy Center with Dare U2 Dance Company Judge for youth Hip-Hop competition dances at NewFit Kids LLC. Member of the Dance Ensemble group at Dance and Bodyworks, performing Hip-Hop dances at Six Flags Hip Hop Instructor at Baltimore City YMCA locations. Choreographer for Greek Pageant at Morgan State University, "Havana Nights".	Adjunct Faculty	Hip Hop Dance Technique, History of American Club and Street Dance Culture.

Erica Smith	BFA in Dance- University of the Arts Director of Raedient Movement Dance Company	Adjunct Faculty	Fundamentals of Modern Dance, Global Dance, Modern Dance Innovations
Monique Walker	Artistic Director of MoDance Works- Contemporary African Dance Company Professor at The College of Southern Maryland: School of Visual and Performing Arts Member of the National Association of American African Dance Teachers	Adjunct Faculty	West African Dance Technique I and West African Dance Technique II

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

- a) Pedagogy that meets the needs of the students

Faculty will attend regular faculty development courses and conferences which will continue their learning process so that faculty can bring new developments in dance education to our students. Bowie State University's Center for Excellence in Teaching and Learning (CETL) hosts workshops at the beginning of the fall and spring semesters that all faculty attend for professional development. BSU is a member of the National Dance Education Organization which will help faculty support their continual learning. Faculty also plan to join the organization, the International Association of Blacks in Dance (IABD).

- b) The learning management system

The university's faculty continually attend courses to update knowledge of Blackboard, the university's learning management system. The Department of Fine and Performing Arts has Blackboard course coordinators who assist faculty with loading and creating their courses in Blackboard. Academic Computing also offers workshops each semester on how to utilize Blackboard and Starfish.

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

This program is not a distance education program. Although this is not an online program, Bowie State University utilizes Blackboard as its learning management system. Online and hybrid courses are conducted in accordance with the university's policies and procedures overseen by the Division of Academic Affairs and the Division of Information Technology's (DoIT) Academic Computing and Instructional Technology unit.

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

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

The Thurgood Marshall Library of Bowie State University supports the university's mission of teaching and learning with a collection of over 280,000 volumes (physical and electronic), over 700 academic subscription titles, an electronic portal (Research Port) to over 70 databases, as well as videos and DVD recordings, and an experienced staff. The library also promotes information literacy education by collaborating with the University faculty in utilizing current technology and teaching methods to enhance an instructional program that teaches library clientele how to access, evaluate, and utilize **information.**

As a member of the University System of Maryland and affiliated institutions (USMAI), Bowie State also has access to the collections of thirteen university libraries in the state of Maryland. A daily delivery between the participating libraries is provided to assist patrons in obtaining materials from other libraries in the system. In addition, all registered patrons have access to interlibrary loan services, which is a resource sharing system, for materials not available within the USMAI.

The library's physical collection of books in the field of dance are typical in scope and size for a university the size of Bowie State University. This collection is presently serviceable for the instructional and research expectations for this program's majors. To ensure that this collection is more than sufficient for background reading and research undertakings by students in all of this program's core and elective courses, the program's faculty are making requests for acquisitions of many additional volumes, and those requests will be fulfilled during the coming academic year.

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

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

Physical facilities, infrastructure and instruction equipment are adequate to initiate the program. The Fine and Performing Arts Center (FPAC) was built recently in 2011 and is a state-of-the-art performance space as well as classroom space. Recently, the 450-seat theatre was named after music legend, Dionne Warwick. As the program grows, assessment of space will be necessary as FPAC contains one movement studio and the black box theatre, which can be used for class meetings.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:
 - a) An institutional electronic mailing system, and
 - b) A learning management system that provides the necessary technological support for distance education.

The Blackboard learning management system provides the necessary technological support as well as the Microsoft Outlook institutional electronic mailing system that is currently in place and in working order. Bowie State University is a Microsoft campus and uses Microsoft 365 to handle institutional emails, calendars, and scheduling.

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

1. Resources and Narrative Rationale: This proposal's enrollment and resources projections are conservative. Based on current enrollment in tangential offerings, we project five to ten students will adopt the major initially and it will gain at least five additional students in the following years. By the fifth year we project 15 full-time students. (Tables 1 & 2: Resources and Expenditures).

2. Program Expenditures and Narrative Rationale: Program expenditures beyond current capabilities are requested in the form of at least two additional full-time faculty. Current adjunct and full-time faculty in the Department of Fine and Performing Arts will continue to teach dance courses. No additional support staff are needed. (Tables 1 & 2: Resources and Expenditures).

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

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

The Department of Fine and Performing Arts and the Theatre Arts major utilize the university's standard procedures for evaluating courses, faculty, and student learning outcomes. Students will have a portfolio assessment at the second-year level and at the fourth-year level as well as participate in a Senior Capstone/Seminar course through which a capstone performance and/or written research paper will be evaluated.

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

The institution will evaluate the program's educational effectiveness in the same manner as the Department of Fine and Performing Arts conducts program reviews every five years. Additionally, the department has an assessment coordinator to assist programs with self-reviews and a Faculty Senate standing committee—Committee for the Assessment of Student Learning Experience (CASTLE)—that conducts reviews each year of every program's annual assessment report.

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

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

Bowie State University, Maryland's oldest historically Black institution, proposes this new program in order to address minority student access and success, as explained in Section B. This new program also fits with Bowie State University's cultural diversity, goals and initiatives, as explained in Section A.

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

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

This program is not related to an identified low productivity program.

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

This program is not a distance education program.

Tables and Appendixes:

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

Table 1 projects revenue for full-time-equivalent students and part-time equivalent students for the initial five-year period. The department estimates that 10 new students will be admitted in the first year, 2-5 the second year, etc., increasing to a max of 30 full-time students in Years Four and Five, respectively. Part-time students are expected to be nominal. Graduates are expected by the fourth year.

TABLE 1: RESOURCES					
Resource Categories	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
1. Reallocated Funds ¹	0	0	0	0	0
2. Tuition/Fee Revenue ² (c+ g x 65%)	72,500	85,880	152,900	214,280	302,700
a. #Full-time Students	10	12	18	25	30
b. Annual Tuition/Fee ⁴	8,753	8,928	9,107	9,289	9,475
c. Annual Full-Time Revenue (a x b)	87,530	107,137	163,919	232,219	284,236
d. # Part-Time Students	3	4	6	8	10
e. Credit Hour Rate ⁵	258	263	268	274	279
f. Annual Credit Hours	18	20	40	40	60
g. Total Part-Time Revenue (d x e x f)	13,932	21,053	64,422	87,613	167,560
3. Grants, Contracts, & Other External Sources ³	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	72,500	85,880	152,900	214,280	302,700

1- Whenever reallocated funds are included among the resources available to new programs, the following information must be provided in a footnote: origin(s) of reallocated funds, impact of the reallocation on the existing academic program(s), and manner in which the reallocation is consistent with the institution's strategic plan.

2 -This value represents 65% of the projected total Tuition & Fee revenues for Full-Time & Part-Time

3- Whenever external funds are included among the resources, the following information must be provided in a footnote: source of the funding and alternative methods of funding the program after the cessation of external funding.

4 -Tuition Rate is based on the posted AY 2020.2021 In-state Tuition & Fees schedule with a 3% increase in the subsequent years, rounded up.

5- Credit Hour Rate is based on the posted AY 2020.2021 In-state Tuition & Fees Schedule with a 2% increase in the subsequent years.

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

Although most of the faculty and support staff, instructional tools, and facilities are already in place in the Department of Fine and Performing Arts, it is anticipated that the new proposed program will require one additional full-time faculty member, and one additional adjunct faculty, and the possibility of administrative assistance as the program grows. Additional costs for advertising and promotional materials are estimated at

\$2,500/year.

New or Renovated Space is cost of renovating space in the James Gym for additional dance studio space needed for classes and rehearsals or for re-configuring alternate spaces into dance studios.

TABLE 2: EXPENDITURES					
Expenditure Categories	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
1. Total Faculty Expenses (b + c below)	92,249	94,094	95,975	97,895	99,852
a. # FTE	1	1	1	1	1
b. Total Salary ¹	65,000	70,747	72,162	73,605	75,077
c. Total Benefits ²	21,450	23,347	23,813	24,290	24,775
2. Total Faculty Coordinator Expenses Expenses (b + c below)	94,750	99,070	101,153	103,176	105,240
a. # FTE	1	1	1	1	1
b. Total Salary ³	70,000	71,400	72,828	74,285	75,771
c. Total Benefits ⁴	24,750	27,670	28,325	28,891	29,469
3. Total Adjunct Expenses (b + c below)	6,480	6,610	6,741	6,876	7,014
a. # FTE	1	1	1	1	1
b. Total Salary ⁵	6,000	6,120	6,242	6,367	6,494
c. Total Benefits ⁶	480	490	499	509	520
4. Equipment ⁷	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	50,000	0	0	75,000	0
7. Other Expenses	2,500	2,500	2,500	2,500	2,500
TOTAL (Add 1 - 7)	240,180	196,359	207,836	204,294	208,571

1-Average Salary for Assistant Professors in DFPA for FY 2022 with a 2% increase in subsequent years.

2-Average Benefits for Assistant Professors in DFPA for FY 2022 is 33% of salary with a 1% increase in subsequent years.

3-Average Salary for Program Coordinator in FY 2022 with a 2% increase in subsequent years.

4-Average Benefits for Program Coordinator in FY 2022 is 33% with a 1% increase in subsequent years.

5-Average Salary for Adjunct Faculty (\$3,000 per course x2 courses) in FY 2022 with a 2% increase in subsequent years.

6- Average Benefits for Adjunct Faculty in FY 2022 is 8% with a 1% increase in subsequent years.

7-New or Renovated Space is cost of renovating space in the James Gym for additional dance studio space needed for classes and rehearsals.

APPENDIX A – COURSE DESCRIPTIONS:

THEA 107 Stage Movement I: This course introduces the novice performer to the importance of understanding the movement capabilities inherent in one's body. Presented in a studio environment, the course will focus on developing correct body alignment, core strength, flexibility, efficiency of motion, and coordination. Students will be able to relate the coursework, which will include exercises in Pilates, Yoga, Alexander Technique, and beginning dance vocabulary, to the movements performed in a stage production. Majors only or instructor permission.

THEA 108 Stage Movement II: This course is designed to provide understanding of the lifetime skills utilized by theater artists in developing and maintaining strength, flexibility, posture, and muscle tone. Various dance styles also will be explored, including modern, ballet, jazz, and tap to enable the student to function in the theatrical performance area. Majors only or instructor permission

THEA 110 Pilates Fitness: Pilates Fitness course is designed for the student wishing to tone, strengthen, and lengthen his/her body through challenging exercises in a studio environment. Pilates exercises will develop core/abdominal strength, promoting correct body alignment and posture. Yoga postures will increase flexibility and strength within the entire body. Students will be given the opportunity to understand the importance of physical fitness for performance and for everyday life

DANC 123 Fundamentals of Modern Dance: This course will include an introduction to basic movement and skills in various modern dance styles. Students will also utilize the combined elements of modern dance technique: body alignment, strength, efficiency of motion, musicality, and dance vocabulary.

DANC 200 History of Black American Dance: This course will examine the impact of black dancing bodies on the field of dance through tracing the divergence from the African continent, via the Transatlantic Slave Trade, to current iterations of black dance in America. Students are encouraged to contemplate dance as a means of communication, a vital component to a functional society, a political device, and as a means to develop and grow community.

DANC 205 Ballet Technique: Students will be introduced to traditional ballet and center work with an emphasis on body alignment, strength, flexibility and coordination. Students will gain knowledge of ballet terminology and a critical awareness of ballet as a dance art form.

DANC 250 Modern Dance Innovations: This course will include an introduction to basic movement and skills in various modern dance styles. Artists who have made an historical impact on the diverse American modern dance form will be presented and studied in this dance technique course. Students will also utilize the combined elements of modern dance technique: body alignment, strength, efficiency of motion, musicality, and dance vocabulary.

DANC 251 Jazz Dance Technique: This course will teach the fundamental principles of movement through the stylized technique of jazz dance. The basic exercises and steps used in jazz will be taught during each class period consisting of a warm-up, movement patterns across the floor, and jazz combinations. A critical awareness of jazz dance movement will be achieved through attendance of dance performances and reflecting on one's progress through the course.

DANC 252 Hip Hop Dance Technique: Hip Hop Dance Technique is an introduction to the basic movements, techniques, and skills associated with the various styles of hip hop dance from its origins to the present. Students utilize the combined elements of dance technique as well as research how the dance form has influenced popular culture through the artists and choreographers who have globally impacted the discipline.

DANC 259 Tap Dance Technique I: This course will develop the ability and understanding of tap movement techniques which will increase strength, endurance, coordination, muscle memory, balance, locomotive skills, body alignment, posture, rhythmic sensitivity. A critical awareness of tap dance movement will be achieved through attendance of dance performances and reflecting on one's progress through the course.

DANC 260 Tap Dance Technique II: Students will learn tap dance as a percussive art form displayed via execution of intermediate level movements. The course will include technique, improvisation, composition, performance skills, discussion of percussive dance styles, tap history, tap vernacular, and musicality within tap dance.

DANC 219 Portfolio Review: The portfolio review is an initial assessment of the sophomore/junior level portfolio for all students in the dance major, taken by the second semester of the sophomore year or as required. Members of the dance

faculty, program coordinator, and the academic advisor use this portfolio to evaluate and document the students' performance.

DANC 301, 302, 401, 402 Play Production: In this lab course, majors are offered co-curricular hands-on experiences in developing departmental theatre productions. This will involve participation in at least one of the many areas in play production including design, acting, dramaturgy, stage managing, stagecraft or other technical crew areas. Students are required to work 20-30+ hours. An acting journal or reflective paper is required at the end of the experience. Majors only.

DANC 300 Choreography I: Students will learn the basic principles of dance composition; space, time, dynamics, and movement invention. Students will then examine how to use these principles to produce dance choreography. The elements of choreography; theme, development, repetition, transition, contrast, and continuity will be emphasized in reference to structuring a dance work. Students will also study Abstraction, Choreographic Styles, and The Relationship of Music to Choreography, Theatrical and Performances Elements. The course will emphasize solo and duet work. Informal showings will present the students' work and a development of critical awareness will be achieved.

DANC 305 Ballet Technique II: Students will further their technical foundation in this advanced ballet technique course. Emphasis will be on placement, alignment of the body, terminology, style, and historical context. A critical awareness of ballet movement is achieved through attendance of dance performances and reflecting on one's progress through the course.

DANC 316: Dance and Technology: This course examines current directions and technologies in the field of dance and new media. Video production with the concept of the camera as an alternate stage space is explored through creative projects concerning the moving body. Students develop one dance film or new media work that is presented as the culmination of the course.

DANC 315 Global Dance: *Prerequisite(s): THEA 123.* This course offers students insight into cultural dances from a global perspective. Dance from Africa, India, South America, Asia, and various other areas are contextualized with their cultural, historical, and contemporary significance.

DANC 330 Kinesiology of Movement: Kinesiology of Movement is an introduction to the study of human movement, performance, and function by applying the sciences of biomechanics, anatomy, and physiology. Emphasis is placed on anatomical analysis, conditioning principles and injury prevention, with special attention given to application of information to dance technique classes, rehearsal, choreography and individual anomalies. The course will also cover the skeleton, specific muscles and their actions, chronic injuries common to dancers, methods of assessing posture and fitness, and healthy lifestyle choices.

DANC 340 West African Dance Technique I: *Prerequisite(s): THEA 250 and THEA 251.* This course is an immersion into knowing, understanding and experiencing the cultural traditions within West African Dance. Students will learn traditional dances, songs, and rhythms from various cultures in the region and become familiar with the purpose of African dance forms: to communicate and celebrate within the community.

DANC 341 West African Dance Technique II: This course is an advanced exploration of the aesthetic, movement, music and rituals found in West African dance forms. It builds on principles from West African Dance Technique I and introduces more complex and physically demanding repertory. The cultural context of movement behavior, sociopolitical aspects of the dances, and the derivation of the movement techniques within West African dance are examined.

DANC 350 Advanced Modern Dance & Contemporary Technique: Advanced Modern Dance & Contemporary Dance Technique consists of technical and artistic training in modern and contemporary dance techniques at an advanced level. The course emphasizes increased complexity of movement sequences, clarity of expression, musicality, quality of performance, and freedom in movement through release technique and improvisation.

DANC 351: Jazz Dance Technique II: *Prerequisite(s): THEA 251.* With emphasis on musical time and rhythms, coordination, jazz vocabulary, jazz dance positions, and expanded knowledge of theatrical jazz dance and its historical context, students further their technical foundation in this advanced jazz dance technique course.

DANC 400 Practicum in Dance Choreography and Performance: *Prerequisite: THEA 300.* This course is designed to give the student the opportunity to learn, rehearse, and perform dance works either choreographed by the company director or by a student member. The student will be challenged to bring the choreographer's vision to life through his/her dancing. Students will learn dance technique, performance skills, and choreographic creativity. Students will also develop a critical awareness through viewing professional dance company performances and through critiquing their own work throughout the course.

DANC 403 Somatics in Dance: This course will examine how an individual's physical perception and movement experiences relate to dance as a performance art. Somatics in Dance is designed to approach dance education as a means to

ethically train reflective and autonomous dancers; it is underscored by the foundational principles of Somatic education: acceptance, inclusivity, privacy, respect, and non-judgment. Somatic education encourages responding to complex problems with intelligent, movement-centered practice within the larger sphere of dance arts. To support their methods of expressing movement verbally and graphically, students will also study systems that incorporate movement vocabulary and choreographic notation, such as Laban Movement Analysis.

DANC 409 Hip Hop Theatre: *Prerequisite(s): NON-Theatre Majors: THEA 105, ENGL 102; Theatre Majors: THEA 363.* An interdisciplinary course that incorporates workshop, lecture, and studio into the creation of plays that integrate the elements of Hip-Hop (Mc-ing, Dj-ing, Graffiti, and Hip-hop dance/movement with traditional theater techniques (acting, playwriting, directing). Students will also learn about the history of Hip-Hop Theatre.

DANC 408 Dance Internship: This course-introduces students to working directly in the field of dance and allows them to explore the role of nonprofit institutions in dance. Students will explore community engagement, ethics, management, organization formation, and dancer well-being as they partner with a dance organization.

DANC 409 Black Contemporary Music in Society: *Prerequisite(s): ENGL 102 and Departmental Permission.* From blues and jazz to R&B and Hip Hop, Black contemporary music has evolved technologically, politically, and economically with society, yet it still retains many of its salient African and African-American characteristics. This course explores the cultural, social, and historical growth of Black contemporary music. We will look at some of the surrounding art forms that contributed to the formation of the music and some that came about because of it. We will also explore the styles and structures of the music itself as well as some of the major creators and innovators that shaped it into the powerful and influential force it has become.

-OR-

MUSC 345 Black American Music: *Prerequisite(s): ENGL 101.* This course is a study of the history of Black American Music from 1819 to the present. Designed for the general student.

VCDM 410 Hip Hop Studio: *Prerequisite(s): By Instructor permission only [A minimum of 3 courses or (9) nine credits in studio and/or related courses in the Arts, Humanities; VCDMA, Music, History, Theatre, Dance, English/Modern Languages, Communications and others. See Instructor for details.].* Interdisciplinary Projects in Hip-Hop Studies and Visual Culture. An interdisciplinary and advanced course that incorporates an innovative approach to combining workshop, lecture and studio into actual creative projects using hip-hop and the elements of MC-ing, DJ-ing, Graffiti, B-Boy/B-Girl (Dance) and Knowledge as the catalyst for creative, collaborative research projects rooted within hip-hop and visual culture.

VCDM 408 Visual Culture: A visual study and critical discourse on the aesthetics of contemporary art and theory as it intersects with urban culture, and artistic movements such as hip-hop (and others). This course explores the aesthetics, philosophies and foundations of contemporary Black culture, by focusing on technology, music, spoken word and visual expressions rooted within the culture.

DANC 420 Choreography II: *Prerequisite(s): THEA 300 or permission of instructor.* This course is designed for the aspiring choreographer to continue his/her studies, learning about the theoretical and creative aspects of choreography for small groups. PRINCIPLES of dance composition and the elements of choreography will be reviewed and expanded upon by the student. Production of the student's work will be required.

DANC 460 Teaching Methods: Dance: This course is designed to educate the student about how to teach dance and movement courses. Students will learn to enhance school based dance programs through planning and implementing effective dance curriculums in K-12 and higher education programs based on current research. Students will also learn how to apply educational theories to dance and movement and build portfolios that demonstrate the ability to create lesson plans and curriculum.

DANC 462 Senior Seminar: Research and Performance: This course provides the student with a systematic examination of and practical experience in the advanced principles and methods of scholarly research, writing, performance, and production in dance arts. The student is expected to select and research individually a specific question or problem, culminating in a paper worthy of a scholarly presentation and an individual choreographic project or experience culminating in a type of dance production. Majors only or instructor permission

DANC 419 Portfolio Review: *Prerequisites: THEA 219 and all major courses in area 300/400 level; Permission by instructor only.* A final assessment of the junior/senior level portfolio for all students in the dance major. Dance faculty members, program coordinator, and academic advisor use this portfolio to evaluate and document the students' performance. It should be taken and passed by the final semester of the senior year or as required. This faculty portfolio review is the final of two assessments required to meet graduation requirements.

APPENDIX B:**BA in Dance – FOUR-YEAR PROGRAM, Major in Dance, Concentration: *Technique, Performance, and Artistic Leadership*****Freshman Year**

First Semester	Credits	Second Semester	Credits
FRSE 101 Freshman Seminar	3	ENGL 102 Argument and Research	3
ENGL 101 Expository Writing	3	HEED 102 Life Health and Fitness	3
COMM 101 Oral Communications	3	MUSC 101 Fundamentals of Music OR MUSC 302 Introduction to Music	3
DANC 123 Fundamental of Modern Dance	3	DANC 200 History and Culture of Black American Dance	3
THEA 110 Pilates Fitness	3	DANC 251 Jazz Dance Technique I	3
<i>Total:</i>	15	<i>Total :</i>	15

Sophomore Year

First Semester	Credits	Second Semester	Credits
COSC 110 Computer Literacy	3	PSYC 101 Introduction to Psychology	3
SPAN 101	3	DANC 250 Modern Dance Innovations	3
HIST 114/115 African American History to 1865	3	MATH 125 College Algebra	3
BIOL 101 Biology	4	SPAN 102	3
THEA 301 Play Production	2	DANC 205 Ballet Technique	3
		DANC 219 Portfolio Review	0
<i>Total:</i>	15	<i>Total :</i>	15

Junior Year

First Semester	Credits	Second Semester	Credits
DANC 259 Tap Dance Technique	3	DANC 260 Tap Dance Technique II	3
DANC 316 Dance and Technology	3	VCDM 470 Self Promotion and Marketing in the Arts	3
SPAN 201	3	DANC 351 Jazz Dance Technique II	3
DANC 300 Choreography I	3	DANC 252 Hip Hop Dance Technique	3
DANC 340 West African Dance Technique	3	DANC 400 Practicum in Dance Performance and Choreography	3
<i>Total:</i>	15	<i>Total :</i>	15

Senior Year

First Semester	Credits	Second Semester	Credits
DANC 403 Somatics in Dance	3	Science Elective	3
SPAN 202	3	THEA 460 Teaching Methods: Dance	3
DANC 350 Advanced Modern Dance Technique	3	DANC 341 West African Dance Technique II	3
DANC 305 Ballet Technique II	3	DANC 462 Senior Seminar: Capstone Performance	3
DANC 420 Choreography II	3	MUSC 409 Black Contemporary Music in Society OR MUSC 345 Black American Music	3
DANC 408 Internship	0	DANC 419 Portfolio Review	0
<i>Total:</i>	16	<i>Total :</i>	15

Total Credits: 120

Appendix C: Assessment Strategy

Bowie State University (BSU) has a long-standing tradition of consistently evaluating courses throughout the semester. The Office of Planning, Analysis and Accountability (OPAA) administers course evaluation surveys to students every semester and the feedback from students is shared with faculty the following semester. In addition, each course is peer reviewed annually. The students evaluate their instructor each semester while faculty peers and the department chairs evaluate faculty annually. All degree programs undergo comprehensive review every seven years as mandated by the University System of Maryland. BSU's Center for Academic Program Assessment (CAPA) has the goal "to assist chairs, deans, faculty, staff, and administrators as they develop assessment plans at the institutional level, college level, departmental level, and the academic program level."

The DFPA has kept up the culture of assessment, working closely with CAPA. The DFPA is also subjected to external reviews of its program by the accreditation body. The evaluation of the Fine and Performing Arts curriculum, faculty, and the student learning outcomes therefore will be routine. The courses and internship requirements are designed to achieve the program objectives and the student learning outcomes. When launched, various assessment activities will be included in selected courses. These will help monitor the progress in students' learning and help instructors improve their teaching. Summative assessment of the program outcomes will take place in the capstone courses. The data collected and results of analysis will be shared with faculty in the program for use in making any necessary decisions to improve the attainment of student learning outcomes. Assessment results will be published on the university's website and archived.

Program rubrics are included on the following pages.

Rubrics for Dance Technique Courses:

Group Composition Rubric: Used for Final Performance Assessment: Group Dance Choreography and Performance:

Name:

Title:

Excellent work in each section yields 12.5 points per category of assessment for a potential total of 100 points.

	Exemplary 11.5-12.5 points	Satisfactory 8-11 points	Below Expectations 0-6 points	Score
Choreographic Structure 12.5 points	Effectively demonstrates consistent usage of the choreographic tools that may include AB, ABA, rondo, theme and variation, canon,	Inconsistently demonstrates choreographic tools that may include AB, ABA, rondo, theme and variation, canon, retrograde,	Little to no evidence of the use of the choreographic tools that may include AB, ABA, rondo, theme and variation, canon,	

	retrograde, beginning - middle - and end, narrative, collage, accumulation, call and response, chance dance, motif and development, suite, and ground bass.	beginning - middle - and end, narrative, collage, accumulation, call and response, chance dance, motif and development, suite, and ground bass.	retrograde, beginning - middle - and end, narrative, collage, accumulation, call and response, chance dance, motif and development, suite, and ground bass.	
Choreographic Dance Elements 12.5 points	Group utilized all 5 elements of dance in their choreography project including body, space, time, movement, and rhythm.	Group utilized 3 or 4 elements of dance in their choreography project.	Group utilized only 1 or 2 elements of dance in their choreography project.	
Cooperative Collaboration 12.5 points	Strong evidence that the group worked well as a team. All members participated and demonstrated the personal skill and knowledge of choreography.	Demonstrates some evidence that the group worked well as a team. Most members participated and demonstrated the personal skill and knowledge of choreography.	Little to no evidence that the group worked well as a team. Not all students represented or participated.	
Dance Development 12.5 points	Strong evidence of continued development of the work based on the chosen concept, theme, and tone.	Inconsistently demonstrates evidence of continued development of the work based on the chosen concept, theme, and tone.	Little to no evidence of continued development of the work based on the chosen concept, theme, and tone.	
Movement Knowledge and Clarity 12.5 points	Dancers are confident, know the movement extremely well, and don't need to follow downstage dancer(s). Dancers have a great sense of space, time, and energy. The dance is consistently precise and well-rehearsed. There is strong evidence of clear direction, precise floor and aerial pathways,	Dancers are mostly confident, know the movement in a satisfactory manner, and don't need to follow downstage dancer(s). Dancers have a satisfactory sense of space, time, and energy. The dance was somewhat well-rehearsed. There is some evidence of clear direction, precise floor and	Dancers are not fully confident, do not know the movement fully, and require movement assistance. Dancers lack the ability to consistently demonstrate a sense of space, time, and energy. There is a lack of clarity in precision, therefore indicating a lack of rehearsal.	

	and all transitions are natural and seamless.	aerial pathways, and transitions are mostly natural and seamless.	Direction, precise floor and aerial pathways, and transitions suffer from a lack of flow.	
Movement Originality and Creativity 12.5 points	Movement or movement combinations derived from an original source. Movement is consistently dynamic and unique to the group's composition only. Phrases are not borrowed from in-class material. The choreography is extremely creative and innovative.	Movement or movement combinations derived from an original source. Movement is inconsistently dynamic and unique to the group's composition only. Phrases are somewhat borrowed from in-class material. The choreography is moderately creative and innovative.	Movement or movement combinations are not derived from an unoriginal source. Movement is not dynamic and unique to the group's composition only. Phrases are borrowed from in-class material. The choreography is not creative, nor innovative	
Technical Execution 12.5 points	Dancers have a clear understanding of choreographic vision and can strongly execute it consistently. The ability to execute movements with proper alignment, rotation, initiation of movement, focus and intent is extremely clear.	Dancers have a somewhat clear understanding of choreographic vision and can execute it mostly consistently. The ability to execute movements with proper alignment, rotation, initiation of movement, focus and intent is somewhat clear.	Dancers have no understanding of choreographic vision and execution. The ability to execute movements with proper alignment, rotation, initiation of movement, focus and intent is nonexistent.	
Overall Performance 12.5 points	The choreography and production value are a complete representation of the artistic intention. Overall, the dance composition reflects creativity, talent, determination, and responsibility through the choreographic	The choreography and production value are a mostly complete representation of the artistic intention. Overall, the dance composition reflects creativity, talent, determination, and responsibility mostly through the choreographic	The choreography and production value are not a representation of the artistic intention. Overall, the dance composition is not a reflection of creativity, talent, determination, and responsibility through the choreographic process. The	

	process. The choreographic presentation is extremely well thought out and developed	process. The choreographic presentation is well thought out and developed.	choreographic presentation is not thought out, nor developed.	
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Individual Composition Rubric:

Name:

Title:

Excellent work in each section yields 12.5 points per category of assessment for a potential total of 100 points.

	Exemplary 11.5-12.5 points	Satisfactory 8-11 points	Below Expectations 0-6 points	Score
Choreographic Structure 12.5 points	Effectively demonstrates consistent usage of the choreographic tools that may include AB, ABA, rondo, theme and variation, canon, retrograde, beginning - middle - and end, narrative, collage, accumulation, call and response, chance dance, motif and development, suite, and ground bass.	Inconsistently demonstrates choreographic tools that may include AB, ABA, rondo, theme and variation, canon, retrograde, beginning - middle - and end, narrative, collage, accumulation, call and response, chance dance, motif and development, suite, and ground bass.	Little to no evidence of the use of the choreographic tools that may include AB, ABA, rondo, theme and variation, canon, retrograde, beginning - middle - and end, narrative, collage, accumulation, call and response, chance dance, motif and development, suite, and ground bass.	
Choreographic Dance Elements 12.5 points	The student utilized all 5 elements of dance in their choreography project including body, space, time, movement, and rhythm.	Student utilized 3 or 4 elements of dance in their choreography project.	Student utilized only 1 or 2 elements of dance in their choreography project.	
Feedback Reception 12.5 points	Choreographer is extremely receptive to the feedback given and applies the information immediately.	Choreographer is somewhat receptive to the feedback given and applies the information sporadically.	Choreographer is not receptive to the feedback given and does not apply the information.	

Dance Development 12.5 points	Strong evidence of continued development of the work based on the chosen concept, theme, and tone.	Inconsistently demonstrates evidence of continued development of the work based on the chosen concept, theme, and tone.	Little to no evidence of continued development of the work based on the chosen concept, theme, and tone.	
Movement Knowledge and Clarity 12.5 points	Dancer is confident, knows the movement extremely well. Dancer has a great sense of space, time, and energy. The dance is consistently precise and well-rehearsed. There is strong evidence of clear direction, precise floor and aerial pathways, and all transitions are natural and seamless.	Dancer is mostly confident, knows the movement in a satisfactory manner. Dancer has a satisfactory sense of space, time, and energy. The dance is somewhat well-rehearsed. There is some evidence of clear direction, precise floor and aerial pathways, and transitions are mostly natural and seamless.	Dancer is not fully confident, does not know the movement fully. Dancer lacks the ability to consistently demonstrate a sense of space, time, and energy. There is lack of clarity in precision, therefore indicating a lack of rehearsal. Direction, precise floor and aerial pathways, and transitions suffer from a lack of flow.	
Movement Originality and Creativity 12.5 points	Movement or movement combinations derived from an original source. Movement is consistently dynamic and unique to the group's composition only. Phrases are not borrowed from in class material. The choreography is extremely creative and innovative.	Movement or movement combinations derived from an original source. Movement is inconsistently dynamic and unique to the group's composition only. Phrases are somewhat borrowed from in class material. The choreography is moderately creative and innovative.	Movement or movement combinations are not derived from an unoriginal source. Movement is not dynamic and unique to the group's composition only. Phrases are borrowed from in class material. The choreography is not creative, nor innovative	
Technical Execution 12.5 points	Dancer has an extremely clear understanding of choreographic vision and can execute it. The ability to execute	Dancer has a clear understanding of choreographic vision and can execute it. The ability to execute movements with	Dancer has no understanding of choreographic vision and execution. The ability to execute movements with	

	movements with proper alignment, rotation, initiation of movement, focus and intent is consistent and clear.	proper alignment, rotation, initiation of movement, focus and intent is somewhat consistent and clear.	proper alignment, rotation, initiation of movement, focus and intent is nonexistent.	
Overall Performance 12.5 points	The choreography and production value are a complete representation of the artistic intention. Overall, the dance composition reflects creativity, talent, determination, and responsibility through the choreographic process. The choreographic presentation is extremely well thought out and developed.	The choreography and production value are a mostly complete representation of the artistic intention. Overall, the dance composition reflects creativity, talent, determination, and responsibility mostly through the choreographic process. The choreographic presentation is well thought out and developed.	The choreography and production value are not a representation of the artistic intention. Overall, the dance composition is not a reflection creativity, talent, determination, and responsibility through the choreographic process. The choreographic presentation is not thought out, nor developed.	

Individual Performance Rubric:

Name:

Excellent work in each section yields 12.5 points per category of assessment for a potential total of 100 points.

	Exemplary 11.5-12.5 points	Satisfactory 8-11 points	Below Expectations 0-6 points	Score
Appearance 12.5 points	Hair pulled away from face, no jewelry, proper designated attire (female and male proper designated attire).	Hair not fully secured, jewelry is not removed, and attire is somewhat improper.	Hair is inappropriately styled, excessive jewelry, and the designated attire is not worn.	

Flexibility/Extension 12.5 points	Effectively demonstrates mastery of flexibility in the following areas - feet, hamstrings/knees, hip flexors, back, and arms.	Inconsistently demonstrates understanding of flexibility in the following areas - feet, hamstrings/knees, hip flexors, back, and arms.	Does not demonstrate flexibility in the following areas - feet, hamstrings/knees, hip flexors, back, and arms.	
Alignment 12.5 points	Effectively demonstrates mastery, support and orientation of center strength, control, and correct alignment of all body parts.	Inconsistently demonstrates, support and orientation of center strength, control, correct alignment and orientation of all body parts.	Does not demonstrate, support and orientation of center strength, control, correct alignment and orientation of all body parts is not aligned.	
Movement Memory and Ability to pick up movement 12.5 points	Movements performed with great attention to quality of movement, body position, placement and other details of dance. Focused, concentrated and committed to instruction and execution of movement.	Inconsistent memorization and understanding of technical elements (i.e., footwork, quality of movements, body positions). Basic attention to specific details.	Demonstrates very little knowledge of movement and/or is unsure of movements. Hesitates, watches others and makes several errors.	
Musicality and Timing 12.5 points	Demonstrates a complete understanding of tempo and beat and stays on rhythm throughout the dance.	Demonstrates a basic understanding of tempo and beat. Starts out on time, but eventually falls behind and/or speeds up or makes errors in rhythm.	Minimal attention to dynamic and style changes in the music, tempo and counts. Is not on time with the music/counting	
Projection of Movement and Artistry 12.5 points	Has a thorough understanding of movement with the correct definition of line, shape and fluidity within space. Excels in artistic interpretation during performance.	Has a general understanding of movement with the correct definition of line, shape and fluidity within space. Striving for accurate artistic interpretation	Has a poor understanding of movement with the correction definition of line, shape and fluidity within space. lacks artistic interpretation during performance.	

		during performance		
Technique 12.5 points	Consistently demonstrates mastery of technique in all areas	Demonstrates good use of technique, inconsistent in areas.	Demonstrates a lack of technique, inconsistent in areas.	
Overall Performance 12.5 points	Demonstrates a high level of concentration, energy, and confidence when executing movement with consistent technical accuracy.	Demonstrates an inconsistent level of concentration, energy, and confidence when executing movement in class.	Poor demonstration of concentration, energy, and confidence with executing movement in class.	

Critique Paper Rubric:

Context of and Purpose for Writing: Includes considerations of audience, purpose, and the circumstances surrounding Weight 25.00%	100.00 % Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	75.00 % Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	50.00 % Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	25.00 % Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development Weight 25.00%	100.00 % Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	75.00 % Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	50.00 % Uses appropriate and relevant content to develop and explore ideas through most of the work.	25.00 % Does not use appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions: Formal and informal rules inherent in the expectations for writing in particular forms. Weight 25.00%	100.00 % Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices.	75.00 % Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	50.00 % Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	25.00 % Does not attempt to use a consistent system for basic organization and presentation.
Sources and Evidence Weight 25.00%	100.00 % Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	75.00 % Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the	50.00 % Demonstrates an attempt to use credible and/or relevant sources to support ideas	25.00 % Few or no attempts to use sources to support ideas in the writing.

		discipline and genre of the writing.	that are appropriate for the discipline and genre of the writing.	
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Reflection Paper Rubric: 100 Points total

Context of and Purpose for Writing: Includes considerations of audience, purpose, and the circumstances surrounding connection to the experience reflected upon. Weight 25.00%	100.00 % Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of connections to the experience reflected upon.	75.00 % Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	50.00 % Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	25.00 % Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Progress Summary: How has your dance technique improved? What experiences have you learned from? Weight 25.00%	100.00 % Uses appropriate, relevant, and compelling content to illustrate and explain personal progress throughout the course.	75.00 % Uses appropriate and relevant, content to illustrate and explain personal progress throughout the course.	50.00 % Uses appropriate content to develop and explore ideas through most of the work.	25.00 % Does not use appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions: Formal and informal rules inherent in the expectations for writing in particular forms. Weight 25.00%	100.00 % Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices.	75.00 % Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	50.00 % Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	25.00 % Does not attempt to use a consistent system for basic organization and presentation.

Performance and Choreography Critique-demonstrates writing that critiques and examines the student's performance of the Final Dance as well as the Final Dance choreography. Weight 25.00%	100.00 % Demonstrates skillful use of high-quality writing that critiques and examines the student's performance of the Final Dance as well as the Final Dance choreography.	75.00 % Demonstrates consistent use quality writing that critiques and examines the student's performance of the Final Dance as well as the Final Dance choreography.	50.00 % Demonstrates an attempt to use writing that critiques and examines the student's performance of the Final Dance as well as the Final Dance choreography.	25.00 % Few or no attempts to write about and critique, and examine the student's performance of the Final Dance as well as the Final Dance choreography.
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Participation & Readiness (Used for Experiential Activities):

	Always/ Completely (100%)	Frequently (75%)	Sometimes (50%)	Never/ Not at All (0%)
Active Disc. Participation	40%	30%	30%	0%
Demonstrates Reading Prep	20%	15%	10%	0%
Evidence Used from Reading	20%	15%	10%	0%
Attentive & Engaged	20%	15%	10%	0%

Capstone Rubric:

Senior Seminar: Capstone Rubric for Research Paper:

Student Name _____

Category	Superior-	Satisfactory-	Needs Improvement-	Unsatisfactory-	
Content: 70 Points Total	-Fully Responds to all criteria of the research question. -Clearly identifies and fully develops all ideas/themes. -Provides logical, valid and specific	-Sufficiently responds to most criteria of the research question. -Identifies and develops main ideas/themes, but some may lack clarity or depth.	-Does not respond or incompletely responds to some criteria of the research question. -Does not identify or develop some main ideas/themes.	-Does not respond to most criteria of the research question. -Does not identify or develop some main ideas/themes. -Provides few details and little support that is illogical or invalid. -Omits relevant information; outside sources are inappropriate or missing.	____Points out of 70

	details and support. -Effectively uses all relevant information, including outside sources. -Draws clear and appropriate conclusions. 70 Points	52.5 Points	-Provides support but may not be logical or valid, some details may be missing. 35 Points	-Draws unclear/inappropriate conclusions. 0-17.5 Points	
Organization /Length 20 Points Total	Information is very organized with well-constructed paragraphs. -The paper is a minimum of 5 pages long. 20 Points	Information is organized with well-constructed paragraphs. -The paper is a minimum of 3 pages long. 15 Points	Information is organized but paragraphs are not well-constructed. -The paper is a minimum of 2 pages long. 10 Points	The Information appears to be disorganized -The paper is too short 0-5 Points	____Points of of 20
Mechanics 10 Points Total	No grammatical, spelling, or punctuation errors. 10 Points	Almost no grammatical, spelling, or punctuation errors. 7.5 Points	A few grammatical, spelling, or punctuation errors. 5 Points	Many grammatical, spelling, or punctuation errors. 0-2.5 Points	__ Points out of 10

Senior Seminar: Capstone Rubric for Dance Performance:

Student Name _____

	Superior	Standard	Minimum	Sub-standard	Points awarded:
Initiative (20 Points Total)	Student consistently includes new ideas and concepts in rehearsals and performance, and actively seeks out ideas from peers and the instructor. 20 Points	Student occasionally includes new ideas and concepts and asks for the input of others. 15 Points	Students rarely explores new ideas or seeks input from others. 10 Points	Student does not explore new ideas and concepts or include input from others. 0-5 Points	
Preparation (10 Points Total)	Student is always	Student is most often prepared	Student is rarely prepared	Student is not	

	organized and prepared to present during scheduled feedback sessions, is ahead of schedule in gathering necessary resources and production book is exceptional. 10 Points	to present during scheduled feedback session, generally on schedule with gathering resources, production book is current. 7.5 Points	to present, poorly equipped with necessary resources, and production book is mostly current. 5 Points	prepared to show, not prepared or equipped with resources, and production book is not current. 0-2.5 Points	
Depth of Investigation (20 Points Total)	Student deeply deconstructs and investigates their subject, has explored background and related material with great attention to detail. 20 Points	Student investigates their subject and related background material with clarity and understanding. 15 Points	Student is familiar with their subject and has explored minimal background material. 10 Points	Student has not investigated their subject area. 0-5 Points	
Responsiveness to Feedback (10 Points Total)	Student always respects feedback in both directions and thereby makes serious efforts to enhance their work. 10 Points	Student respects feedback in both directions and generally attempts to include ideas presented. 7.5 Points	Student occasionally respects feedback in both directions, but rarely attempts to include ideas presented. 5 Points	Student does not respect or include feedback. 0-2.5 Points	
Clarity of Communication (15 Points Total)	Production is exceptionally clear and effective in communicating student's artistic choices. 15 Points	Production communicates student's artistic choices. 11.25 Points	Production only rarely communicates student's artistic choices. 7.5 Points	Production fails to communicate student's artistic choices. 0-3.75 Points	
Creativity, Risk Taking, Invention (15 Points Total)	Production demonstrates outstanding ingenuity, risk-taking, and original thought. 15 Points	Production demonstrates creativity, risk-taking, and original thought. 11.25 Points	Production includes moments of ingenuity, risk-taking, and original thought. 7.5 Points	Production fails to demonstrate ingenuity, risk-taking, or original thought.	

				0-3.75 Points	
Leadership Skills (10 Points Total)	Student provides exceptionally clear and focused guidance, develops a strong ensemble, engenders a productive, organized rehearsal atmosphere, and is always respectful of cast and crew. 10 Points	Student provides clear and focused guidance, develops a strong ensemble, engenders a productive, organized rehearsal atmosphere, and is respectful of cast and crew. 7.5 Points	Student provides adequate guidance, a minimally productive and organized rehearsal atmosphere, and has difficulty respecting cast and crew. 5 Points	Student does not provide clear and focused guidance and fails to create a productive, organized, and respectful rehearsal atmosphere. 0-2.5 Points	

Appendix D: Internship Forms

DANC 408: INTERNSHIP LEARNING AGREEMENT FORM

Instructions: a) The student must fill-out and sign this form; and b) Return the completed form to the professor/instructor prior to the start of the program.

STUDENT-FACULTY MEMORANDUM OF UNDERSTANDING (This form must be completed and signed by the student prior to undertaking the fieldwork/internship program):

Name of the Student: _____ SID #: _____
Course Title & Number: _____
Department: _____ Semester & Year: _____
Student's Contact Phone #: _____
Student's (Current) E-Mail Address: _____
Work Placement Address: _____

Name & Title of Immediate Supervisor: _____
His/her Contact Phone #: _____
E-Mail Address (es): _____

STUDENT RESPONSIBILITIES: As a student seeking course credit for an Internship in Dance, please agree to the following terms:

1. Endeavor to receive my job description and orientation from my workplace supervisor;
2. Be respectful, deferential to, and supportive of my supervisor and colleagues at the workplace;
3. Learn and perform the assigned duties and responsibilities to the best of my ability;
4. Follow the rules, instructions and guidelines as provided for the desired outcomes;
5. Be both a reliable and dependable, as well as collaborative and trusting, team player;
6. Have the ability to learn fast, communicate effectively, and make the right choices; and
7. Exercise exemplary leadership style, professional skills, and ethical judgment.

Student's Signature: _____ Date: _____

INTERNSHIP LEARNING AGREEMENT FORM

Instructions: a) The workplace site supervisor must fill out and sign this form; and b) Return the completed form to the professor/instructor, fax or e-mail it to him/her prior to the start of the program.

FIELDWORK OR INTERNSHIP SITE SUPERVISOR (This form must be completed and signed by the appropriate workplace site supervisor or representative):

Name of the Supervisor: _____ Title: _____
Name of the Organization or Agency: _____ Department: _____

Workplace Address: _____

Contact Phone #: _____

E-Mail Address (es): _____

SITE OR PLACEMENT SUPERVISOR'S RESPONSIBILITIES (Our academic institution appreciates your participation in our program, and we value your support for our students. Your role is critical and integral to making the student's fieldwork successful and a rewarding learning experience).

As the site supervisor, I agree to:

- Clearly guide and discuss the requirements of the program with the student upon arrival;
- Work with the student to complete the onsite goals, duties and learning objectives;
- Providing an ongoing supervision and feedback to the student for high performance;
- Periodically discuss with the professor/instructor to ascertain the student's performance or progress;
- At the completion of the fieldwork or internship, please complete the (enclosed) SUPERVISOR'S EVALUATION FORM.

Site Supervisor's Signature: _____ Date: _____

DANC 408 Supervisor's Evaluation Form

Name of the Student: _____ Semester/Year: _____

Name of the Organization/Agency/Fieldwork Site: _____

Mailing Address: _____

Program Start Date: _____ End Date: _____

Number of Weeks: _____ Approximate Number of Hours: _____

Please rank the Student in the following categories:

Qualities	Below Standard (F Communicate Ability to Learn	Below Average (D) Improve	Average (C) Adapt	Very Good (B)	Excellent (A)
Ability to Accept Criticism					
Ability to Listen					
Attendance					

Would your organization host or accommodate the student again?			
Would you recommend the student to work for any other organization?			
Were you satisfied of the student's overall performance or quality of work?			

Supervisor's Name: _____ Position: _____ Supervisor's
Signature: _____ Date: _____

INTERNSHIP LEARNING AGREEMENT FORM

INTERNSHIP FACULTY ADVISOR OR FACILITATOR (This form must be completed and signed by the appropriate professor/instructor or departmental representative):

Name of the Professor/Instructor: _____

Title: _____

Workplace Address: _____

Contact Phone #: _____

E-Mail Address (es): _____

FACULTY ADVISOR'S RESPONSIBILITIES (The professor's role is critical and integral to making the student's fieldwork successful and a rewarding learning experience).

As the faculty advisor or facilitator, I agree to:

- Keep in weekly contact or meet with the student (at least, once a week) to provide guidance, direction and support;
- Visit the student's workplace or site, when or if appropriate, and occasionally contact or communicate with the Site Supervisor to discuss student's performance;
- Review student's weekly online conference with other students for collaboration and shared experience, monitor student's journal or log;
- Periodically discuss with and evaluate the student submitted assignments to ascertain the level of quality performance and progress; and
- At the completion of the fieldwork or internship, the professor/instructor will provide an overall evaluation and issue the student with the final grade.

Faculty Advisor/Facilitator's Signature: _____ Date: _____

Appendix E: US Bureau of Labor Statistics—Dance employment

National Estimates for Dancers:

Employment estimate and mean wage estimates for Dancers:

Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
8,930	13.7 %	\$ 24.62	(4)	3.9 %

Percentile wage estimates for Dancers:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$ 13.20	\$ 15.51	\$ 21.64	\$ 29.18	\$ 39.03

[\(4\)](#)

Industry profile for Dancers:

Industries with the highest published employment and wages for Dancers are provided. For a list of all industries with employment in Dancers, see the [Create Customized Tables](#) function.

Industries with the highest levels of employment in Dancers:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Performing Arts Companies	3,290	2.73	\$ 28.19	(4)
Other Amusement and Recreation Industries	2,190	0.17	\$ 19.76	(4)
Drinking Places (Alcoholic Beverages)	1,390	0.35	\$ 19.02	(4)
Spectator Sports	190	0.14	\$ 13.37	(4)
Promoters of Performing Arts, Sports, and Similar Events	60	0.05	\$ 20.54	(4)

Industries with the highest concentration of employment in Dancers:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Performing Arts Companies	3,290	2.73	\$ 28.19	(4)
Drinking Places (Alcoholic Beverages)	1,390	0.35	\$ 19.02	(4)
Other Amusement and Recreation Industries	2,190	0.17	\$ 19.76	(4)
Spectator Sports	190	0.14	\$ 13.37	(4)
Promoters of Performing Arts, Sports, and Similar Events	60	0.05	\$ 20.54	(4)

Top paying industries for Dancers:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Colleges, Universities, and Professional Schools	50	(7)	\$ 29.43	(4)
Performing Arts Companies	3,290	2.73	\$ 28.19	(4)
Promoters of Performing Arts, Sports, and Similar Events	60	0.05	\$ 20.54	(4)
Other Amusement and Recreation Industries	2,190	0.17	\$ 19.76	(4)
Drinking Places (Alcoholic Beverages)	1,390	0.35	\$ 19.02	(4)

Geographic profile for Dancers:

States and areas with the highest published employment, location quotients, and wages for Dancers are provided. For a list of all areas with employment in Dancers, see the [Create Customized Tables](#) function.

States with the highest employment level in Dancers:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
California	2,950	0.17	2.76	\$ 24.30	(4)
New York	2,080	0.23	3.78	\$ 29.08	(4)
Texas	410	0.03	0.52	\$ 28.23	(4)
Missouri	350	0.13	2.08	\$ 28.75	(4)
Illinois	320	0.06	0.91	\$ 22.90	(4)

States with the highest concentration of jobs and location quotients in Dancers:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
Hawaii	290	0.49	8.19	\$ 21.98	(4)
New York	2,080	0.23	3.78	\$ 29.08	(4)
Nevada	280	0.20	3.29	(8)	(8)
California	2,950	0.17	2.76	\$ 24.30	(4)
District of Columbia	100	0.14	2.33	\$ 21.43	(4)

Top paying states for Dancers:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
New York	2,080	0.23	3.78	\$ 29.08	(4)
Missouri	350	0.13	2.08	\$ 28.75	(4)
Texas	410	0.03	0.52	\$ 28.23	(4)
Michigan	(8)	(8)	(8)	\$ 27.17	(4)
Indiana	120	0.04	0.67	\$ 27.14	(4)

Metropolitan areas with the highest employment level in Dancers:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
New York-Newark-Jersey City, NY-NJ-PA	1,630	0.18	2.94	\$ 31.37	(4)
San Francisco-Oakland-Hayward, CA	400	0.17	2.79	\$ 27.44	(4)
San Diego-Carlsbad, CA	300	0.20	3.31	\$ 23.22	(4)
Chicago-Naperville-Elgin, IL-IN-WI	270	0.06	1.02	\$ 23.28	(4)
Las Vegas-Henderson-Paradise, NV	240	0.23	3.86	(8)	(8)
Urban Honolulu, HI	180	0.41	6.85	\$ 17.58	(4)
Denver-Aurora-Lakewood, CO	130	0.09	1.41	\$ 19.36	(4)
Albany-Schenectady-Troy, NY	130	0.31	5.08	\$ 21.31	(4)
Washington-Arlington-Alexandria, DC-VA-MD-WV	110	0.04	0.59	\$ 21.11	(4)
Nashville-Davidson--Murfreesboro--Franklin, TN	90	0.08	1.36	\$ 19.95	(4)

Metropolitan areas with the highest concentration of jobs and location quotients in Dancers:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
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Hilton Head Island-Bluffton-Beaufort, SC	60	0.78	12.96	\$ 15.08	(4)
Urban Honolulu, HI	180	0.41	6.85	\$ 17.58	(4)
Lincoln, NE	60	0.33	5.48	(8)	(8)
Albany-Schenectady-Troy, NY	130	0.31	5.08	\$ 21.31	(4)
Las Vegas-Henderson-Paradise, NV	240	0.23	3.86	(8)	(8)
San Diego-Carlsbad, CA	300	0.20	3.31	\$ 23.22	(4)
New York-Newark-Jersey City, NY-NJ-PA	1,630	0.18	2.94	\$ 31.37	(4)
San Francisco-Oakland-Hayward, CA	400	0.17	2.79	\$ 27.44	(4)
Salt Lake City, UT	70	0.09	1.45	\$ 14.64	(4)
Denver-Aurora-Lakewood, CO	130	0.09	1.41	\$ 19.36	(4)

Top paying metropolitan areas for Dancers:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
New York-Newark-Jersey City, NY-NJ-PA	1,630	0.18	2.94	\$ 31.37	(4)
San Francisco-Oakland-Hayward, CA	400	0.17	2.79	\$ 27.44	(4)
Indianapolis-Carmel-Anderson, IN	50	0.05	0.75	\$ 24.23	(4)
Chicago-Naperville-Elgin, IL-IN-WI	270	0.06	1.02	\$ 23.28	(4)
San Diego-Carlsbad, CA	300	0.20	3.31	\$ 23.22	(4)
Pittsburgh, PA	80	0.07	1.17	\$ 21.87	(4)
Albany-Schenectady-Troy, NY	130	0.31	5.08	\$ 21.31	(4)
Washington-Arlington-Alexandria, DC-VA-MD-WV	110	0.04	0.59	\$ 21.11	(4)
Nashville-Davidson--Murfreesboro--Franklin, TN	90	0.08	1.36	\$ 19.95	(4)
Denver-Aurora-Lakewood, CO	130	0.09	1.41	\$ 19.36	(4)

[About May 2022 National, State, Metropolitan, and Nonmetropolitan Area Occupational Employment and Wage Estimates](#)

These estimates are calculated with data collected from employers in all industry sectors, all metropolitan and nonmetropolitan areas, and all states and the District of Columbia. The top employment and wage figures are provided above. The complete list is available in the [downloadable XLS files](#).

The percentile wage estimate is the value of a wage below which a certain percent of workers fall. The median wage is the 50th percentile wage estimate—50 percent of workers earn less than the median and 50 percent of workers earn more than the median. [More about percentile wages](#).

(1) Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.

(2) Annual wages have been calculated by multiplying the hourly mean wage by a "year-round, full-time" hours figure of 2,080 hours; for those occupations where there is not an hourly wage published, the annual wage has been directly calculated from the reported survey data.

(3) The relative standard error (RSE) is a measure of the reliability of a survey statistic. The smaller the relative standard error, the more precise the estimate.

(4) Wages for some occupations that do not generally work year-round, full time, are reported either as hourly wages or annual salaries depending on how they are typically paid.

(7) The value is less than .005 percent of industry employment.

(8) Estimate not released.

(9) The location quotient is the ratio of the area concentration of occupational employment to the national average concentration. A location quotient greater than one indicates the occupation has a higher share of employment than average, and a location quotient less than one indicates the occupation is less prevalent in the area than average.

Other OEWS estimates and related information:

[May 2022 National Occupational Employment and Wage Estimates](#)

[May 2022 State Occupational Employment and Wage Estimates](#)

[May 2022 Metropolitan and Nonmetropolitan Area Occupational Employment and Wage Estimates](#)

[May 2022 National Industry-Specific Occupational Employment and Wage Estimates](#)

[May 2022 Occupation Profiles](#)

[Technical Notes](#)

Last Modified Date: April 25, 2023

Appendix F: Careers in Dance—Beyond the Barre.com

Source: <https://beyondthebarreusa.com/blogs/dance-skills-techniques/10-dance-based-career-options>

CAREERS IN DANCE - REQUIRED SKILLS & 10 ALTERNATE DANCE BASED CAREER OPTIONS

by Danielle Hernandez

No longer want to dance but your passion and love for the art is making your wonder which way to head? Here are ten great dance based careers for you to explore.

A professional dancer uses movement to convey stories and ideas. With expertise in a particular type of dance such as jazz, ballet, modern dance, ballroom or tap, some excel in more than one of these dance forms. We are most familiar with the dance profession having dancers perform on stage, in movies, on television, in music videos, at theme parks, and on cruise ships, but performance is not the only career option. A variety of career paths and jobs are open to dance majors, no matter what dance form they specialize in. Dance majors bring a wealth of workplace skills besides pointe work and jazz hands to the table.

Career Paths for Dance Majors

For many dance majors, performing is an obvious career path. In today's world, the list of arts organizations that hire dancers goes far beyond New York's Lincoln Center or the Bellagio in Vegas. From music videos and commercials to cruise lines and theme parks, the entertainment and service industry employs dancers, and employers are not limited to just Ballet companies, Opera houses, and Broadway theaters. Dancers are also much in demand in large-scale theme parks, Vegas productions, and smaller productions on cruise lines.

Education Requirements

For a job in Arts administration, usually, a bachelor's degree is required. An internship is more accessible with a Bachelor's degree or Masters of fine arts degree from a respected performing arts school. Additionally, it not only increases a dancer's skills and experience but becomes invaluable for networking (a lifeline in the small world of dance) Performance jobs value experience and training over diplomas.

Salaries in Dance

Dance performance jobs are not known to command high salaries. Arts organizations are typically non-profit organizations, and wages reflect that. According to the U.S. Bureau of Labor Statistics, the median wage was at \$16.85 per hour in 2015. The organization also noted that dancers had a high on-the-job injury rate and a brief performing career. Professional dance companies offer slightly better wages. Choreographers earn an average hourly salary of \$22.09

10 Great Dance Related Jobs for Dancers

Professional dancing is a challenging career path, and not everyone is made for it- an injury could bring your career to a halt, or you may feel drawn to another kind of job. Dancers are known to being resourceful, disciplined, creative, and intelligent with a multitude of skills that can be utilized in many different professions and here are some of the arenas with dance-related jobs that will quench your thirst to be in the dance industry.

Choreographer / Director

For many dancers who decide to step off the stage, taking the route to run their own dance company or choreographing for Broadway seems like the natural next choice. Many people find that they enjoy this creative line and are more suited to creating dances than performing them.

Search for grant programs in the city to fund your work and scout the local theater groups are often interested in hiring a choreographer for their plays or musicals as may be large scale entertainment companies who may need a choreographer for corporate or commercial work.

Within choreography you could become more specialized and become a dance notator, recording and preserving choreography and repertoire for the future, using Benesh or Laban notation methods, which take specialized training.

Lighting Designer / Set Designer

If you love the theater and have both an artistic eye and a technological bent of mind, a career as a lighting designer could be just the path for you.

Creating sets for theaters provide dance enthusiasts an alternate career choice where they can bring to life the sets that form the backdrop to dance performances. If you enjoy painting and are artistic, a set designer job might reap great dividends.

Stage Management / Production Crew

A good stage manager will have problem-solving skills (a must for crisis situations), excellent attention to detail and enjoys overseeing the multitude of people involved in a show. If you enjoy these aspects, you might be the type of person the dance world needs to run their shows!

Being on a production crew can use all those team building skills, and give you an insider view of what happens backstage, and the technological aspects may make you consider pursuing associated learning programs.

Company Managing / Administration

Company managers are at the heart of dance companies. From booking gigs to taking care of the accounting books from organizing international tours to seeking out venues, company managers make many of the critical decisions that keep the dance companies running successfully.

In larger dance companies, there may be many specialized roles, such as general office management, marketing, fundraising, etc.

Having been a part of the dance world, you will be able to relate more to the mechanics of how a dance production company world. You will enjoy the insider understanding of the arts in general, and moving to a desk job that is entirely dance-oriented will help you stay in touch with the dance industry without having to be as physically active as a performer.

These roles are excellent for those who are good at working on budgets and finances, scheduling meetings, setting up rehearsals or shows, organizing fundraisers. These positions are also immense support to the artistic director and the overall vision of the company.

Physical Therapist / Dance Movement Therapist

The career of a physical therapist can be, and it is highly crucial in the field of dance. The job involves learning about the body, enjoying science, and working with people to help them achieve the goals they want.

Your understanding of what dancers need and go through on a regular basis with their bodies can provide you with insight an experience that is unmatched. Couple these with the natural empathy and you can be a compassionate physical therapist who can guide dancers through a healing process that goes beyond just the body.

You will need formal education for this career to get the full range of anatomy and kinesiology knowledge, but the ability to relate to a dancer and understand the dancer's body as a physical therapist is an invaluable gift.

Graphic Designer / Marketing for Dancers

Support dance by creating the images that draw people into the theater! Graphic designers work on website design and posters, and other visual merchandise are much required for dancers to promote their work.

The work of a full-fledged graphic designer involves designing and maintaining web pages, designing flyers and other promotional materials, while that of marketing is about promoting events through social media, and more. Get additional training through online courses or community classes, or attending college to obtain a degree.

Athletic Coach / Personal Trainer / Group Fitness Instructor

Dance is an incredibly aerobic activity and has always been associated with fitness. For dancers who have enjoyed this aspect, some additional training can convert this passion for fitness into a career as a coach, either for private clients, cheer-leading squads, sports teams, fitness centers or dance studios. Group fitness classes, especially dance based ones are all the rage because they are fun! 'Barre' classes use techniques from ballet to give students a full body workout and the dance party kind of exercise set to hot Latino music are hugely

popular. If you like teaching, are energetic and innovative, you can turn your passion for movement into a teaching career.

Costume Designer

As a dancer, you have been surrounded by costumes all your life. You have been trained to appreciate beautiful costumes, have an idea of what color schemes work and may even have noticed how fabric, colors, and patterns are brought together in costumes. You also know what dancers like and find comfortable. With this advantage, you can create costumes, dancewear, or clothing that is designed to be moved in or move well with the body! Designing costumes can be an excellent way to stay connected to the world of dance and performance- you will be on top of trends and work in collaboration with directors/choreographers and often lighting/set designers. You could even start your line if you are highly passionate about creating costumes or be a niche designer who is known for her one of a kind customized outfits. With online marketplaces such as Etsy and independent online storefronts powered by PayPal or Shopify, a brick and mortar store may not be necessary and lessen the cost of starting your own business.

Photographer / Videographer

As a dancer, you have been on the other side of the lens many times. With the keen awareness of movement you have as a dancer, you may have developed an innate ability to predict great photo moments or video framing. Dancers are in constant need of photos for promotional materials, as well as for personal head-shots and dance based websites. Choreographers also need video record of their work for both archival and promotional purposes. So there is a definite market for those who are skilled with a camera and other avenues apart from dance that you may become keen on exploring.

Dance Teacher

Many college dance programs offer a K-12 certification that will allow you to teach dance in public schools, as well as other subjects. If you enjoy working with children, this can be a rewarding way to use the creativity of dance in an educational format. Dance teacher roles are available at studios, in a public school system and colleges. Teaching a college dance program will need a Master's degree. Teaching in schools and colleges give you the opportunity to remain creative through choreographing routines for class and performances regularly. Determine the age group you want to teach, as some will require extra training or college degrees. The above career options are just a few to get you thinking about how you can explore avenues that are associated with dance but are non-performing roles. When scouting for new jobs, be sure to highlight and present experiences that honed skills like self-discipline, punctuality, dedication, creativity, kinesthetic awareness, team spirit and more. Your dance career does not have to end with stepping off from the front of the camera. Your passion for the art and the life skills it has taught you can open new doors, build new bridges, and have a successful and happy life, no matter what you do. Keep networking, physically active and business savvy to continue 'dancing'!

Appendix G: New York Film Academy—Job Opportunities (example)

Source: <https://www.nyfa.edu/student-resources/dance-professions-and-hobbies/>

Performers or aspiring dancers are artists and possess a number of skills. With experience in movement and performance, many dancers are known for their discipline, punctuality, dedication, creativity, and kinesthetic awareness. These traits can easily translate to a number of other creative interests and dance professions, giving aspiring performers even more ways to express themselves.

DANCE PROFESSIONS, INTERESTS, AND PASSIONS TO PURSUE

The world of dance is an ephemeral field. For those passionate about dance and movement, there are a number of ways to continue to hone their craft off-stage.

1. Teaching dance to others.

Those who can do, teach! Performers passionate about dance can teach or volunteer at a studio, in a public school system with the proper qualifications, or in a college dance program with a Master's degree. Being a dance teacher allows dance enthusiasts to remain active physically while sharing knowledge with others. Performers can also remain creative by choreographing routines for class and performances regularly. Without dance teachers, the field of dance, as we know it today, would not exist!

Many of the NYFA Musical Theatre faculty members are former dancers and performers, including Kristy Cates, the Chair of the Musical Theatre department at NYFA New York. A member of the original Broadway Cast of *Wicked*, as well as *Finding Neverland* on Broadway, Kristy is an extremely experienced and passionate performer who uses her expertise and knowledge to work with NYFA's musical theatre students.

2. Creating dance-related content.

Dancers have been on the other side of the lens many times, and already have an awareness of movement. When dancers take the leap into the photography world, they have an edge and can predict great photo moments or video framing. It could even lead to a bigger passion or interest in photography. Dancers and choreographers, especially, often have a great eye for creating imagery – after all, dance is essentially creating images with their bodies. That's why individuals who love to perform and dance are a natural fit for platforms like Instagram and TikTok. Anyone can start their own channel, and get started on the social media outlets right away. This provides a fun way to express love and enthusiasm for dancing and movement. NYFA Australia alum Nathan Lust has his own TikTok channel dedicated to dancing and has over 4.8 million followers. In many of his TikToks, Lust re-enacts dances from movies and pop culture.

3. Choreographing for local groups and teams.

Many dancers are also choreographers, including iconic performers like George Balanchine, a founder of the New York City Ballet, Jerome Robbins, Crystal Pite, Akram Khan, and many more. Aspiring dancers who want to practice their skills, even more, can volunteer to choreograph for local theater groups, dance, or cheerleading teams. For more experienced

dancers, another option can be seeking out large-scale entertainment companies that may need a choreographer for corporate or commercial work.

4. Volunteering in arts administration for a dance company or theater.

Experience in the dance world gives performers a thorough understanding of the arts in general, and transitioning to a desk job is a good option to stay involved in the field. This is a great option for those who can organize budgetary finances, schedule meetings, rehearsals, or shows, organize fundraisers, and be a support to the artistic director.

5. Doing yoga or Pilates.

Yoga and Pilates are great conditioning supplements for dancers, and the language of dance crosses over well into these hobbies. Dancers who went on to become experts in yoga, such as Tara Stiles, founder of Strala Yoga in New York City, Shiva Rea, founder of Prana Vinyasa Yoga, and Duncan Wong, founder of Yogic Arts, show the breadth of kinesthetic knowledge from dance training translates effectively when teaching these mind-body techniques.

These are great passions for dancers who either wish to continue to dance or transition into a field that may be gentler on their body while allowing them to remain physically active. Shiva Rea (Wanderlust) came up with a yoga “Trance Dance” that combined two of her interests.

6. Participating in dance competitions.

Dancers with expertise in specific dances can participate in a number of competitions around the world. NYFA Musical Theatre and Acting workshop alum Joanne Kirsty Clifton won the World Ballroom 6. Photograph or record performances. Showdance Championship, as well as the European Professional Ballroom Championship and World Dancesport Games. Alum Majeste Pearson performed on FOX’s *The Four: Battle for Stardom* and advanced to the final round of the reality competition.

Ilda Mason, another Musical Theatre alum at NYFA and accomplished performer was also a professional dancer on *Dancing with the Stars: Panama*.

7. Writing and performing an original show.

Performers are particularly suited to creating their own shows, with a lot of experience on stage. Dancers with an idea for an original story can write and create their own show, with the limit being only as high as their imagination. NYFA Musical Theatre alum Roy Khoury created, starred, and directed his own musical concert “One Night on Broadway.” The show won an award of appreciation in the “Murex D’Or” 2015, and he showcased “One Night on Broadway” at the “Zouk Mikael International Festival.”

8. Making costumes or designing clothing.

Dancers are surrounded by costumes their entire life and know what feels good to practice in. With this advantage, dancers can create costumes, dancewear, or clothing that is designed to be moved in or move well with the body. Learning to sew and create their own costumes could lead to becoming involved in the costume department of a dance company.

9. Trying voice/voiceover work.

A lot of dancers are confident performers. For dancers with voice skills, voiceover work is a great way to explore another method of performance. Audrey-Louise Beauséjour, an NYFA

Musical Theatre alum, recently did the voice for the French version of *The Little Mermaid* (2023), showcasing her incredible singing voice. Bringing everyone's favorite mermaid to life is a dream for any performer, and NYFA congratulates Audrey-Louise for all of her hard work! Aspiring voiceover performers can also explore our online workshops in Acting and Musical Theatre, with many teaching skills in voiceover.

10. Singing and performing at events.

A lot of dancers and performers pursue roles at local and/or special events. Miisha Shimizu, a Musical Theatre Conservatory alum, performed in the global, year-long Walt Disney event "Ultimate Princess Celebration." She sang the Japanese version of "Starting Now."

11. Getting started in acting.

As confident performers, dancers are also a great fit for acting. Performance skills on stage can translate to on-screen, as many NYFA alum has demonstrated. Mey Novak, a graduate of an NYFA Musical Theatre workshop, acted in the feature film *River Runs Red*, starring Taye Diggs, John Cusack, and George Lopez.

Exploring Film, Media, and Performing Arts at NYFA

Dancers can take these many of their wonderful qualities to open new doors, build new bridges, and have a successful and happy life full of creative exploration

TOPIC: Bowie State University proposal for a new Bachelor of Science in Artificial Intelligence

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: May 15, 2025

SUMMARY: The field of AI historically has lacked diversity, which has led to certain populations being underserved. In support of our mission to empower a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility, this program seeks to make AI education and careers more accessible to underserved populations and to create more inclusive pathways into the field. It utilizes an approach designed to create well-rounded students and enhances our campus culture of diversity, inclusion, and civic engagement through corporate and government partnerships in STEM fields. If approved, BSU will be the first HBCU in Maryland to offer the BS. in Artificial Intelligence.

BSU's proposed program provides instruction in the symbolic inference, representation, and simulation by computers and software of human learning and reasoning processes and capabilities, as well as the computer modeling of human motor control and motion. The program includes instruction in computing theory, software design and development, data structures, algorithms, cybernetics, artificial intelligence theory and applications, mechatronics, robotic operating systems, natural language processing, machine learning, deep learning, cloud computing, parallel and distributed computing, robotic perception, and robotic motions. Our program distinctly focuses on preparing students for careers in AI technology by incorporating comprehensive topics such as traditional AI/ML theories, systems for AI/ML, robotics perception and motions, etc.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fee revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the Bowie State University proposal to offer a Bachelor of Science in Artificial Intelligence.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn 301-445-1992

awrynn@usmd.edu



Aminta H. Breaux, Ph.D.

President

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March 5, 2025

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

RE: New Academic Program – Bachelor of Science in Artificial Intelligence

Dear Chancellor Perman:

Please find enclosed our proposal to offer the Bachelor of Science (B.S.) in Artificial Intelligence (HEGIS 079901/CIP 11.0102).

Bowie State University is committed to contributing to the state's qualified workforce in STEM fields, providing educational opportunities to traditionally underrepresented populations. This program advances our progress as a top HBCUs to become one of the top-rated STEM institutions for higher learning. The interdisciplinary, dual modality program will serve any student interested in interdisciplinary AI instruction and research, offering instruction in the symbolic inference, representation, and simulation by computers and software of human learning and reasoning processes and capabilities, as well as the computer modeling of human motor control and motion. Upon completion of the program, students will be prepared for careers in computer and information research science, software development, data science, and machine learning.

We respectfully request the Board's consideration of this proposal.

Sincerely,

Aminta H. Breaux, Ph.D.

Cc: Dr. Guy-Alain Amoussou, Provost and Vice President for Academic Affairs
Dr. Alison Wynn, Senior Vice Chancellor
Dr. Candace Caraco, Associate Vice Chancellor
Dr. George Acquah, Dean, College of Arts and Sciences
Dr. Jacqueline Cade, Director of Institutional and Academic Programming
Ms. Gayle Fink, Office of Planning, Analysis and Accountability
Ms. Brandy Wilson, Registrar

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

Bowie State University

Institution Submitting Proposal

Artificial Intelligence

Title of Proposed Program

Bachelor of Science (B.S.)

Award to be Offered

Fall 2026

Projected Implementation Date

079901

Proposed HEGIS Code

11.0102

Proposed CIP Code

Computer Science

Department in which program will be located

Dr. Rosemary Shumba

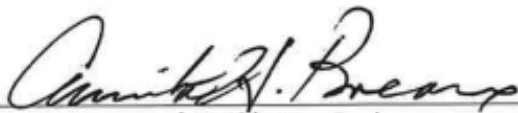
Department Contact

301-860- 4446

Contact Phone Number

rshumba@bowiestate.edu

Contact E-Mail Address



Signature of President or Designee

3-7-25

Date



Bachelor of Science in Artificial Intelligence

Centrality to Institutional Mission and Planning Priorities

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

Bowie State University (BSU) is a comprehensive university providing 21st-century learners with a strong foundation for success with a well-rounded academic experience, an inclusive environment, and hands-on learning opportunities. Building on its rich legacy as a training ground for teachers since 1865, the university is committed to providing access to high-quality education and cultivating emerging leaders who are prepared to succeed in a changing global society. As part of BSU's mission to support the Maryland workforce, the accelerated BS & MS degree in Artificial Intelligence will help supply well-trained graduates to support this critical element of the state's economy.

The Department of Computer Science at Bowie State University proposes a new BS degree in Artificial Intelligence. The Association for Computing Machinery (ACM) defines artificial intelligence as the study of intelligence and its realization in computer systems. On the other hand, general computer science degree programs focus on the study of computers and computing, including their theoretical and algorithmic foundations, hardware and software, and their uses for processing information.

The program is unique because it prepares students for professional careers and advanced study by focusing on the symbolic inference, representation, and simulation by computers and software of human learning and reasoning processes and capabilities, and the computer modeling of human motor control and motion. The program includes instruction in computing theory, software design and development, data structures, algorithms, cybernetics, artificial intelligence theory and applications, mechatronics, robotic operating systems, natural language processing, machine learning, deep learning, cloud computing, parallel and distributed computing, robotic perception, and robotic motions. The program culminates in a capstone experience on an in-depth project that assesses students' ability to apply learned employable AI skills.

The proposal is aligned with BSU's mission to empower a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility. The addition of this program addresses the growing disparity in minority participation in the STEM workforce at the state and national levels. With its proximity to the nation's capital and innumerable federal government contractors throughout the state and Washington,

D.C./Maryland/Virginia region, BSU is strategically positioned to increase diversity in the STEM workforce.

The demand for professionals with expertise in artificial intelligence is proliferating. According to Lightcast online platform [1], the demand for bachelor's level occupations have increased in the most immediate term (2020-2021) and are expected to increase further in the near future. In the period 2020-2021, the occupation area grew 2.4 percent, per BLS. In the near future, 2021-2026, the occupation is expected to grow at 9.8 percent among master's level occupations. Within the study Maryland and Washington D.C. region, there were 148,355 unique job postings within the region earmarked for the bachelor's level. This number of job postings outpaces the number of completions in the region. In total, across all levels of study, there were 227,045 unique job postings, with over half at the bachelor's level.

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

The proposed Artificial Intelligence program contributes to the university's strategic goals (1, 2, 4 and 5) as follows:¹

Goal 1 - Achieve academic excellence supported by curricular and co-curricular experiences

The BS program in Artificial Intelligence contribute to the achievement of Bowie's FY 2019 – FY 2024 Racing to Excellence Strategic Plan, specifically Goal 1 Academic Excellence, Objective 1.1 High-demand, innovative academic programs.

Goal 2 - Promote a holistic and coordinated approach to student success

The Artificial Intelligence program consists of components from various disciplines and utilizes an approach designed to create a well-rounded student.

Goal 4 - Enhance our campus culture of diversity, inclusion, and civic engagement

According to *Diverse: Issues in Higher Education*, Bowie State University is among the top five universities in Maryland which graduates African Americans with bachelor's degrees in nursing, biology, and computer/information sciences. The university is committed to providing opportunities to traditionally underrepresented populations in STEM fields. The Artificial Intelligence program will empower "a diverse population of students to reach their potential, by providing innovative academic programs" and by supporting Maryland's workforce and economy. It further will allow Bowie State University to progress among other HBCUs to become one of the top-rated STEM institutions for higher learning.

Goal 5 - Ensure long-term viability of Bowie State University (BSU)

Due to the market demand for specialists in Artificial Intelligence, this new program will attract a large number of interested students that, in turn, will enhance the viability of BSU through

¹ <https://bowiestate.edu/about/administration-and-governance/office-of-the-president/reports/bsu-strategic-plan-fy19-fy24.pdf>

attracting a culturally diverse student body and engaging partners to address the critical needs of the Prince George's County and surrounding region.

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

The funding of the program will come from tuition and course fees for the first five years. The department will fund the programs through existing resources and budgets. Additional funding would be further supported through possible grants, partnerships, and research opportunities with related companies, organizations, agencies and the industries of artificial intelligence. The programs rely on existing Computer Science and Mathematics related courses and will require limited new expertise beyond current faculty resources. We intend to use existing courses from among the programs and will need to create new courses to support this program. The Department of Computer Science has existing relationships with government agencies and private industry. The plan is to enhance these partnerships and develop a pool of experts to bring real working experience to the class, and also provide extracurricular learning opportunities.

The course projections will be revised annually based on current program enrollments and entering freshman interest in the program degrees or minors. Several new courses specific to artificial intelligence are anticipated within the first two to three years of degree rollout. The courses have all been developed and reviewed using existing faculty expertise.

Over time, program demand could necessitate additional full-time faculty. The need for new faculty will be evaluated by the administration based on sustained course needs within foundational courses, new course development needs, and critical expertise gaps. We will request the administration for new faculty as the need arises.

4. Provide a description of the institution's commitment to:
a. Ongoing administrative, financial, and technical support of the proposed program

BSU has demonstrated its unwavering commitment to technology-related programs. The university's policy is to support program growth by providing funds to hire new faculty, support the development of new courses, and provide additional library resources. The Artificial Intelligence program will receive similar support from the university administration. The University Administration has made a commitment to financially support this program.

BSU is part of 13-Million-dollar NSF HDR institute grant focusing on harnessing data and model revolution in the polar regions from 2022 to 2027. Computer Science department at BSU is also part of a 1.2 million dollars collaborative NSF Grant on Harnessing the Data Revolution (HDR) Data Science Corps (DSC) for creating and integrating data science corps to improve the quality of life in urban areas. Besides, BSU has also received 1 Million Dollar NSF grant on high-performance intelligent Data-Science Institute (HIDI) from 2021-2024.

The four computer labs located in the Thurgood Marshall Library support all technology-related classroom instruction and currently have sufficient capacity to simultaneously support most of the new courses proposed for the Artificial Intelligence program. The department has several labs technology-infused classrooms and labs for instruction and student use students use. In addition to these campus labs (described in greater detail below in Section K: Adequacy of Physical Facilities, Infrastructure and Instructional Equipment of this proposal), the university has also approved the acquisition of access to cloud-based laboratory resources, providing students with state-of-the-art computing resources. For research purposes BSU has acquired a \$445.5K Cray supercomputer called the Sphinx awarded through a grant from the Department of Defense U.S. Army Research Office. This machine is perfect for large-scale parallel and distributed computing and will be used for Artificial Intelligence research.

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

Given the established nature of the computer science degree programs, the proposed Artificial Intelligence degree will be able to handle the incremental resource needs by leveraging the existing curriculum and laboratory infrastructure. With each new year of the new degree offering, only those required for the initial student class will need to be added. Thus, only the classes that are needed for newly incoming students will be added to the class offerings in the first year of the program. In the second year, the first-year classes will be repeated, and second-year level courses will be added. This process will be repeated in the third and fourth year. This incremental increase in curricular offerings requires only a gradual increase in expenditure, to which the administration has committed. If at any point, after the full program launch, the university decides to discontinue the degree program, no new students will be admitted to the program. Therefore, enrolled students will be provided with the required classes to complete their degrees. The Department of Computer Science and BSU are committed to recruiting interested students and providing the necessary institutional support for them to succeed in this demanding and necessary major.

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

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

a. The need for the advancement and evolution of knowledge

Advancement in artificial intelligence is increasingly needed to develop techniques for the analysis and synthesis of systems that interact with an external world via perception, communication, and action, and that learn, make decisions and adapt in a changing environment. BSU faculty and students will have the opportunity to advance knowledge in the area of artificial intelligence. Faculty will advance knowledge through independent research and in collaboration with students while directing capstone projects and research seminar course projects. The research results may enhance the industry in addressing industrial pain-points for customer value creation, productivity improvement, cost reduction, site optimization, predictive analysis and insight discovery, etc.

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

As Maryland's oldest historically Black institution, Bowie State University has long served an underrepresented minority population. Understanding and respecting diversity is central to the university's goals of student success, academic excellence, and the long-term viability of the institution. The proposed Artificial Intelligence degree aims include the following:

- Helping to close the gap between Black or African American students who seek a STEM degree and those able to achieve this goal.
- Meeting the demand for additional STEM programs at HBCUs,
- Supporting other STEM programs on campus, and
- Increasing the number of minority artificial intelligence experts in a geographical area desperate to hire qualified graduates to populate the field.

Additionally, Bowie State University is compliant with all stipulations of Title VI, Title IX, and Section 504.

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

According to a commissioned report from Education Dynamics, within the Greater Maryland region, across the entire population of those employed within the occupations related to AI/ML, the racial or ethnic background with the largest percentage of employees identify as White (51%) – and is higher than the percentage of those who complete a bachelor's degree who identify as white (45%). Those who are employed in the field and identify as Asian also outpace completions by 10 percent. Those who identify as Black African American are on par between employment and completion percentages (both at 13%). However, given that there is a gulf between the percentage of those who identify as Black or African American who complete a bachelor's degree in these AI/ML fields and overall bachelor's completions, this filters down to the employment figure in Table 1 – thus enrolling more who identify as Black or African American may have an employment impact.

Table 1: Greater Washington Region Employment

Race/Ethnicity	Percent Within Occupation Greater Maryland Region	Percent of Completions Within CIP Codes MD,DC,VA Bachelor's Level
	All Employed	
White	51%	45%
Black or African American	13%	13%
Asian	29%	19%
Hispanic or Latino	4%	7%
Two or More Races	2%	4%

Native Hawaiian or Other Pacific Islander	0%	0%
American Indian or Alaska Native	0%	0%
Other	--	12%

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

The 2022 Maryland State Plan for Postsecondary Education has three basic tenets Access, Success, and Innovation. The B.S. in Artificial Intelligence

Access: BSU provides opportunities for many underrepresented Maryland citizens to obtain a postsecondary education at an affordable cost. The Artificial Intelligence proposed program will provide an avenue for underrepresented students to enter the high demand field of data science. Aligned with Priority Three, our inclusive curriculum development process coupled with culturally responsive teaching, BSU's AI program is designed to be accessible to students from diverse backgrounds, including those in the underrepresented STEM field. This approach directly supports the state's goal of equitable access to higher education. A Bowie State University education is one of the most affordable in the state among public universities, yet we recognize that Priority One of Access is affordability of a Maryland postsecondary education. In concert with our commitment to ensure that students from diverse populations and underrepresented fields in STEM have access to a quality education, we realize that finances can create a burden for students and their families. The university offers scholarships and financial aid packages including private donor scholarship to make a BSU education more affordable.

Success: The B.S. in Artificial Intelligence demonstrates our continued commitment to quality postsecondary education and timely completion of the program as stated in Priorities Five and Six. As aforementioned, BSU aims to address equity gaps in STEM. We do this by engaging students early in research and experiential learning, and engaging partners in the classroom to deliver real world practical instruction to prepare them for graduate school and employment. Students entering the Artificial Intelligence program at BSU will have access to an affordable education, mentoring by a caring faculty, quality advising, and a nurturing environment which will help ensure their success in the Artificial Intelligence program.

The Computer Science department prepares students for leadership and innovation in the rapidly evolving fields of computing and technology. Grounded in a strong technical foundation, the program emphasizes critical thinking, problem-solving, and real-world application of computing principles across disciplines. In alignment with the university's mission to promote excellence and inclusivity, the program is also deeply committed to culturally responsive teaching as a core element of its strategic approach to student success. Faculty incorporate inclusive pedagogical strategies, culturally relevant problem sets, and collaborative projects that connect computing concepts to real-world issues affecting diverse communities to foster a more engaging and

equitable learning environment where all students—particularly those from historically underrepresented backgrounds in STEM—can thrive.

This approach not only enhances retention and graduation rates but also prepares students to enter the tech workforce as socially conscious innovators and leaders. Through partnerships with industry, research opportunities, and a strong emphasis on ethical and inclusive computing, the program empowers students to apply their knowledge in ways that contribute to a more just and equitable digital future.

The Computer Science department ensures that students receive hands-on experience in their field, enhancing their practical skills and ensuring timely completion of academic programs making them employer ready. This initiative supports the state's priority to improve systems that prevent timely completion of academic programs. To ensure student success regardless of academic readiness, BSU offers a plethora of wraparound services and interventions, such as mentorship, tutoring, writing support, and career counseling, as well as health and counseling services, addressing the state's priority to provide more resources for student success.

Innovation: To support Priority Eight of the State Plan, students in the program are encouraged to pursue bold, creative solutions to complex problems, often through interdisciplinary and community-based projects that highlight the power of technology to drive social change. The department also promotes innovation through strong industry partnerships, cutting-edge research opportunities, and entrepreneurship support. Students in the Artificial Intelligence program at BSU will be involved with research projects with faculty mentors and industry partners. This exposure to research and cutting-edge techniques under the guidance of academic and industry experts will help develop the innovation techniques needed to become successful industry leaders.

Bowie State University's BS in Artificial Intelligence program exemplifies Maryland's commitment to student success in their pursuit of higher education, creating innovative programs in accessible environment. Through its inclusive curriculum, student support services, and industry partnerships, BSU is actively contributing to the state's strategic goals and preparing students for success in the evolving field of artificial intelligence. Efforts aim to prepare students for the growing demand for AI professionals and to increase diversity in the technology sector. Prospective students interested in AI-related fields may consider BSU's evolving programs in data science, analytics, and digital learning.

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

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

Research by EducationDynamics identified potential industries for graduates of the BSU Artificial Intelligence Program by utilizing the Standard Occupational Classification (SOC) code in the fields related to the CIP codes. This analysis is conducted via the NCES/BLS crosswalk which correlates CIP codes and SOC codes. Additional data are provided by the

LightCast data platform [1] operated by Economic Modeling, Inc. These industries include software development, manufacturing, healthcare, gaming, defense, cybersecurity, and tech industries among others. Job postings in these industries were seeking computer and information research scientist, computer and information systems managers, computer systems analysts, data scientists, information security analysts, management analysts, market research analysts and marketing specialists, operations research analysts, software developers, software quality assurance analysts and testers, statisticians, and mathematical scientists. Graduates can expect to obtain mid-level positions.

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

The Education Dynamics research report indicated that, within the study region, there were 148,355 unique job postings within the region earmarked for the bachelor's level. The number of job postings is taken by "scraping" job boards to see which associated SOC code occupations require a bachelor's degree for employment. While this number of job postings outpaces the number of completions in the region, graduates will have to compete with those who come to the region from further flung areas. In total, across all levels of study, there were 227,045 unique job postings, with over half at the bachelor's level.

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

To support the value of the Artificial Intelligence degree, an analysis of the job skills required by the referenced vacancies presented yields the following table.² Presented are the top hard skills for artificial intelligence related positions. Graduates of the proposed degree program at BSU will receive instruction with opportunities to practice and develop competency in those areas highlighted in the table.

² Data presented by Education Dynamics from a commissioned report.

Table 2: Job Postings

Skill	Frequency in Postings
Computer Science	54,222
Agile Methodology	36,893
Python (Programming Language)	27,786
Software Development	25,679
Java (Programming Language)	25,607
Amazon Web Services	25,530
Project Management	24,991
SQL (Programming Language)	24,650
Systems Engineering	22,620
Software Engineering	22,006
Automation	21,546
Linux	19,234
Data Analysis	17,581
JavaScript (Programming Language)	17,254
Scripting	16,016
Information Systems	15,240
DevOps	14,609
Cyber Security	14,514
Scrum (Software Development)	14,193
Microsoft Azure	13,912
Workflow Management	13,583
JIRA	13,026
Application Programming Interface (API)	12,989
Operating Systems	12,265
Business Process	11,864

According to the Education Dynamics research report, the SOC codes under investigation for bachelor's level occupations have increased in the most immediate term (2020-2021) and are expected to increase further in the near future. In the period 2020-2021, the occupation area grew 2.4 percent, per BLS. In the near future, 2021-2026, the occupation is expected to grow at 9.8 percent among master's level occupations. This is on par with future growth across all levels combined, with 9.9 percent growth. Note that bachelor's level growth is lower than graduate level growth (at only 11 percent).

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

Across all bachelor’s level programs, regardless of format, institutions operating within the region saw an increase in the number of completions from 2012-2021 within the AI/ML CIP codes. Within these CIP codes, the highwatermark was in 2018 with 1,557 completions. The completions figure in 2021 is the largest since that year. It is important to note that all completions were within the CIP code for Computer and Information Sciences, General. There were no reported completions in 2021 in Artificial Intelligence nor Data Analytics. Additionally, there were no reported bachelor’s level completions in these two CIP codes in the 10 years prior (note that Data Analytics was introduced as a CIP code in 2020).

Table 3: Graduation Rates

											Percent Change 2012-2021
Year	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	
Number of Completions	710	753	835	1,052	1,094	1,227	1,557	1,133	1,117	1,205	70%

Reasonableness of Program Duplication

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

There are currently three (3) undergraduate AI programs available in Maryland:

Capitol Technology University offers the B.S. in Artificial Intelligence. The first of its kind in Maryland, the curriculum includes machine learning, neural networks, natural language processing, robotics, and AI ethics. Tuition per semester is \$13,175 (2024–2025), nearly four times the semester tuition at BSU. BSU’s curriculum includes robotics, deep learning, cloud essentials, machine learning, and mechatronics.

University of Maryland Global Campus (UMGC) offers a fully online B.S. in Artificial Intelligence, scheduled to launch in Fall 2025. The program includes two tracks: AI Applications (focus on leveraging existing AI tools across various industries) and AI Developer (emphasizes building and implementing AI solutions). Curriculum includes Python, deep learning, generative AI, and AI ethics with an emphasis on real-world applications and industry tools with exposure to generative AI techniques, such as content creation and prompt engineering. The program is ideally suited for working professionals seeking flexible, remote learning options.

University of Baltimore offers the B.S. in Artificial Intelligence for IT Operations Analysis. □ his program emphasizes the application of AI techniques to IT operations, including system monitoring, automation, and predictive analytics. Courses cover machine learning, data analysis,

and AI algorithms, with a focus on IT infrastructure, cloud computing, and network management with training in tools and platforms used for automating IT tasks and workflows. The program prepares students for careers as AI specialists in IT operations, system administrators, or IT automation engineers.

The table below summarizes the differences between the general computer and information sciences, artificial intelligence and robotics, and general data analytics programs based on the descriptions provided with the CIP codes. There are significant differences in their focus areas according to the descriptions given in the table.

Table 4: Descriptions of 3 programs

Title	CIP Code	Description
Computer and Information Sciences, General	11.0101	A general program that focuses on computing, computer science, and information science and systems. Such programs are undifferentiated as to title and content and are not to be confused with specific programs in computer science, information science, or related support services.
Artificial Intelligence and Robotics	11.0102	A program that focuses on the symbolic inference, representation, and simulation by computers and software of human learning and reasoning processes and capabilities, and the computer modeling of human motor control and motion. Includes instruction in computing theory, cybernetics, human factors, natural language processing, and applicable aspects of engineering, technology, and specific end-use applications.
Data Analytics, General	30.7101	A program that prepares individuals to apply data science to generate insights from data and identify and predict trends. Includes instruction in computer databases, computer programming, inference, machine learning, optimization, probability and stochastic models, statistics, strategy, uncertainty quantification, and visual analytics

2. Provide justification for the proposed program.

Artificial intelligence is rapidly changing the world, with applications in fields ranging from autonomous vehicles, fraud detection and medicine to personal assistants, epidemiology, industrial robots and smart appliances.

There is a great demand for artificial intelligence experts that will not be satisfied by tapping the traditional pool of students. Bowie State University serves a diverse demographic of marginalized groups and is uniquely poised to attract large numbers of minorities into the

artificial intelligence field. The proposed Artificial Intelligence program at BSU is, therefore, timely and necessary.

The U.S. Department of Education published “Charting a Course for Success: America’s Strategy for STEM Education” in December 2018 . The authors state, “The national benefits of a strong STEM foundation cannot be fully realized until all members of society have equitable access to STEM fields and employment” (p. 7). One of the three aspirational goals discussed in the document is to “increase diversity, equity, and inclusion in STEM and [to] provide all Americans with lifelong access to high-quality STEM education, especially those historically underserved and underrepresented in STEM fields and employment.” An analysis by the United Negro College Fund (UNCF) documents the disparity between degrees awarded to Black college students compared to the percentage who seek a STEM education. “Black and white students across the country intend to pursue STEM degrees at similar rates, but black students in any STEM field struggle to achieve comparable representation in degree attainment.”

The Artificial Intelligence program at Bowie State University will give students the in-depth knowledge to transform large amounts of data into actionable decisions. The program and its curriculum focus on how complex inputs can be used to make decisions or enhance human capabilities. The curriculum includes coursework in computing theory, software design and development, data structures, algorithms, cybernetics, artificial intelligence theory and applications, mechatronics, robotic operating systems, natural language processing, machine learning, deep learning, cloud computing, parallel and distributed computing, robotic perception, and robotic motions. The program culminates in a capstone experience on an in-depth project that assesses students' ability to apply learned employable AI skills.

When students graduate with a BS in AI from Bowie State University, they will have the expertise in artificial intelligence, machine learning, automated reasoning, and robotics that they will need to build the AI of tomorrow.

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

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

There is current no HBI offering the B.S. in Artificial Intelligence. As one of Maryland’s historically Black institutions, Bowie State serves an underrepresented minority population. Respect and understanding of diversity are central to its mission of advancing minority student achievement. The proposed Artificial Intelligence degree goals include helping to close the gap between Black or African American students who seek a postgraduate STEM degree and those able to achieve this goal. It will help meet the demand for additional STEM programs at HBCUs, support other STEM programs on campus, and increase the number of minority artificial intelligence experts in a geographical area desperate to hire qualified graduates to populate the field. Additionally, Bowie State University is compliant with all stipulations of Title VI, Title IX, and Section 504.

Relevance to the Identity of Historically Black Institutions (HBIs)

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

While there is no HBI currently offering the B.S. in Artificial Intelligence, as Maryland's first historically Black public university, this program is mission-critical when considering STEM degrees, and serves to further promote BSU's identity in STEM and undergraduate research. Given the existing prominence of HBCUs graduating African Americans in science, technology, engineering, and math fields, these institutions must play a more prominent role in increasing the number of domestic STEM graduates with focused efforts toward supporting individuals from underrepresented minorities. BSU is committed to providing opportunities to traditionally underrepresented populations in STEM fields. BSU is located in the heart of one of the world's most influential technology hubs and surrounded by world-renowned government agencies, tech company headquarters, and key technology users in government, healthcare, defense, space, and professional services. The university is strategically positioned to affect an increased diversity in the STEM workforce.

Increasing the STEM opportunities for students at BSU helps fulfill the mission of the university, the needs of the state, and, most importantly, the needs of the student body to enter a field where they can earn a significant income in a stable and growing industry. The Artificial Intelligence degree will most certainly fulfill and enhance the identity of Bowie State University.

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

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

The Bowie State University computer science faculty and its Technical Advisory Board designed the Artificial Intelligence program. The development of this program was driven in part by the growing interest expressed by students in the computer science and math programs and inquiries by potential students who have a strong interest in artificial intelligence discipline.

Artificial intelligence is expanding swiftly into every aspect of the modern workplace and daily life. In response to our mission to diversify the STEM workforce, the faculty sought to meet the need as expressed by the multiple stakeholders of the department. The graduates of this program will boast the highest level of accreditation available for this and similar programs in the industry. The BSU program prepares students with the ability to contribute to any related industry or government position successfully. Of the 15 faculty members involved in developing the Artificial Intelligence curriculum, 14 have doctoral degrees in computer science or related fields. The academic strength of this faculty meets the Middle States Commission on Higher Education (MSCHE) requirements as rigorous and effective teachers, skilled in assessment, active in developing scholarship and participating in discipline-specific organizations. Further,

they meet the more stringent requirements of the ABET Commission regarding their academic credentials and ability to analyze and improve the program continuously.

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

Program Educational Goals:

Five years after completing the Artificial Intelligence BS program, students will be able to:

- a. Apply computing, mathematical, and statistical skills, practical tools, and techniques in artificial intelligence to solve real-world problems to facilitate successful careers in artificial intelligence and related fields.
- b. Facilitate professional communications in team environments, with colleagues and clients of varying backgrounds.
- c. Build career skills through graduate studies, continuing self-directed learning and professional development.

Student Outcomes:

After completing the Artificial Intelligence BS program, students will be able to:

1. Build expertise in artificial intelligence and robotics.
2. Implement techniques to transform large amounts of data into actionable decisions.
3. Display capability to utilize large-scale high-performance computing platforms.
4. Articulate machine learning and symbolic computation techniques.
5. Lead artificial intelligence and robotics projects with ethical and professional management skills.

3. Explain how the institution will:

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

Assessment involves one or more processes that identify, collect, and prepare data to evaluate the attainment of student outcomes. Effective assessment uses relevant direct, indirect, quantitative, and qualitative measures as appropriate to the outcome being measured. Appropriate sampling methods may be used as part of an assessment process. The faculty authors of the program developed educational objectives based upon the needs of the program's constituencies (students and employers of the graduates). The BSU Computer Science program is ABET-accredited. The same assessment approach will be used for the program. The student outcomes, as stated above, are ABET student outcomes.

Courses and curricula will be reviewed annually for effectiveness via course evaluations, course reviews, and assessments of student work, research, and projects that include senior capstones, senior seminar, student internship data. etc. An Assessment Committee will interpret assessment data and make recommendations to the department. This evaluation will also feed strategic decisions on program improvement steps each year. Such incremental improvements will guide the

continuous corrections required in a dynamic field such as artificial intelligence. And this will help maintain the relevance of the offering and assure continued value to the program's constituents.

Faculty members are evaluated on teaching performance by the students every semester. Peer faculty observations occur annually. The department chair also evaluates faculty performance against standards developed by the Faculty Evaluation Committee.

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

B.S. in AI will require the courses listed under years 1 - 4. Course and credit hours requirements for the Artificial Intelligence program are listed in the table below. Course descriptions are provided in Appendix A.

Required Courses for BS in AI: (57 credits)

Course #	Course Title	Credit Hours
COSC 173	Introduction to AI Concepts and Applications	4
COSC 112	Computer Science I	4
COSC 113	Computer Science II	4
COSC 208	Discrete Structures	3
COSC 214	Data Structures and Algorithms	4
COSC 279	Mechatronics	4
COSC 328	Applied Algorithms and Structures	3
COSC 379	Robotic Operating System	4
COSC 381	Cloud Essentials for Developers	3
COSC 473	Artificial Intelligence	3
COSC 474	Machine Learning and Discovery	3
COSC 476	Natural Language Processing	3
COSC 478	Deep Learning for Visual Recognition	3
COSC 479	Robotics	3
COSC 486	Parallel and Distributed Computing	3
COSC 480	Senior Capstone	3
COSC 495	Senior Seminar	3
Total Core Requirements		57

Artificial Intelligence BS Electives: (6 credits)

Select 2 of the following courses

Course #	Course Title	Credit Hours
COSC 274	Prompt Engineering	3
COSC 439	Big Data Systems	3
COSC 471	Social Network Analysis	3
COSC 477	Virtual Reality and its Principles	3
MATH 460	Numerical Analysis I	3
MATH 461	Numerical Analysis II	3
Artificial Intelligence BS Electives		6

Supporting Courses for Artificial Intelligence BS: (24 credits)

Course #	Course Title	Credit Hours
MATH 155	Probability and Statistics	3
MATH 225	Calculus I	4
MATH 226	Calculus II	4
MATH 228	Linear Algebra	3
ENGL 362	Technical Writing	3
Science	Two Science courses for science majors	7
Total Supporting Requirements		24

General Education Requirements and Institutional Requirements: (24 credits)

Course #	Course Title	Credit Hours
Institutional Requirements		6
FRSE 101	Freshman Seminar	3
HEED 102	Life and Health	3
English		6
ENGL 101	Expository Writing	3
ENGL 102	Argument and Research	3
Arts and Humanities (two different disciplines)		6
COMM 101	Oral Communications	3
Arts and Humanities Elective		3
Social Sciences		6
HIST 114 or HIST 115	African American History to 1865 African American History since 1865	3
Social Sciences Elective		3
Technology FULFILLED BY MAJOR		
Total General Education		24

*Table 5: Program Requirements***5. Discuss how general education requirements will be met, if applicable.**

The general education requirements for the Artificial Intelligence program will be met by students completing the following courses in the program curriculum, as prescribed in COMAR, Title 13B:

English Composition (6 semester hours)		
ENGL 101	Expository Writing	3 credits
ENGL 102	Argument and Research	3 credits
Arts and Humanities (6 semester hours)		
COMM 101	Oral Communication	3 credits
TBD	Arts and Humanities Elective	3 credits
Social Sciences (6 semester hours)		
HIST 114	African American History to 1865	3 credits

HIST 115	African American History Since 1865	3 credits
Free General Education Electives (9 semester hours)		

Note that Science (7-8 semester hours), Mathematics (3 semester hours), and Technology (3 semester hours) General Education Requirements are satisfied by taking the required courses in the degree curriculum. Free General Education Electives (9 semester hours) are usually satisfied by courses in the degree requirements area I (Technology category) and courses in the Science category of the degree plan. Additional Free General Education Electives, if needed, are chosen, with Department advisement, from designated General Education courses in any category.

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

None needed

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

Not Applicable

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

The department will develop, maintain, and publicly post clear, complete, and accurate information related to curriculum, course requirements, degree requirements, timing of course offerings, and technology requirements for the students. The Department of Computer Science will make this information available to current and potential students electronically. It will also post the information within the student and faculty areas of the computer science department on campus.

The new BS students will benefit from all of the existing support mechanisms in place to ensure students are fully engaged and aware of their path to success: providing detailed information including course sequencing examples, recommended hardware requirements, providing training on learning management systems, financial aid resources, and costs and payment policies at student orientation.

Students will be assigned to an advisor in the first semester of their first year. Students must meet with the advisor at least twice each year before course registration for the coming semester. Advisor work with students at those advising sessions to map out and continually revise a plan to complete the desired major within a timeline goal.

The Artificial Intelligence course syllabi will include detailed specifications of course requirements, goals, outcome objectives, and mode of professor-student interaction for effective learning.

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

The department will develop, maintain, and publicly post clear, complete, and accurate curriculum and course offerings information. The program will use the existing promotion mechanisms in the Department of Computer Science and the university. These include the graduate course catalog, departmental and university web pages, and marketing literature. Typically, coordinators provide the program study plan to potential students at admission events. Additionally, folders with information on the major will be available at open house events and scholarship meetings sponsored by Admissions.

More information is available online at <https://www.bowiestate.edu/academics/colleges/college-of-arts-and-sciences/departments/computer-science/>

Adequacy of Articulation

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

Bowie State has researched offerings at community colleges and did not identify an articulation partner for the B.S. in Artificial Intelligence. No community college in Maryland offers an associate degree in artificial intelligence.

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

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

The department currently employs 15 faculty and staff members to support the extant degree offerings.

The table below catalogs the current full-time, tenure/tenure-track faculty members from the department who will support the launch of the Artificial Intelligence degree. Other part-time faculty are rotated each semester.

Name	Appointment Type & Rank	Terminal Degree	Field	Status	Courses to be taught
Dr. James Gil de Lamadrid	Tenured / Professor	Ph.D.-Univ of Minnesota	Computer Science	Full-time	All Computer Science courses

Ms. Patricia Hughes	Tenured / Asst Professor	MA-Univ of Wisconsin-Madison	Computer Science	Full-Time	Data Privacy and Ethics, Programming courses
Dr. Soo-Yeon Ji	Tenured / Assoc Professor	Ph.D.-Virginia Commonwealth Univ	Computer Science	Full-Time	All Data Science and Computer Science.
Dr. Darsana Josyula	Tenured / Professor	Ph.D.-Univ of Maryland-College Park	Computer Science	Full-Time	All Data Science and Computer Science.
Dr. Manohar Mareboyana	Tenured / Professor	Ph.D.-Indian Institute of Science	Computer Engineering	Full-Time	All Computer Science courses
Dr. Rosemary Shumba	Tenured / Professor, Chair	Ph.D.-Univ of Birmingham	Computer Science	Full-Time	All Computer Science courses
Dr. Seonho Choi	Tenured/Professor	Ph.D.- University of Maryland College Park	Computer Science	Full-Time	All Computer Science courses
Dr. Jie Yan	Tenured / Professor	Ph.D.- Harbin Institute of Technology	Computer Science	Full-Time	All Computer Science courses
Dr. Bo Yang	Tenured / Professor	Ph.D.-Pennsylvania State University	Computer Science	Full-Time	All Computer Science courses
Dr. Hoda El-Sayed	Tenured/Professor	D.Sc, The George Washington University	Computer Science	Full-time	All Data Science and Computer Science.
Dr. Vivek M Shandilya	Tenure-track / Assistant Professor	Ph.D.-University of Memphis	Computer Science	Full-Time	All Computer Science courses
Dr. Sreenivasan Ramasamy Ramamurthy	Tenure-track / Assistant Professor	Ph.D.-University of Maryland Baltimore County	Computer Science	Full-Time	All Computer Science courses
Dr. Avijoy Chakma	Tenure-track / Assistant Professor	Ph.D.-University of Maryland Baltimore County	Computer Science	Full-Time	All Computer Science courses
Dr. Md Kamruzzaman Sarker	Tenure-track / Assistant Professor	Ph.D.-Kansas State University	Computer Science	Full-Time	All Computer Science courses
Dr. Appolo Tankeh	Tenure-track / Assistant Professor	Ph.D.-Imperial College London	Electrical Engineering	Full-Time	All Computer Science courses

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

- a. Pedagogy that meets the needs of the students**
- b. The learning management system**
- c. Evidence-based best practices for distance education, if distance education is offered.**

Bowie State University provides:

- Continuous training for faculty in all departments relative to the Blackboard learning management system.
- Teaching best practices (for both classroom and online courses).

- Other tools and techniques to support course delivery.

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

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

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

The Thurgood Marshall Library supports teaching and learning through a variety of materials and resources which can support a curriculum for Artificial Intelligence. The two most highly regarded resources pertinent to Artificial Intelligence coursework are: IEEE (Institute of Electrical and Electronics Engineers) and the ACM (Association of Computing Machinery). The Thurgood Marshall Library subscribes to both the **IEEE Xplore Digital Library** and **ACM Digital Library**. Both of these electronic databases include peer reviewed journal articles, conference proceedings, industry standards, products and services, interest groups, people of note, announcements of events, book reviews, forthcoming book announcements, and job announcements. Some of the top journal titles included in these databases are

- IEEE Transactions on Artificial Intelligence
- ACM Transactions on Intelligent Systems and Technology
- IEEE Communication Magazine
- Communications of the ACM
- Journal of Machine Learning Research
- Journal of Systems and Software
- Innovations in Systems and Software
- MIS Quarterly
- Information Systems

Elsevier's Science Direct is a third database that contains sciences including computer science, engineering, business management, and information systems. This database is helpful for the researcher and students for peer-reviewed sources, including journal articles, books, textbooks, handbooks, and reference works.

Another resource for faculty to use to strengthen the library collection is a database entitled Choice Review Online, which includes the subject area for science and technology. Review categories are: Outstanding Academic Books, Essential Works, Reference Titles, and Recommended Websites. This publication enables faculty to make timely recommendations to the library for purchases and students to identify resources for their academic studies.

The library has a print book collection of 145,991 volumes, e-books 12,751, and media 4,241. The Thurgood Marshall Library is a member of the University of Maryland and Affiliated

Institutions (USMAI), strengthening the resource base for all users. As a member of USMAI, Bowie students have borrowing privileges to the circulating collections of all 17 institutions. In addition to borrowing privileges, the Marshall Library also offers interlibrary loan (ILL). Materials not available within USMAI can be requested through interlibrary loan, a nationwide resource for library users.

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

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

The Computer Science Building opened to the BSU community in 2002 as a “state of the art” facility that houses instructional, laboratory, and research spaces for Computer Science and related disciplines. The laboratory space will serve the complete needs of Artificial Intelligence students. The computer science building includes sufficient flexibility in both classroom, office space, and laboratory space to accommodate the student body increases resulting from the launch of the Artificial Intelligence degree.

The computer resources are available to faculty members and students in the Computer Science Department at Bowie State University (BSU). These include 15 general-purpose computing labs and five research labs. The research labs are described in the project description. Each of the general-purpose labs has 10 to 20 computers. Ten of the labs have computers with 22-inch monitors of the following specification:

- Platform: Windows 10 (64bit), Memory: 16 GB,
- Processor: Intel Xeon CPU E5-1620 v3 @ 3.50GHz,
- Motherboard: Dell Inc. 0K240Y,
- Graphics: NVIDIA Quadro K620 2.0 GB,
- Audio: NVIDIA High Definition Audio, Realtek Audio,
- Optical: TSSTcorp DVD+-RW SH-216DB,
- Network: Intel Ethernet Connection I217-LM, and
- Hard Drive : 500GB

Another ten labs have computers with the following specification:

- Dell Precision Tower 5810,
- Platform: Windows 10 (64bit), Memory:16 GB,
- Processor: Intel Xeon CPU E5-1620 v3 @ 3.50GHz,
- Motherboard: Dell Inc. 0HHV7N,
- Graphics: AMD FirePro W2100 (FireGL V) Graphics Adapter 2.0 GB,
- Audio: AMD High Definition,
- Audio Device Realtek Audio,
- Optical: HL-DT-ST DVD+-RW GTA0N,
- Network: Intel Ethernet Connection I217-LM, and
- Hard Drive: 350GB

There are conference rooms where faculty and students meet to discuss research and make presentations when needed.

2. **Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:**
 - a. **An institutional electronic mailing system, and**
 - b. **A learning management system that provides the necessary technological support for distance education**

Online students of the program will receive support comparable to that provided to residential students. All students will receive access to technology tools required to complete coursework and research, including university email support, LMS support, software development environment tools (compilers, editors, DBMS), and full access to the BSU IT help desk personnel.

The department has signed an agreement with TeleCommunications Systems to provide a cloud-based virtual lab environment and lab exercises accessible to online and residential students.

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

BSU demonstrates its commitment through budget reallocation and support from staff offices such as the library and IT department.

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

Table 1 projects revenue for full-time-equivalent students and part-time equivalent students for the initial five-year period. The department estimates that 10-12 new students will be admitted in the first year, 18-20 the second year, increasing to a max of 40 and 50 full-time students in Years Four and Five, respectively. Part-time students are expected to be nominal. Graduates are expected by the fourth year.

TABLE 1: RESOURCES					
Resource Categories	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
1.Reallocated Funds ¹	0	0	0	0	0
2. Tuition/Fee Revenue ² (c+ g x 65%)	59,761	118,040	194,948	248,600	311,468

a. #Full-time Students	10	20	30	40	50
b. Annual Tuition/Fee ⁴	8,446	8,699	8,960	9,229	9,506
c. Annual Full-Time Revenue (a x b)	84,460	173,980	268,800	350,702	446,782
d. # Part-Time Students	1	1	2	2	2
e. Credit Hour Rate ⁵	374	381	389	397	405
f. Annual Credit Hours	20	20	40	40	40
g. Total Part-Time Revenue (d x e x f)	7,480	7,620	31,120	31,760	32,400
3. Grants, Contracts, & Other External Sources ³	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	59,761	118,040	194,948	248,600	311,468

1- Whenever reallocated funds are included among the resources available to new programs, the following information must be provided in a footnote: origin(s) of reallocated funds, impact of the reallocation on the existing academic program(s), and manner in which the reallocation is consistent with the institution's strategic plan.

2 -This value represents 65% of the projected total Tuition & Fee revenues for Full-Time & Part-Time students.

3- Whenever external funds are included among the resources, the following information must be provided in a footnote: source of the funding and alternative methods of funding the program after the cessation of external funding.

4 -Tuition Rate is based on the posted AY 2020.2021 In-state Tuition & Fees schedule with a 3% increase in the subsequent years, rounded up.

5- Credit Hour Rate is based on the posted AY 2020.2021 In-state Tuition & Fees Schedule with a 2% increase in the subsequent years.

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

Table 2 describes projected expenditures. Although most of the faculty and support staff, instructional tools, and facilities are already in place in the Department of Computer Science, it is anticipated that the new proposed program will require an additional full-time faculty member, one adjunct faculty, and an assistant systems administrator. Additional costs for advertising and promotional materials are estimated at \$2,500/year.

TABLE 2: EXPENDITURES					
Expenditure Categories	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
1. Total Faculty Expenses (b + c below)	92,249	94,094	95,975	97,895	99,852
a. # FTE	1	1	1	1	1
b. Total Salary ¹	69,360	70,747	72,162	73,605	75,077

c. Total Benefits ²	22,889	23,347	23,813	24,290	24,775
2. Total Assistant Systems Administrator Expenses (b + c below)	71,559	72,990	74,451	75,940	77,459
a. # FTE	1	1	1	1	1
b. Total Salary ³	53,804	54,880	55,978	57,098	58,240
c. Total Benefits ⁴	17,755	18,110	18,473	18,842	19,219
3. Total Adjunct Expenses (b + c below)	42,120	42,962	43,822	44,698	45,592
a. # FTE	1	1	1	1	1
b. Total Salary ⁵	39,000	39,780	40,576	41,387	42,215
c. Total Benefits ⁶	3,120	3,182	3,246	3,311	3,377
4. Equipment ⁷	10,000	0	0	10,000	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	5,000	5,000	5,000	5,000	5,000
TOTAL (Add 1 – 7)	220,928	215,046	219,248	233,533	227,903

1-Average Salary for Assistant Professors in Computer Science for FY 2021 with a 2% increase in subsequent years.

2-Average Benefits for Assistant Professors in Computer Science for FY 2021 is 33% of salary with a 1% increase in subsequent years.

3-Average Salary for Assistant Systems Administrator in FY 2021 with a 2% increase in subsequent years.

4-Average Benefits for Assistant Systems Administrator in FY 2021 is 33% with a 1% increase in subsequent years.

5-Average Salary for Adjunct Faculty (\$6,500 per course x 6 courses) in FY 2021 with a 2% increase in subsequent years.

6- Average Benefits for Adjunct Faculty in FY 2021 is 8% with a 1% increase in subsequent years.

7-Equipment is the cost for (2-3) computers on a three-year replacement cycle.

Table 2: Expenditure

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

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

Faculty evaluation will follow BSU guidelines for all faculty members, including evaluation

input from students, administrators and departmental personnel, per COMAR 13b.02.03.15. In addition, faculty evaluations will include the following:

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

Evaluation of student learning outcomes will be based on assessment of the stated ABET outcomes using the continuous improvement processes.

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

The evaluation of the program educational objectives will follow the same process currently used for the BS in Computer Science. Evaluation of the program’s educational effectiveness will include

- Ensuring that the program educational objectives are aligned to the BSU mission.
- Ensuring that the program educational objectives align to the needs of the constituencies.
- Following a documented process and timeline to review the program educational objectives.
- Analyzing how the program’s requirements and its associated prerequisite structure support the attainment of student outcomes.
- Analysis of program criteria describing how the program meets the specific requirements for the Data Science field as it evolves.
- Analysis of class size on achievement of learning outcomes.

Evaluation of student retention and student achievement will follow established BSU policy used by all departments. The courses, the program’s effectiveness, enrollment, retention and graduation rates, students, instructors, and staff satisfaction will be evaluated using student, faculty, and staff surveys and program committee reviews on a regular basis.

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

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

As Maryland’s first historically Black institution, Bowie State University is committed to providing high quality higher education to African Americans and other underrepresented minorities. The goals established in the University’s Racing to Excellence FY 2019 – FY 2024 Strategic Plan, support student achievement and long-term viability of the institution and align with the goals in the *2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt*. Specifically, Bowie continues to:

- Support educational opportunity for Marylanders (Success, Strategy 4)
- Engage in a continuous improvement process to ensure that institutional policies and practices support student success (Success, Strategy 5)
- Provide alternative modalities, new programs and pedagogies and streamlined student and academic support services to facilitate timely degree completion (Success, Strategy 6) (Innovation, Strategy 9)
- Integrate high impact practices into the student experience, including career advising and planning into internship experiences (Success, Strategy 7)
- Partner with business, government and other institutions to support workforce development and graduate readiness (Innovation, Strategy 8) and
- Expand support for grant participation and research (Innovation, Strategy 10).

Bowie State faculty, staff, students, and administrators are engaging in change management strategies and embracing experimentation so that we can better meet the holistic needs of our students (Innovation, Strategy 11).

Bowie State University has a long-standing core commitment to diversity; it values and celebrates diversity in all its forms. The university community believes that its educational environment is enriched by the diversity of individuals, groups, and cultures that come together in a spirit of learning. As the university aspires to even greater racial diversity, it fully embraces the global definition of diversity that acknowledges and recognizes differences and advances knowledge about race, gender, ethnicity, national origin, political persuasion, culture, sexual orientation, religion, age, and disability. The University creates positive interactions and cultural awareness among students, faculty, and staff through infusing global diversity awareness in the curriculum, expanding co-curricular programming that promotes diversity awareness, and maintaining a campus climate that respects and values diversity.

Relationship to Low Productivity Programs Identified by the Commission

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

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

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

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

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

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

The institution has met the nine guidelines as required by the Council of Regional Accrediting Commissions (C-RAC)

APPENDIX A – COURSE DESCRIPTIONS & SAMPLE PROGRAM PLAN

Required Artificial Intelligence BS Core Courses

COSC 107 - Introduction to AI Concepts and Applications (4 credits)

This course surveys the latest AI applications across diverse domains, its historical development and the ethical considerations shaping its deployment. Through practical projects and immersive laboratory exercises in robot process automation, machine learning, natural language processing and robotics, this course provides a firsthand experience in harnessing AI to address multifaceted challenges spanning various disciplines.

COSC 112 - Computer Science I (4 credits)

This course is a study of the formal syntax and semantics of a programming language. Topics include expressions, assignments, declarations, control structures, arrays, data abstractions, subprograms, user interfaces, error handling, end of file handling, and string handling. Aspects of Software Engineering include top-down design, structured programming, and style in programming conducted in a block-structured language, such as Pascal, C, or C++. Ethical and social issues include information privacy, data reliability, data security, wiretapping, encryption, and ergonomics. This course may be used to satisfy the General Education Requirement in the Technology category.

COSC 113 - Computer Science II (4 credits)

Prerequisite(s): COSC 112. Prerequisite or taken concurrently: MATH 141 or MATH 150.

This course explores the design and analysis of large-scale systems of programs. Topics include testing, debugging, documentation, recursion, dynamic storage allocation, LIFO stacks, FIFO queues, trees, linked lists, routed I/O to multiple files, protecting software and other intellectual property, computer crimes, and constitutional and related issues. This course may be used to satisfy the General Education Requirement in the Technology category.

COSC 279 - Introduction to Mechatronics (3 credits)

Prerequisite(s): COSC 112 and COSC 107.

This course covers the fundamentals of mechatronics and introduces topics such as sensors, transducers, mechanical and electrical actuation systems, communications systems, closed-loop controllers, digital data representation and software-based manipulation to control electromechanical devices.

COSC 208: Discrete Structures (3 credits)

Prerequisite(s): COSC 113 or COSC 190 and either MATH 141 or MATH 150.

This course explores the definitions and implementations of basic data structures such as stacks, queues, linked lists, binary trees, etc.; internal searching and sorting algorithms; and garbage collection algorithms. Design of sort and search algorithms and introductory analysis associated with the basic data structures, as well as recursive algorithms, are discussed.

COSC 214: Data Structures & Algorithms (3 credits)

Prerequisite(s): COSC 113 or COSC 190

This course explores the definitions and implementations of basic data structures such as stacks, queues, linked lists, binary trees, etc.; internal searching and sorting algorithms; and garbage collection algorithms. Design of sort and search algorithms and introductory analysis associated with the basic data structures, as well as recursive algorithms, are discussed.

COSC 379: Robotic Operating System (4 credits)

Prerequisite: COSC 113 and COSC 279.

This course explores UNIX, Linux, and Robotic operating systems. Topics such as programming in a UNIX environment, shell scripting, and Robotic Operating Systems (ROS) will be covered in this course. This course will provide theoretical knowledge and practical experience to create robotic applications using ROS and APIs and to test those applications by simulating them in a virtual environment.

COSC 328 - Applied Algorithms and Structures (3 credits)

Prerequisite: COSC 214.

This course covers techniques for designing and analyzing algorithms and structures in the context of computer application development. Topics such as running-time analysis, backtracking, greedy search, divide-and-conquer, dynamic programming, computational intractability and gradient descent will be studied.

COSC 381 - Cloud Essentials for Developer (3 credits)

Prerequisite(s): COSC 112.

Cloud Essentials for Developers presents cloud computing concepts and technologies. Topics include cloud fundamentals, infrastructure, architecture, deployment models, security, compute services, storage services, network services, and cost.

COSC 473 - Artificial Intelligence (3 credits)

Prerequisite(s): COSC 214.

This course is an introduction to basic concepts and techniques of artificial intelligence. Topics include: knowledge representation, search strategies, fuzzy and probabilistic reasoning, and theorem proving. Applications of AI languages and the design and construction of Expert Systems are discussed.

COSC 474 - Machine Learning (3 credits)

Prerequisite(s): COSC 214.

Artificial intelligence techniques for knowledge acquisition by computers. Fundamental problems in machine learning and discovery. Systems that learn from examples, analogies, and solved problems. Systems that discover numerical laws and qualitative relationships. Projects centering on implementation and evaluation.

COSC 486 - Parallel and Distributed Computing (3 credits)

Prerequisite(s): COSC 428.

This course covers a broad range of topics related to parallel and distributed computing. The course introduces the foundations of parallel computing, including parallel architectures, parallel and distributed programming paradigms, parallel algorithm designs, cloud computing. Data Centers, Clouds, Edge, and Cluster Computing. Performance analyses and evaluation of parallel

and distributed systems. Shared memory and distributed systems programming with introduction to OpenMP and message passing.

COSC 495 - Senior Seminar In Cosc (3 credits)

Prerequisite(s): ENGL 361 or 362 and a minimum of one 400-level COSC course.

Students research topics of interest including issues on professional ethics and responsibilities (ACM Code of Ethics and Computer Ethics). Written reports and presentations of complete projects are required.

COSC 480 - Senior Capstone (3 credits)

Prerequisite(s): COSC 350, COSC 354, COSC 414.

This is a capstone course that integrates and applies knowledge and skills acquired in earlier course work. The emphasis is on solving problems that require concepts from more than one core computer science area. Selected problems integrating the topics covered in these courses will be formulated, discussed, and solutions developed. Local and global impacts of computing solutions on individuals, organizations and society are also covered. Only SENIORS are allowed to enroll in the course.

COSC 476 - Natural Language Processing (3 credits)

Prerequisite(s): COSC 474.

Natural Language Processing is an advanced course for students familiar with machine learning fundamentals that covers a broad range of topics including finite-state methods; context-free and extended context-free models of syntax; parsing and semantics interpretation; n-gram and Hidden Markov models; part-of speech tagging; coreference resolution; discourse structure; and natural language applications such as machine translation, automatic summarization, sentiment analysis and question answering.

COSC 478 - Deep Learning for Visual Recognition (3 credits)

Prerequisite(s): COSC 474.

This course focuses on the use of deep learning techniques for computer vision problems. Students learn how to apply convolutional neural networks, recurrent neural networks, generative models, deep reinforcement learning and graph neural networks to solve visual recognition problems.

COSC 479 - Robotics (3 credits)

Prerequisite(s): COSC 279 and COSC 379.

This course will cover theoretical and algorithmic principles behind robotic systems. The course will provide hands-on experience through project-based assignments with lightweight rovers and drones. Sample topics include: feedback control; motion planning; state estimation, localization, and mapping; computer vision and learning.

Artificial Intelligence Electives

COSC 274 - Prompt Engineering (3 credits)

Prerequisite(s): COSC 113.

This course provides the theoretical understanding and hands-on experience necessary to utilize state-of-the-art generative AI models and tools effectively. It briefly discusses generative AI models, such as large language and vision models before delving into prompting, different patterns of prompting, logical chaining of prompts, fact-checking, and limitations of generative AI models.

COSC 439: Big Data Systems (3 credits)

Prerequisite(s): COSC 381, MATH 155.

The course details the process for planning big data analysis solutions that include cloud computing and machine learning concepts and terminology relevant to big data analytics, and specific cloud services for collecting, processing, analyzing, and presenting data. Big Data Analytics and Applications further includes the application of machine learning services to resolve problems from different domains and technologies for handling big data such as Hadoop ecosystem, Spark, and SparkML libraries. Big data related concepts such as complexity, distributed systems, parallel computing, and high-performance computing also are covered. A series of data analytics labs complement the taught concepts.

COSC 471: Social Network Analysis (3 credits)

Prerequisite(s): COSC 214.

This course provides the concepts and techniques related to social network analysis including network structure, graph, network measures, network clustering, centrality, network visualization, and topic modeling.

COSC 477: Virtual Reality and its Principles (3 credits)

Prerequisite(s): COSC 113 or concurrent registration ; or consent of Instructor.

This course introduces students to Virtual Reality (VR) hardware and software. It provides an opportunity for them to apply this knowledge to applications for education and games. This course applies cutting-edge virtual reality technology currently available in academia and industry. Students will design, model, and script the VR environment by developing a complete VR application as a group project.

MATH 460: Numerical Analysis I (3 credits)

Prerequisite(s): MATH 228, MATH 232, MATH 252 and MATH 300.

Elements of the theory and application of numerical analysis using computers; solution of linear and nonlinear systems of equations; computation of eigenvalues and eigenvectors; basic approximation theory; interpolation techniques; numerical quadrature; solution of ordinary and partial differential equations. Extensive use of graphing calculator/computer should be expected.

MATH 461: Numerical Analysis II (3 credits)

Prerequisite(s): MATH 228, MATH 232, MATH 252 and MATH 300.

Elements of the theory and application of numerical analysis using computers; solution of linear and nonlinear systems of equations; computation of eigenvalues and eigenvectors; basic approximation theory; interpolation techniques; numerical quadrature; solution of ordinary and

partial differential equations will be discussed. Extensive use of graphing calculator/computer should be expected.

BS in Artificial Intelligence – FOUR-YEAR PROGRAM

First Year

First Semester	Credits	Second Semester	Credits
COSC107 - Introduction to AI Concepts and Applications	4	COSC 112 - Computer Science I	4
ENGL 101 - Expository Writing	3	ENGL 102 - Argument and Research	3
MATH 225 - Calculus I	4	MATH 226 - Calculus II	4
FRSE 101 - Freshman Seminar	3	COMM 101 - Oral Communication	3
<i>Total:</i>	14	<i>Total :</i>	14

Second Year

First Semester	Credits	Second Semester	Credits
COSC 113 - Computer Science II	4	COSC 214 - Data Structures and Algorithms	4
COSC 279 – Mechatronics	4	HIST 114 - African American History to 1865 or HIST 115 - African American History Since 1865	3
MATH 155 - Introduction Probability & Statistics	3	COSC 208 - Discrete Structures	3
Science Elective	4	Science Elective	3
		Health and Wellness Elective	3
<i>Total:</i>	15	<i>Total :</i>	16

Third Year

First Semester	Credits	Second Semester	Credits
COSC 379 - Robotic Operating System	4	COSC 328 Applied Algorithms and Structures	3
ENGL 362 - Technical Writing for Computer Science and Computer Technology	3	Free Elective	3
MATH 228 - Linear Algebra	3	Free Elective	3
Free Elective	3	COSC 381 - Cloud Essentials for Developers	3
Social/Behavioral Science Elective	3	Arts and Humanities Elective	3
<i>Total:</i>	16	<i>Total :</i>	15

Fourth Year

First Semester	Credits	Second Semester	Credits
COSC 495 - Senior Seminar	3	COSC 480 - Senior Capstone	3
COSC 473 - Artificial Intelligence	3	COSC 479 Robotics	3
COSC 474 - Machine Learning and Discovery	3	COSC 478 - Deep Learning for Visual Recognition	3
COSC 486 - Parallel and Distributed Computing	3	COSC 476 - Natural Language Processing	3
CS/AI Elective	3	CS/AI Elective	3
<i>Total:</i>	15	<i>Total :</i>	15

References

1. Lightcast Online Platform

<https://lightcast.io/>

TOPIC: Frostburg State University proposal for a new Bachelor of Music

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: May 15, 2025

SUMMARY: Frostburg State University (FSU) proposes a new Bachelor of Music (BM) program. This degree will serve students looking to join the workforce in a wide variety of music-related jobs. According to the Maryland Department of Labor, there are annually: 5,100 openings for music directors and composers; 13,900 openings for producers and directors; 12,900 openings for sound engineering technicians; and 3,500 openings for musicians and singers. Updating the FSU music degree programs as proposed will make FSU's students better trained and thus, more marketable.

Frostburg is pursuing accreditation for its music programs through the National Association for Schools of Music (NASM). Accreditation through NASM will generate significant value and benefits for our students, faculty, and institution, and will advance FSU's mission to "offer students a distinctive and distinguished baccalaureate education." After an initial site visit, the NASM reviewers determined that several of FSU's current music programs' curricula and credit loads more closely align with a Bachelor of Music degree, and they recommended that these BS/BA programs be eliminated and that new BM versions be created. Accordingly in future requests, Frostburg will ask to discontinue the current BS/BA programs. All current students will have a seamless transition to the new degree program due to the similar curriculum.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fee revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the Frostburg State University proposal to offer a Bachelor of Music.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn 301-445-1992

awrynn@usmd.edu

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

☒ New Instructional Program

☐ Substantial Expansion/Major Modification

☐ Cooperative Degree Program

☒ Within Existing Resources, or

Requiring New Resources

Frostburg State University

Institution Submitting Proposal

Bachelor of Music Major

Title of Proposed Program

Bachelor of Music

Award to be Offered

Fall 2025

Projected Implementation Date

10.05.00

Proposed HEGIS Code

50.0901

Proposed CIP Code

Department of Music

Department in which program will be located

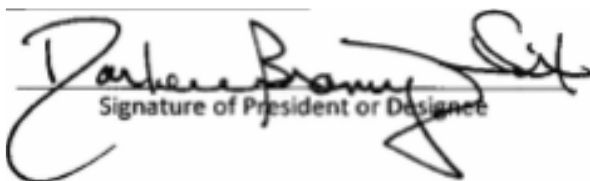
Dr. Brent Weber

Department Contact

301-687-4116

Contact Phone Number

Contact E-Mail Address


Signature of President or Designee

May 2, 2025

Date

Executive Summary

Proposal for a New Program: Bachelor of Music

Institution: Frostburg State University

Department: Department of Music

Proposed HEGIS Code: 10.05-00

Proposed CIP Code: 50.0901

Degree to be Awarded: Bachelor of Music (B.M.)

Proposed Initiation Date: Fall 2025

Overview

Frostburg State University (FSU) proposes a new Bachelor of Music (BM) program. The curriculum will be made up of a core of 32 credits in music theory, music history, private instruction, piano proficiency, sophomore evaluation and recital attendance. Students must choose an Area of Concentration (AoC) in either a) music industry, b) vocal performance, or c) instrumental performance. Degree objectives and core values aim to equip students with academic rigor, experiential experiences in music, technological fluency in a modern society, inclusion of diverse populations, and development of citizenship. This degree will emphasize cultural competency and understanding of the pathway to careers in music performance and industry. Additionally, students will complete between 10-15 credits of electives to complete the 120-credit requirement to graduate. The curriculum in the three new BM concentrations will also be matched with NASM standards to ensure future accreditation and rigor.

Requested Actions

1. **New Major Degree Program:** Establish the Bachelor of Music

Rationale

Frostburg State University (FSU) proposes a new Bachelor of Music (BM) program. This degree will serve students looking to join the workforce in a wide variety of music-related jobs. According to the Maryland Department of Labor, there are annually: 5,100 openings for music directors and composers; 13,900 openings for producers and directors; 12,900 openings for sound engineering technicians; and 3,500 openings for musicians and singers. Updating our music degree programs as proposed will make FSU's students better trained and thus, more marketable.

Frostburg State University currently offers students four options leading to a BS or BA degree. Frostburg is pursuing accreditation for its music programs through the National Association for Schools of Music (NASM). Accreditation through NASM will generate significant value and benefits for our students, faculty, and institution, and advances FSU's mission to 'offer students a distinctive and distinguished baccalaureate education.' After an initial site visit, the NASM reviewers determined that several of FSU's current music curricula and credit loads more closely align with a Bachelor of Music degree, and they recommended that these BS/BA programs be eliminated and that new BM versions be created. Accordingly in future requests to USM, we will discontinue our current BS/BA programs in a) instrumental performance, b) vocal performance,

and c) music industry and offer new BM versions of these programs. All current students will have a seamless transition to the new degree program due to the similar curriculum.

A. Centrality to Institutional Mission and Planning Priorities:

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.
 - *The Bachelor of Music at Frostburg State University will contain three concentrations: Instrumental Performance, Vocal Performance and Music Industry. These concentrations will replace the current Bachelor of Science (BS) tracks and concentrations in the same areas. This proposal will be submitted with suspensions for the BS in Music Vocal Performance Concentration, Instrumental Performance Track and Music Industry Concentration.*
 - *This new degree will be highly experiential which is the first sentence of FSU's Mission Statement Summary: "Frostburg State University is a student-centered teaching and learning institution featuring experiential opportunities." Music majors will be involved in hands-on activities such as local, regional and national performances, work in recordings applications, and music business opportunities. A proposed recording studio is hoped to be funded by the Appalachian Regional Commission in Spring 2025 with construction completed by Fall 2025.*
 - *As a significantly diverse institution – especially with many students affected by socioeconomic factors, this proposed degree will be more affordable to those students.*
2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.
 - *Based on surveys of local and regional high schools, the addition of a Bachelor of Music degree at FSU will increase the enrollment of music majors significantly ([FSU Strategic Plan Goal 1 – Strategic Enrollment Management](#)). Included in this strategic goal is the Rebuilding & Enhancing of Departmental Majors. There is a level of prestige with achieving a Bachelor of Music with additional rigor associated with the program. The Department of Music is actively engaged in recruiting students from China which also aligns with this goal. Chinese institutions have indicated that a Bachelor of Music degree would be highly desirable, resulting in higher international student enrollment.*
 - *[FSU Strategic Goal 2 – Campus Environment and External Messaging](#) will also be supported with this proposed degree. A distinct degree in music will foster a sense of community. At the Spring 2024 and Fall 2024 Department of Music Kick-Off Meetings, a majority of the department were present. The proposed Bachelor of Music degree was discussed and there was a distinct feeling of excitement. Any way that we can provide a way to bring student together, we must strive for.*
 - *Following the initial site visit for accreditation by the National Association for Schools of Music (NASM), FSU's Department of Music was flagged for the current degree programs being too similar to Bachelor of Music programs. By updating the curriculum to these degree types, FSU would align with NASM standards. The*

achievement of program accreditation by NASM would be another strong external messaging for the institution.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.
 - *This new program has no additional courses or workload requirements, thus no additional expenses.*
4. Provide a description of the institution's commitment to:
 - a) ongoing administrative, financial, and technical support of the proposed program
 - *The administrative bodies (President, Provost, Dean of CAHSBS) support the proposed Bachelor of Music degree program. With no additional expense, the financial support will continue as it has with the previous programs. Annual technology requests are consistently approved for technology in the department of music.*
 - b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.
 - *FSU is committed to continuing the previous BA/BS programs and concentrations and the proposed BM program in the sufficient amount of time for students to complete their degrees. This is proven by the fact that all courses will remain as part of the academic catalog.*

Documents cited:

[University Mission](#)

[University Strategic Plan](#)

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

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:
 - a) The need for the advancement and evolution of knowledge

Founded in 1898 to prepare teachers, Frostburg State University today is a public, comprehensive, co-educational institution offering a wide array of programs at the undergraduate, graduate, and doctoral levels. As the only constituent USM institution west of the Baltimore-Washington corridor, it serves as the premier educational and cultural center for

Western Maryland. Fulfilling a unique role in its service to the public and community, Frostburg has the distinction of offering opportunities for advanced learning for the employees of businesses and professions within the region

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

Currently only four other Maryland institutions offer BM programs. Establishing a BM at FSU would allow a wider demographic of students to pursue this type of degree. As one of the most affordable institutions in MD, students with financial challenges have the ability to participate in a Bachelor of Music program. FSU is positioned in an area of the state with the some of the lowest SES (socioeconomic status) scores (RNIP, 26-30).

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

- 2. Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education](#).

Access: Frostburg State University is the only four-year degree granting institution in Western Maryland and is consistently listed as a great value for the education.

Success: The curriculum provides an array of learning opportunities to meet the needs of the student body and promote their timely graduation.

Innovation: The curriculum employs a variety of teaching and learning strategies to best meet students' needs, including experiential learning, practical assessment, traditional delivery approaches, and technology-based delivery approaches.

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

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

This degree would offer individuals employment opportunities based on the concentration they choose (music industry, instrumental performance, or vocal performance. More detailed descriptions of these industries and careers are found in the separate proposals for each concentration that MHEC will require if the general program change is approved. The market for graduates of the proposed program will be the same as for graduates of the existing program, but the BM is the more valued degree for professional musicians and those seeking further study in music.

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

This degree will serve students looking to join the workforce in a wide variety of music-related jobs. According to the Maryland Department of Labor, there are annually: 5,100 openings for music directors and composers; 13,900 openings for producers and directors; 12,900 openings for sound engineering technicians; and 3,500 openings for musicians and singers. Updating our music degree programs as proposed will make FSU's students better trained and thus, more marketable. State Data:

<https://test.dllr.state.md.us/lmi/iandoproj/maryland.shtml>

The music industry is projected to see modest national growth in employment over the next decade, with a 2% increase for musicians and singers between 2023 and 2033, according to the Bureau of Labor Statistics.

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

Maryland Department of Labor, Occupational & Industry Projections

(<https://www.dllr.state.md.us/lmi/iandoproj/> Shows over 300 positions in music openings, excluding music teachers, for the short-term (2023-2025). Long-term growth is around 6%. Music educators account for more than 600 positions in that same time period. The state does not produce that many music graduates.

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

BLS Data: <https://www.bls.gov/emp/tables/employment-by-major-industry-sector.htm>

Maryland degree completion data by program is found at

<https://mhec.maryland.gov/publications/Pages/research/index.aspx>. MHEC reported the following baccalaureate programs in music (BA, BM etc.) produced the number of graduates indicated in 2024:

Frostburg 6, Salisbury 10, Towson 23, UMBC 8 (Music Performance), UMCP 35 (professional programs), Morgan State 5 (Music – Fine Arts), St. Mary's 5, JHU 82 (all specialties at Peabody), Washington Adventist University 2, Goucher 1, Hood 1, Washington College 3, McDaniel 1

D. Reasonableness of Program Duplication:

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

- *There are currently four institutions in Maryland that offer BM programs: UMD College Park, Towson University, Peabody Conservatory, and Washington Adventist University.*
 - *The curriculum of FSU's proposed BM will also contain fewer credits than the aforementioned institutions allowing students to have a better chance to be retained. FSU's BM in Music Industry would be the only such program in the state.*
 - *The main difference in FSU's proposed BM program is the ability for less financially able students to afford such a program. FSU is one of the most affordable institutions in the state.*
 - ***Tuition and Fees for In-State Residents***
 1. *UMD College Park - \$14,899.60/year*
 2. *Towson U. - \$11,728/year*
 3. *Peabody - \$32,365/year*
 4. *Washington Adventist - \$24,804*
 5. ***Frostburg State - \$7,254***
 - *FSU's location in rural Western Maryland needs economic development. The other BM programs are on the East side of the state where there is less economic concern. The opportunity for students to achieve a specific degree in music with more academic distinction would be an exciting opportunity for the community.*
2. Provide justification for the proposed program.
- *FSU's Department of Music has not significantly decreased in number of majors as the university has significantly dropped in enrollment in the past five years. This speaks to the resilience and reputation of the program. Added in a Bachelor of Music Degree is the logical next step to growing and developing the department.*
 - *As mentioned above, the approval of the BM with three associated concentrations will satisfy the accreditation by NASM. If accredited, FSU will be able to market this as a distinction among other accredited programs.*

Data source: <https://mhec.maryland.gov/publications/Pages/research/archives.aspx>

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

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

The continuation of the Music major at Frostburg State University will have no impact on HBIs. There are a few reasons that this program will not significantly impact HBIs. Frostburg State University is in the western part of Maryland making it distant from the state's HBIs which are on the eastern side.

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

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

With FSU's location and demographics having a positive impact in rural areas in Western Maryland and surrounding areas, the program indicates a high likelihood that it will not have negative impacts on the uniqueness and institutional identities of HBIs. Of the HBIs in the Maryland, there will be no program duplication or impact on similar programs. Morgan State and Bowie State currently offer BS or BA degrees in music.

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

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

The program was established by the tenured, tenure-track faculty in music. The Assistant Dean of CAHBS and Associate Vice President of Academic Operations collaborated in the finalization of the curriculum and process to submit to MHEC. Brent Weber, Department Chair, will oversee the program.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.
3. Explain how the institution will:
 - a) provide for assessment of student achievement of learning outcomes in the program

Annual Learning Outcomes Assessment Reports are completed by the Department Chair. Courses assessed include the music theory and music history sequences, private instruction, and recitals. Data and narratives are submitted to Compliance Assist. The college Assessment Committee grade this information.

- b) document student achievement of learning outcomes in the program
4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements

Course #	Title	Credits	Description/Program Requirements
MUSC 102	Tonal & Aural Analysis I	4	Introduction to the vertical and linear dimensions of tonal music. Review of musical fundamentals, in which students will be expected to demonstrate facility and speed in naming and spelling basic tonal materials. Introduces traditional contrapuntal

			exercises, basic diatonic harmony, and the construction of formal phrase units. First in the sequence that emphasizes strategies for accurate and expressive reading, singing, and dictation using elementary rhythms and diatonic pitch materials in treble and bass clefs. Required for music majors and minors. Note: Students are placed in this course based upon results of a Music Theory Placement Exam given by the Department of Music. Fall.
MUSC 103	Tonal & Aural Analysis II	4	Continued study of tonal harmony and voice leading, both through written work and analysis. Continued focus mostly on diatonic harmony; begin to explore techniques of tonicization and modulation. Complete the aural understanding of diatonic harmony, introduces the experience of simple modulations, and facilitates mastery of rhythmic gestures necessary for performance of common-practice European art music. Alto clef will be introduced with emphasis on rapid and accurate reading, along with associated transpositions. Required for music majors and minors. Spring. Prerequisites: MUSC 102 or permission of the instructor. Tech fluency.
MUSC 204	Tonal & Aural Analysis III	4	Completes the study of 18th and early 19th-century tonal procedures. Explores the meaning of chromaticism in tonal music through examination of tonicization and modal mixture, emphasizing composers' use of these chromatic techniques within large-scale movement organization. Two large-scale analysis projects will include: 1) graphic analysis, 2) its role in representing students' deeper understanding of linear and harmonic motions, and 3) how this understanding impacts performance decisions. Continuation of aural analysis with emphasis on tenor clef and its associated transpositions, a systematic introduction to chromatic processes in tonal music, various problems associated with changing meter signatures and polyrhythms, and perception of tonal processes in complete movements composed in larger forms. Required for music majors. Fall. Prerequisites: MUSC 103 or permission of the instructor.
MUSC 205	Tonal & Aural Analysis IV	4	Further application of techniques from MUSC 204 with an emphasis on analysis of musical structure and style in Western civilization. Primary focus on written and analytical applications to large formal structures and their relationship to performance. Continuation study of aural analysis and completes the formal study of common-practice tonal relationships and large formal structures. Introduction to reading and performing music in asymmetrical meters, and music that changes meter asymmetrally. Required for music majors. Spring. Prerequisites: MUSC 204 or permission of the instructor.
MUSC 308	Music History I	2	A survey of musical style from Baroque through the Classical period. Analysis, listening, discussion set in a cultural context. Spring.
MUSC 309	Music History II	2	A survey of musical style from the Romantic through the Contemporary (21st century) periods. Analysis, listening, discussion set in a cultural context. Fall.

MUSC 313	Music History III	2	A survey of musical style from the Gregorian chant through the Renaissance period. Analysis, listening, discussion set in a cultural context. Spring.
MUSA 315-362	Private Instruction	1-2	Individual instruction in voice, piano, organ, strings, guitar, woodwinds, brass, or percussion as a minor performance specialty. 30-minute lesson each week. Repeatable for credit each semester of enrollment. Performance for a faculty jury at the end of each semester in lieu of a final examination. Every semester. Prerequisite: concurrent enrollment in an ensemble (MUSC 315, 319, 327, 329, 330, 331, 335, 336, 337, 339, or 340); permission of instructor; audition required.
MUSA 104	Class Piano I	1	Basics of keyboard technique for students with little or no piano experience. Designed to lead toward successful completion of the piano proficiency examination (MUSA 415). Meets 100 minutes per week. Fall. Prerequisite: permission of instructor; enrollment preference given to music majors/minors.
MUSA 104	Class Piano II	1	Continuation of MUSA 104. Designed to lead toward successful completion of the piano proficiency examination (MUSA 415). Meets 100 minutes per week. Spring. Prerequisite: MUSA 104 or permission of instructor; enrollment preference given to music majors/minors.

4. Discuss how general education requirements will be met, if applicable.
 - *FSU's General Education Program (GEP) is not affected by this degree program. All courses within the GEP are separate from the BM.*
6. Identify any specialized accreditation or graduate certification requirements for this program and its students.
 - *Currently there are no accreditation requirements. However, the adoption of the BM is to satisfy the process to become accredited by NASM.*
7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.
 - *N/A*
8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system,

availability of academic support services and financial aid resources, and costs and payment policies.

The combination of FSU's Catalog, website, admissions and recruiting materials, and student information system provides students with all of this important information.

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

The department's focus is to provide accurate advertising, recruiting, and admissions/graduate services materials, which clearly and accurately reflect the proposed modification of our program.

- Link to FSU Office of Admissions: <https://www.frostburg.edu/admissions-and-cost/undergraduate/index.php>
- Link to FSU Department of Music: <https://www.frostburg.edu/academics/colleges-and-departments/music/welcome.php>
- Link to FSU Department of Marketing and Communications: <https://www.frostburg.edu/about-frostburg/Administrative-Offices/marketing-and-communications.php>

H. Adequacy of Articulation

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.
 - *FSU's Department of Music has current articulation agreements with three community colleges in Maryland: College of Southern Maryland, Anne Arundel Community College, and Montgomery College.*
 - *The addition of a BM would potentially draw more students from these institutions as it is a program of higher distinction. The agreement documentation would need to be updated accordingly with the new curriculum. Fortunately, it is mostly the same as the previous BS degrees.*

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

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of **faculty with appointment type, terminal degree title and field**,

academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.

- *FSU's Department of Music contains 18 faculty members. 13 holding terminal degrees from reputable institutions such as Cincinnati Conservatory, Julliard School, Peabody Conservatory, and University of Southern California. These individuals are hired through a rigorous interview process to ensure ability in their area and fit for FSU. They are active performers on the national and international stage with recent performances in Spain, China, and Germany.*
- *The following table provides a list of the current faculty members in the Department of Music AY 2024-2025:*

2. Name	Degrees Held	Time at Institution (in years)	Rank	Tenure Status	Courses
Dr. Donald Albrecht	BM, MM, DMA	2	Lecturer	Adjunct	Private Instruction: Trumpet, Jazz History, Brass Ensemble
Dr. Chun-Ting Chao	BM, MM, DMA	1	Lecturer	Adjunct	Private Instruction: Voice, Opera Theatre
Dr. James DeWire	BA, MA, MM, DMA	12	Associate Professor	Tenured	Private Instruction: Piano, Music History I, II & III
Dr. Mark Gallagher	BM, MM, DMA	22	Associate Professor	Tenured	Private Instruction: Clarinet, Tonal & Aural Analysis I, II, III, & IV, Clarinet Ensemble, Alexander Technique
Dr. Felipe Garibaldi de Almeida Silva	BM, MM, DMA	1	Lecturer	Adjunct	Private Instruction: Guitar, Guitar Ensemble, Music Appreciation
Thomas Harrison	BM	11	Lecturer	Adjunct	Private Instruction: Jazz Piano, Jazz Combo, Jazz Theory & Analysis
Dr. Mackenzie LaMont	BM, MM, DMA	6	Assistant Professor	Tenure-Track	Private Instruction: Percussion & Composition, Computer Music Technology, Percussion Ensemble, Orchestration, Industry Practicum, Music Industry Internship
Ms. Abigail Lannan	BME, MM	1	Lecturer	Adjunct	Private Instruction: Euphonium, Trombone & Tuba
Dr. Karen Lau	BM, MM, DMA	9	Lecturer	Adjunct	Private Instruction: Cello
Mr. Peter Lewis	BM, MM	1	Lecturer	FTNTT	Wind Ensemble, Marching Band, String Ensemble, Conducting II, Internship I & II, Secondary General Music Methods, Elementary General Music Methods, Instrumental Music Methods, Private Instruction: Bass & Jazz Bass
Ms. Anna Lorenzen	BM, MM, DMA	1	Lecturer	Adjunct	Private Instruction: French Horn
Mr. Gary Phillips	BM, MM	22	Senior Lecturer	Adjunct	History of Rock, Music of Africa, Asias, and the Americas
Dr. Scott Rieker	BA, MM, DMA	6	Lecturer	FTNTT	University Choral, Chamber Singers, Intro to Music Education, Music Appreciation, Conducting I, Internship I & II
Dr. Brent Weber	BA, MM, DMA	12	Professor	Tenured	Private Instruction: Saxophone, Jazz Orchestra, Junior & Senior Recital, Saxophone Ensemble, Class Instruments: Woodwinds
Mr. Michael Welch	MM	1	Lecturer	Adjunct	Private instruction: Voice & Musical Theatre voice; Diction I & II

Dr. Joseph Yungen	BA, MM, DMA	8	Staff	Part Time	Collaborative Pianist
Dr. Qian Zhang	BM, MM, DMA	1	Lecturer	Adjunct	Private Instruction: Violin & Viola

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

- a) Pedagogy that meets the needs of the students
 - *FSU's [Center for Teaching Excellence](#) (CTE) provides regular clinics and workshops for on topics such as pedagogy, classroom management, syllabus creation, etc. They hold an Annual Regional Conference on Teaching, Learning and Scholarship as well.*
- b) The learning management system
 - *FSU's Office of Information Technology regularly holds trainings on Canvas and PAWS (FSU's course and student management systems, respectively.) Faculty may also request individual trainings. All new faculty are required to complete modules to ensure their fluency with these softwares.*
- c) Evidenced-based best practices for distance education, if distance education is offered

Technology support and information is an ongoing theme with tips for online learning and engaging students in a virtual environment. FSU's Center for Teaching Excellence provides regular training in evidence-based best practices and also hosts an annual regional conference on teaching and learning. In addition, FSU offers regular professional development courses and workshops in instruction and assessment, and the office of Instructional Design and Technology provides training and support for the university's learning management system Canvas. red.

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

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

The resources at the Lewis J. Ort Library that over the years have adequately supported the various programs at FSU and will adequately support this proposal.

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

13B.02.03.13)

1. Provide an assurance that physical facilities, infrastructure, and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.
 - *The current facilities are adequate for the proposed degree. Again, this is proven due to the similarities to the previous programs.*
2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:
 - a) An institutional electronic mailing system, and
 - b) A learning management system that provides the necessary technological support for distance education
 - *FSU has contracts with Microsoft Outlook (email system) and Canvas (student learning management system).*

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

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

TABLE 1: RESOURCES	FY 2026 Year 1	FY 2027 Year 2	FY 2028 Year 3	FY 2029 Year 4	FY 2030 Year 5
Resource Categories					
1. Reallocated Funds	417,878	417,878	417,878	417,878	417,878
2. Tuition/Fee Revenue	170,444	198,946	228,436	258,900	307,634
(c + g below)	-	-	-	-	-
a. Number of F/T Students In-state	17	20	23	26	28

a. Number of F/T Students Out-of-state	1	1	1	1	2
b. Annual Tuition/Fee Rate In-state	7,400	7,548	7,700	7,854	8,012
b. Annual Tuition/Fee Rate Out-of-state	23,306	23,774	24,250	24,736	25,232
c. Total F/T Revenue (a x b)	149,106	174,734	201,350	228,940	274,800
d. Number of P/T Students In-State	1	1	1	1	1
d. Number of P/T Students Out-of-State	-	-	-	-	-
e. Credit Hour Rate In-State	312	320	328	336	344
e. Credit Hour Rate Out-of-State	642	656	670	684	698
f. Annual Credit Hour Rate	12	12	12	12	12
g. Total P/T Revenue In & Out-of-State	3,744	3,840	3,936	4,032	4,128
(d x e x f)	- 0	- 0	- 0	-0	- 0
3. Grants, Contracts & Other External Sources	0	- 0	- 0	- 0	0
4. Other Sources	0-	0	- 0	0	- 0
TOTAL (Add 1 – 4)	588,322	616,824	646,314	676,778	725,512

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

TABLE 2: EXPENDITURES

Expenditure Categories	2026 Year 1	2027 Year 2	2028 Year 3	2029 Year 4	2030 Year 5
1. Faculty (b + c below)	397,845	397,845	397,845	397,845	397,845
a. # FTE	0.00	0.00	0.00	0.00	0.00

b. Total Salary	304,407	304,407	304,407	304,407	304,407
c. Total Benefits	93,438	93,438	93,438	93,438	93,438
2. Admin. Staff (b + c below)	61,593	61,593	61,593	61,593	61,593
a. # FTE	-	-	-	-	-
b. Total Salary	39,438	39,438	39,438	39,438	39,438
c. Total Benefits	22,155	22,155	22,155	22,155	22,155
3. Support Staff (b + c below)	4,884	4,884	4,884	4,884	4,884
a. # FTE	0.00	0.00	0.00	0.00	0.00
b. Total Salary	4,884	4,884	4,884	4,884	4,884
c. Total Benefits	0	0-	0-	-0	0-
4. Equipment	-	0-	0-	-	0-
5. Library	0	0	0-	0-	0-
6. New or Renovated Space	-	-0	- 0	-	-
7. Other Expenses	0	0-	0	0-	0
TOTAL (Add 1 – 7)	464,322	464,322	464,322	464,322	464,322

Surplus 124,000 152,502 181,992 212,456 261,190

ASSUMPTIONS:

Tuition: Increase of 2% annually.

Flat salary and other payroll expenses.

Full-time Faculty and Staff salaries expensed at 20% per program. Spread evenly over 5 programs (current and proposed)

	2026	2027	2028	2029	2030
# f/t students	17	20	23	26	28
# f/t students	1	1	1	1	2

-	-	-	-	-
---	---	---	---	---

# p/t ug students	1	1	1	1	1
# p/t ug students	0	0	0	0	0
	-	-	-	-	-

Total Students	19	22	25	28	31
Fee average per student	926	926	926	926	926
Total Minimum Fees	17594	20372	23150	25928	28706

Faculty Salaries

2026 Year 1	2027 Year 2	2028 Year 3	2029 Year 4	2030 Year 5
191,713	191,713	191,713	191,713	191,713
74,138	74,138	74,138	74,138	74,138
38,556	38,556	38,556	38,556	38,556
304,407	304,407	304,407	304,407	304,407

Faculty Fringes

Year 1	Year 2	Year 3	Year 4	Year 5
84,659	84,659	84,659	84,659	84,659
5,775	5,775	5,775	5,775	5,775
3,004	3,004	3,004	3,004	3,004
93,438	93,438	93,438	93,438	93,438

Admin Staff

Year 1	Year 2	Year 3	Year 4	Year 5
39,438	39,438	39,438	39,438	39,438

-	-	-	-	-
-	-	-	-	-
39,438	39,438	39,438	39,438	39,438

Admin Fringes

Year 1	Year 2	Year 3	Year 4	Year 5
22,155	22,155	22,155	22,155	22,155
-	-	-	-	-
-	-	-	-	-
22,155	22,155	22,155	22,155	22,155

Support Staff

Year 1	Year 2	Year 3	Year 4	Year 5
4,884	4,884	4,884	4,884	4,884
-	-	-	-	-
-	-	-	-	-
4,884	4,884	4,884	4,884	4,884

Support Staff fringes

Year 1	Year 2	Year 3	Year 4	Year 5
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-

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

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

Evaluation of Faculty: Student evaluations are collected for each course through the University's learning management system (Canvas) using a standard form that is used across all courses. Student evaluation scores and accompanying narratives are aggregated and presented to the instructor, by course. Frostburg State University has an institutionalized process of assessing student-learning outcomes in the majors which can include disciplinary accrediting bodies at the college level for the Colleges of Business and Education or through a college-defined body, the College of

Liberal Arts and Sciences' Assessment Council. The Student Learning Assessment Advisory Group (SLAAG) and Graduate Learning Assessment Advisory Group (GLAAG) operate at the institutional level and focus of student learning outcomes following the timelines for the Institutional Effectiveness Cycle.

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

The program review schedule serves as the foundation for assessment initiatives through its identification of priorities for the coming cycle. Halfway through the cycle, the Office of Assessment, and Institutional Research (AIR) collects information on the status of assessment activities using a midterm review template. Programs undergoing review in any given year must submit the Program Review Self-Study, External Review Report, and Certificate to AIR.

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

13B.02.03.05).

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

Frostburg State University is a public institution that is committed to a campus environment that values human diversity and represents individuals who represent diversity. It is a multi-cultural campus where diversity is highly valued. The program and university have established goals to recruit and support the minority population. This is reflected in the University's Core Value Statement: "Frostburg State University is committed to developing cultural competence and cultivating understanding and respect for a diversity of experiences and worldviews that encourage each person's ability to "take the perspective of the other."" Frostburg State University has initiatives to increase diversity in faculty and staff. The

university has established a University Council on Diversity, Equity, and Inclusion (UCDEI) that is led by the University President.

- *Department of Music Minority Initiatives*
 - *The hiring process of new faculty member includes contact with HBIs to inquire about recent graduates who may be suitable for the position.*
 - *Ensemble directors regularly program music from minority/ underrepresented composers.*
 - *FSU's National Association for Music Educator's Chapter holds regular conversations regarding the status of minority/underrepresented music educators in the state of Maryland.*
 - *The Department of Music is inclusive of students from all background when auditioning for the program.*
- *ODEI Initiatives (abbreviated list):*
 - *The Brownsville Monument: Tuesday, August 25th, 2020, Frostburg students, faculty, townspeople, and Brownsville descendants gathered to memorialize the Brownsville/ Park Ave monument. Brownsville was a community nested in Frostburg, Md started by Tamar Brown and Elizabeth Jackson. Both were former enslaved persons who purchased and hoisted homes on neighboring lots. Soon the community grew as other previously enslaved people moved onto the land and grew their families. The locality lasted from the 1860's through till 1950's but Frostburg State University now exists where the town once stood.*
 - *Archie Bunker's Neighborhood: A Cross Culture Simulation Exercise: Archie Bunker's Neighborhood allows participants to experience and act out their feelings about the processes involved when people of various cultural identities arbitrarily acquire and utilize community resources; to increase the level of awareness and sensitivity to the kinds of pressures imposed by in-group members on out-group members; to create the opportunity for a "walk a mile in another's shoes" type of experience; to examine the various effects of institutional racism/classism/homophobia on members of different cultural and economic groups; to examine the consequences of entrapment in competitive situations that may lead to win-lose or lose-lose situations; and to develop a safe space in which to dialogue about the dynamics of this experience and to related it to the "real" world.*
 - *Diversity Retreat: Once each academic year The Office for Diversity, Equity, and Inclusion (ODEI) sponsors a Diversity Retreat, now renamed "The FSU Social Justice Summit." Open and free to all FSU students, the retreat is an opportunity to openly discuss our similarities and differences, and learn to appreciate both. The retreat includes workshops and other activities intended to promote student awareness and empowerment in diversity issues and coalition building. The weekend involves moments of great challenge and great fun. You should leave with new friends, new acquaintances and new insights of yourself and others.*

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

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

N/A

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

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

- N/A

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

FSU is approved to offer distance education as an alternative delivery method included within its scope of accreditation, as evidenced in the university's MSCHE Statement of Accreditation Status. This program supports a face-to-face and online learning environment. FSU is an approved institutional member of the National Council of State Authorization Reciprocity agreement (NC-SARA).

Articulation Agreement
ACADEMIC PROGRAM ARTICULATION AGREEMENT BETWEEN
MONTGOMERY COLLEGE

AND

**FROSTBURG STATE UNIVERSITY REGARDING TRANSFER FROM ASSOCIATE
OF ARTS IN ARTS AND SCIENCES TRANSFER - MUSIC TO BACHELOR OF MUSIC**

This Academic Program Articulation Agreement (“Agreement”) is entered into by and between Montgomery College (the “Sending Institution”) and Frostburg State University (the “Receiving Institution”) (collectively, the “Institutions”) to facilitate the transfer of academic credits from Associate of Arts in Arts and Sciences Transfer - Music, HEGIS 491001 and CIP 240101, for the completion of the Bachelor of Music, HEGIS code 100500 and CIP code 500901.

A. Qualifying Students

This Agreement pertains to the transfer of “Qualifying Students”, *i.e.*, those students who:

1. Have successfully completed the program at the Sending Institution;
2. Are enrolled in the Sending Institution, in good standing; and
3. Are accepted for admission to the Receiving Institution
4. Have passed required auditions and diagnostics administered by the Music Department

B. Responsibilities of the Institutions

The Institutions agree to implement the transfer of Qualifying Students in accordance with applicable law and the following requirements and protocols:

1. A Qualifying Student may transfer from the Transferring Institution into the Receiving Institution for the completion of the Program.
2. Courses that the Receiving School will accept credits for towards completion of the Program include:

Sending Institution Course			Receiving Institution Comparable Course			
Course Number	Course Name	Credits	Course Number	Course Name	Credits	Applied to*
ENGL 101	Introduction to College Writing	3.0	ENGL 195	Lower-level elective	3.0	General elective
ENGL 102	Critical Reading, Writing, and Research	3.0	ENGL 101	First-Year Composition	3.0	GEP Core
COMM 108	Foundations of Human Communication	3.0	STCO 102	Introduction to Strategic Communication	3.0	GEP Group E
COMM 112	Business and Professional Speech Communication	3.0	STCO 195	Lower-level elective	3.0	GEP Group E
MUSC 117	World Music	3.0	MUSC 117	Music of Africa, Asia, and the Americas	3.0	GEP Group A or Group F and Major
MUSC 125	History of Jazz	3.0	MUSC 311	Jazz History	3.0	GEP Group F
MUSC 147	Applied Music	2.0	MUSA 356-363	Private Instruction	2.0	Major
MUSC 141	Class Piano I	2.0	MUSA 104	Class Piano I	1.0	Major
MUSC 142	Class Piano II	2.0	MUSA 105	Class Piano II	1.0	Major
MUSC 148	Applied Music	2.0	MUSA 356-363	Private Instruction	2.0	Major
MUSC 150	Applied Music Laboratory	1.0		Not transferable		
MUSC 163	College Chorus	1.0	MUSC 319	University Chorale	1.0	Major
MUSC 166	College Orchestra	1.0	MUSC 333	String Ensemble	1.0	Major
MUSC 172	College Band – Wind Ensemble	1.0	MUSC 330	Wind Ensemble	1.0	Major
MUSC 184	Introduction to Music Theory	3.0	MUSC 100	Intro. to Music Theory	3.0	General elective
MUSC 190	Music Theory I	3.0	MUSC 102	Tonal Analysis I	4.0	Major
MUSC 191	Music Theory II	3.0	MUSC 103	Tonal Analysis II	4.0	Major
MUSC 194	Ear Training and Sightsinging I	2.0	MUSC 104	Aural Musicianship I	2.0	Major
MUSC 195	Ear Training and Sightsinging II	2.0	MUSC 105	Aural Musicianship II	2.0	Major
MUSC 215	Applied Music	2.0	MUSA 356-363	Private Instruction	2.0	Major
MUSC 216	Applied Music	2.0	MUSA 356-363	Private Instruction	2.0	Major
MUSC 233	Music Theory III	3.0	MUSC 204	Tonal Analysis III	4.0	Major
MUSC 234	Music Theory IV	3.0	MUSC 205	Tonal Analysis IV	4.0	Major
MUSC 237	Ear Training and Sightsinging III	2.0	MUSC 206	Aural Musicianship III	2.0	Major
MUSC 238	Ear Training and Sightsinging IV	2.0	MUSC 207	Aural Musicianship IV	2.0	Major

Only MUSC/MUSA courses in which you earn a grade of C or better will count toward satisfaction of requirements for the major and minor. Concentrations for the major involving minors or coursework in other departments shall abide by the grade requirements for those programs.

3. The Receiving Institution shall designate, and shall provide to the Sending Institution, the contact information for a staff person at the Receiving Institution who is responsible for the oversight of the transfer of Qualifying Students. The Sending Institution shall designate, and shall provide to the Receiving Institution, the contact information for a staff person at the Sending Institution who is responsible for the oversight of the transfer of Qualifying Students.

	Sending Institution	Receiving Institution
Name of staff person responsible for oversight	Justin Edgar	Linda Steele
Title of staff person	Articulation and Transfer Program Manager	Transfer and Articulation Coordinator
Email address	justin.edgar@montgomerycollege.edu	lsteel@frostburg.edu
Telephone Number	240-567-9047	301-687-4137

Should the staff person or position change, the institution will promptly provide new contact information to the partner institution and inform the Maryland Higher Education Commission of the change.

Additional contact information:

[Role & Responsibilities of persons listed here]	Sending Institution	Receiving Institution
Name of person	Alvin Trask	Brent Weber
Title of person	Chair of Performing Arts	Chair of Music
Email address	alvin.trask@montgomerycollege.edu	bmweber@frostburg.edu
Telephone Number	240-567-7551	301-687-4116

4. If the Qualifying Student is using federal Title 38 VA Education Benefits (GI Bill® Education Benefits), the Institutions shall adhere to all applicable U.S. Department of Veterans Affairs' regulations, including the regulations governing the awarding prior credit,

as regulated under Title 38, Code of Federal Regulations, Sections 21.4253(d)(3) and 21.4254(c)(4).

5. Each Institution shall adhere to all applicable transfer requirements set forth in the Annotated Code of Maryland and the Code of Maryland Regulations.
6. Each Institution shall advise students regarding transfer opportunities under this Agreement, and shall advise students of financial aid opportunities and implications associated with the transfer.
7. Should either Institution make changes to program requirements, the institution will inform the partner institution immediately. The articulation agreement should be updated to reflect the changes and forwarded to the Maryland Higher Education Commission.

C. Term and Termination

1. This agreement shall be effective on the date that it is signed by the appropriate and authorized representatives of each Institution.
2. Either Institution may, at its sole discretion, terminate this Agreement upon delivering 60 days written notice to the other Institution and the Maryland Higher Education Commission. The parties agree that termination shall include an agreement that students currently enrolled in the program at the time of termination shall be permitted to complete the program as described herein.
3. Both Institutions agree to meet once every year to review the terms of this agreement.

D. Amendment

1. This Agreement constitutes the entire understanding and agreement of the Institutions with respect to their rights and obligations in carrying out the terms of the Agreement, and supersedes any prior or contemporaneous agreements or understandings.
2. This Agreement may be modified only by written amendment executed by both Institutions.

E. Governing Law

This Agreement shall be governed by, and construed in accordance with, the laws of the State of Maryland.

F. Counterparts

This Agreement may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same agreement.

G. Notice of Agreement

1. The Institutions agree to provide a copy of this Agreement, with any amendments, to the Maryland Higher Education Commission.
2. The Institutions agree to provide copies of this Agreement to all relevant individuals and departments of the Institutions, including but not limited to students, academic department chairs participating in the transfer, offices of the president, registrar's offices, and financial aid offices.

H. No Third-Party Beneficiaries

There are no third-party beneficiaries to this Agreement.

I. Representations and Warranties of the Parties

Both Institutions represent and warrant that the following shall be true and correct as of the Effective Date of this Agreement, and shall continue to be true and correct during the term of this Agreement:

1. The Institutions are and shall remain in compliance with all applicable federal, state, and local statutes, laws, ordinances, and regulations relating to this Agreement, as amended from time to time.
2. Each Institution has taken all action necessary for the approval and execution of this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

Montgomery College

Frostburg State University

By: _____
Jermaine Williams
President

Date

Kimberly Kelley
Vice President/Provost for Arts

Date

By: _____
Darlene Brannigan Smith, PhD
Interim President

Date

Lawrence Weill
Interim Provost

Date

Frank Trezza
Dean of Visual, Performing, and Media
Arts

Date

Michael Mathias
Dean of Arts, Humanities, Social and
Behavioral Sciences

Date

TOPIC: Salisbury University proposal for a Bachelor of Science in Biochemistry and Molecular Biology

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: May 15, 2025

SUMMARY: Salisbury University (SU) proposes the establishment of a stand-alone Bachelor of Science (BS) degree in Biochemistry and Molecular Biology. Currently, SU offers Biochemistry as a concentration within the Chemistry degree, and Molecular Biology is taught as a set of electives within the Biological Sciences Department. This current structure limits students' ability to explore interests beyond their primary program of study and can lead to extended time to graduation for those who fall behind in the prescribed course sequence. The proposed stand-alone degree, along with an enhanced curriculum, supports SU's strategic goals of "enriching academic success and student development" and "supporting access, affordability, and academic excellence."

The core curriculum will require students to complete 32 credits of fundamental scientific knowledge and skills, 26 credits of advanced scientific knowledge and skills, and 18 credits of advanced biochemical/molecular knowledge and skills. Additionally, students will have the option to choose between two areas of focus: one in biology and the other in chemistry. Graduates will be well-prepared for entry-level positions in the pharmaceutical, biotechnology, and biomedical industries. Furthermore, they will possess the foundational coursework and skills necessary for advanced studies in biochemistry, molecular biology, and health professional programs. Career opportunities are diverse and include, but are not limited to government research, medicine, regulatory affairs, and forensic science.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fee revenue.

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

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wynn 301-445-1992

awrynn@usmd.edu



OFFICE OF THE PROVOST

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FAX 410-548-2587
www.salisbury.edu

April 15, 2025

Dr. Jay A. Perman, Chancellor
University System of Maryland
3300 Metzerott Rd.
Adelphi, MD 20783

Dear Chancellor Perman,

Salisbury University (SU) is requesting the approval to add a new academic program – Bachelor of Science in Biochemistry and Molecular Biology.

SU currently offers Biochemistry as a concentration within our Chemistry degree, and we believe that by establishing a stand-alone program will give students greater flexibility to pursue interests outside their primary field of study without comprising the academic rigor expected of a STEM degree.

The complete proposal and supporting documentation for a new academic program is attached for your review.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Laurie Couch", written over a horizontal line.

Laurie Couch, Ph.D.
Provost & Senior VP of Academic Affairs

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

<input checked="" type="checkbox"/>	New Instructional Program
<input type="checkbox"/>	Substantial Expansion/Major Modification
<input type="checkbox"/>	Cooperative Degree Program
<input checked="" type="checkbox"/>	Within Existing Resources, or
<input type="checkbox"/>	Requiring New Resources

Salisbury University
Institution Submitting Proposal

Biochemistry and Molecular Biology
Title of Proposed Program

Bachelor of Science
Award to be Offered

Fall 2025
Projected Implementation Date

41400
Proposed HEGIS Code

26.02010

Proposed CIP Code

Chemistry
Department in which program will be located

Stephen Habay
Department Contact

410-543-6000
Contact Phone Number

sahabay@salisbury.edu

Contact E-Mail Address



4/15/25

Overview

Salisbury University is proposing a Bachelor of Science in Biochemistry and Molecular Biology program, a joint program between our Departments of Chemistry and Biological Sciences that will support Maryland's thriving life sciences industry by producing graduates who work in pharmaceutical and biotechnology companies, forensic science positions, and research laboratories. Demand for biochemists and molecular biology graduates is strong and fast-growing, with job openings at the bachelor's level outpacing the number of graduates from such programs each year. Maryland and the mid-Atlantic region, in general, are prime locations for graduates of biochemistry/molecular biology programs to work because of our extensive life sciences industry, and starting salaries are high for positions in the field. Students graduating from biochemistry/molecular biology programs often successfully pursue graduate education, as well.

A. Centrality to Institutional Mission and Planning Priorities:

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

The Richard A. Henson School of Science and Technology at Salisbury University (SU) is excited to submit a proposal for a new **Bachelor of Science in Biochemistry and Molecular Biology (BMB)** to begin in the Fall 2025 semester.

The Biochemistry and Molecular Biology (BMB) program will prepare students to fill the gap in the biotechnical workforce of Maryland and the greater region after graduation, as well as prepare them to enter graduate programs in biochemistry, molecular biology, and other biomedical research fields.

The program requires 76 credit hours of STEM courses. The core program is divided into three phases:

- I. Fundamental scientific knowledge and skills (32 credit hours) which introduces the basic concepts and skills of biology, chemistry, mathematics and physics.
- II. Advanced scientific knowledge and skills (26 credit hours) which deepens students' biological, biochemical and chemical knowledge and skills.
- III. Advanced biochemical and molecular knowledge and skills (18 credits) which introduces students to the many facets of biochemistry and molecular biology and the skills used to study them.

In addition to the core, students will have the opportunity to complete one of two specialized tracks: a focus in biology or a focus in chemistry. Each focus will require students to complete two additional upper-division courses in their chosen field. These unique focus pathways allow students to tailor the BMB program to their particular skills and career interests. Our program also provides students with credit hour flexibility in which they may pursue other interests, including minors in business, communications, or the liberal arts. The flexible options afforded by

this new program ensure that our students can graduate easily within four years, and they will ensure our students more broadly trained and well equipped to advance the future of biotechnology and biomedical research in Maryland and the surrounding region.

The American Society for Biochemistry and Molecular Biology (ASBMB) is the primary scientific society for biochemists and molecular biologists. They have been accrediting undergraduate biochemistry and molecular biology programs since 2013. Our new BMB B.S. program will meet all ASBMB accreditation standards. As such, students majoring in this program are eligible to take the ASBMB degree certification exam to demonstrate their proficiency in the curriculum and skills of the field.

The BMB program directly aligns with Salisbury University's mission in several important ways. For example, the program will "foster an environment where individuals prepare for career and life" and "empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world." Further, because the program will utilize faculty mentoring and provides numerous opportunities for students to engage in undergraduate research or other high-impact activities, it also fulfills our mission by being student-centered and one in which "students learn from professional educators in small classroom settings, faculty and professional staff serve as academic advisors, and virtually every student has an opportunity to undertake research or experiential learning with a faculty mentor."

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

[SU's 2020-2025 Strategic Plan](#)

The proposed Bachelor of Science in Biochemistry and Molecular Biology directly supports two of Salisbury University's strategic goals as outlined in our strategic plan:

Strategic Goal 1: Enrich Academic Success and Student Development

Strategic Goal 3: Support Access, Affordability, and Academic Excellence

The program will be academically rigorous and offer high-impact experiential learning opportunities, a hallmark of academic excellence. Graduates will be eligible to sit for the professional certification exam at the end of the program. Indeed, in alignment with the accreditation standards set by the American Society for Biochemistry and Molecular Biology (ASBMB), the program will equip students with the knowledge and skills needed for successful careers in biochemistry, molecular biology, and related fields such as biotechnology, reinforcing the program's commitment to high academic standards and preparing graduates for success in the global workforce.

With close student mentoring and advisement built in as part of the standard approach to instruction, the BMB program will foster academic success and student development. Additionally, the program will offer a flexible pathway to completing its requirements and ensures that students who encounter academic challenges early in their studies will have the opportunity to catch up, allowing them to complete their degree within four years without

compromising the rigor of the individual courses. This flexibility enhances the student experience by accommodating various learning paces, fostering greater academic success, and promoting retention. It also increases affordability because it lowers the chances that students will need to stay for additional semesters to complete their degree.

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

This joint program represents a brand-new major within the Department of Chemistry, which currently offers a B.S. degree in Chemistry, and shares courses with the Department of Biological Sciences. The courses that will comprise this new program are currently part of the existing curriculum across the two departments, thus adding a B.S. in Molecular Biology and Biochemistry will require no new courses or faculty members. Indeed, the combined faculty and course offerings of the Department of Biological Sciences and the Department of Chemistry are sufficient to meet program requirements, and there is capacity enough in courses to add the additional students who will join the BMB program. As enrollment grows, the additional revenue generated through the program will be reflected in additional operating expenses in the departmental budget to cover the cost of supplies and student support. If the program grows significantly within the first five years, the Dean and Provost will evaluate the need for additional faculty resources, with a commitment to staffing the courses necessary to serve additional students. The only other anticipated additional cost is for the ASBMB certification exam, which students will take in their final semester. Currently, the cost of the exam is \$45 per student. SU plans to cover these additional expenses through departmental operating budgets, ensuring minimal financial impact while maintaining program quality. This funding is guaranteed.

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

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

Salisbury University is dedicated to providing the necessary administrative, financial, and technical support to meet the growing demand for this program. The university has established robust administrative structures to ensure the successful implementation of the new program. This is evidenced by the comprehensive vetting and approval process, which involved the Chair of both the Departments of Biological Sciences and Chemistry, the Henson School of Science and Technology Curriculum Committee, the Dean of the Henson School, the University Undergraduate Curriculum Committee, and the Provost. These steps demonstrate the university's commitment to supporting the program's development and ongoing success.

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

We are committed to providing the necessary support to ensure that all students enrolled in the program can successfully complete their degree. If the program is discontinued, Salisbury University will implement a comprehensive teach-out plan, ensuring that each student has the opportunity to fulfill degree requirements in a timely manner. This reflects the university's dedication to student success and academic continuity.

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

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

a) The need for the advancement and evolution of knowledge

The establishment of a Biochemistry and Molecular Biology degree program at Salisbury University is driven by the dynamic advancements and growing significance of these fields in the modern era. Prior to the 1980s, it was uncommon for undergraduate institutions to offer biochemistry programs. Today, biochemistry and molecular biology are at the forefront of groundbreaking innovations in human health and disease treatment, pharmaceutical development, agricultural improvements, and the creation of sustainable energy solutions. For instance, breakthroughs such as the development of mRNA vaccines, personalized medicine, and targeted therapies like Herceptin are direct products of biochemists and molecular biologists. In agriculture, genetic engineering has led to more resilient and nutritious crops, while in energy, biofuels and artificial photosynthesis are paving the way for sustainable energy solutions. BMB programs are essential to train the next generation of researchers and innovators, poised to make significant contributions to Maryland and greater society as a whole.

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

Biochemists and molecular biologists serve a critical need through research, testing, public health policy development, disease prevention, and the development of pharmaceutical products that foster healthy living and longevity. The program will train students to pursue the jobs or graduate-level education that will lead to their successful employment in positions which fulfill these important functions.

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

n/a

2. Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education](#).

The proposed Biochemistry and Molecular Biology (BMB) degree program at Salisbury University directly aligns with the goals and priorities outlined in Maryland's 2022 State Plan for Postsecondary Education, supporting the state's efforts to enhance student access, success, and innovation.

Student Access: The proposed program addresses the goal of ensuring equitable access to affordable, high-quality postsecondary education for all Maryland residents. Maryland is one of the most diverse states in the nation, and there are ongoing challenges in closing equity gaps in degree attainment, persistence, and other indicators of access and success. The new BMB program will provide greater access to an in-demand and high-impact field, especially given the scarcity of BMB degree offerings in the region. Currently, only 4 institutions in Maryland offer an undergraduate BMB program, and only two of those are public institutions. This disparity limits access, particularly for students in the region surrounding Salisbury University. By adding this program, Salisbury University fosters innovation and directly addresses gaps in access to a critical and growing field. Furthermore, the program's flexible curriculum will help to make the major more accessible to a diverse student body, increasing opportunities for students to pursue minors or other academic interests, thus enhancing their overall educational experience.

Student Success: The proposed BMB program also supports the goal of promoting student success by addressing the challenges related to timely completion of academic programs. The current system, where Chemistry majors follow a Biochemistry track within the Chemistry B.S. program requires a strict sequence of courses, leaving little room for electives and/or minors. This has led to situations where students who fall behind extend their time to graduation or abandon the program altogether. By introducing the BMB degree program majors will have increased flexibility, helping students graduate on time, which aligns with the priority of improving systems that prevent timely completion of an academic program. This also directly supports the commitment to high-quality education by offering a program that is both rigorous and adaptable to students' individual needs.

Innovation: The BMB degree program is aligned with the goal of fostering innovation in Maryland higher education. Biochemistry and molecular biology are central to many modern innovations in healthcare, pharmaceuticals, agriculture, and sustainable energy. This program will prepare students to contribute to cutting-edge fields that have broad societal impacts. By offering a flexible, innovative curriculum designed to meet ASBMB accreditation standards, the program will ensure that students are well-prepared for careers in high-demand industries. This contributes to the state's strategic goal of driving innovation and addressing workforce needs, particularly in emerging fields such as biotechnology and molecular research.

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

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

In Maryland, and across the country, the biotechnical workforce must be well-versed in the foundational knowledge and skills demanded by employers. Graduates of the Biochemistry & Molecular Biology (BMB) B.S. degree program will be well-prepared to join industries prevalent in the state and region, including pharmaceuticals, food and agricultural sciences, environmental science and conservation, biomedicine, clinical research, biotechnology, and forensic science. Additionally, Maryland's innovation ecosystem includes leading life science companies such as Astra Zeneca, Glaxo SmithKline, Lonza, United Therapeutics, Sonavi Labs, BD Biosciences, and many more. We are home to the FDA, NIH, and more federal laboratories than any other state. Entry-level positions at these employers include laboratory technician, scientist, research analyst, data analyst, data coordinator, and quality control analyst.

Graduates will also have the foundational coursework and skills necessary for advanced graduate studies in biochemistry, molecular biology, and health professional programs. Such advanced degrees include PhD, Doctor of Medicine (MD), Doctor of Osteopathic Medicine (DO), Doctor of Veterinary Medicine (DVM), Doctor of Dental Medicine (DMD), Doctor of Dental Surgery (DDS), Master of Science in Physician Assistant (PA), and Doctor of Pharmacy (PharmD). BMB majors pursuing advanced degrees are equipped to take on roles such as research associate, clinical researcher, biotechnologist, biomedical scientist, professor, or forensic scientist.

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

Graduates of the Biochemistry & Molecular Biology degree program will benefit from a strong national job market for their skills. According to the Eduventures Research's analysis of Lightcast data, there were an estimated 35,198 biochemistry and biophysics jobs in the United States in 2025, with a decadal growth rate of 9%. This growth rate will significantly outpace the 6% projected growth rate for all occupations during the same period. Annually, more than 3,000 biochemists and biophysicists are sought. Many of these opportunities are concentrated in the mid-Atlantic region, where a large portion of our students are from and are likely to return to after graduation. Notably, the Philadelphia and Washington D.C. metropolitan areas rank 3rd and 6th, respectively, in the number of biochemists employed, and there are a growing number of BMB-related jobs locating on the Eastern Shore of Maryland, the region primarily served by Salisbury University.

Maryland is home to one of the nation's strongest life sciences industries, employing more than 54,000 people across a wide range of R&D, manufacturing, and laboratory jobs. Yet our state's public and private colleges and universities do not currently supply enough graduates to meet market demand. For example, the National Center for Education Statistics (NCES) indicates that, in 2022-2023, only 134 B.S. degrees in biochemistry and zero B.S. degrees in molecular biology were conferred in Maryland. Analysis of Lightcast data for 2021-2024 indicates that there were 952 job openings for B.S. biochemists in the region. There are only four institutions in the state with B.S. degree programs in BMB, underscoring the need for additional programs in this area to bridge the gap between conferrals and job opportunities.

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

Employment Projections:

Biochemists and Biophysicists: According to the U.S. Bureau of Labor Statistics (BLS), employment in these roles is expected to grow by 9% from 2023 to 2033, which is much faster than the average for all occupations. This growth translates to approximately 3,200 new jobs over the decade

Molecular Biologists: The molecular biologist job market is anticipated to grow by 6% between 2022 and 2032. While this represents a slower growth rate, it still indicates a steady demand for professionals in this specialization.

Annual Job Openings: The BLS projects about 3,100 openings annually for biochemists and biophysicists and 5,400 annual openings for molecular (and cell) biologists from 2023 to 2033. These openings are expected to arise from the need to replace workers transitioning to other occupations or retiring. In the region (MD, NJ, PA, DE, VA), there are 500 projected openings for biochemists and biophysicists annually and 6,450 annual openings for molecular (and cell) biologists.

Industry Demand: The biotechnology sector in the region is thriving, with significant demand for professionals skilled in genetic engineering, drug development, and related technologies. This growth offers numerous opportunities for biochemistry and molecular biology graduates.

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

In a market analysis completed on behalf of Salisbury University by Eduventures Research, a steady conferral growth in BMB degrees was noted between 2014 and 2023. Most recently, the analysis found that biochemistry conferrals grew by 0.6% from 2022 to 2023 while overall bachelor's degree conferrals declined by 2.6%. Graduate enrollment in aligned subfields grew 20% from 2019-2024, denoting a steady and growing demand for specific bachelor's degree programs as inputs. While there are four other institutions in the state that offer a BMB degree, only one is on Maryland's Eastern Shore and that is at a private institution (Washington College). There are no other public institution options for potential students who wish to stay on the Eastern Shore.

D. Reasonableness of Program Duplication:

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

Under the proposed CIP Code: 26.0210 (BioChemistry/BioPhysics and Molecular Biology) the following institutions have been identified as having similar programs: Goucher College, Towson University, University of Maryland, Baltimore County, and Washington College. While the programs may be similar, we believe there are several key differences that make our offering unique namely 1) it serves the Salisbury metro area and the southern Delmarva community, 2)

we are a relatively small university that can offer considerable individualized attention to our students, 3) our Chemistry and Biology faculty are deeply engaged in undergraduate research, 4) our program's curriculum is quite flexible, and 5) our curriculum emphasizes foundational physical science coursework that will serve students particularly well in graduate study. More detail regarding each program offering may be found below.

Perhaps more importantly, our program will foster a variety of post-graduation outcomes. Some programs in Maryland are geared toward a pathway to graduate education, whereas others are geared toward industry work exclusively. Ours will allow for both, and will allow students to emphasize training more toward Chemistry or Biology, depending on their interests.

Below you will find additional comparative information:

	Salisbury University	Goucher College	Towson University	Univ of MD, Baltimore County	Washington College
Serves the Salisbury Metro Area?	X				
Small College?	X	X			X
Significant Research Opportunities?	X			X	X
Flexible Program?	X		X		
Foundational Physical Science Coursework?	X	X		X	

Salisbury University: Targeting students who are interested in a small school environment but with significant research experiences with faculty mentors and a more flexible program. The Biochemistry and Molecular Biology program will provide a strong foundation in the natural and physical sciences while preparing students to enter the biotechnical workforce after graduation in positions such as a research associate or project coordinator. In addition, students will be well prepared to enter graduate programs in Biochemistry, Molecular Biology, Biomedical Research and related fields as well as medicine and pharmacy. The program is flexible enough to allow students to tailor their academic career to their individual career goals through either the two focus programs or through a minor while still finishing in 4 years. This program is designed to meet ASBMB accreditation.

Chemistry majors choose Salisbury University for its small class sizes and the accessibility of the professors for assistance with coursework and for mentoring and participating in research. Students note that the chemistry department encourages and supports a culture of collaboration through dedicated student spaces, a chemistry support center, and SI (supplemental instruction). They note that these and other activities create a close-knit inclusive student community that nurtures strong student-student ties.

Additionally, because of the department's size and collaborative atmosphere, undergraduate students use state of the art research instrumentation not only in research projects, but also in their upper-level laboratory courses.

Washington College: For students wanting a small-college setting. No concentration or focus programs are offered, decreasing flexibility in the curriculum. Emphasis is placed on independent research. Research opportunities and small class sizes are provided. Provides a standard biochemistry foundation, but no courses in introductory general chemistry.

Goucher College: Targets students seeking a broad foundation in biology, chemistry, math and physics. ASBMB accredited. No concentration or focus programs offered. This is a small program with 3 graduates in 2023. The program views itself as student-focused and competency-driven. The program highlights liberal arts integration, emphasizing ethical awareness and communication skills as core competencies. While lab-based skill-building is a strength, lack of flexibility and advanced research opportunities limits appeal to students aiming for highly competitive graduate programs or industries.

Towson University: Designed for career-oriented students, particularly those interested in merging biology and technology, a growing niche in biotechnology and healthcare. ASBMB accredited. Requires students to choose a concentration in either molecular biology, biochemistry or bioinformatics. Graduated 40 students in 2023. The bioinformatics concentration is a programming and data analysis focused program. Despite strong alignment with industry demands, it lacks academic, and research depth compared to other providers. The program at SU differs from Towson in two main ways: our program is at its core, a physical science degree and TU's focus is on bioinformatics. For the SU BMB program, all majors will take calculus and physics courses, while these are only required in the TU program's biochemistry track. TU's program has a greater emphasis towards training professional bioinformaticians while SU's program focuses on future biochemistry and molecular biology professionals gaining competency in basic bioinformatics. As such, it will likely appeal to a different cohort of prospective students. At its heart, the SU BMB degree builds upon a fundamental chemical foundation to explore life on the nanoscale. While the TU MBBS program has its foundation in biology and bioinformatics with an expansion towards the underlying chemical principles in its program of study. There is room and need for both in the world of higher education.

University of Maryland – Baltimore County: Appeals to students seeking hands-on experiences in a research-intensive environment. No concentration or focus programs offered. Graduated 59 students in 2023. Fosters practical lab skills and problem-solving abilities, ensuring graduates are work-ready or prepared for advanced study. The program includes recommended courses for those planning advanced graduate study. Offers a well-rounded curriculum and research opportunities. Prepares students for roles in biotechnology, while also supporting traditional pre-med students.

It is important to note that whereas there is some overlap in program courses across these various institutions, no two programs are the same. Further, the demand for graduates in these programs is greater than the number of students who are finishing the programs, thus any duplication is justified to fill the needs of our region and state.

2. Provide justification for the proposed program.

The skills obtained by program graduates are needed to fulfill a societal need for public health, disease prevention, solving crimes, and the development of products that promote longevity and healthy living. The need for workers in this sector is greater than the current supply of graduates, providing justification for the development of an additional BMB program in the state.

The curricular content for the BMB program is already available at Salisbury University but as a concentration within the BS Chemistry and the BS Biology degrees. The program will engender little additional cost, but should produce a significant benefit to its graduates in the form of job opportunities or marketability for graduate education. In addition, the program improves upon the current structure of our offerings, as it will streamline students' ability to complete the requirements for the degree and claim the degree title that they cannot today, despite taking the same or similar coursework. This will increase the students' marketability for jobs and facilitate greater earnings across their lifespans. Finally, for students on Maryland's Eastern Shore who wish to remain close to home and earn their BMB degree, this program will provide an opportunity to do so in a cost-effective way.

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

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

There are no HBIs in Maryland that offer an undergraduate degree in Biochemistry and Molecular Biology. As such, while Salisbury University believes this is a high-demand program for the State of Maryland and its workforce needs, it does not believe Biochemistry and Molecular Biology is a high-demand program for HBIs specifically.

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

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

There are no HBIs in Maryland that offer an undergraduate degree in Biochemistry and Molecular Biology, or use the same CIP Code as this proposal, which suggests there is not a clear, unique relevance of this program to the identity of our state's HBIs. At the HBI closest to Salisbury University, the University of Maryland Eastern Shore, they do have a bachelor's degree program in Biochemistry but so do eight other institutions within the State of Maryland, suggesting that even this different but related program is not particularly relevant to the institutional identity of HBIs.

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

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

The B.S. in Biochemistry and Molecular Biology program has been established to replace two current Biochemistry concentrations within the B.S. Chemistry program and add the critical integrated discipline of molecular biology. Transitioning from two concentrations to a single, unified degree program will enhance the curriculum's accessibility, flexibility, and marketability, while providing a more focused and integrated approach to biochemistry and molecular biology. This new program was developed through close collaboration between the Department of Biological Sciences and the Department of Chemistry.

A comprehensive listing of course titles and descriptions can be found in Appendix A. The courses have been selected to address the identified needs of the chemistry, biology, and broader scientific communities, as outlined by ASBMB accreditors. The program's design incorporates a broad foundation of fundamental courses, complemented by specialized Biochemistry and Molecular Biology courses. By integrating these key scientific disciplines, students will develop a wide range of critical thinking, communication, and leadership skills that are applicable in today's rapidly evolving technological and interconnected world.

The Biochemistry and Molecular Biology major will be housed within the Chemistry Department of the Henson School of Science and Technology, with overall management by the Chemistry Department's BMB Coordinator. Collaboration will occur with department chairs from related disciplines as needed, including Dr. Stephen Habay (Chemistry), Dr. Matthew Bailey (Physics), Dr. Veera Holdai (Mathematics), and Dr. Arthur Lembo (Geography and Geosciences) and Dr. Elizabeth Emmert (Biological Sciences).

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

The proposed program will be offered on-campus. The educational objectives and learning outcomes are fully aligned with the ASBMB accreditation standards. Upon completing this program, students will:

- Gain a broad foundation in the fundamental principles across multiple STEM disciplines.
- Develop an integrated understanding of how energy is generated, stored, and regulated within biochemical and biological systems.
- Be able to connect key biochemical structures to their respective functions.
- Understand how genetic information is stored, read, translated, and manipulated within biological systems.
- Apply quantitative reasoning, calculations, and mathematical modeling to biochemical and biological systems effectively.
- Comprehend and articulate molecular-level concepts of evolution.
- Identify and explain the roles of molecular and biochemical regulation in maintaining homeostasis.
- Acquire substantial hands-on experimental experience, including designing experiments, conducting research, and interpreting results.

- Recognize and adhere to the professional code of conduct for scientists, with the ability to identify and address ethical issues.
- Demonstrate professional communication skills, including experience in written and oral presentations, as well as in writing personal statements and resumes.

3. Explain how the institution will:

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

SU's University Analysis, Reporting and Assessment (UARA) provides official student data and facilitates the collection and presentation of data for Academic Program Reports (APR) on a seven-year cycle. These APRs formalize the assessment of student learning outcomes to drive programmatic decision-making. At the end of each academic year, the program will assess the extent to which learning outcomes are achieved by each student in the program. Modifications to classes or other adjustments may be made in response to areas where learning outcomes are not consistently achieved. In addition to regular APR, all students completing the program will be required to take the ASBMB certification exam in the senior capstone course (CHEM 419). This exam assesses student mastery of the learning goals from Section G2.

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

See Appendix A

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

Salisbury University provides a comprehensive General Education curriculum, which includes the following courses:

- Three SU Signature Outcomes (courses may also meet additional General Education and/or major requirements):
 - **Civic and Community Engagement** (3-4 credits)
 - **Diversity and Inclusion** (3-4 credits)
 - **Environmental Sustainability** (3-4 credits)
- First Year Seminar (4 credits)
- Communicating Through Writing (3-4 credits)
- Quantitative Analysis (3-4 credits)
- Human Expression (3-4 credits)
- Humanity in Context (3-4 credits)
- Social Configurations (3-4 credits)
- Social Issues (3-4 credits)
- Hands-on Science (4 credits)
- Solutions through Science (3-4 credits)
- Personal Wellness (4 credits)
- Experiential Learning (3 credits)

Of the required courses, 20 credits are fulfilled through the major requirements.

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

To obtain American Society for Biochemistry and Molecular Biology (ASBMB) accreditation, student must demonstrate proficiency through the ASBMB certificate exam.

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

N/A

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

Upon approval, the program's academic requirements are clearly articulated on designated program pages that are located with the university's catalog. Each undergraduate program provides students with a suggested 4-year course of study (aka Curriculum Guide) that is easily accessible within the program page. Students will also have access to degree audits that are located in their student portal within Peoplesoft.

Additionally, students will have access to professional academic advisors who will support the student in academic support. Each course offered within the program will provide the student with a syllabus that outlines the expectations for faculty/student interaction, technical equipment requirements, and the learning management system.

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

All publications, including marketing, catalog and website admissions pages are vetted by the Marketing and Communications Department at SU, which fac-checks all submissions. In addition, approval of the program will be communicated in a timely manner to the appropriate offices on campus. Information regarding financial aid resources and cost of payments policies are clearly communicated on the Accounts Receivable & Cashiers Office and Office of Financial Aid & Scholarships' webpages.

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

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

See Appendix B.

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

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

Department	Faculty Name	Terminal Degree	Academic Rank	Full- or Part-Time	Courses Overseen
Chemistry	Alison Dewald	Ph.D. Chemistry (Protein Biochemistry)	Associate Professor	Full time	CHEM 410 CHEM 417 CHEM 418 CHEM 419
Chemistry	Katherine Miller	Ph.D. Biomedical Research (Biochemistry and Molecular Biology)	Professor	Full time	CHEM 410 CHEM 417 CHEM 418 CHEM 419
Chemistry	Joshua Sokoloski	Ph.D. Chemistry (Nucleic Acid Biophysics)	Associate Professor	Full time	CHEM 410 CHEM 417 CHEM 418 CHEM 419
Biological Sciences	Philip Anderson	PhD Genetics	Associate Professor	Full Time	BIOL 302 BIOL 350 BIOL 415 BIOL 441

Biological Sciences	Guney Boso	PhD Molecular, Cellular, Developmental Biology and Genetics	Assistant Professor	Full Time	BIOL 350 BIOL 370 BIOL 415 BIOL 440 BIOL 445
Biological Sciences	Kirsten Guckes	PhD Microbiology and Immunology	Assistant Professor	Full Time	BIOL323 BIOL 415
Biological Sciences	Victor Miriel	PhD Biomedical Science Cardiovascular Physiology	Associate Professor	Full Time	BIOL 354 BIOL 415 BIOL 495
Biological Sciences	Kimberly Hunter	PhD Genetics	Full Professor	Full Time	BIOL 360 BIOL 415
Biological Sciences	Angela Freeman	PhD Physiology	Assistant Professor	Full Time	BIOL 408 BIOL 415
Biological Sciences	Dana Price	PhD Ecology and Evolution	Full Professor	Full Time	BIOL 415 BIOL 424
Biological Sciences	Jennifer Nyland	PhD Microbiology and Immunology	Associate Professor	Full Time	BIOL 415 BIOL 425 BIOL 432
Biological Sciences	Elizabeth Emmert	PhD Bacteriology	Full Professor	Full Time	BIOL 415 BIOL 433

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

a) Pedagogy that meets the needs of the students

The [Center for the Advancement of Faculty Excellence](#) (CAFE) supports faculty in the areas of teaching, research, professional development and personal wellness and the office of [Instructional Design & Delivery](#) (ID&D) provides professional development for

effective pedagogical practices and instructional support for faculty engaged in teaching and learning of online, hybrid and traditional courses. Collaboratively, these offices provide various webinars, workshops, faculty learning communities and initiatives around andragogical and pedagogical best practices (such as Universal Design for Learning; Diversity, Equity & Inclusion; High Impact Practices; Problem-Based Learning; Open Pedagogy, Open Educational Resources, etc.). Additional opportunities are provided through the Faculty Development Committee and our Faculty Learning Communities such as the Distance Education FLC and the Scholarship of Teaching and Learning FLC. Finally, the institution hosts two annual faculty development events – one in August and one in spring.

b) The learning management system

Instructional Design & Delivery provides support for the campus supported learning management system (Canvas) and other instructional software (such as lecture capture, audience response system) through various methods (e.g. workshops, video tips, how-to instructions).

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

While there are no plans to offer the new program through distance education, Salisbury University and the Chemistry Department are dedicated to supporting best practices in online instruction through the Soaring with Online Learning program. All current biochemistry faculty members have successfully completed this training.

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

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

SU Libraries currently provides access to hundreds of periodicals and ebooks, numerous databases, and a steadily growing number of streaming videos. Students contact library staff via chat, emails, and/or phone. SU librarians and library staff answer chat questions whenever the Service Desk is open. SU Libraries' resources include extensive book, document, and periodical holdings, as well as a wide array of electronic resources and databases. The online catalog provides direct access and borrowing privileges to approximately eleven million items in the libraries of the University System of Maryland and Affiliated Institution libraries (USMAI).

Additionally, the SU Libraries currently subscribe to several large database packages that provide access to journals in biochemistry and molecular biology. These databases include the American Chemical Society Journals, SciFinder, ScienceDirect, and PubMed. These databases and others include many relevant journals such as Chem, Protein Science, Cell Metabolism, Analytical Biochemistry, Biochemistry and Molecular Biology Education, Trends in Biochemical Sciences, the Annual Review of Biochemistry, Biochemical Genetics, and Nature Methods. The Libraries also

own several hundred print books and around 10,000 ebooks in subjects related to biochemistry, many of which are available through our USM-shared Ebsco Ebook Collection database.

The Libraries recently purchased 2024 test preparation books for students interested in graduate school, including study guides for the GRE, MCAT, PCAT, DAT, and OAT.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment

(as outlined in COMAR 13B.02.03.13)

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

Currently, SU can deliver the program in our existing space and with the current equipment resources. We anticipate approximately five of the current BS Chemistry majors and four of the Biological Sciences majors will transition to BS Biochemistry and Molecular Biology major in Year 1. Approximately six students will enroll in the program in its first year, eight new students in Year 2, and eight new students a year going forward, yielding a total program headcount at maturity of about 39 students, producing eight graduates per year. We anticipate maintaining an 85 % first year retention rate, aligning with our BS Chemistry program. SU is committed to upgrading facilities and equipment when the program has established its intended growth.

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

- a) An institutional electronic mailing system, and**

SU has an institutional electronic mailing system. All students and faculty are given an SU email to utilize for all university correspondence. The university's IT HelpDesk provides technical support to students who need assistance accessing e-mail.

- c) A learning management system that provides the necessary technological support for distance education**

SU does not intend to offer this program via distance education at this time. However, SU is committed to supporting the best practices in online learning. Instructional Design & Delivery provides support for the campus supported learning management system (Canvas) and other instructional software (such as lecture capture, audience response system) through various methods (e.g. workshops, video tips, how-to instructions).

L. Adequacy of Financial Resources with Documentation (as outlined in [COMAR13B.02.03.14](#))

- 1. Complete [Table 1: Resources and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or**

will be reallocated to support the proposed program, briefly discuss the sources of those funds.

Table 1: Resources and Narrative Rationale

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c + g below)	\$286,416	\$338,273	\$392,089	\$447,923	\$505,834
a. Number of F/T Students	24	28	32	36	40
b. Annual Tuition/Fee Rate	\$11,306	\$11,532	\$11,763	\$11,998	\$12,238
c. Total F/T Revenue (a x b)	\$271,344	\$322,899	\$376,408	\$431,929	\$489,519
d. Number of P/T Students	2	2	2	2	2
e. Credit Hour Rate	\$471	\$480	\$490	\$500	\$510
f. Annual Credit Hour Rate	16	16	16	16	16
g. Total P/T Revenue (d x e x f)	\$15,072	\$15,373	\$15,681	\$15,995	\$16,314
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 4)	\$286,416	\$338,273	\$392,089	\$447,923	\$505,834

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

Table 2: Program Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$167,281	\$199,064	\$237,448	\$271,784	\$307,398
a. Number of FTE	1.08	1.25	1.47	1.65	1.83
b. Total Salary	\$125,775	\$149,672	\$178,533	\$204,349	\$231,126
c. Total Benefits	\$41,506	\$49,392	\$58,916	\$67,435	\$76,272
2. Admin. Staff (b + c below)	\$21,613	\$22,045	\$22,486	\$22,935	\$23,394
a. Number of FTE	0.125	0.125	0.125	0.125	0.125
b. Total Salary	\$16,250	\$16,575	\$16,907	\$17,245	\$17,590
c. Total Benefits	\$5,363	\$5,470	\$5,579	\$5,691	\$5,805

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
3. Support Staff (b + c below)	\$10,640	\$12,662	\$14,760	\$16,937	\$19,195
a. Number of FTE	0.16	0.19	0.21	0.24	0.27
b. Total Salary	\$8,000	\$9,520	\$11,098	\$12,734	\$14,432
c. Total Benefits	\$2,640	\$3,142	\$3,662	\$4,202	\$4,763
4. Technical Support and Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 7)	\$199,533	\$233,770	\$274,694	\$311,656	\$349,987

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

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

Course evaluations are completed by students at the end of each semester, which are used in annual faculty evaluation as well as in the tenure and promotions procedures to assess teaching. In addition, these evaluations are used from promotion of adjunct faculty. Salisbury University faculty are evaluated every year by their department chair/directors using the online management system, Faculty Success.

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

Salisbury University follows an annual schedule for review of existing academic programs set by the University System of Maryland. Each new academic program is fully evaluated 5 years after the first enrollment; after that, programs are evaluated on a 7-year basis by an external reviewer as part of the Academic Program Review process. SU's University Analysis, Reporting & Assessment Office (UARA), provides a mid-point check-in with departments to assess their readiness to complete their Academic Program Review

N. Consistency with the State's Minority Student Achievement Goals

[\(as outlined in COMAR 13B.02.03.05\).](#)

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

Salisbury University (SU) welcomes all students who meet the university's admission requirements to pursue a Bachelor of Science in Biochemistry and Molecular Biology. This rigorous and dynamic program is designed to equip students with the knowledge, skills, and hands-on experience necessary to excel in the workforce and achieve their professional aspirations.

Aligned with the State of Maryland's commitment to advancing minority student achievement, SU prioritizes fostering an inclusive and diverse academic environment that promotes opportunity, equity, and a strong sense of belonging. Through targeted campus initiatives, SU is dedicated to ensuring that all students have access to the resources and support needed to thrive.

Additionally, in alignment with **Priority 6** of the 2022 Maryland State Plan for Higher Education, which emphasizes improving systems that support timely degree completion, this enhanced program structure streamlines academic pathways, significantly increasing students' ability to graduate within four years. By providing a well-structured curriculum and comprehensive academic support, SU is committed to student success and workforce readiness in the field of biochemistry and molecular biology.

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

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

This program is not related to an identified Low Productivity Program.

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

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

Salisbury University meets the COMAR requirements to provide distance education as outlined in 13B.02.03.22 and 13B.02.03.29. SU is approved to offer distance education by Middle States Commission on Higher Education. In addition, SU participates in The National Council for State Authorization Reciprocity Agreements (NC-SARA), which established comparable national standards for interstate distance education program offerings. SU complies with the guidelines set by C-RAC.

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

As an institution, we have committed to ensuring that all distance education offerings are designed and reviewed using the Quality Matters rubric. Quality Matters (QM) is a nationally recognized peer review process that is designed to foster faculty-centered continuous improvement of online education. Instructional Design & Delivery conducts the Soaring with Online Learning program and other professional development opportunities to support faculty in incorporating best practices in distance education.

I. Fundamental scientific knowledge and skills: (32 credits)

CHEM 121: General Chemistry I 4 credits

Study of fundamental laws of chemistry and atomic structure emphasizing quantitative relationships. Three hours lecture, three hours laboratory per week. Meets General Education: Hands-on-Science (HOS), Solutions Through Science (STS). Prerequisites This course assumes an understanding of high school chemistry and algebra. C or better in CHEM 100 or appropriate score on department placement exam.

CHEM 122: General Chemistry II 4 credits

Continuation of CHEM 121, including chemical equilibrium, electrochemistry and organic chemistry. Three hours lecture, three hours laboratory per week. Prerequisites C or better in CHEM 121

BIOL 201 – Introduction to Biology: Molecular and Cellular Biology 4 credits

Introduction to biological molecules, cellular anatomy and cellular function. Build fundamental understanding of molecular core concepts and skills that serve as a foundation for all more advanced coursework in biology. Emphasizes the chemistry of biology, properties of biological molecules, cellular composition, cellular function and diversity, metabolism, and genetics. One of two introductory courses (along with BIOL 202) required for biology majors. Three hours lecture, three hours laboratory per week Meets General Education: Hands-on Science (HOS), Solutions Through Science (STS). Recommended Prerequisites/Corequisites MATH 140 or equivalent

BIOL 202 - Introduction to Biology: Evolution and Ecology 4 credits

Provides a hands-on introduction to the study of evolution and ecology, including practice with the core concepts and skills that biologists use to study and preserve life. Explore several facets of biodiversity: its evolutionary origin, its ecological and societal importance, threats from human impacts, and solutions to preserve and restore biodiversity and ecosystem function to enable environmental sustainability. Three hours lecture, three hours laboratory per week. Meets General Education: Hands-on-Science (HOS), Solutions Through Science (STS), Environmental Sustainability (ES). Recommended Prerequisites/Corequisites MATH 140 or equivalent

MATH 201: Calculus I 4 credits

Introduction to analytic geometry, limits, continuity, derivatives of elementary functions and applications of the derivative. Four hours per week. Meets General Education: Quantitative Analysis (QA). Prerequisites C or better in MATH 140 or equivalent. May Not Receive Credit for Both MATH 198 and MATH 201

or

MATH 198: Calculus for Biology and Medicine 4 credits

Introduction to analytic geometry, limits, continuity, derivatives of elementary functions, applications of derivatives and antiderivatives in a biological context. Four hours per week. Meets General Education: Quantitative Analysis (QA). Prerequisites C or better in MATH 140 or equivalent. May Not Receive Credit for Both MATH 198 and MATH 201

MATH 202: Calculus II 4 credits

Introduction to integrals, infinite series, applications and techniques of integration. Four hours per week. Prerequisites C or better in MATH 198 or MATH 201 or equivalent

PHYS 121: General Physics I 4 credits

Introduction to Newtonian mechanics and applications. Topics include kinematics, dynamics, gravitation, conservation laws, equilibrium and rotational motion. Not intended for physics majors. Three hours lecture, two hours laboratory per week. Meets General Education: Hands-On Science (HOS), Solutions Through Science (STS). Recommended Prerequisites College algebra

or

PHYS 221: Physics I 4 credits

Introduction to calculus-based Newtonian mechanics for students majoring in physics, engineering and chemistry. Topics include kinematics, Newton's laws, conservation laws and rotational motion. Six hours lecture/activity per week. Meets General Education: Hands-on Science (HOS), Solutions Through Science (STS). Major Pre or Corequisites MATH 201. Non-Major Pre or Corequisites MATH 198 or MATH 201

PHYS 123: General Physics II 4 credits

Continuation of general physics. Topics include basic concepts of electricity and magnetism, wave motion, optics and modern physics. Three hours lecture, two hours laboratory per week. Prerequisites PHYS 121

or

PHYS 223: Physics II 4 credits

Continuation of introductory physics. Topics include: electrostatics, current and resistance, DC and AC circuit analysis, magnetic fields, induction, electromagnetic waves and geometrical and wave optics. Six hours lecture/ activity per week. Prerequisites PHYS 221. Pre or Corequisites MATH 202.

II. Advanced scientific knowledge and skills (26 credits)

CHEM 221: Organic I 4 credits

An introduction to the structure, properties and reactivity of carbon compounds. Analysis of molecular structure, including bonding, conformation and isomerism, is applied to the mechanisms of organic

chemical reactions. Emphasis is placed on problem solving and effective communication of chemical ideas. Three hours lecture, three hours laboratory per week. Prerequisites C or better in CHEM 122.

CHEM 222: Organic II 4 credits

A continued introduction to the structure, properties and reactivity of carbon compounds. A range of chemical reactions are applied to the development of synthetic methods for organic molecule construction, including functional group interconversion and carbon-carbon bond formation. Spectroscopic techniques for molecule identification also are discussed. Emphasis is placed on problem solving, effective communication and integration of chemical concepts. Three hours lecture, three hours laboratory per week. Prerequisites C or better in CHEM 221.

CHEM 207: Laboratory Safety 1 credit

Development of skills and attitudes for working with chemicals in a confident and responsible way. Emphasis on safety precautions and emergency procedures in case of a chemical accident. One hour per week. Prerequisites CHEM 122.

or

MDTC 101 – Safety in the Biological, Chemical and Clinical Laboratory 1 credit

Review of laboratory safety. Summary of government laws and regulatory bodies and their effect on lab policy. Illustrations of proper procedures for laboratory hazards. Topics include chemicals, infectious microbes, animals, fire, electrical equipment, radiation, glassware and compressed gases. Training in the use of safety equipment, protective clothing and general first aid. One hour per week

CHEM 301: Chemistry Seminar 1 credit

Learn to search the chemical literature, to manage information, to write scientific reports, to create scientific presentations and to present findings. Gain an introduction to scientific ethics as well as professional skills such as resume writing, job searching and networking. One hour per week. Prerequisites ENGL 103 or HONR 111, CHEM 222

CHEM 321: Analytical Chemistry 4 credits

Study of the theory and applications of classical and modern analytical techniques. Includes volumetric, potentiometric, spectrophotometric and chromatographic methods. Three hours lecture, three hours laboratory per week. Prerequisites CHEM 122.

CHEM 341: Physical Chemistry I 4 credits

Comprehensive study of the fundamental concepts of physical chemistry. Four hours per week. Prerequisites CHEM 122, PHYS 121 or PHYS 221. Pre or Corequisites MATH 202.

BIOL 350: Cell Biology 4 credits

Focuses on the structure and function of eukaryotic cells. Topics covered include enzyme kinetics, membrane transport, cell signaling, intercellular protein trafficking, cellular respiration, mitosis and meiosis, the cell cycle, and cancer. Three hours lecture, three hours laboratory per week. Prerequisites BIOL 201 or BIOL 210, and CHEM 122

CHEM 417: Biochemistry I 4 credits

Application of chemical principles to biological systems through study of the properties, analysis, functioning and relationship of proteins, carbohydrates, lipids and nucleic acids. Three hours lecture, three hours laboratory per week. Prerequisites CHEM 222.

III. Advanced biochemical/molecular knowledge and skills (18 credits)

BIOL 302: Bioinformatics I 4 credits

Computer-based course introduces biological databases. Emphasis placed on quantitative approaches to modeling and analyzing biological data. Three hours lecture, three hours laboratory per week. Prerequisites BIOL 201 or BIOL 202 or BIOL 210. Pre or Corequisites MATH 198 or MATH 201

BIOL 370: Molecular Genetics 4 credits

Study of mechanisms of heredity emphasizing organization of the genome, mutation and regulation of gene expression. Three hours lecture, three hours laboratory per week. Prerequisites [BIOL 350](#)
Pre or Corequisites CHEM 221

CHEM 418: Biochemistry II 3 credits

Study of the intermediary metabolism of biomolecules and the biochemistry underlying the expression of information contained in DNA in the synthesis of biomolecules. Three hours per week. Prerequisites CHEM 417.

CHEM 419: Biochemical Methods 4 credits

Lecture/laboratory-based exploration of biochemical techniques commonly used in industrial and academic laboratories. Demonstrates the relationships between the structure, interactions and functions of biomolecules and metabolic pathways. Six hours per week. Pre or Corequisites CHEM 418.

CHEM 410: Research 3 credits

Individual undergraduate research on approved subject under supervision of a member of the staff. Written report, seminar presentation required. Nine hours per week, conference with the instructor. Prerequisites Permission of department chair and either CHEM 301. May be taken twice for credit.

or

BIOL 415: Research in Biology 3 credits

Independent student research under the supervision of a faculty member. Schedule to be arranged individually. Forty-five contact hours per credit hour. Prerequisites Permission of instructor. May be repeatable and receive credit within the major for up to six credits combined of BIOL 415, BIOL 416, BIOL 417 and BIOL 420

Biology focus:

BIOL 323: Medical Microbiology 4 credits

Study of the medically important microorganisms, including methodology and techniques of identification. Two hours lecture, four hours laboratory per week. Prerequisites BIOL 211.

BIOL 354 Pathophysiology 4 credits

The study of mechanisms that contribute to altered physiology in human disease. Three hours lecture, two hours laboratory per week. Prerequisites C or better in BIOL 216 and BIOL 350. May Not Receive Credit for Both BIOL 334 and BIOL 354; BIOL 354 and HLSC 301

BIOL 360: Genetic Analysis 4 credits

Introduction to genetic analysis including Mendelian principles, population and quantitative genetics, cytogenetics and contributions to molecular biology. Satisfies Biology Department core requirements for genetics. Three hours lecture, three hours laboratory per week. Prerequisites BIOL 201 or BIOL 202 or BIOL 210. Recommended Prerequisites MATH 155

BIOL 408: Neurobiology 4 credits

Explores the physiological and anatomical underpinnings of the vertebrate nervous system. Three hours lecture, three hours laboratory per week. Prerequisites BIOL 215 or BIOL 350 or CHEM 417 or PSYC 301.

BIOL 425: Toxicology 3 credits

Introduction to basic principles, history and scope of modern environmental toxicology, and to the effects and to the mechanisms of toxicants. Includes applications to risk assessment, regulations and industry. May not be taken for credit if student has credit for ENVH 425. Three hours per week. Prerequisites BIOL 201 or BIOL 210, CHEM 122, junior standing

BIOL 430: Plant Physiology 4 credits

Advanced study of the physiological mechanisms utilized by plants with special reference to the higher phyla. Three hours lecture, three hours laboratory per week. Prerequisites BIOL 212, CHEM 221.

BIOL 432: Immunology 3 credits

Study of the cellular and soluble aspects of immunology, focusing on the human immune response to pathogen and diseases of immune origin. Three hours per week. Prerequisites BIOL 350. May Not Receive Credit for Both BIOL 333 and BIOL 432

BIOL 433: Environmental Microbiology 4 credits

Study of the diversity and interactions of microorganisms in their natural environments. Emphasis on habitat and metabolic diversity, community interactions and industrial applications involving microbes. Three hours lecture, three hours laboratory per week. Meets General Education: Experiential Learning (EL) Prerequisites BIOL 211. Recommended Prerequisites BIOL 350

BIOL 440: Contemporary Genetics 4 credits

Lecture/laboratory-based exploration of biochemical techniques commonly used in industrial and academic laboratories. Six hours per week. Prerequisites BIOL 370 or permission of instructor Pre or Corequisites CHEM 418.

BIOL 441: Bioinformatics II 3 credits

Exploration of viral, prokaryotic and eukaryotic genomes. Emphasis on computational techniques for assessing the genome and manipulating genomic data. Four hours lecture/laboratory per week. Prerequisites BIOL 302

BIOL 445: Virology 3 credits

Study of structure, replication and pathogenesis of viruses with emphasis on animal viruses and the role of viruses in our current understanding of cell and molecular biology. Three hours per week. Prerequisites BIOL 350.

BIOL 460: Biology of Cell Membranes 3 credits

Advanced course exploring the biology of bacterial, plant and animal cell membranes with an emphasis on how these important organelles allow cells and organisms to adapt to severe, inhospitable or constantly changing physical environments. Three hours per week. Prerequisites BIOL 350.

BIOL 465: Advanced Cell Biology 3 credits Advanced course exploring the biology, physiology and biochemistry of plant and animal cells. Topics include detailed examinations of organelle function, cell movement, protein turnover, cell adhesion, apoptosis, cell cycle regulation, and the cellular and molecular basis of cancer. Lectures are drawn principally from the latest primary and secondary literature. Three hours per week. Prerequisites BIOL 350. Recommended Prerequisites CHEM 417

BIOL 470: Biotechnology 3 credits

Study of applied aspects of biology with an emphasis on DNA technology. Recommended as a capstone course for biology majors in the cell and molecular biology/biotechnology track. Three hours per week. Prerequisites BIOL 370.

BIOL 495: Vascular Biology 4 credits

Familiarizes students with a broad spectrum of vascular biology topics. Discuss recent publications employing cutting edge techniques used to study the vascular system. Gain hands-on exposure to

“classical” approaches used in vascular biology research labs. Lecture and lab highlight the application of vascular biology research to present-day clinical approaches used in the treatment of human diseases. Three hours lecture, three hours laboratory per week. Prerequisites BIOL 350 or BIOL 354

Chemistry focus:

CHEM 306: Inorganic Chemistry 4 credits

Study of the fundamental concepts of inorganic chemistry. Primary focus on main group descriptive inorganic chemistry, structure and bonding theory for both main group and transition metal compounds and organometallic chemistry. Three hours per week with Web enhancement. Prerequisites CHEM 222 and PHYS 123 or PHYS 223.

CHEM 333: Instrumental Analysis 3 credits

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

CHEM 342: Physical Chemistry II 4 credits

Comprehensive study of the fundamental concept of physical chemistry. Four hours per week. Prerequisites: CHEM 122, MATH 202. Pre or Corequisites: PHYS 123 or PHYS 223.

Appendix B

PROGRAM ARTICULATION AGREEMENT

Between

Wor-Wic Community College and Salisbury

University

Associate of Science in STEM Transfer, Chemistry Concentration to

Bachelor of Science in Biochemistry and Molecular Biology

August 2025 through July 2030

This Program Articulation Agreement ("Agreement"), effective this 1st day of August 2025 ("Effective Date"), is by and between Wor-Wic Community College, a community college located in Salisbury, Maryland, and Salisbury University, a constituent institution of the University System of Maryland, an agency of the state of Maryland (hereinafter sometimes referred to individually as a "Party" or

"Institution" and collectively as the "Parties" or "Institutions"). This Agreement sets forth the joint curricula and program requirements for the completion of the Associate of Science in STEM Transfer, Chemistry Concentration from Wor-Wic Community College and the Bachelor of Science in Biochemistry and Molecular Biology at Salisbury University.

RECITALS

Whereas, Wor-Wic Community College and Salisbury University are committed to partnering to expand the educational opportunities and collaborative academic programming of their respective institutions; and

Whereas, the Institutions are committed to providing a smooth transition for students wishing to earn an associate of arts degree and a baccalaureate degree; and

Whereas, the intent of the Institutions is to avoid duplication of curricula, where appropriate, within articulated programs of studies; and

Whereas, the Institutions agree that the educational growth of students and the economic development of the community is better served through cooperative educational planning and optimal utilization of community resources.

Therefore, this Agreement commits the Parties to full support of an articulation process to deliver coursework for students, resulting in the associate of arts degree from Wor-Wic Community College and

credit toward the Bachelor of Science in Biochemistry and Molecular Biology at Salisbury University. The Parties agree to the following:

I. ACADEMIC REQUIREMENTS

- A. The Institutions agree to follow the joint program curriculum and course by course articulation delineated in Appendix 1, which is attached hereto and made a part of this Agreement.
- B. Both Institutions will cooperate toward developing, disseminating, and presenting the articulated program information to students.
- C. Students who have graduated from Wor-Wic Community College program must first apply to Salisbury University. Once a completed application is received, Wor-Wic Community College graduates who have completed the associate's degree program in Associate of Science in STEM Transfer, Chemistry Concentration, with a cumulative grade point average of 2.0 or higher will be granted admission to Salisbury University as an Biochemistry and Molecular Biology major.
- D. All articulated course credits applied towards satisfying Bachelor of Science in Biochemistry and Molecular Biology major requirements earned with a C or better will be accepted for transfer according to the articulation matrix in Appendix 1.
- E. Salisbury University shall provide a Checklist for students as a planning tool for completing coursework required for the Bachelor of Science in Biochemistry and Molecular Biology major in Appendix 2, attached hereto and made a part of this Agreement.
- F. Students intending to transfer are recommended to apply for admission by the priority deadline for the semester for which they intend to enroll.
- G. Students are subject to all specific policies pertaining to students admitted to the

Salisbury University baccalaureate degree program in Bachelor of Science in Biochemistry and Molecular Biology and all other Salisbury University admissions policies and procedures.

II. TERM AND TERMINATION

- A. The term of this Agreement commences as of the Effective Date listed herein. This Agreement is based on the present curricula contained herein and in all appendices, and is effective for five (5) years from August 2025 to July 2030.
- B. Either Party may terminate this Agreement with notice to the other Party, pursuant to Section III.G below. Upon termination or expiration of this Agreement, the Parties shall develop a process that will reasonably allow students already admitted to and enrolled in joint programming to continue their studies. Neither Party will terminate this Agreement at a time that would deter a "cohort-in-progress" from completing graduation within the originally designated

timeframe.

III. GENERAL PROVISIONS

- A. Each Institution is responsible for the administration of its respective courses, including content, requirements, faculty, and student services (to include, but not limited to, admissions, financial aid, class registration, etc.).
- B. When enrolled in a Salisbury University course, the student is subject to all policies and procedures applicable to Salisbury University students. When enrolled in a Wor-Wic Community College course, a student is subject to all policies and procedures applicable to Wor-Wic Community College students. Additional joint policies and procedures may be adopted and implemented at the discretion of both Parties.
- C. The Parties recognize that course scheduling beyond the associate's degree level resides exclusively with Salisbury University and will be coordinated with Wor-Wic Community College by the designated Salisbury University representative. Where academic calendars differ, the Parties will work together to coordinate class offerings and class schedules.
- D. The disclosure of information about individual students is limited by the federal Family Educational Rights and Privacy Act (FERPA). The Parties agree that release of student educational records to each other is conditioned upon the submission of a signed agreement by the student authorizing such release.
- E. The Parties agree not to release student information to any third-party without the written consent of the other Party and in compliance with FERPA and any other federal or state of Maryland laws, rules, and regulations, and policies of the Parties.
- F. The Parties shall publicize any joint offerings in their respective catalogs, website, and other materials as appropriate. Notwithstanding the foregoing, neither Party may use the names or marks of the other without the prior written approval of the other Party.
- G. The Parties shall inform students in their respective programs of the complementary program opportunities available at each other's respective institution, support each other's marketing efforts toward the same, and encourage students to apply to programs consistent with an individual student's interests.
- H. Notwithstanding anything in this Agreement to the contrary, both Parties retain full authority over their respective courses, programs, and requirements. Both Parties reserve the right to make changes to their respective courses, programs, and requirements. However, each Party shall give to the other reasonable notice and details of changes to this Agreement and other changes in its courses, programs, and requirements that may affect this Agreement. In the event such

changes affect the terms of this Agreement, this Agreement and any of its appendices shall be updated as needed to reflect such changes.

- I. The Parties designate the following persons as their respective representatives to coordinate and manage the activities under this Agreement:
Wor-Wic Community College
Kristin Mallory, VP for Academic Affairs 32000 Campus Drive
Salisbury, Maryland 21804 kmallory@worwic.edu
(410) 334-2813
Salisbury University Michael Scott, Dean, Richard A. Henson School of Science and Technology
1101 Camden Avenue
Salisbury, Maryland 21801 msscott@salisbury.edu
(410) 543-6489
- J. The designated representatives shall meet as needed, at a mutually agreeable time and location, to discuss various collaborations and other topics of interest to either Institution. A Party may change its representative by giving notice to the other Party.
- K. Either Institution may at any time recommend changes to this Agreement. Both Institutions reserve the right to modify the programs as deemed necessary and agree to inform the appropriate representatives of the other Institution of recommended changes. This Agreement may be modified only in writing signed by both Parties.
- L. All notices under this Agreement must be in writing; delivered in person, by U.S. mail or by email to the representatives listed above in this Section III.
- M. Nothing in this Agreement is intended to form a joint venture between the Parties.

Nothing in this MOU is intended to create rights or benefits for any person or entity other than the Parties.

- N. This Agreement integrates the entire agreement of the Parties and supersedes any and all prior and/or contemporaneous agreements between the Parties, written or oral, with respect to the subject matter of this Agreement.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by their duly authorized representatives.

Wor-Wic Community College

Salisbury University

Deborah Casey, PhD

Laurie L. Couch, PhD

President

Provost and Senior Vice President of
Academic Affairs

Date: _____

Date: _____

APPENDIX 1

Articulation Matrix

The following matrix includes course equivalencies, including general education requirements and courses necessary to satisfy major requirements. The matrix also includes a recommended student curricular pathway to complete the Associate of Science degree and the Bachelor of Science degree requirements.

While the student is not required to take all courses in the precise order recommended in the articulation matrix, all course equivalencies described in the matrix and the manner in which they fulfill general education and major requirements at Salisbury University are binding.

Students are strongly advised to seek appropriate advising with regard to the completion of requirements for the associate of science degree, transition to Salisbury University, and completion of all requirements for the Bachelor of Science in Biochemistry and Molecular Biology

SU General Education Course Requirements (30**)

- HoS - Hands-on Science
- STS - Solutions Through Science
- QA - Quantitative Analysis
- CTW - Communicating Through Writing
- HE - Human Expression
- SC - Social Configurations
- SI - Social Issues
- FYS - First Year Seminar*
- HIC - Humanity In Context
- EL - Experiential Learning
- PW - Personal Wellness

* FYS not required of transfer students

** Three thematic Gerad requirements must be met:
Environmental Sustainability (ES), Diversity & Inclusion (DI),
Chic Engagement (CE)

MR - Major requirements (21)

TOPIC: University of Maryland, College Park proposal for a Master of Science in Information

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: May 15, 2025

SUMMARY: The University of Maryland, College Park proposes a Master of Science (M.S.) in Information as an exit credential for students enrolled in its Information Studies Ph.D. program. This 30-credit, non-thesis degree recognizes the significant graduate-level coursework completed by students who choose not to finish the doctorate or who seek additional credentialing. The curriculum includes foundational courses in information studies, research methods, electives in specialized areas, and a summative integrative paper. Emphasizing justice, access, and interdisciplinary research, the program prepares students for roles in applied information science across sectors.

The program aligns with institutional goals to improve student success and retention, addressing the Maryland State Plan's priority to support "near completers." It also responds to workforce demand for advanced skills in information fields, with projected job growth in roles such as research scientists, data analysts, and digital designers. No new resources are required, as it leverages existing doctoral courses, faculty, and infrastructure.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fee revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the University of Maryland College Park proposal for a Master of Science in Information.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn 301-445-1992

awrynn@usmd.edu



UNIVERSITY OF
MARYLAND

OFFICE OF THE PRESIDENT

April 25, 2025

1101 Thomas V. Miller, Jr. Administration Building
College Park, Maryland 20742
301.405.5803 TEL
301.314.9560 FAX

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

Dear Chancellor Perman:

I am writing to request approval for a new Master of Science program in Information. The proposal for the new program is attached. I am also submitting this proposal to the Maryland Higher Education Commission for approval.

The proposal was endorsed by the appropriate faculty and administrative committees. I also endorse this proposal and am pleased to submit it for your approval.

Sincerely,

A handwritten signature in black ink that reads "Darryll J. Pines".

Darryll J. Pines
President
Glenn L. Martin Professor of Aerospace Engineering

DJP/mdc

cc: Candace Caraco, Associate Vice Chancellor
Jennifer King Rice, Senior Vice President and Provost
Keith Marzullo, Dean, College of Information

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland, College Park
Institution Submitting Proposal

Information
Title of Proposed Program

Master of Science
Award to be Offered

Fall 2025
Projected Implementation Date

160102
Proposed HEGIS Code

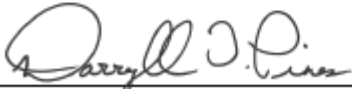
11.0401
Proposed CIP Code

College of Information
Department in which program will be located

Jeff Waters
Department Contact

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Signature of President or Designee

04-25-2025
Date

A. Centrality to the University's Mission and Planning Priorities

Description. The University of Maryland, College Park (UMD) proposes a **Master of Science (M.S.) in Information**. This master's program will be a companion degree program to UMD's existing Ph.D. in Information Studies and will only be available to students in the Information Studies Ph.D. program. This master's program will primarily be an exit option for doctoral students who are not able to complete the doctoral program. This degree may also, on a request-only basis, be awarded to doctoral students in good academic standing who desire to receive additional credentialing.

The M.S. curriculum will overlap with the Ph.D. coursework. Like the Ph.D. program, the M.S. in Information is grounded in the core values of information studies, including justice, inclusion, and access. Students gain expertise in research methodology and design, interdisciplinary theory, a comprehensive understanding of prior research in their field, and the ability to synthesize and apply this knowledge effectively. Additionally, they learn to create and disseminate original research. The program offers opportunities to focus on diverse areas of information science research, such as online communities, information systems, information policy, human-computer interaction, and digital cultural heritage.

Relation to Strategic Goals. As written in the University of Maryland's Mission Statement, one of the university's goals for graduate education is to "Expand excellent professional graduate programs that are nationally recognized for their contributions to the practice of the professions, for their pioneering curricula, and for their spirit of innovation and creativity." An aspect of this mission is to provide appropriate exit pathways at various stages of a student's academic journey, equipping them with the training and credentials to move into a variety of careers. The University of Maryland Graduate School and its Graduate Council have advocated that all doctoral programs have an early exit path that will lead to a credential for students who, for any reason, cannot or choose not to complete their doctoral studies, or who wish to have the additional credential as part of their record.

Funding. No additional funding is required for this new degree offering since it is simply an early exit pathway for the existing doctoral program.

Institutional Commitment. The program will be administered by UMD's College of Information. Creation of this exit pathway for doctoral students is in alignment with the priorities of, and thus institutionally supported by, UMD's Graduate School.

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

Need. The proposed program is designed to fill a void for those enrolled doctoral students who leave the Information Studies program, which may happen for a variety of reasons. Departing students who complete the master's degree requirements will be eligible for higher-level jobs than those whose studies have terminated at the Bachelor's degree. The M.S. degree signifies that the holder has advanced knowledge in the field of information. Please note that the name "Information," as opposed to "Information Studies" used by the Ph.D. program, will be leveraged

for this M.S. program to convey not just research skill development but also the knowledge of applied and practice-centered endeavors. The *applied* facet of the M.S. program is particularly relevant for the coursework students take in the Ph.D. program pre-candidacy. Over the last decade, the College of Information has offered courses in issues such as technology and policy for digital accessibility, sociotechnical design for providing privacy, co-design of information technology for specific populations including children and older adults, protecting people from mis- and disinformation, and the ethical application of artificial intelligence and machine learning by both the private and public sectors.

State Plan. The proposed program aligns broadly with the 2022 [Maryland State Plan for Postsecondary Education](#), goal of student success, specifically Priority 6, “Improve systems that prevent timely completion of an academic program.” This program addresses the Action Item to “Identify and support ‘Near Completer’ students.” Students who leave the doctoral program now leave without any credential, even if they have taken 30 or more graduate-level credits—the threshold for a Master’s degree. By creating a credentialed “off-ramp” for students who enter into a doctoral program but cannot or choose not to continue through to completion, for whatever reason, UMD will provide a meaningful credential that recognizes advanced training. Their coursework will have prepared them for an array of knowledge occupations, including research positions that require expertise and experience beyond the bachelor’s degree. This degree will allow the students to link their hard work with a credential that will lead to a more successful pursuit of career opportunities.

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

This program is for Ph.D. students who will not be completing their program. As noted above, the university has been advocating for all UMD doctoral programs to have an ancillary master’s program available for students who cannot finish their doctoral program, based on the belief that, all things being equal, a master’s program credential is more marketable than a bachelor’s program credential. It should also be noted that this program will be for a small number of students and will not be marketed to students as a master’s program.

With that said, there are a variety of positions that students will be more qualified for as a result of earning their M.S. in Information. According to the U.S. Bureau of Labor Statistics (BLS), Computer and Information Research Scientists positions are projected to grow much faster than average (please note also that the BLS indicates the typical education level for this field is the master’s degree).¹ Database Administrators and Architects positions are projected to grow much faster than average.² Web Developers and Digital Designers positions are projected to grow faster than

¹ BLS data on Computer and Information Research Scientists: <https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm>

² BLS data on Database Administrators and Architects: <https://www.bls.gov/ooh/computer-and-information-technology/database-administrators.htm>

average.³ According to current Maryland Department of Labor projections (projecting increases from 2022 to 2032), these same occupations are also projected to rise in the state: Computer and Information Research Scientists (21.52%), Database Administrators (11.99%), and Web Developers (21.11%).⁴

D. Reasonableness of Program Duplication

There are many master's level programs that exist in the state with Information in the title. There are many with the CIP code 11.0401, including the following areas: Information Systems programs (UMBC, Bowie State, Johns Hopkins); Information Technology design and engineering (Capitol Technology University, UMGC, Johns Hopkins); business innovation and ecommerce (Stevenson University and Capitol Technology University); data analytics (Notre Dame University of Maryland, Loyola); and specialized applications, such as Human Centered Computing (UMBC), Geographic Information Systems (Johns Hopkins University) and Health Information Management and Technology (UMGC).

The proposed M.S. in Information will not focus on any of these particular areas, but more broadly explore information in the context of society. As a research-oriented program, the proposed M.S. in Information will train students in advanced concepts around research, methodology, and scholarship. As is common with Ph.D. programs, students will take coursework in a variety of areas where College of Information faculty have expertise, including technology and policy for digital accessibility, sociotechnical design for providing privacy, co-design of information technology for specific populations including children and older adults, protecting people from mis- and disinformation, and the ethical application of artificial intelligence and machine learning by both the private and public sectors.

In spite of the large number of master's programs that exist in the state under this CIP code or that include Information in the program title, program duplication is ultimately not an issue. This program will not be marketed as a master's program as it only exists as a program for students in UMD's Information Systems doctoral program.

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

Again, this proposed program will exist only for students in UMD's Information Studies Ph.D. program. Bowie State University's master's program in Information Systems and Sciences is a professional oriented program geared toward business information systems. The proposed Information Master of Science is not focused in this area but covers a broad range of information studies topics and focuses on training students in research to study these areas.

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

³ BLS data on Web Developers and Digital Designers: <https://www.bls.gov/ooh/computer-and-information-technology/web-developers.htm>

⁴ Maryland Occupational Projections – 2022-2032-Workforce Information and Performance: <https://labor.maryland.gov/lmi/iandoproj/maryland.shtml>

We do not anticipate any negative impacts on the special identities of the HBIs in the state of Maryland. UMD already has an existing Information Studies Ph.D. program, as well as master's levels programs in Information Systems, Information Management, and Human-Computer Interaction. This program is only being created to serve as a credential for students who have completed 30 credits in the Ph.D. program.

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

Curricular Development. Pursuing a doctorate is a substantial undertaking, and students leave Ph.D. programs for a variety of reasons, such as financial constraints, major life events, or an inability to conduct quality research at the highest level. We wish to provide an option for students who are unable to complete the Information Studies doctorate to have their work officially recognized by the University through conferral of a Master's degree. While the exit option is the primary goal for this program, we also acknowledge that some doctoral students in good academic standing may benefit from the along-the-way credentialing that this degree would provide.

The curriculum proposed for the M.S. in Information will provide students with crucial and foundational tools to broaden their understanding of the information field. This degree is intended to credential the difficult work that Ph.D. students do as pre-candidates, to master advanced concepts around research, methodology, and scholarship. The coursework accordingly follows the coursework for the Ph.D. program.

Faculty Oversight. As with the Ph.D. program, the M.S. program will be led by the College of Information. Appendix A is a list of faculty who will be teaching in the program.

Educational Objectives and Learning Outcomes. The learning outcomes for the program are as follows:

1. Synthesize concepts, ideas, and literatures foundational to the study of information;
2. Describe the diversity of theoretical and methodological frameworks in information studies;
3. Develop a collection of scholarly workflows, heuristics, and practices to produce high quality research in information studies;
4. Apply best practices in scholarly communication, including clear and succinct synthesis of prior literature, critical commentary, and compelling presentation of your own ideas;
5. Articulate an epistemological stance by recognizing what counts as data, evidence, and knowledge in the student's own work; and
6. Develop a personal philosophy about professional life which includes trajectories in research, teaching, service, and/or public engagement.

Institutional assessment and documentation of learning outcomes. Please see Appendix B for information about assessing the program's learning outcomes.

Course requirements. This is a 30-credit non-thesis master's degree, with no thesis option. Degree requirements are categorized into four distinct sections: Information Studies coursework (9 credits), Research Methods & Design coursework (9 credits), Electives chosen from a Specialized Area Courses (9 credits), and the Integrative Paper/Summative Assessment (3 credits).

Curriculum		
Course Number	Course Title	Credits
Information Studies coursework		
INST800	The Engaged Intellectual: An Introduction to Research and Academic Work	3
INST801	Theoretical and Epistemological Foundations in Information Studies	3
INST802	Pragmatic and Methodological Foundations for Information Studies	3
Research Methods and Design (9 credits from the following)		
INST627	Data Analytics for Information Professionals	3
INST633	Analyzing Social Networks and Social Media	3
INST710	User Experience Research Methods	3
INST725	Legal Research for Information Professionals	3
INST735	Natural Language Processing	3
INST737	Introduction to Data Science	3
INST808	Seminar in Research Methods and Data Analysis	3
Electives chosen from specialty area (9 credits)		
Integrative Paper/Summative Assessment		
INST789	Non-Thesis Research	3

A list of courses, including those that count for the elective category, is included in Appendix C.

General Education. Not applicable for our graduate programs.

Accreditation or Certification Requirements. No accreditation or licensure is required for this program.

Other Institutions or Organizations. The offering unit is not planning to contract with another institution or non-collegiate organization for this program.

Student Support. The college already has the administrative and advising infrastructure to provide student support as it already supports the doctoral program.

Marketing and Admissions Information. The master's program will be listed in the academic calendar and advisors will make students aware of the option, especially if students plan to leave the Ph.D. program.

H. Adequacy of Articulation

Not applicable for this graduate program.

I. Adequacy of Faculty Resources

Program faculty. Appendix A contains a list of faculty members who will teach in the program. As the courses already exist via the doctoral program, no new instructional resources are required.

Faculty training. Faculty teaching in the program will use the university's learning management system along with its extensive electronic resources. They will have access to instructional development opportunities available across the College Park campus, including those offered as part of the Teaching and Learning Transformation Center, many of which are delivered in a virtual environment. Instructors will work with the learning design specialists on campus to incorporate best practices when teaching in the online environment.

J. Adequacy of Library Resources

The University of Maryland Libraries assessment concluded that the Libraries are able to meet, with current resources, the curricular and research needs of the program.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Resources

All physical facilities, infrastructure, and instructional equipment are already in place. No additional resources are needed beyond what is in place for the doctoral program.

L. Adequacy of Financial Resources

Tables 1 and 2 contain the details of resources and expenditures.

Table 1 Resources:

Because the students progress through most of the program as Ph.D. students, the program is essentially supported through the reallocation of resources from the Ph.D. program. The coursework, instruction, facilities and administrative support are already in place in the college as the coursework is already offered through the doctoral program.

1. Line 1 shows the reallocated resources, essentially the tuition derived from Ph.D. courses for this small number of students.
2. Although tuition rates, credit totals, and number of students are provided, tuition revenue is not factored into the resources table as this revenue is derived from the doctoral program.
3. Graduate students will be paying tuition by the credit. The tuition revenue factors in a 60% in-state tuition rate.
4. Tuition rates assume a steady increase (3%) in the per-credit rate projected over five years.
5. No external sources of funding are assumed.
6. No other sources of funding are assumed.

Table 2 Expenditures:

1. Faculty salaries are based on cost per course. We assume an annual increase of 3% in salaries with a corresponding 33% benefits rate.
2. Administrative responsibilities (.1 FTE) will be provided by current departmental administrative staff.
3. Other expenditures include miscellaneous operational expenses.

M. Adequacy of Program Evaluation

Formal program review is carried out according to the University of Maryland's policy for Periodic Review of Academic Units, which includes a review of the academic programs offered by, and the research and administration of, the academic unit (<http://www.president.umd.edu/policies/2014-i-600a.html>). Program Review is also monitored following the guidelines of the campus-wide cycle of Learning Outcomes Assessment (https://irpa.umd.edu/Assessment/loa_overview.html). Faculty within the department are reviewed according to the University's Policy on Periodic Evaluation of Faculty Performance (<http://www.president.umd.edu/policies/2014-ii-120a.html>). Since 2005, the University has used an online course feedback survey instrument for students that standardizes course feedback across campus. The course survey has standard, university-wide questions and allows for supplemental, specialized questions from the academic unit offering the course.

N. Consistency with Minority Student Achievement goals

Students enter this program from the doctoral program, for which we strive for a diverse population in order for students to learn from each other's perspectives. The master's program is being proposed primarily so that students are able to earn a credential that they now cannot receive if they leave the doctoral program. As a result, the program will serve to help students achieve a credential should they complete the doctoral coursework.

O. Relationship to Low Productivity Programs Identified by the Commission

N/A

P. Adequacy of Distance Education Programs

While primarily on-campus, the program will offer select online courses, providing flexibility for students balancing professional commitments. The online components will adhere to quality standards, ensuring an engaging and rigorous learning experience for all participants.

Table 1: Resource Table

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$40,000	\$41,200	\$42,436	\$43,709	\$45,020
2. Tuition/Fee Revenue (c+g below)	\$0	\$0	\$0	\$0	\$0
a. #FT Students	2	2	3	3	4
b. Annual Tuition/Fee Rate	\$24,864	\$25,609	\$26,378	\$27,169	\$27,984
c. Annual FT Revenue (a x b)	\$49,727	\$51,219	\$79,133	\$81,507	\$111,936
d. # PT Students	1	1	1	1	1
e. Credit Hour Rate	\$1,243.18	\$1,280.47	\$1,318.89	\$1,358.45	\$1,399.21
f. Annual Credit Hours	15	15	15	15	15
g. Total Part Time Revenue (d x e x f)	\$18,648	\$19,207	\$19,783	\$20,377	\$20,988
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$40,000	\$41,200	\$42,436	\$43,709	\$45,020

Table 2: Expenditure Table

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$26,600	\$27,398	\$28,220	\$29,067	\$29,939
a. #FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary	\$20,000	\$20,600	\$21,218	\$21,855	\$22,510
c. Total Benefits	\$6,600	\$6,798	\$7,002	\$7,212	\$7,428
2. Admin. Staff (b+c below)	\$10,640	\$10,959	\$11,288	\$11,627	\$11,975
a. #FTE	0.1	0.1	0.1	0.1	0.1
b. Total Salary	\$8,000	\$8,240	\$8,487	\$8,742	\$9,004
c. Total Benefits	\$2,640	\$2,719	\$2,801	\$2,885	\$2,971
3. Total Support Staff (b+c below)	\$0	\$0	\$0	\$0	\$0
a. #FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Graduate Assistants (b+c)	\$0	\$0	\$0	\$0	\$0
a. #FTE	0	0	0	0	0
b. Stipend	\$0	\$0	\$0	\$0	\$0
c. Tuition Remission	\$0	\$0	\$0	\$0	\$0
d. Benefits	\$0	\$0	\$0	\$0	\$0
5. Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses: Operational Expenses	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
TOTAL (Add 1 - 8)	\$37,240	\$38,357	\$39,508	\$40,693	\$41,914

Appendix A: Faculty Information

The following faculty members are projected to teach in the program. All faculty are full-time unless otherwise indicated.

Name	Highest Degree Earned, Program, and Institution	UMD Title (if part-time indicated)	Courses
Chris Antoun	PhD, Survey Methodology, University of Michigan	Assistant Professor	INST808
Wei Ai	PhD, Information, University of Michigan	Assistant Professor	INST750
Joel Chan	PhD, Cognitive Psychology, University of Pittsburgh	Assistant Professor	INST801, INST802
Eun Kyoung Choe	PhD, Information Science, University of Washington	Associate Professor	INST808
Tamara Clegg	PhD, Computer Science, Georgia Institute of Technology	Associate Professor	INST710
Sheena Erete	PhD, Technology and Social Behavior, Northwestern University	Associate Professor	INST802
Vanessa Frias-Martinez	PhD, Computer Science, Columbia University	Associate Professor	INST800, INST737
Amelia Gibson	PhD, Information, Florida State University	Associate Professor	INST808, INST680
Jen Golbeck	PhD, Computer Science, University of Maryland	Professor	INST808, INST633
Daniel Greene	PhD, American Studies, University of Maryland	Associate Professor	INST800
Naeemul Hassan	PhD, Computer Science, University of Texas-Arlington	Assistant Professor	INST808, INST737
Renee Hill	PhD, Library and Information Science, Florida State University	Principal Lecturer	INST620, INST622
Paul Jaeger	PhD, Information Studies, Florida State University; JD, Florida State University	Professor	INST613
Zubin Jelveh	PhD, Computer Science, New York University	Assistant Professor	INST808

Jonathan Lazar	PhD, Information Systems, UMBC	Professor	INST725
Richard Marciano	PhD, Computer Science, University of Iowa	Professor	INST742
Diana Marsh	PhD, Anthropology, University of British Columbia	Assistant Professor	INST808, INST604
Susannah Paletz	PhD, Social/Personality Psychology, UC Berkeley	Associate Professor	INST808
Beth St. Jean	PhD, Information, University of Michigan	Associate Professor	INST800, INST808
Mega Subramaniam	PhD, Information Studies, Florida State University	Professor	INST800
Stephanie V. Valencia	PhD, Human Computer Interaction, Carnegie-Mellon University	Assistant Professor	INST710
Victoria Van Hying	PhD, English Literature, University of Sheffield	Assistant Professor	LBSC731
Jessica Vitak	PhD, Media & Information, Michigan State University	Professor	INST808
Ping Wang	PhD, Information Systems, UCLA	Associate Professor	INFM600, INFM612, INFM620
Caro Williams-Pierce	PhD, Curriculum & Instruction, University of Wisconsin	Assistant Professor	INST802, INST730

Appendix B: Plan for Assessing Learning Outcomes

Assessment 1: Satisfactory Completion of Coursework

Students must complete a minimum of 30 graduate credit hours of coursework while matriculated at the University of Maryland. Coursework is taken in three areas:

- Information Studies Core Courses (9 credit hours)
- Research Methods and Design (9 credit hours)
- Specialized Area(s) (9 credit hours)
- Summative Assessment (3 credit hours)

Students should work with their advisors to select quantitative, qualitative, and/or mixed research methods courses, and specialized area(s) courses. Students must meet minimum requirements for “satisfactory progress” each year in the program to be allowed to continue. A 3.0 GPA must be maintained throughout the program (see Graduate School policy on Academic Standing). All graduate students must register for at least 1 credit hour each semester until graduation.

Students must receive at least a “B-” in the Information Studies Core Courses for satisfactory progress. If a student receives a “C+” or lower, the student must repeat the course and receive a B- or higher. Failing to do so results in dismissal from the program.

Appendix C: Course Descriptions

Information Studies Courses (9 credits required)

INST800 The Engaged Intellectual: An Introduction to Research and Academic Work (3 Credits)

An introduction to the academic life with a particular focus on what it means to undertake research, teaching, and service.

INST801 Theoretical and Epistemological Foundations in Information Studies (3 Credits)

Pursuing a doctorate in information studies involves the scholarly examination of the interaction between people, information, technology, and society. There are, however, as many ways to examine the interaction of people, information, technology, and society as there are researchers and ways of understanding what counts as evidence and knowledge in different components of the field. Students will be introduced to the diverse scholarly traditions that comprise information studies. Students will explore why there are so many ways of knowing and methods of discovery within the field, in order to help them identify the social theory and methods that will support their path through information scholarship.

INST802 Pragmatic and Methodological Foundations for Information Studies (3 Credits)

Information Studies' eclectic interdisciplinarity is both its greatest strength and its most significant weakness. As an increasingly multi/inter/trans/non-disciplinary intellectual community, Information Studies embraces a wide variety of conceptual frameworks, theories, methodological approaches, and intellectual traditions. As such, it is necessary to be able to bring many different intellectual perspectives to bear on the complex, nuanced, phenomena that are its focus. The variety in the intellectual toolbox of Information Studies is central to its ability to avoid reduction of its focal topics to trite, simplistic characterizations. However, the field's paradigmatic richness places particular burdens on the individual researcher. The purpose of this seminar is to help students develop a reflective practice that they can rely on to turn their interests into valuable new insights in an interdisciplinary domain like Information Studies.

Research Methods and Design (9 credits from the following)

INST627 Data Analytics for Information Professionals (3 Credits)

Skills and knowledge needed to craft datasets, perform quantitative and qualitative analyses, and develop information resources that bridge the gap between raw data and decision makers' needs.

INST633 Analyzing Social Networks and Social Media (3 Credits)

Introduces students to the science and social science of network analysis. Through real world examples, including analysis of their own social networks, students will develop skills for describing and understanding the patterns and usage of services like Facebook, Twitter, YouTube, and others. Students will read classic and cutting edge articles and books about these topics and discuss their applicability to this new social media. The class will culminate with a capstone project in which students will apply the analysis methods they have learned to understanding a particular question about social networks and social media.

INST710 User Experience Research Methods (3 Credits)

Students will learn to conduct user research in industry and to provide foundational knowledge needed for academic research. It examines the theoretical and epistemological differences between research paradigms and provides an overview of qualitative, quantitative and mixed-method approaches. It overviews user-centered design (UCD) methods, and uses Contextual Inquiry/Contextual Design as the backbone for a research project, incorporating related formative UCD methods and techniques. It is a project-based course, where students conduct a semester-long project to prepare them for the HCIM Capstone as well as other types of formative user research.

INST725 Legal Research for Information Professionals (3 Credits)

An in-depth exploration the methods, resources, and context of conducting advanced legal research. After offering an overview of various types of legal materials, the course will focus on finding and analyzing legal materials through various primary sources, databases, secondary sources, and public records for government and corporate settings. The course will also discuss practical issues of conducting legal research, such as data management and budgeting.

INST735 Natural Language Processing (3 Credits)

Introduce fundamental concepts, techniques, and algorithms for the computational handling of natural language. Statistical and machine learning techniques, models, and algorithms that enable computers to deal with the ambiguity and implicit structure of human language. Approaches that focus on uncovering linguistic structure, such as syntactic or semantic parsing, as well as those that focus on manipulating text in useful ways, such as question answering or machine translation.

INST737 Introduction to Data Science (3 Credits)

An exploration of some of the best and most general approaches to get the most information out of data through clustering, classification, and regression techniques.

INST808 Seminar in Research Methods and Data Analysis (3 Credits)

Topics and issues in information studies research. Design and conduct of research project.

Integrative Paper/Summative Assessment (3 credits required)

INST789 Non-Thesis Research (1-3 credits)

Covers non-thesis research in the field of Information Studies.

Electives from Specialized Areas (9 credits required)

INFM600 Information Environments (3 Credits)

An exploration of various models and methodologies used to capture and deploy internal and external information and knowledge in a number of settings; organizational analysis in terms of information creation, flow, sharing, conservation, and application to problem solving; internal and external influences on the management of information and knowledge; various information flows; information management in a variety of settings.

INFM603 Information Technology and Organizational Context (3 Credits)

Application of communication and information technologies to support work processes, including technology-enhanced communication networks, computer-supported collaborative work, decision-support systems, interactive systems, and systems analysis. Acquisition of information systems and their integration into the organization.

INFM605 Users and Use Context (3 Credits)

Use of information by individuals. Nature of information. Information behavior and mental models. Characteristics of problems, task analysis, problem solving, and decision making. Methods for determining information behavior and user needs. Information access. Information technology as a tool in information use.

INFM612 Management Concepts and Principles for Information Professionals (3 Credits)

Key aspects of management - focusing on planning, organizing, leading and controlling. The evolution of management, innovative management for the changing world, management styles and leadership, managerial planning, goal setting and decision making. Ethical issues, designing adaptive organizations responding to change, global environment, diversity, and utilizing the appropriate technology to provide effective management of information programs and services.

INFM620 Introduction to Strategic Information Management (3 Credits)

Strategic management is the comprehensive collection of tasks, activities, and processes organizations use to coordinate and align resources and actions with its mission, vision, and strategy. Due to changes occurring in our

global landscape, the integration of business and technology is compelling organizations to move beyond traditional, reactive, and silo-based data management approaches to a managed, predictive approach that treats information as a strategic asset and uses it to create business value. To meet challenges of this hyper-competitive environment, this course will provide you with an introduction to the strategic management of information assets for competitive differentiation and sustained business success.

INFM700 Information Architecture (3 Credits)

Principles and techniques of information organization and architecture for the Web environment. Structured description of digital resources, including data modeling techniques, metadata schemes, and user-oriented navigation systems.

INFM711 Financial Management of Information Projects (3 Credits)

Techniques and strategies of planning and executing successful projects. Project budgets, work breakdown structures and scheduling techniques, earned value, tracking and reporting project costs, risk management, best practices, and cost/benefit analysis.

INFM714 Principles of Competitive Intelligence (3 Credits)

Intelligence process and how to build business advantage by the collection and analysis of the capabilities, vulnerabilities, market positioning and strategic planning of competitors using open source information.

INFM718 Selected Topics in Information Management (1-3 Credits)

Selected topics in information management.

INFM732 Information Audits and Environmental Scans (3 Credits)

Methods and techniques to monitor organizational environment to identify opportunities and threats and relate them to the strengths and weaknesses of the organization to fulfill organization information needs and their sustainability. Information audit to determine the existing information environment by assessing the information needs of the organization, determining the information currently available. Application of information audits and environmental scans in strategic information management.

INFM735 Internship in Information Management (3 Credits)

Introduction to information management issues in the workplace, including the knowledge, skills, and experience necessary for success in high-impact information management positions. Securing and facilitating mentor relationships, and the development of actionable professional development plans.

INFM747 Web-Enabled Databases (3 Credits)

Basic methods and tools for developing dynamic, database-driven web sites. Acquiring, installing, and running web servers, database servers, and connectivity applications. Developing web interfaces and application-layer components.

INFM757 Organizational and Business Process Modeling (3 Credits)

General principles of modeling, including methods for modeling organizational and business process for information applications and strategy development. Approaches to evaluating models based on their accuracy and usefulness.

INST600 Foundations for Librarians and Information Professionals (3 Credits)

An introduction to the field of library and information science (LIS), its history, and future direction that provides students with an understanding and appreciation of the nature and functions of the profession(s) they have entered. The focus is on core concepts underlying the LIS discipline, with particular emphasis on professional ethics/values, diversity, equity, inclusion and accessibility (DEIA), and the ways in which technology has shaped and continues to shape the field.

INST603 Systems Analysis and Design (3 Credits)

Formal process for planning and designing an information technology system, including identifying users and other stakeholders, analyzing work processes, preparing system specifications, conducting feasibility and usability studies, and preparing for implementation. Approaches to analyzing system components and functions. Measurement and evaluation of system performance.

INST604 Introduction to Archives and Digital Curation (3 Credits)

Overview of the principles, practices, and applications in the archival and digital curation fields.

INST607 Government Information (3 Credits)

An introduction to the nature and scope of government information (federal, state, and local). Tracing the ongoing efforts of government agencies to offer information, services, and resources online, this course also examines the nature and current impact of new technologies on participatory democracy. More specifically, the course explores information and communication technologies designed to make government more open and transparent; the design, implementation, and evaluation of new government and governance mechanisms, including through the use of social media and AI; the role of legal authorities and information institutions such as libraries in supporting access to government information; and the development and implementation of selected public facing online tools (e.g., data visualization, crowd-sourcing, etc.).

INST608 Special Topics in Information Studies (1-3 Credits)

Covers special topics in information studies.

INST610 Information Ethics (3 Credits)

Investigation of the diverse range of ethical challenges facing society in the information age. Ethical theories, including non-Western and feminist theories. Application of theories to information ethics issues.

INST611 Privacy and Security in a Networked World (3 Credits)

Evolving conceptualization of privacy and security issues in light of technological developments in the 21st century. Analysis of legal, ethical, design, and socially constructed challenges that organizations and individuals face when developing privacy and security solutions.

INST612 Information Policy (3 Credits)

Nature, structure, development and application of information policy. Interactions of social objectives, stakeholders, technology and other forces that shape policy decisions.

INST613 Information and Human Rights (3 Credits)

An examination of information as a human right, including topics: social, cultural, economic, legal, and political forces shaping information rights; the impact of information rights on information professions, standards, and cultural institutions; and information rights and disadvantaged populations.

INST614 Literacy and Inclusion (3 Credits)

The educational and psychological dimensions of helping and supporting new users to become information literate and experienced users to remain engaged.

INST615 Information Professionals and the Law (3 Credits)

An exploration of the interrelated issues of the provision of and information literacy about legal information by information organizations and the impacts of legal issues, such as privacy and filtering, on the practice of information organizations that serve the public.

INST616 Open Source Intelligence (3 Credits)

An introduction to Open Source Intelligence (OSINT) for Information Professionals. For the purposes of this course, OSINT is defined as the use of free, publicly available online sources to gather information about people, organizations/groups, places, businesses, activities/events, and capabilities. Collected information is used to conduct

analysis or reach conclusions with estimated level of certainty. Students will learn basic and advanced techniques for using search engines, people directories, social networks, location-based services, images and videos, public records, domain analytics, documents, archives, and other sources. Throughout the modules, data quality and validation procedures will be key topics. Professional applications of the skills taught are extensive and include libraries, law offices, journalism, human resources, competitive intelligence, law enforcement, opposition research, government agencies, ethical hacking, and many more.

INST617 Computational Journalism (3 Credits)

Designed to teach the application of computational methods in journalism and reporting. The methods include natural language processing, visualization, and web data mining. The course will also cover the necessity and impact of journalistic ethics in designing computation solutions.

INST620 Diverse Populations, Inclusion, and Information (3 Credits)

Importance of equality of information access. Social, political, and technological barriers to information. Information needs of diverse and underrepresented populations. Principles of inclusive information services.

INST621 Managing Digital Innovations in Organizations (3 Credits)

Students will learn the main theoretical perspectives on managing digital innovations, become familiar with current best practices of innovating with IT, and develop innovation skills in various organizational settings such as project teams, functional departments, organizations, communities, and society at large.

INST622 Information and Universal Usability (3 Credits)

Information services and technologies to provide equal experiences and outcomes to all users. Laws, standards, approaches, component concepts, access needs, and technologies in relation to physical and online information environments.

INST630 Introduction to Programming for the Information Professional (3 Credits)

An introduction to computer programming intended for students with no previous programming experience. Topics include fundamentals of programming and current trends in user interface implementation that are relevant to information professionals.

Restriction: Permission of INFO-College of Information Studies.

INST632 Human-Computer Interaction Design Methods (3 Credits)

Methods of user-centered design, including task analysis, low-tech prototyping, user interviews, usability testing, participatory design, and focus groups.

INST638 HCI Professional Preparation Seminar (1 Credit)

The human-computer interaction area is huge and diverse, yet all HCI professionals will face a common set of challenges upon embarking into their future careers, including job hunting, interviewing, joining a team, managing group dynamics, and staying abreast of current technology. Students will learn how to tackle these challenges from a series of speakers familiar with current industry practice.

INST639 Practical Skills in HCI (1-3 Credits)

Current industry practice in the HCI and UX field involves being familiar with many practical skills and specialized software. In this repeatable course, HCIM students will be able to acquire some of these vital practical skills in order to be better prepared for joining industry upon graduation. Furthermore, this will also be an opportunity for students to develop their portfolio for future job hunts. Offered in both Fall and Spring semesters, the intention is for these "practical skills" to be taught by professional instructors with expert knowledge. The content of the course will vary from semester to semester, but here is a sample of topics: Graphic and visual design and communication; UX design and research in games; Voice and gestures; UX mockups and wireframing tools; Practical web design and technologies; UX project management software.

INST640 Principles of Digital Curation (3 Credits)

Principles for the design and implementation of long-term curation of digital data and information assets, including born-digital and digitized assets. Frameworks for analysis of technical, practical, economic, legal, social and political factors affecting digital curation decisions. Case studies of specific digital curation scenarios.

INST641 Policy and Ethics in Digital Curation (3 Credits)

Discussion of strategies to address intellectual property, privacy, security and other policy and ethics concerns raised by the curation of digital records and data.

INST643 Curation in Cultural Institutions (3 Credits)

An overview of the principles, practices, and current debates in the management, care and representation of digital artifacts in libraries, archives, and museums.

INST644 Introduction to Digital Humanities (3 Credits)

A survey of the history, methods, and principal topics of the Digital Humanities, examined from theoretical and applied perspectives.

INST645 Personal Digital Curation (3 Credits)

Discussion and workshop in selecting and preserving digital personal data and records.

INST646 Principles of Records and Information Management (3 Credits)

Principles and practices of managing records in the context of information management programs in government, corporate and other institutional settings. Includes access; legal requirements; digital technologies; and creation, administration, appraisal, and retention and disposition of records.

INST647 Management of Electronic Records & Information (3 Credits)

Focuses on the life cycle of records and the impact of technology programs for managing electronic records. Explores the roles of records managers in the management of electronic records.

INST650 Facilitating Youth Learning in Formal and Informal Environments (3 Credits)

The historical, organizational, and contemporary contexts of formal and informal learning spaces; the principles of teaching, learning, and information literacy that underlie the formal and informal learning spaces; and the leadership role that information professionals can play within their schools, libraries and communities.

INST651 Promoting Rich Learning with Technology (3 Credits)

Exploration of how technology can be used to promote rich learning experiences, with a particular focus on youth populations. Assessment of the how, when, and why of infusing technology into the teaching and learning process.

INST652 Design Thinking and Youth (3 Credits)

Methods of design thinking specifically within and for youth contexts, including user-centered design, understanding user needs, ideation, contextual design, participatory design, iterative prototyping, and visual design. These topics will specifically be studied in the context of designing with and for youth.

INST653 Introduction to Museum Scholarship (3 Credits)

Provides students a basic understanding of museums as cultural and intellectual institutions. Topics include the historical development of museums, museums as resources for scholarly study, and the museum exhibition as medium for presentation of scholarship.

INST660 Strategic Leadership (3 Credits)

Students will use research and best practices to act and think like a leader, increase your self-awareness, and learn how to unlock potential in others. From the stories of great leaders and everyday people, you will learn and practice empowerment, accountability, courage, creativity, and humility, which are the key leadership skills. In addition, this course will teach you how to create new opportunities and lasting impact to drive growth and value creation in your organization.

INST661 Introduction to Game, Entertainment, and Media Analytics (3 Credits)

With the continuing global growth in the Game, Entertainment, and virtual/augmented reality and immersive experiences industries, entertainment providers increasingly depend on data analytics to maintain a competitive edge while continuing to improve the customer experience. This course provides an overview of the Game, Entertainment, and Media (GEM) industries, discuss the relationships between the entertainment providers and the entertainment consumers, and explore the analytical techniques used to maximize the overall value to both the providers and consumers. The course will focus on the uses of analytics methods such as personalization, recommendation, clustering and segmentation, behavioral analytics, etc., will discuss core data management and data architecture concerns, and examine how big data infrastructure can support scalability as data volumes grow and as streaming speeds accelerate. In addition we review socio-technical aspects of entertainment, especially in the areas of cyberpsychology, social networks, and information policy concerns such as privacy protection, fraud, equity, and national security concerns.

INST670 Introduction to Javascript Programming (1 Credit)

Introduction to the fundamentals of Javascript programming. Basic components of all programming languages, including variables, types, data structures, and control flow, with a focus on leveraging Javascript libraries for more advanced functionality. No prior experience needed.

INST671 Introduction to Web Programming (1 Credit)

Introduction to the fundamentals of designing and programming web sites. HTML programming extended by work with Cascading Style Sheets. Programming skills are complemented with fundamentals of design and usability. No prior programming experience needed.

INST673 Hands On Machine Learning with Weka (1 Credit)

Students will receive hands on experience with the open-source machine learning tool Weka. Topics covered will be classification, regression, basic algorithm types, how to get data into a format Weka can process, how to interpret results, and basic document classification. The class will meet online.

INST680 Health Informatics (3 Credits)

An introduction to the ways in which medical data, information, and knowledge are created, stored and used. Students will gain an understanding of the current trends in the delivery of medical care and the ways in which these trends influence health information resources and systems.

INST681 Health Information Behavior (3 Credits)

Exploration of information needs of healthcare professionals and the general public, as well as how they seek information to fulfill these information needs, impacts and outcomes of health-related information-seeking by multiple populations. Examination of models and theories and empirical studies of patient and healthcare professional information behavior.

INST682 Personal Health Informatics & Visualization (3 Credits)

Personal Health Informatics cover a broad concept that encompasses an array of approaches to collect, store, share, analyze, and reflect on personal health data. Not only health care providers are relying on Health Technologies to improve patient care, people are increasingly using health devices and apps in their everyday life. Individuals have started using new technologies to collect data, increase awareness, and reflect on and change their behaviors. They also use various tools for curiosity and fun. This course will provide an overview of this exciting field and examine how social and behavioral theories can be applied to create effective health applications. It is difficult to create health technologies that can successfully be integrated into people's daily life due to many obstacles in individuals' data collection, integration, self-reflection, and sharing practices. Understanding these challenges is an important part of designing Health Technologies. Therefore, this course will cover HCI and design thinking methods that you can leverage in understanding the adoption of Health Technologies. Moreover, visualizations facilitate people to gain insights from their data, so we will cover common visualization approaches used in the personal data contexts.

INST701 Introduction to Research Methods (3 Credits)

Techniques and strategies of research as applied to the definition, investigation, and evaluation of information problems. Qualitative, quantitative, and mixed methods of research design methods are considered from the aspects of implementation, analysis, and interpretation.

INST702 Advanced Usability Testing (3 Credits)

Usability test design, implementation and analysis for computer and mobile devices; special attention will be paid to remote testing. Students will learn the complex process of coordinating and facilitating a usability test and how to synthesize test data into reports appropriate for various audiences.

INST703 Visual Design Studio (3 Credits)

This hands-on studio course will help students develop foundational visual skills related to user experience (UX) design. Students will explore methodologies and processes used in many of the industry's top creative environments and study the entire visual design skillset, including concept development, content creation, system design, and tools and process.

INST704 Inclusive Design in HCI (3 Credits)

An introduction to inclusive technology design, that is, the design and evaluation of user interfaces for diverse users and use contexts. Building on basic concepts in human-computer interaction, students will learn about design exclusion and barriers to use, and methods by which these can be overcome. Assistive input and output technologies will also be covered. Populations include older adults, users with visual, cognitive or motor impairments, users who are deaf or hard of hearing, children, users in low resource contexts, and users in mobile contexts. Research trends and practical design considerations (e.g., web accessibility requirements) will be covered. Students will interact with the material through readings, discussion, and individual and group assignments.

INST705 Game Design Studio (3 Credits)

Learn the fundamentals of game design by applying elements and principles of game design, such as goals, rules, and challenges, to create board games, card games, and digital games. Students will be introduced to the basic tools and methods of game design: paper and digital prototyping, design iteration, design critique, and user testing. Students will design several games of different types to add to a growing portfolio of game design concepts. Students will also learn how to use their skills to deconstruct and critique the components of existing games, as well as gain an understanding of the role of the game designer in real-world game development teams.

INST706 Project Management (3 Credits)

Comprehensive overview of project management, focusing on the needs of information resource (IR) projects. Concepts and techniques for planning and execution of projects including developing work breakdown structure, estimating costs, managing risks, scheduling, staff and resource allocation, team building, communication, monitoring, control, and other aspects of successful project completion.

INST711 Interaction Design Studio (3 Credits)

Covers basic interaction design principles and design process from a studio-based design perspective. Focuses on how to design for interactions that will resonate with your audiences: how the features and functions of a project get translated into something people find usable, useful, and desirable. Explores the role of interaction designers. Students design and prototype interactive products, systems, and services.

INST713 Futures of Work (3 Credits)

Are robots taking our jobs? Are there any jobs even worth taking? What other futures of work might we build? This course examines these questions by focusing on the labor process of computer-supported collaborative work (CSCW) in domains ranging from transportation to software development to sex work, drawing on research and theory from sociology, organizational studies, HCI, and more. Design-oriented students will be encouraged to develop interventions to enhance not just productivity but autonomy and democracy. Research-oriented students will learn to study workplaces and situate shopfloor developments in global political economy.

INST714 Information for Decision-Making (3 Credits)

The use of information in organizational and individual decision-making. An examination of managers' behavior in using information; differences between the private and public sectors; and the roles of information professionals and information systems in decision-making.

INST715 Knowledge Management (3 Credits)

Nature, creation, acquisition, and use of knowledge. Strategic role of knowledge in organizations and institutions. Information and knowledge ecology. Structure and functions of knowledge management systems and the role of the Internet and intranets. Knowledge as intellectual capital. Roles of librarians and information professionals in the knowledge economy. Strategic issues and future trends.

INST716 Information, Technology, and Society (3 Credits)

An exploration of the mutually constitutive relationship between information technology (IT) and society, including how IT transforms society and how society transforms IT.

INST726 Information Governance (3 Credits)

Offers a comprehensive introduction to information governance, an emerging discipline concerned with how organizations minimize risk and maximize the value associated with their information assets. Drawing from real-life examples from the private and public sectors, the course will explore important facets of information governance, including how institutions incorporate best practices in records and information management, data storage and archiving, e-discovery, privacy, cybersecurity, analytics, risk management, and compliance. The course will also provide practical lessons in developing a state-of-the-art information governance program.

INST728 Special Topics in Information Studies (1-3 Credits)

Selected topics in information studies.

INST729 International Opportunities in Information Studies (3 Credits)

Short term, experiential course offered in conjunction with the University's Study Abroad Office, to volunteer, complete a project, or conduct research in a library or information organization outside the U.S. Focus and location varies. Formerly: LBSC708S and LBSC729.

INST730 Games as Emergent Experiences (3 Credits)

Videogames are designed objects that players bring their own history to, resulting each time in a unique emergent experience. If you've ever wondered why you love a certain game but others hate it, why you prefer one genre of game over another, or why the frustration you feel in complicated games is often actually enjoyable, this is the class for you! We will examine design principles instantiated in various games, analyze how failure and feedback support productive gameplay, discuss how mechanics and aesthetics contribute to emergent experiences, and develop an understanding of the field of games scholarship.

Credit Only Granted for: INST608K, INST408K or INST730.

Formerly: INST608K.

INST732 Entertainment Theory (3 Credits)

An entertainment environment is a setting in which audiences interact with content developed to please, charm, cheer, interest, engage, and enthrall distinct individuals and groups. Entertainment environments surround us in all parts of our lives-this course aims to dissect them using a foundation of entertainment theory, including a set of models and theories examining motivations for entertainment consumption; selection of content; processing of content; evaluation of content; and cognitive, attitudinal, and behavioral effects of content.

INST733 Database Design (3 Credits)

Principles of user-oriented database design. Requirements analysis. Data modelling. Data integrity and security and multi-user databases. Implementing an information system using a database management system (DBMS).

INST734 Information Retrieval Systems (3 Credits)

Principles of organizing and providing access to information using automated information storage and retrieval systems. Retrieval systems models, index language selection, data structure, user interfaces, and evaluation for text and multimedia applications.

INST736 Computational Linguistics II (3 Credits)

Natural language processing with a focus on corpus-based statistical techniques. Topics include: stochastic language modeling, smoothing, noisy channel models, probabilistic grammars and parsing; lexical acquisition, similarity-based methods, word sense disambiguation, statistical methods in NLP applications; system evaluation.

INST741 Social Computing Technologies and Applications (3 Credits)

Tools and techniques for developing and configuring social computing applications. Theories and paradigms for social computing. Strengths and limitations of different application styles and types. Evolution of applications as responses to social computing challenges. Information and organizational systems co-development.

INST742 Implementing Digital Curation (3 Credits)

Management of and technology for application of digital curation principles in specific settings. Characteristics, representation, conversion, and preservation of digital objects. Application of standards for digitization, description, and preservation. Planning for sustainability, risk mitigation and disaster recovery.

INST745 Introduction to Digital Arts Curation (3 Credits)

Representation and curation of art artifacts through digital media, with a focus on how to collect and manage born-digital artifacts, digitized artifacts, and their related data and metadata.

INST746 Digitization of Legacy Holdings (3 Credits)

Through hands on exercises and real-world projects, students will learn how to incorporate digitization of analog holdings into an existing archival program and how to link records of different formats and from different collections together.

INST747 Research in Advanced Digital Curation (3 Credits)

Students will build their ability to understand the complexity of research strategies and apply tools involved in the management and use of digital information in the Age of Big Data. The class will contain class lectures, class discussions, assigned readings, and extensive hands-on experience with student experience in digital curation projects. The research projects are focused around six major themes that will engage students in multiple arenas of research in Big Data. These are: community displacement, refugee narratives, movement of people, citizen internment, racial zoning, and cyberinfrastructure for digital curation. Project participants will have the opportunity to work with external stakeholders.

INST750 Advanced Data Science (3 Credits)

Application of data science techniques to unstructured, real-world datasets including social media and geo-referenced sources. Techniques and approaches to extract information relevant for experts and non-experts in areas that include smart cities, public health, and disaster management.

INST751 IoT and Streaming Data Analytics (3 Credits)

An increasing number of sensors, actuators, Internet-connect instruments and apparatuses, smart devices, and systems are generating and broadcasting a wide variety of continuous data streams. Machine-generated structured data sources are joined by a myriad of unstructured data streams from social media, weather, and news sources, among others. Integrated into networks, these continuously-streaming devices (collectively referred to as the Internet of Things, or IoT) provide a fertile array of data sources that can be ingested and analyzed to inform and automate decision processes for numerous purposes including operational intelligence, process monitoring, optimization, risk management, personalization, and prediction in real time. This course looks at architectures and operational modes for streaming data sources and examine methods for descriptive analytics, creation of predictive models, and integrated deployment of these models via centralized and edge computing resources. We will discuss a variety of

uses cases for streaming data analytics and how they are applied in different industries including public utilities, smart cities, manufacturing, telecommunications, and healthcare.

INST752 Location Intelligence (3 Credits)

Provides a comprehensive overview of the principles of geographic information systems and location analytics for a variety of business scenarios. Explores the processes for integrating location information, maps, and demographic information with business information and implementing analytical applications. Reviews business contexts such as government and citizen analysis, zoning and planning, retail site selection, supply chain management and logistics, fieldservice planning and tracking, real estate, insurance, public safety, municipal maintenance, and others. Provides hands-on opportunities to apply location intelligence methods.

INST753 Data Governance and Data Quality (3 Credits)

Surveys the methods and practices for understanding the relationship between organizational performance objectives and their effective oversight, use, and management of information. Examines methods for instituting information governance, data governance, and data quality in the context of information policies for assessing information risk, observing data policies, and enforcing accountability for protection of sensitive information. Explores models of data ownership and accountability, roles and responsibilities for data governance and data stewardship, and processes for soliciting and documenting information and data requirements. Covers techniques for data quality assessment, specification of data quality rules, and applications for validating compliance with data quality expectations, monitoring levels of data quality, and notifications and dashboards for monitoring data compliance.

INST754 Data Integration and Preparation for Analytics (3 Credits)

Provides a comprehensive overview of the end-to-end processes for acquiring, ingesting, managing, cleansing, transforming and integrating data sources for the purposes of reporting and analytics. Concepts include data acquisition, data streaming, data staging, standardization, data quality, concept and metadata harmonization, transformation, and data modeling. Students will learn how ingested data sets can be transformed, integrated, and prepared for analytical use.

INST755 eGovernment for Smart Cities (3 Credits)

Federal, state, and local government entities are increasingly communicating, interacting, and providing services digitally in an online and networked environment. Concurrently, urban planners and administrators seek to leverage the potential of rapidly evolving technologies to transform service provisioning for the efficient management of assets and resources, with the goal of creating sustainable, livable, innovative, and economically vibrant cities and communities. This course will examine the intersection of these two developments and provide a framework for understanding the technical, policy, and information management issues that are emerging.

INST756 Information Risk Management (3 Credits)

Looks at information system threats, vulnerabilities, risk assessment and management. Explores how regulations scope and define what is considered to be protected information. Considers how data assets are assessed and classified in terms of their levels of sensitivity. Discusses specifying data protection policies and the techniques for enforcing compliance with those policies.

INST760 Data Visualization (3 Credits)

Introduction to the science and technology of data visualization--the graphical representation of data to aid understanding--and includes both theoretical foundations as well as practical applications of integrated visualization techniques on real-world problems. Application of these techniques to state-of-the-art problem domains within research, society, and industry.

INST762 Visual Analytics (3 Credits)

Visual analytics is the use of interactive visual interfaces to facilitate analytical reasoning. In essence, visual analytics is based on the--not uncontroversial--idea that humans and computers working alone are insufficient for the data challenges of today and tomorrow, and that effective synthesis of both humans and computational algorithms are needed to create human-in-the-loop systems. Thus, visual analytics bridges human-centered disciplines such as

visualization and human-computer interaction with computation-centered disciplines such as machine learning, probabilistic methods, and knowledge discovery. The course contents will include both theoretical foundations of this interdisciplinary science as well as practical applications of integrated visual analysis techniques on real-world problems.

INST764 Data Literacy for Arts and Entertainment Management (3 Credits)

This survey course provides an overview of the integral use of data and information to manage, inform the operations, engage customers, patrons, and donors, and influence product/exhibit/program design in arts and entertainment businesses and organizations. The course will introduce core concepts of data literacy such as metadata and data management for collection curation and management, information seeking behaviors and enabling search, data management for business operations, descriptive analytics for reporting, using data for customer relationship management, and more advanced analytics. The course will explore how all these concepts fit together in the context of Arts and Entertainment Management and provide laboratory projects that provide hands-on experience with the different information and data management practices discussed.

INST765 Programming on the Web (3 Credits)

Non-programmers will learn basic programming and how to develop familiarity with web formatting and programming paradigms, including XML, REST, APIs, and authentication schemes. The class begins with an introduction to basic programming and students build on those skills by programming applications that use web-based data and services.

INST767 Big Data Infrastructure (3 Credits)

Principles and techniques of data science and business intelligence. Technologies and architectures for large-scale data warehousing and scale-out data analytics platforms. Supervised and unsupervised data mining.

INST771 Foundations of Cybersecurity (3 Credits)

Explores the foundational concepts of cybersecurity including the Threat Landscape, the evolution and structures of the global telecommunications network, key communication protocols and foundations of networks, the history, culture and emergence of the hacking process, and the core motivations and tactics of threat actors.

INST772 Policy and Practice of Ethical Hacking (3 Credits)

Provides students with an understanding of the ethical frameworks and technical approach in the conduct of penetration testing and ethical hacking. Students will work with real systems in real environments and will leverage real vulnerability analysis and exploitation tools in a live environment. Upon completion, students will understand the overall concepts guiding penetration testing from a practical, hands-on vantage point.

INST773 Cyber Intelligence Fundamentals (3 Credits)

Provides students with an understanding of how to identify, track, and report on malicious activity. Students will learn to identify and work with malware and network data and pair it with a broader set of threat intelligence information to draw conclusions based on the totality of open source information and network intelligence. Students will gain a in depth understanding of the principles of cyber threat intelligence and techniques applied in the cyber threat industry. Students will engage in in-depth discussion and practice in evaluating and interpreting indicators of compromise, command and control, and artifacts left by malicious actors.

INST779 Readings Seminar (1 Credit)

Readings in emerging topics. Through readings and discussion the class will critically assess future directions and highlight intersection points with other disciplines (e.g., medicine) and sub-disciplines of information studies and computer science (e.g., information retrieval, computer vision, machine learning). One or more themes will be covered over the semester (e.g., inclusive design, health informatics, environmental sustainability, social networking) and will be chosen based on instructor and student interest.

INST782 Arrangement, Description, and Access for Archives (3 Credits)

Introduction to the key concepts and practices involved with arrangement and description of archives, and the techniques appropriate to enable users to access archival information in traditional and nontraditional archival contexts.

INST784 Digital Preservation (3 Credits)

Issues and practices regarding digitization of analog materials and preservation of digital materials, both digitized and born digital.

INST785 Documentation, Collection, and Appraisal of Records (3 Credits)

Development of documentation strategies and plans; collecting policies to guide programs in acquiring records; theories and techniques for appraising records to identify those with continuing value.

INST786 Museum Research Seminar (3 Credits)

A research seminar focusing on the practice and presentation of cultural and historical scholarship in museums and historical sites. Students will complete an original research project on the challenges and opportunities of public exhibition and interpretation of cultural and historical research.

INST811 Pedagogy and Curriculum Development (3 Credits)

In this course, doctoral students will gradually and iteratively build a syllabus for an original course related to Information Studies. The course will cover, in sequence: curriculum models and development; learning outcome development; syllabus development; classroom management and dynamics; design of student assessments; design and delivery of classroom lectures; discussion moderation; working with teaching assistants; hybrid and online pedagogy; learning outcomes assessment; course evaluations; and teaching statements. Upon completion of the course, students will have a fully developed teaching portfolio.

INST878 Special Topics in Information Studies (3 Credits)

Seminar topics offered as faculty and student interests warrant. Topic varies.

LBSC611 History of the Book (3 Credits)

Introduction to the history and development of the book from pre-printing and incunabula to the post-modern book. Book illustration; publishing; collecting.

LBSC641 Selecting and Evaluating of Resources for Learning (3 Credits)

Policies and procedures for collection development, including identifying, evaluating, acquiring, providing, and promoting resources in all formats, to support learning and teaching in elementary and secondary schools.

LBSC644 Collection Development (3 Credits)

Activities through which library collections are systematically developed and managed are explored, especially the formulation and implementation of written collection development policies. Other specific topics include identification of user needs; collection evaluation; fund allocation among competing departments, subjects, and/or media; selection methods; intellectual freedom; storage alternatives; and cooperative collection development.

LBSC645 Literature and Materials for Children (3 Credits)

Survey of literature and other materials for children and youth. Criteria for evaluating and using such materials as they relate to the needs, interests, reading abilities, and other capabilities of young readers.

LBSC646 Literature and Materials for Young Adults (3 Credits)

Survey of literature and other materials for older children and adolescents. Criteria for evaluating and using such materials as they relate to the needs, interests, reading abilities, and other capabilities of young readers.

LBSC647 Children's Services in the Public Library (3 Credits)

Public library services for children, birth to 12 years of age. Developmental characteristics and information needs of children. Children as a client group. Programming and collection development. Management of children's services, including planning, staffing, and advocacy.

LBSC702 User Instruction (3 Credits)

Critical analysis of the rationale, content, and processes of user instruction in library and information settings.

LBSC706 Seminar in International and Comparative Librarianship and Information Science (3 Credits)

Comparison and contrast of bibliographic systems, institutions, service arrangements, and professional patterns in developed and developing cultures. Libraries, information organizations, and international information systems viewed against the backdrop of national cultures. Influences of social, political, and economic factors upon these forms.

LBSC708 Special Topics in Library and Information Science (1-3 Credits)

A special topics course with content determined by individual instructors. For questions about the content of the course contact the College of Information Studies.

LBSC709 Independent Study (1-3 Credits)

Intensive individual study, reading, or research in an area of specialized interest under faculty supervision.

LBSC713 Planning and Evaluating Library and Information Services (3 Credits)

An investigation of quantitative and qualitative methods used to plan and evaluate the effectiveness of library and information services. Planning and evaluation methodologies will be analyzed and critiqued. Selected methods will be demonstrated and/or utilized.

LBSC723 Advocacy and Support for Information Services (3 Credits)

Role and influence of government, foundations, associations, and other organizations in supporting and setting the agenda for information services of all types. Role of information professionals in demonstrating advocacy, fund-raising, public relations, lobbying, and seeking external support.

LBSC724 Public Library Seminar (3 Credits)

Organization, support, and service patterns of public libraries. The public library in national, state, and local contexts.

LBSC731 Special Collections (3 Credits)

Management of special collections, whose holdings may include manuscripts (particularly personal papers), non-textual materials, graphical materials, and rare books, with analysis of the custodial and management functions associated with special collections.

LBSC734 Seminar in the Academic Library (3 Credits)

Role of the academic library within the framework of higher education. Planning programs and services, collections, support, fiscal management, physical plant, and cooperation.

LBSC741 Seminar in School Library Administration (3 Credits)

Development, management, and evaluation of school library programs at all levels.

LBSC742 Collaborative Instructional Design and Evaluation (3 Credits)

School librarians' collaborative role in instruction. Systematic design, development, and evaluation of instructional strategies and products for learning.

LBSC745 Storytelling Materials and Techniques (3 Credits)

Literary sources and instruction and practice in oral techniques.

LBSC748 Advanced Seminar in Children's Literature (3 Credits)

Selected topics in literature for children and adolescents, including historical aspects, individual authors, and major themes and trends.

LBSC753 Information Access in the Social Sciences (3 Credits)

Research methods, information needs, information structure, and information sources and services in the social sciences (for example, anthropology, economics, education, geography, history, political science, psychology, sociology).

Prerequisite: LBSC650 or LBSC602; or permission of instructor.

Restriction: Permission of INFO-College of Information Studies.

LBSC770 Metadata and Tools for Information Professionals (3 Credits)

Principles, standards, and practices of information representation to facilitate accessing needed information in digital bibliographic environments. Includes exposure to Metadata, XML, RDA/AACR2R, DTDs, MARC, Dublin Core, MODS, ISBN and ISSN, FRBR, FRAD, Classification systems, and Controlled Vocabularies such as LCSH, SEARS, NLM, Getty and ERIC Thesauri, and others.

LBSC773 Classification Theory (3 Credits)

Survey of classificatory principles from bibliographic, philosophical, biological, psychological, and linguistic perspectives. Challenges to traditional principles from the cognitive sciences and their implementations for bibliographic classification.

LBSC774 Seminar in Linguistic Topics (3 Credits)

Topics in linguistics with applications in information science. Syntax and semantics as they apply to the analysis of communication processes and to natural language processing for information storage and retrieval.

LBSC775 Indexing, Abstracting and Thesaurus Construction (3 Credits)

Fundamentals of indexing, abstracting, and thesaurus construction in theory and practice, including: the formation of vocabularies; construction of a thesaurus; systems of indexing; effects of systems upon information retrieval; style and format of abstracts; evaluation of abstracting services; and requirements of users of abstracts. The design and construction of index languages/thesauri and analysis and evaluation of existing index languages/thesauri. Discussion of currently available indexing software packages.

LBSC786 Library and Archives Preservation (3 Credits)

An introduction to library and archives materials and media, the risks that affect their preservation and strategies used to enhance preservation of library and archives collections. The course reviews preservation knowledge and skills that archival and library staff uses when providing access, managing, processing and working with collections.

LBSC789 Special Topics in Contemporary Archives (3 Credits)

Issues in administering contemporary archives and records management programs. Topics are selected by individual instructors. For course content information please contact the College of Information Studies.



UNIVERSITY OF
MARYLAND

OFFICE OF THE PRESIDENT

1101 Thomas V. Miller, Jr. Administration Building
College Park, Maryland 20742
301.405.5803 TEL
301.314.9560 FAX

April 25, 2025

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

Dear Chancellor Perman:

I am writing to request approval for a new Master of Science program in Artificial Intelligence. The program will be offered both on-campus and through distance education. The proposal for the new program is attached. I am also submitting this proposal to the Maryland Higher Education Commission for approval.

The proposal was endorsed by the appropriate faculty and administrative committees. I also endorse this proposal and am pleased to submit it for your approval.

Sincerely,

A handwritten signature in black ink, reading "Darryll J. Pines".

Darryll J. Pines
President
Glenn L. Martin Professor of Aerospace Engineering

DJP/mdc

cc: Candace Caraco, Associate Vice Chancellor
Jennifer King Rice, Senior Vice President and Provost
Amitabh Varshney, Dean, College of Computer, Mathematical, and Natural Sciences

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland, College Park
Institution Submitting Proposal

Artificial Intelligence
Title of Proposed Program

Master of Science
Award to be Offered

Fall 2025
Projected Implementation Date

079904
Proposed HEGIS Code

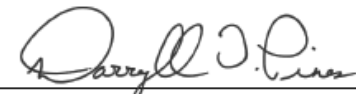
11.0102
Proposed CIP Code

College of Computer, Mathematics, and
Natural Sciences
Department in which program will be located

David Jacobs
Department Contact

301-405-0679
Contact Phone Number

dwj@umd.edu
Contact E-Mail Address


Signature of President or Designee

04-25-2025
Date

A. Centrality to the University's Mission and Planning Priorities

Description. The University of Maryland, College Park (UMD) proposes a **Master of Science (M.S.) in Artificial Intelligence (AI)**. This program will combine technical courses in the fundamentals of AI and courses that address the interaction between AI and humans and society. During their coursework, students will build solid foundations in mathematics, statistics and computing and also obtain a broader view of human centered AI and its societal implications. Students will gain expertise in machine learning, deep learning, and AI-driven decision-making while exploring areas such as AI ethics, human-computer interaction, explainable AI, and policy considerations. The program prepares graduates to develop AI solutions that enhance human well-being, promote fairness, and integrate seamlessly into social and professional contexts. The program consists of 30-credit course work and is a non-thesis MS program. Students will be prepared for careers across disciplines and they will develop skills to be collaborative, adaptable problem solvers in a rapidly changing field. **Please note: The program will be offered both in-person and through a fully online modality.**

Relation to Strategic Goals. UMD is the state's flagship campus and a national leader in higher education. UMD is ranked in the top 20 public universities in the nation and in the top 50 among all national institutions by US News and World Report.⁵ Through our strategic partnership with the University of Maryland, Baltimore, we rank among the top 30 institutions for research funding according to the National Center for Science and Engineering Statistics.⁶ UMD ranks in the top 10 for research expenditures in computer and information sciences. As written in our mission statement, "UMD embraces its flagship status and land-grant mission to share its research, educational, cultural, and technological strengths to bolster economic development, sustainability, and quality of life in Maryland and beyond." The proposed program will equip students with advanced technical skills in machine learning, data science, and AI systems, while fostering ethical, human-centered, and socially responsible innovation. Graduates will be prepared for leadership roles in AI across industry, government, and research, with the ability to develop impactful and trustworthy AI solutions.

Funding. This MS program will be self-supporting with tuition revenue. The College of Computer, Mathematical, and Natural Sciences, through its Science Academy, already offers self-support master's programs in Applied Machine Learning, Data Science, Quantum Computing, and Bioinformatics and Computational Biology. The Science Academy already has the administrative and physical infrastructure to offer the program.

Institutional Commitment. UMD is committed to being a higher education leader in AI and will leverage its instructional, research, and administrative capabilities toward this end. On April 9, 2024, the University of Maryland launched the Artificial Intelligence Interdisciplinary Institute at Maryland (AIM) (see <https://aim.umd.edu/about>), a collaborative hub advancing responsible and ethical AI education, research, and innovation across all disciplines. Building on UMD's existing AI expertise and over 100 faculty engaged in AI scholarship, AIM supports faculty research, experiential learning, and workforce development while coordinating new academic programs, high-performance computing resources, and partnerships with government and industry. Aligned with national and state executive orders on trustworthy AI, AIM prepares students across all majors to apply AI in their fields and drive public good in a technology-rich world.

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

Need. AI technologies are rapidly evolving and being more integrated into various aspects of society and industry. AI's evolution will rival the internet itself in terms of its potential to be both extraordinarily beneficial and profoundly detrimental to society. In January 2024, Governor Moore

⁵ U.S. News & World Report: <https://www.usnews.com/best-colleges/university-of-maryland-2103>.

⁶ National Center for Science and Engineering Statistics: <https://nces.nsf.gov/surveys/higher-education-research-development/2023>.

issued an executive order recognizing that “Artificial intelligence (AI) is transforming society and work in myriad ways, and the pace of that change will continue to accelerate-unlocking new opportunities and risks for Maryland’s residents, workers, and economy.”⁷ AI is rapidly becoming a cornerstone of innovation across both public and private sectors, transforming industries, reshaping workforce demands, and redefining decision-making in everything from national security to consumer services. As AI capabilities expand, Maryland’s public institutions, federal agencies, and private enterprises will increasingly depend on a workforce equipped not only with technical AI skills but also with the ethical and contextual understanding required to apply AI responsibly. The proposed program responds directly to this need. The program provides rigorous technical training in machine learning, data science, and computing systems, equipping students with the skills needed to build and deploy advanced AI solutions. At the same time, the program emphasizes the ethical, societal, and policy dimensions of AI through specialized coursework in responsible and human-centered design. Drawing on UMD’s world-class AI research enterprise—including over 100 faculty across disciplines and the Artificial Intelligence Interdisciplinary Institute at Maryland—students gain both cutting-edge knowledge and the broader perspective needed to lead AI innovation responsibly.

State Plan. The proposed program aligns with the 2022 [Maryland State Plan for Postsecondary Education](#), specifically Priority 5, “Maintain the commitment to high-quality postsecondary education in Maryland,” and its Action Item to “Identify innovative fields of study.” Artificial intelligence represents one of the most transformative and fast-evolving domains of the 21st-century economy, with sweeping implications for Maryland’s public and private sectors. By offering interdisciplinary, ethically grounded, and technically rigorous AI education, the MSAI program prepares students to meet the workforce demands of this innovative field while upholding the state’s commitment to academic excellence, equity, and responsiveness to emerging global challenges. Through this program, Maryland is poised to become a national leader in responsible AI talent development.

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

There is strong and growing demand for professionals with advanced training in artificial intelligence, both nationally and in the state of Maryland. According to the U.S. Bureau of Labor Statistics, employment of computer and information research scientists—a role closely associated with AI professionals—is projected to grow by 26% nationally between 2021 and 2031,

⁷ State of Maryland Executive Order Catalyzing the Responsible and Productive Use of Artificial Intelligence in Maryland State Government:
<https://governor.maryland.gov/Lists/ExecutiveOrders/Attachments/31/EO%2001.01.2024.02%20Catalyzing%20the%20Responsible%20and%20Productive%20Use%20of%20Artificial%20Intelligence%20in%20Maryland%20State%20Government%20Accessible.pdf>

significantly faster than the average for all occupations.⁸ The Maryland Department of Labor similarly projects a 21% increase in these occupations between 2022 and 2032.⁹

A labor market analysis conducted for the University of Maryland confirms this trend, showing that from January 2020 to January 2025 there were over 30,000 unique job postings nationally listing artificial intelligence as a required skill, with Washington, D.C. among the top ten U.S. cities for such postings. The analysis further reveals that 41% of these job postings required or preferred a master's degree, reinforcing the need for graduate-level training in AI.

AI will be particularly critical for Maryland and the surrounding region due to the high concentration of federal agencies, national laboratories, and private-sector firms engaged in AI research and application. The current downsizing of the federal workforce makes this need even more urgent, as agencies increasingly turn to AI to fulfill their missions and require personnel with advanced technical and analytical skills. The proposed program addresses this gap by producing graduates trained in both the technical foundations of AI and in its human-centered, ethical application. In doing so, it supports workforce development across key sectors—including healthcare, defense, finance, cybersecurity, and public policy—where AI is rapidly becoming integral to operations and strategic decision-making.

D. Reasonableness of Program Duplication

Demand for AI expertise is rapidly outpacing the supply of graduate-level programs—especially those that combine rigorous technical training with critical attention to ethical, social, and policy considerations. As AI becomes increasingly foundational to sectors such as defense, healthcare, finance, and education, Maryland must expand its capacity to educate professionals who are prepared to lead in this space.

National labor market data underscore this mismatch. From 2020 to 2025, over 30,000 unique job postings listed artificial intelligence as a required skill, yet in 2022, only 554 master's degrees were awarded in AI nationwide—yielding approximately 54 job postings per graduate. This highlights a clear shortage in the graduate talent pipeline, particularly for programs that equip students with both technical and ethical competencies. Rather than representing duplication, the proposed program addresses a quantifiable and urgent workforce need.

Only two master's programs in Artificial Intelligence are currently approved in Maryland: those at Capitol Technology University and Johns Hopkins University. Given the scale and urgency of AI's transformation across the public and private sectors, the demand for high-quality graduate programs is not only unmet—it is growing. Maryland should encourage multiple, complementary offerings to meet distinct student and workforce needs. UMD's program will help ensure the state remains at the forefront of responsible AI development while expanding access to education in a field central to its economic and civic future.

UMD's program is uniquely positioned due to its integration with the newly launched Artificial Intelligence Interdisciplinary Institute at Maryland (AIM), which unites over 100 faculty across disciplines to support innovative AI research, education, and policy development. The program also benefits from UMD's strategic location near the federal government and major employers driving AI adoption, making it an ideal hub for training the next generation of AI leaders.

⁸ USBLS Occupational Outlook Handbook: Computer and Information Research Scientists: <https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm>

⁹ Maryland Department of Labor: Maryland Occupational Projections 2022-2032: <https://labor.maryland.gov/lmi/iandoproj/maryland.shtml>

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

No HBI's currently offer a master's program in Artificial Intelligence.

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

We do not anticipate any negative impacts on the unique identities of Maryland's HBIs. UMD already offers a master's program in Computer Science with an Artificial Intelligence concentration, as well as graduate programs in Data Science and Applied Machine Learning. The proposed MS in Artificial Intelligence builds on this foundation to meet rapidly growing demand in a field that is critical to the state. As global investment in artificial intelligence continues to increase each year, we believe the state should actively encourage the development of more highly specialized, technical graduate programs—particularly in diverse geographic areas—to promote inclusive economic growth and workforce development in this vital sector.

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

Curricular Development. When developing the proposed curriculum, several factors were considered to ensure the program's success. An advisory group was formed to identify necessary skills, capacities, and capabilities in job postings in the market. These in demand skills led the curriculum development to ensure that students will be qualified to satisfy the workforce gap at the time of graduation.

Faculty Oversight. The College of Computer, Mathematical, and Natural Sciences' Science Academy will work with the Mathematics and Computer Science department chairs, as well as the Artificial Intelligence Interdisciplinary Institute at Maryland (AIM) for oversight. A Computer Science faculty member will serve as the faculty director. This faculty director will provide the curriculum oversight, course evaluation, and advise students. In addition, the academic faculty director, in collaboration with the Assistant Dean for Professional Graduate Education, is responsible for all instructor selections and appointments. Appendix A is a list of faculty who will be teaching in the program.

Educational Objectives and Learning Outcomes. The main objective of the program is to blend highly technical, applied, experiential learning in AI with courses on AI's societal impact, human-AI collaboration, and responsible AI development. Graduates will be prepared to enter into industry at the completion of the program. Courses will combine a theoretical foundation from tenured professors and researchers on campus with applied learning from lecturers and industry practitioners. Students will build a solid foundation in mathematics, statistics, and computing, and pair this foundation with hands-on application to real world problems. They will learn different methods and approaches to solve complex problems using artificial intelligence, data analysis techniques, modern tools, and state-of-the-art technologies while also recognizing potential ethical implications of AI. The learning outcomes for the program are as follows:

1. Understand the theoretical foundations of artificial intelligence, including mathematics and statistics, machine learning, deep learning, and optimization techniques.
2. Develop advanced problem-solving and analytical skills in AI by gaining proficiency in scripting and programming, leveraging machine learning frameworks, and employing high-performance computing platforms to optimize AI solutions.
3. Apply AI technologies to address critical societal challenges and to solve complex problems in disciplines such as healthcare, finance, climate change, and public policy.
4. Design AI systems to work effectively alongside people in healthcare, education, business, and creative industries.
5. Analyze the impact of AI-driven automation in real-world settings by evaluating its effectiveness and efficiency.
6. Describe the societal implications of AI, including issues of safe and trustworthy AI.
7. Evaluate the ethical and legal implications of AI by analyzing issues such as bias, privacy, accountability, and transparency, and developing strategies for responsible AI design, governance, and policy compliance.
8. Explain practical strategies for implementing and scaling AI solutions within enterprise and societal contexts.
9. Communicate AI technologies and applications in a variety of fields to technical and non-technical audiences.

Institutional assessment and documentation of learning outcomes. Assessments will be projects based using publicly available data when possible, to create innovative solutions to societal challenges. Please see Appendix B for information about assessing the program's learning outcomes.

Course requirements. This is a 30-credit non-thesis master's degree, with no thesis option. Students complete 21 credits of required core coursework and select 9 credits of electives from a list of specialized AI courses.

Curriculum		
Course Number	Course Title	Credits
Core		
MSAI601	Probability and Statistics	3
MSAI602	Principles of Data Science	3
MSAI603	Principles of Machine Learning	3
MSAI605	Computing Systems for AI	3
MSAI606	Human-Centered and Participatory Approaches to AI	3
MSAI630	Safe and Trustworthy AI	3
MSAI631	AI and Society	3
Elective Courses – Select 3 Courses (9 Credits Total)		
MSAI604	Introduction to Optimization for AI	3

MSAI612	Deep Learning for AI	3
MSAI632	Generative AI	3
MSAI633	AI Policy	3
MSAI634	AI in Engineering	3
MSAI635	Reinforcement Learning	3
MSAI636	Explainable and Interpretable AI	3
MSAI640	Computer Vision for AI	3
MSAI641	Natural Language Processing for AI	3
MSAI642	Robotics for AI	3
MSAI650	Cloud Computing for AI	3
MSAI651	Big Data Analytics for AI	3
MSAI660	Probabilistic Graphical Models and Bayesian Learning	3
MSAI661	Causal Inference and AI Decision Making	3
MSAI662	Adversarial Machine Learning and Robustness	3
MSAI663	Graph Neural Networks and Structured Data Learning	3
MSAI664	Meta-Learning and Few-Shot Learning	3
MSAI665	AI for Healthcare and Biomedical Applications	3
MSAI666	AI for Cybersecurity and Threat Detection	3
MSAI667	AI for Finance and Algorithmic Trading	3
MSAI670	Applied Ethics of AI	3

A list of courses, including those that count for the elective category, is included in Appendix C.

General Education. Not applicable for our graduate programs.

Accreditation or Certification Requirements. No accreditation or licensure is required for this program.

Other Institutions or Organizations. The offering unit is not planning to contract with another institution or non-collegiate organization for this program.

Student Support. The Science Academy in the College of Computer, Mathematics and Natural Science will provide administrative coordination for the program, in collaboration with the Office of Extended Studies. Students will be supported through the Science Academy for academic guidance and advising. They will also have access to the Graduate School Counseling and the Counseling Center resources. The Science Academy Program Manager will be the first point of contact for students, while the Office of Extended Studies, which provides administrative services for a host of professional programs, provides student and program services, such as admission support, scheduling, registration, billing and payment, graduation, and appeals. Students will see admission criteria, financial aid resources, costs, and complaint procedures on both the Science Academy website and the Extended Studies program page. For technical aspects of both the in-person and online versions of the program, specific technological competence and equipment will be included in the admission criteria. Learning management information will also be included in these materials.

Marketing and Admissions Information. Students will see admission criteria, financial aid resources, and costs on both the Science Academy website and the Extended Studies program page.

H. Adequacy of Articulation

Not applicable for this graduate program.

I. Adequacy of Faculty Resources

Program faculty. Appendix A contains a list of faculty members who will teach in the program. Instructional resources for the program will comprise current tenure track faculty, professional track faculty, and adjunct instructors. These instructional personnel will come from the Computer Science Department and the Mathematics Department, UMD's Artificial Intelligence Interdisciplinary Institute, and outside the university (e.g., ARLIS, NASA, federal agencies, and industry). Instructors may come from adjacent federal agencies, which will increase the exposure of students to real-world problems as part of the program curriculum.

Faculty training. Faculty teaching in the program will use the university's learning management system along with its extensive electronic resources. They will have access to instructional development opportunities available across the College Park campus, including those offered as part of the Teaching and Learning Transformation Center, many of which are delivered in a virtual environment. Instructors will work with the learning design specialists on campus to incorporate best practices when teaching in the online environment.

J. Adequacy of Library Resources

The University of Maryland Libraries assessment concluded that the Libraries are able to meet, with current resources, the curricular and research needs of the program.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Resources

No additional physical facilities, infrastructure and instructional equipment is required for this program. Existing facilities (e.g., general purpose classrooms) and resources (e.g., instructional equipment) will be used, and these are demonstrably adequate for the proposed program. For the online components of the coursework, UMD maintains an Enterprise Learning Management System (ELMS). ELMS is a Web-based platform for sharing course content, tracking assignments and grades, and enabling virtual collaboration and interaction. All students and faculty have access to UMD's electronic mailing system.

L. Adequacy of Financial Resources

Tables 1 and 2 contain the details of resources and expenditures.

Table 1 Resources:

The program will be self-supported through tuition revenue.

7. Line 1 shows no reallocated funds since the program is supported by tuition from existing students.
8. Graduate students pay tuition by the credit.
9. Students will complete 24 credits in the first year, and are shown in this chart as full-time students. Part-time students reflect those finishing the program in the second year.
10. No external sources of funding are assumed.
11. No other sources of funding are assumed.

Table 2 Expenditures:

4. Faculty salaries are based on cost per course. We assume an annual increase of 3% in salaries with a corresponding 35.6% benefits rate.
5. Administrative staff represents the program director salary and benefits (.2 FTE).
6. Support staff represents program manager salary and benefits (.33 FTE).
7. Other expenditures include campus administrative fees, travel and recruitment, marketing, hourly grader wages, and director stipend.

M. Adequacy of Program Evaluation

Formal program review is carried out according to the University of Maryland's policy for Periodic Review of Academic Units, which includes a review of the academic programs offered by, and the research and administration of, the academic unit (<http://www.president.umd.edu/policies/2014-i-600a.html>). Program Review is also monitored following the guidelines of the campus-wide cycle of Learning Outcomes Assessment (https://irpa.umd.edu/Assessment/loa_overview.html). Faculty within the department are reviewed according to the University's Policy on Periodic Evaluation of Faculty Performance (<http://www.president.umd.edu/policies/2014-ii-120a.html>). Since 2005, the University has used an online course feedback survey instrument for students that standardizes course feedback across campus. The course survey has standard, university-wide questions and allows for supplemental, specialized questions from the academic unit offering the course.

N. Consistency with Minority Student Achievement goals

Recruitment for the Master of Science in Artificial Intelligence will be led by the college's Science Academy, which employs a targeted, inclusive digital strategy focused on UMD alumni, graduating seniors, and working professionals in the Washington, D.C. metropolitan area. The admissions process evaluates not only academic readiness but also diversity in experience, background, and professional goals to ensure a well-rounded and inclusive student body.

To attract a diverse applicant pool, the program will be represented at educational fairs and conferences such as the National Society of Black Engineers Leadership Conference and GEM Grad Labs. Outreach efforts will include advertising through organizations like NSBE, SWE, AWM, and AWC; targeted email campaigns to partner institutions; engagement with UMD student organizations and military veterans; and robust digital marketing including virtual open houses and career panels.

Once enrolled, students benefit from a supportive, inclusive environment fostered by Science Academy staff and faculty. Students are encouraged to participate in diversity and inclusion programs such as TerrapinSTRONG, Cultivating Community Conversations, and the Graduate School's Spring Speaker Series. Faculty bring a variety of academic backgrounds and career experiences, offering students multiple mentorship and career development pathways. The Academy provides academic advising, access to counseling and funding resources, and ongoing student support to promote persistence and timely degree completion.

Retention strategies include hosting seminars like "Women in Engineering, Computing, and STEM," requiring regular academic advising sessions, and implementing an early warning system to identify and assist students facing academic challenges. These initiatives are designed to ensure that all students—particularly those from underrepresented groups—are supported, empowered, and well-prepared to succeed in the program and beyond.

O. Relationship to Low Productivity Programs Identified by the Commission

N/A

P. Adequacy of Distance Education Programs

The distance-education version of the program will be entirely online. This will allow the program to reach a wider audience, including those in the Washington, DC area whose professional commitments may not allow for regular travel to College Park. The online curriculum will be the same as the in-person curriculum. Learning outcomes, academic rigor and program curricula will be exactly the same for the online program as it is for the on-campus program. The program will go through periodic evaluations, at least every three years, by the Science Academy leadership and academic department chairs. Students will have access to the same services that online students and will be advised by both the Science Academy and the Office of Extended Studies.

Table 1: Resource Table

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds					
2. Tuition/Fee Revenue (c+g below)	298512	418362	439800	489240	550470
a. #FT Students	9	10	10	11	12
b. Annual Tuition/Fee Rate (based on 24 credits)	33168	34152	35184	36240	37320
c. Annual FT Revenue (a x b)	298512	341520	351840	398640	447840
d. # PT Students	0	9	10	10	11
e. Credit Hour Rate	1382	1423	1466	1510	1555
f. Annual Credit Hours	6	6	6	6	6
g. Total Part Time Revenue (d x e x f)	0	76842	87960	90600	102630
3. Grants, Contracts, & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	298512	418362	439800	489240	550470

Table 2: Expenditure Table					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	155685	200696	206716	212918	219305
a. #FTE	2	2	2	2	2
b. Total Salary	119850	154500	159135	163909	168826
c. Total Benefits	35835	46196	47581	49009	50479
2. Admin. Staff (b+c below)	35047	36098	37182	38298	39446
a. #FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary	25846	26621	27420	28243	29090
c. Total Benefits	9201	9477	9762	10055	10356
3. Total Support Staff (b+c below)	22374	23045	23737	24449	25182
a. #FTE	0.33	0.33	0.33	0.33	0.33
b. Total Salary	16500	16995	17505	18030	18571
c. Total Benefits	5874	6050	6232	6419	6611
4. Graduate Assistants (b+c)	0	0	0	0	0
a. #FTE	0	0	0	0	0
b. Stipend	0	0	0	0	0
c. Tuition Remission	0	0	0	0	0
d. Benefits	0	0	0	0	0
5. Equipment	1500	1545	1591	1639	1688
6. Library	0	0	0	0	0
7. New or Renovated Space	0	0	0	0	0
8. Other Expenses: Operational Expenses	55307	113068	116694	123164	130862
TOTAL (Add 1 - 8)	269913	374452	385920	400468	416483

Appendix A: Faculty Information

The following faculty members are projected to teach in the program. All faculty are full-time unless otherwise indicated.

Name	Highest Degree Earned, Program, and Institution	UMD Title (indicate if part-time)	Courses
Bahar Asgari	PhD, Electrical and Computer Engineering, Georgia Tech	Assistant Professor, Computer Science Affiliate Professor, UMIACS	MSAI 605: Computing Systems for AI
Neda Atanasoski	PhD, Literature and Cultural Studies, University of California San Diego	Professor and Chair, Harriet Tubman Department of Women, Gender and Sexuality Studies Associate Director of Education, AIM	MSAI631: AI and Society
Behtash Babadi	PhD, Engineering Sciences, Harvard	Associate Professor and Associate Chair for Grad Studies, Electrical and Computer Engineering	MSAI 630: Safe and Trustworthy AI
Abhinav Bhatele	PhD, Computer Science, University of Illinois Urbana-Champaign	Associate Professor, Computer Science and UMAICS Affiliate Professor, AIM and AMSC Director, PSSG	MSAI 605: Computing Systems for AI
Margrét Bjarnadóttir	PhD, Operations Research, MIT	Associate Professor of Management Science and Statistics, DO&IT group, Smith School	MSAI631: AI and Society
Jordan Boyd-Graber	PhD, Computer Science, Princeton University	Associate Profession, Computer Science, UMIACS, and iSchool	MSAI 632: Generative AI MSAI 641: Natural Language Processing for AI
Holly Brewer	PhD, American History, UCLA	Burke Chair of American Cultural and Intellectual History, History Director of Undergraduate Studies, History Associate Professor, History	MSAI631: AI and Society
Maria Cameron	Ph.D., Mathematics, UC Berkeley	Prof & Associate Chair, Mathematics. Affiliate Professor with Computer Science.	MSAI 612: Deep Learning for AI
Sandra Cerrai	Ph.D., Mathematics, Scuola Normale Superiore of Pisa	Prof & Assoc Chair, Mathematics	MSAI 601: Probability and Statistics
Yizheng Chen	Ph.D., Computer Science, Georgia Institute of Technology	Assistant Professor, Computer Science	MSAI 630: Safe and Trustworthy AI

Sanghamitra Dutta	PhD, Electrical and Computer Engineering, Carnegie Mellon University	Assistant Professor, Electrical and Computer Engineering	MSAI 630: Safe and Trustworthy AI
Sue Dwyer	Ph.D., Philosophy, MIT	Associate Professor, Philosophy	MSAI 670: Applied Ethics of AI
Sheena Erete	PhD, Technology and Social Behavior, Northwestern (joint degree in computer science and communication)	Associate Professor, College of Information Founder and Director, Community Research and Design Collective	MSAI 606: Human-centered and Participatory Approaches to AI
Soheil Feizi	PhD, EECS, MIT	Associate Professor, Computer Science Director, Reliable AI Lab	MSAI 612: Deep Learning for AI MSAI 660: Probabilistic Graphical Models and Bayesian Learning MSAI 663: Graph Neural Networks and Structured Data Learning
Naomi Feldman	Ph.D., Cognitive Science, Brown University	Professor, Linguistics and UMIACS	MSAI 632: Generative AI
Jonathan Fernandes	Ph.D., Mathematics, University of Maryland	Senior Lecturer, Mathematics	MSAI 601: Probability and Statistics
Nancy Gallagher	Ph.D., International Relations and National Security Studies, University of Illinois Urbana-Champaign	Research Professor, Public Policy Director, CISSM	MSAI 633: AI Policy
Tom Goldstein	PhD, Applied Mathematics, UCLA	Associate Professor, Computer Science Director, Maryland Center for Machine Learning	MSAI 662: Adversarial Machine Learning and Robustness
Elias Gonzales	M.Ed, Curriculum and Instruction, UMD	Lecturer and Curriculum Innovation Lead, Computer Science	MSAI631: AI and Society
Charles Harry	Ph.D., Public Policy, UMD	Director, GoTech Associate Research Professor, Public Policy Operations Director, MaGIC Senior Research Associate, CISSM	MSAI 633: AI Policy; MSAI 633: AI Policy
John Horty	Ph.D., Philosophy, University of Pittsburgh	Distinguished University Professor, Philosophy Affiliate Professor, UMIACS	MSAI 670: Applied Ethics of AI
Furong Huang	PhD, Electrical and Computer Engineering, University of California Irvine	Associate Professor, Computer Science	MSAI 630: Safe and Trustworthy AI MSAI 635: Reinforcement Learning MSAI 664: Meta-Learning and Few-Shot Learning

Heng Huang	PhD, Computer Science, Dartmouth College	Brendan Iribe Endowed Professor, Computer Science, UMIACS, ECE, and CBCB	MSAI 665: AI for Healthcare and Biomedical Applications
Jia-Bin Huang	Ph.D., Electrical and Computer Engineering, University of Illinois Urbana Champaign	Capital One Endowed Associate Professor, Computer Science	MSAI 632: Generative AI
Hal Daume III	Ph.D, Computer Science, University of Southern California	Professor, Computer Science, UMIACS; Director, AIM	MSAI 600: Human-centered and Participatory Approaches to AI MSAI 630: Safe and Trustworthy AI;
Mohit Iyyer	PhD, Computer Science, UMD	Associate Professor, Computer Science	MSAI 641: Natural Language Processing for AI
David Jacobs	PhD, Computer Science, MIT	Professor, Computer Science and UMIACS	MSAI 640: Computer Vision for AI MSAI 632: Generative AI
Leonid Koralov	Ph.D., Mathematics, SUNY at Stony Brook	Prof & Assoc Chair, Mathematics	MSAI 601: Probability and Statistics
Frauke Kreuter	Ph.D., Social Science Research Methods; Survey Methodology, University of Konstanz	Co-Director of the Social Data Science Center Professor, Joint Program in Survey Methodology	MSAI631: AI and Society
Vince Lyzinski	Ph.D., Applied Mathematics & Statistics, Johns Hopkins	Associate Professor	MSAI 651: Big Data Analytics for AI
Kevin McGarry	MA, Political Science and Government, University of California Berkeley	Clinical Professor, Smith School	MSAI 633: AI Policy
Abdirisak Abdullahi Mohamed	PhD, Mathematics, University of Karlsruhe (KIT), Germany	Adjunct Faculty, College of Information Development Expert and AI Ambassador, SAP	MSAI 661: Causal Inference and AI Decision Making
Louiqa Raschid	PhD, Electrical Engineering, University of Florida Gainesville	Dean's™ Professor of Information Systems, Smith School Professor, UMIACS and Computer Science	MSAI 667: AI for Finance and Algorithmic Trading
Philip Resnik	PhD, Computer and Information Science, University of Pennsylvania	Professor, Linguistics and UMIACS Affiliate Professor, Computer Science	MSAI 641: Natural Language Processing for AI
Paul Rodrigues	Ph.D., Linguistics, Indiana University Bloomington	Chief Artificial Intelligence Officer, Microsoft: National Security Group	MSAI 651: Big Data Analytics

Rachel Rudinger	PhD, Computer Science, Johns Hopkins University	Assistant Professor, Computer Science, UMIACS, and Linguistics	MSAI 641: Natural Language Processing for AI
Zoltan Safar	Ph.D., ECE, University of Maryland	Director, Telecommunications	DATA/MSML 650: Cloud Computing
Craig Schlenoff	Ph.D. Computer Science, Universit�� de Burgundy	Deputy Associate Director of Laboratory Programs (acting) at NIST Lecturer, MATH (Part-time)	MSAI 631: AI and Society
Katie Shilton	PhD, Information Studies, UCLA	Professor, College of Information	MSAI 606: Human-centered and Participatory Approaches to AI
Abhinav Shrivastava	PhD, Artificial Intelligence, Carnegie Mellon University	Associate Professor, Computer Science and UMIACS	MSAI 640: Computer Vision for AI
Ido Sivan-Sevilla	PhD, Public Policy and Governance, The Hebrew University of Jerusalem	Assistant Professor, College of Information Affiliate Professor, Public Policy Founder, UMD Tech Policy Hub	MSAI 633: AI Policy
Shabnam Tafreshi	Ph.D., Computer Science, George Washington University	Machine Learning Senior Advisor - NLP Researcher at EviCore by Evernorth	MSAI 641- Natural Language Processing
Mohammad Teli	PhD, Computer Science, Colorado State University	Senior Lecturer, Computer Science	MSAI 605: Computing Systems for Machine Learning
Pratap Tokekar	PhD, Computer Science, University of Minnesota	Assistant Professor, Computer Science and UMIACS	MSAI642: Robotics for AI
Mumu Xu	PhD, Mechanical Engineering, California Institute of Technology	Associate Professor, Aerospace Engineering	MSAI642: Robotics for AI
Yun Yang	Ph.D., Statistics, Duke University	Associate Professor, Mathematics	MSAI 603: Principles of Machine Learning for AI
Haizhao Yang	PhD, Mathematics, Stanford University	Associate Professor, Mathematics, Affiliated Associate Professor (UMIACS & CS)	MSAI 603: Principles of Machine Learning for AI
Tianyi Zhou	PhD, Computer Science, University of Washington	Assistant Professor, Computer Science, UMIACS, and AIM	MSAI 632: Generative AI MSAI 612: Deep Learning for AI

Appendix B: Plan for Assessing Learning Outcomes

To maintain the credibility of the MS in Artificial Intelligence, the student learning outcomes will be assessed using a combination of formative and summative assessments throughout the semester and at the completion of each course. These assessments will focus on the direct application of AI technologies to ensure that students can enter the workforce with the skills necessary for success in their future career. For example, many of the elective courses will include final projects, presentations, and assignments where students have to work with real data sets. Students will be expected to process the data, perform tasks and analysis, and make recommendations as if they are entry-level AI professionals. The projects may include hands-on coding assignments, performance evaluations on AI solutions, and other assignments that utilize various machine learning frameworks. These projects may also allow students to explore different applications or areas of AI and can serve as a portfolio for future job searches. Through these assessments, students will demonstrate their problem-solving capabilities, their proficiency in scripting and programming, and their ability to leverage machine learning and computational frameworks and high-performance computing platforms by solving real-world problems in artificial intelligence.

Additionally, each course in the program will have homework assignments, quizzes, and/or other assessments that will be graded with constructive feedback to help assess the student's learning. These smaller, more formative assessments will strengthen students' understanding of the theoretical foundations of AI within each specific course. The formative assessments will be evaluated for their accuracy of the foundational knowledge and reasoning students need for more advanced applications of the materials. Summative and cumulative assessments, such as midterms and final exams or projects, will be used to determine if and to what level the student mastered the core AI concepts and specific learning outcomes for each course.

Many of the program courses will also address concerns of emerging AI, including the ethical, legal, and societal implications of AI. Assessments in these courses may include projects and presentations where students will be expected to effectively communicate AI technologies and applications to both technical and non-technical audiences. Students will also be expected to review case studies and articles in the field and to synthesize the information therein.

Lastly, students will be challenged to complete reflective assessments to apply knowledge and skills in their future professional work. This work will provide students with the skills that will assist them in the job search process and enable them to identify, apply to, and earn positions in artificial intelligence. The assessments will all follow best practices for adult and professional students. By the end of the program, students will have gained the knowledge and experience illustrated through the program-level outcomes, and their performance on the assessments will reflect how well they have achieved these goals.

Appendix C: Course Descriptions

Please note that the MSAI is not yet an existing course prefix and so there are no MSAI courses listed in our Graduate Catalog: <https://academiccatalog.umd.edu/>.

Core Courses

MSAI601 Probability and Statistics for AI (3 Credits)

The course provides a foundational understanding of concepts in probability theory and statistics tailored for artificial intelligence. The course covers the basic probabilistic concepts such as probability spaces, random variables and vectors, expectation, covariance, correlation, probability distribution functions, and hypothesis testing. etc. Conditional probabilities, the Bayes formula, limit theorems, and properties of jointly distributed random variables are also covered. Students will explore practical applications of probabilistic and statistical methods within the field of artificial intelligence through hands-on exercises and real-world problems.

MSAI602 Principles of Data Science for AI (3 Credits)

This course provides an introduction to the data science pipeline, including the processes of data collection, cleaning unstructured and messy data, data visualization, and statistical analysis. Students will also explore ethical considerations such as fairness, transparency, and bias mitigation. The course will offer students a broad overview of data science and the common tools and systems used in data science problems. Through case studies, students will consider different AI systems through the lens of data science.

MSAI603 Principles of Machine Learning for AI (3 Credits)

This course offers an introduction to the core concepts of machine learning. Students will learn fundamental ML techniques, including supervised and unsupervised learning, neural networks, decision trees, clustering, and PCA. The course will also discuss recent applications of machine learning in AI solutions, such as computer vision, data mining, autonomous navigation, and speech recognition. Students will also gain a basic understanding of ethical AI development and AI for social good.

MSAI605 Computing Systems for AI (3 Credits)

This course will focus on the programming, software and hardware design, and implementation issues of computing systems for machine learning and artificial intelligence applications. Students will explore a variety of topics, including basic Python program structure, functions and modules, basic I/O, object-oriented programming, database access, computer architecture, CPUs and GPUs, memory and I/O systems, virtual memory, and different processing architectures. The course will also cover AI model deployment, edge computing, and scalability challenges in large-scale AI systems.

MSAI606 Human-centered and Participatory Approaches to AI (3 Credits)

This course will cover a broad range of issues in developing human-centered AI with a focus on participatory approaches. We will look at approaches to building AI systems that expand human capabilities, and the interplay between human and AI skills. We will explore how to make use of expertise in those communities impacted by AI systems to design them better. Topics include the fundamentals of HCI and AI, interpretability and explainability in machine learning, human-centered design for AI, adaptive user interfaces, and conversational agents. The course will teach students to design machine learning systems that are well integrated with human capabilities and concerns.

MSAI630 Safe and Trustworthy AI (3 Credits)

Recent advances in AI have created powerful new models, but these models are not easily understood, and it is difficult to guarantee that they will behave in safe and predictable ways. In this course we will examine several key aspects of these models ranging from data privacy, secure code generation, bias and fairness, memorization and copyright infringement, poisoning and adversarial attacks on machine learning systems, reliability, robustness and safety.

MSAI631 AI and Society (3 Credits)

This course is an interdisciplinary exploration of the social impacts and ethical implications of AI. It examines the histories, social values and power dynamics shaping AI technologies, as well as how AI is reshaping culture, politics, and society. Students will develop a sociotechnical understanding of AI related to policy, education, labor, economic systems, and culture. Using approaches from the humanities and social sciences, students will develop frameworks to address ongoing challenges including digital inequality, bias, and surveillance. Students will also learn how AI has and can be used to foster positive social change.

Electives

MSAI604 Introduction to Optimization for AI (3 Credits)

This course introduces fundamental optimization techniques essential for artificial intelligence and machine learning. Students will start with an overview of linear algebra techniques, including vector spaces, linear transformations, and eigen-decomposition, before moving to techniques in unconstrained and constrained optimization. The course will also explore global search methods, such as simulated annealing, with a focus on AI applications. Students will develop the skills to formulate and solve optimization problems, improving the efficiency and performance of AI models.

MSAI612 Deep Learning for AI (3 Credits)

This course provides a comprehensive introduction to deep learning, a key driver of modern artificial intelligence, with a focus on the main features in deep neural nets and their applications in AI. Students will explore a variety of topics, including backpropagation and its importance, coding tools and their use of parallelization, autoencoders, convolutional neural networks, recurrent and recursive neural networks, and attention-based models. Students will also apply deep learning techniques to real-world problems in computer vision, natural language processing, and classification/clustering questions, gaining practical experience in building AI models.

MSAI632 Generative AI (3 Credits)

The course will explain the fundamental principles and important techniques in building large language models (LLMs), multi-modal LLMs, and image and video generation models. The class will study Transformer architectures and their use in pretraining, and discuss methods of fine-tuning models including the use of reinforcement learning. The class will study methods of data cleaning, including efficient methods of duplicate detection. And the class will examine computing methods for large scale models that are efficient and that can run in parallel. We will also discuss image and video generation methods, such as the use of stable diffusion.

MSAI633 AI Policy (3 Credits)

How can regulatory strategies promote innovation while safeguarding public interest? This course provides an examination of national and international regulatory and legal frameworks governing artificial intelligence. Students will learn about topics in policy considerations, including copyright, data privacy, bias and discrimination, and the explainability and accountability of AI systems in sectors finance, healthcare, and national security. Students will also learn about contemporary developments in AI governance, including through international AI regulations, national policies, and the advocacy of standards organizations.

MSAI634 AI in Engineering (3 Credits)

This course explores the role of artificial intelligence in engineering disciplines. Students will examine how AI technologies, including machine learning and neural networks, can help solve complex engineering problems and optimize processes. The course will cover a variety of topics and applications such as predictive modeling, automation, intelligent systems design, computer-aided design optimization, and environmental engineering. Students will learn how AI tools can be integrated into engineering workflows across various fields.

MSAI635 Reinforcement Learning (3 Credits)

This course covers both model-free and model-based reinforcement learning (RL), and it explores Markov decision processes, dynamic programming, Q-learning, policy gradient methods, and deep RL. Applications include robotics, game AI, and real-world decision-making systems.

MSAI636 Explainable and Interpretable AI (3 Credits)

As AI becomes more ubiquitous, interpretability is critical. This course explores techniques for understanding deep learning models, such as feature attribution, model distillation, LIME, SHAP, and counterfactual explanations, with an emphasis on ethical and regulatory considerations.

MSAI640 Computer Vision for AI (3 Credits)

This course provides an in-depth introduction to computer vision, a key field in artificial intelligence that enables machines to interpret and analyze visual data. Students will explore fundamental concepts such as image filtering, correlation, object detection, image segmentation, and scene reconstruction. This course will also include discussion on facial recognition, motion tracking, and ethical considerations in vision-based AI. Students will apply computer vision techniques to real-world AI problems.

MSAI641 Natural Language Processing for AI (3 Credits)

This course provides students with the fundamental concepts related to computers generating and processing natural language, including morphological analysis, phrase structure, word sense disambiguation, word embedding models, and advanced deep learning architectures used in NLP. With a focus on the applications of NLP, students will explore topics related to question answering, sentiment analysis, machine translation, text summarization, and chatbot creation.

MSAI642 Robotics for AI (3 Credits)

This course introduces the design and programming of robotic systems with a focus on AI-driven applications. Students will explore core concepts such as kinematics, differential motion, velocity, dynamics, and forces, along with the integration of sensors, actuators, and drive systems. The course covers trajectory planning, motion control, and the implementation of open-loop and closed-loop controllers. Key AI techniques, including state estimation and Kalman filters, will be examined in the context of robotics. Additionally, students will study recent advancements in machine learning for motion planning, grasping, manipulation, and other AI-powered robotic applications.

MSAI650 Cloud Computing for AI (3 Credits)

This course provides an in-depth exploration of state-of-the-art cloud computing technologies and their applications in artificial intelligence. Students will explore topics, including telecommunication needs, architectural models, cloud computing platforms and services, and network and storage virtualization technologies. The course will also include a discussion of key concerns in cloud computing such as security, privacy, and trust management. Students will gain practical experience in utilizing cloud-based tools and services to enhance AI workflows, ensuring robust and scalable AI applications.

MSAI651 Big Data Analytics for AI (3 Credits)

This course explores the challenges, tools, and techniques for designing and implementing machine learning algorithms at scale, with a focus on AI applications. Students will learn how to configure and operate distributed computing platforms to efficiently process massive datasets. Key topics include scalable learning techniques, data streaming, data flow analytics, and machine learning on large graphs. The course covers massively parallel computing models such as MapReduce, along with methods to optimize memory, storage, and communication in parallel machine learning algorithms. Additionally, students will gain hands-on experience with SQL and NoSQL databases, distributed file systems, key-value stores, document databases, graph databases, and large-scale data visualization.

MSAI660 Probabilistic Graphical Models and Bayesian Learning (3 Credits)

This course focuses on the representation and inference of uncertainty in AI using probabilistic graphical models, such as Bayesian networks and Markov random fields. It also covers variational inference, sampling methods, and applications in decision-making and reasoning.

MSAI661 Causal Inference and AI Decision Making (3 Credits)

Unlike traditional correlation-based learning, causal AI seeks to understand cause-and-effect relationships. This course explores Pearl's causal inference framework, causal discovery, and interventions for AI decision systems.

MSAI662 Adversarial Machine Learning and Robustness (3 Credits)

This course explores vulnerabilities in AI models, covering adversarial attacks, defenses, and the study of robustness in deep learning models against perturbations.

MSAI663 Graph Neural Networks and Structured Data Learning (3 Credits)

Graph neural networks (GNNs) enable AI models to work with non-Euclidean structured data. This course covers graph representation learning, message passing, and applications in social networks, bioinformatics, and knowledge graphs.

MSAI664 Meta-Learning and Few-Shot Learning (3 Credits)

This course explores learning-to-learn approaches, including model-agnostic meta-learning (MAML), few-shot classification, and applications in fast model adaptation.

MSAI665 AI for Healthcare and Biomedical Applications (3 Credits)

Applications of AI in medicine, including medical imaging, genomics, drug discovery, and personalized healthcare solutions.

MSAI666 AI for Cybersecurity and Threat Detection (3 Credits)

Examines AI-driven cybersecurity measures, including anomaly detection, malware analysis, adversarial robustness, and security threats in machine learning systems.

MSAI667 AI for Finance and Algorithmic Trading (3 Credits)

Covers AI applications in finance, including reinforcement learning for trading strategies, risk modeling, fraud detection, and AI-driven market forecasting.

MSAI670 Applied Ethics of AI (3 Credits)

As artificial intelligence tools are increasingly used in high stakes scenarios throughout our lives, it is increasingly important to understand the ethical considerations behind their use. This course will introduce students to applied ethics, a major subfield of contemporary Philosophy, as a way of making sense of how AI tools can be built and used ethically. The course will consider a broad range of topics, ranging from human-robot interaction to algorithmic bias, from autonomous weapon systems to algorithmic accountability and opacity. The tools students learn in this course will be broadly applicable to all forms of artificial intelligence, both present and future.

TOPIC: University of Maryland, College Park proposal for a Master of Science in Artificial Intelligence

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: May 15, 2025

SUMMARY: The College of Computer, Mathematical, and Natural Sciences proposes to establish a Master of Science in Artificial Intelligence (AI). This 30-credit, non-thesis program is designed for professionals seeking advanced training in AI technologies. The curriculum emphasizes technical proficiency in machine learning, deep learning, and AI decision-making, while also addressing human-centered design, ethics, and the societal impact of AI. The program prepares graduates to develop AI solutions that are fair, safe, and impactful across industries such as healthcare, finance, public policy, and engineering.

This program includes 21 credits of core courses and 9 elective credits. Core coursework includes subjects such as probability and statistics, data science, machine learning, computing systems for AI, human-centered approaches, AI and society, and safe and trustworthy AI. Electives allow students to explore specialized topics such as natural language processing, robotics, AI for cybersecurity, AI for healthcare, generative AI, and AI policy. There will be both an in-person and online version of the program.

The program is designed to meet the growing demand for professionals trained in both the technical and social dimensions of AI. According to labor market data and projections from the U.S. Bureau of Labor Statistics, the job market for AI-related roles is expected to grow significantly, both nationally (26% growth) and in Maryland (21% growth).

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fee revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the University of Maryland College Park proposal for a Master of Science in Artificial Intelligence.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn 301-445-1992

awrynn@usmd.edu



UNIVERSITY OF
MARYLAND

OFFICE OF THE PRESIDENT

1101 Thomas V. Miller, Jr. Administration Building
College Park, Maryland 20742
301.405.5803 TEL
301.314.9560 FAX

April 25, 2025

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

Dear Chancellor Perman:

I am writing to request approval for a new Master of Science program in Artificial Intelligence. The program will be offered both on-campus and through distance education. The proposal for the new program is attached. I am also submitting this proposal to the Maryland Higher Education Commission for approval.

The proposal was endorsed by the appropriate faculty and administrative committees. I also endorse this proposal and am pleased to submit it for your approval.

Sincerely,

A handwritten signature in black ink, reading "Darryll J. Pines".

Darryll J. Pines
President
Glenn L. Martin Professor of Aerospace Engineering

DJP/mdc

cc: Candace Caraco, Associate Vice Chancellor
Jennifer King Rice, Senior Vice President and Provost
Amitabh Varshney, Dean, College of Computer, Mathematical, and Natural Sciences

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland, College Park
Institution Submitting Proposal

Artificial Intelligence
Title of Proposed Program

Master of Science
Award to be Offered

Fall 2025
Projected Implementation Date

079904
Proposed HEGIS Code

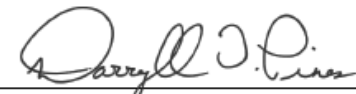
11.0102
Proposed CIP Code

College of Computer, Mathematics, and
Natural Sciences
Department in which program will be located

David Jacobs
Department Contact

301-405-0679
Contact Phone Number

dwj@umd.edu
Contact E-Mail Address


Signature of President or Designee

04-25-2025
Date

A. Centrality to the University's Mission and Planning Priorities

Description. The University of Maryland, College Park (UMD) proposes a **Master of Science (M.S.) in Artificial Intelligence (AI)**. This program will combine technical courses in the fundamentals of AI and courses that address the interaction between AI and humans and society. During their coursework, students will build solid foundations in mathematics, statistics and computing and also obtain a broader view of human centered AI and its societal implications. Students will gain expertise in machine learning, deep learning, and AI-driven decision-making while exploring areas such as AI ethics, human-computer interaction, explainable AI, and policy considerations. The program prepares graduates to develop AI solutions that enhance human well-being, promote fairness, and integrate seamlessly into social and professional contexts. The program consists of 30-credit course work and is a non-thesis MS program. Students will be prepared for careers across disciplines and they will develop skills to be collaborative, adaptable problem solvers in a rapidly changing field. **Please note: The program will be offered both in-person and through a fully online modality.**

Relation to Strategic Goals. UMD is the state's flagship campus and a national leader in higher education. UMD is ranked in the top 20 public universities in the nation and in the top 50 among all national institutions by US News and World Report.¹ Through our strategic partnership with the University of Maryland, Baltimore, we rank among the top 30 institutions for research funding according to the National Center for Science and Engineering Statistics.² UMD ranks in the top 10 for research expenditures in computer and information sciences. As written in our mission statement, "UMD embraces its flagship status and land-grant mission to share its research, educational, cultural, and technological strengths to bolster economic development, sustainability, and quality of life in Maryland and beyond." The proposed program will equip students with advanced technical skills in machine learning, data science, and AI systems, while fostering ethical, human-centered, and socially responsible innovation. Graduates will be prepared for leadership roles in AI across industry, government, and research, with the ability to develop impactful and trustworthy AI solutions.

Funding. This MS program will be self-supporting with tuition revenue. The College of Computer, Mathematical, and Natural Sciences, through its Science Academy, already offers self-support master's programs in Applied Machine Learning, Data Science, Quantum Computing, and Bioinformatics and Computational Biology. The Science Academy already has the administrative and physical infrastructure to offer the program.

Institutional Commitment. UMD is committed to being a higher education leader in AI and will leverage its instructional, research, and administrative capabilities toward this end. On April 9, 2024, the University of Maryland launched the Artificial Intelligence Interdisciplinary Institute at Maryland (AIM) (see <https://aim.umd.edu/about>), a collaborative hub advancing responsible and

¹ U.S. News & World Report: <https://www.usnews.com/best-colleges/university-of-maryland-2103>.

² National Center for Science and Engineering Statistics: <https://nces.nsf.gov/surveys/higher-education-research-development/2023>.

ethical AI education, research, and innovation across all disciplines. Building on UMD’s existing AI expertise and over 100 faculty engaged in AI scholarship, AIM supports faculty research, experiential learning, and workforce development while coordinating new academic programs, high-performance computing resources, and partnerships with government and industry. Aligned with national and state executive orders on trustworthy AI, AIM prepares students across all majors to apply AI in their fields and drive public good in a technology-rich world.

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

Need. AI technologies are rapidly evolving and being more integrated into various aspects of society and industry. AI’s evolution will rival the internet itself in terms of its potential to be both extraordinarily beneficial and profoundly detrimental to society. In January 2024, Governor Moore issued an executive order recognizing that “Artificial intelligence (AI) is transforming society and work in myriad ways, and the pace of that change will continue to accelerate—unlocking new opportunities and risks for Maryland’s residents, workers, and economy.”³ AI is rapidly becoming a cornerstone of innovation across both public and private sectors, transforming industries, reshaping workforce demands, and redefining decision-making in everything from national security to consumer services. As AI capabilities expand, Maryland’s public institutions, federal agencies, and private enterprises will increasingly depend on a workforce equipped not only with technical AI skills but also with the ethical and contextual understanding required to apply AI responsibly. The proposed program responds directly to this need. The program provides rigorous technical training in machine learning, data science, and computing systems, equipping students with the skills needed to build and deploy advanced AI solutions. At the same time, the program emphasizes the ethical, societal, and policy dimensions of AI through specialized coursework in responsible and human-centered design. Drawing on UMD’s world-class AI research enterprise—including over 100 faculty across disciplines and the Artificial Intelligence Interdisciplinary Institute at Maryland—students gain both cutting-edge knowledge and the broader perspective needed to lead AI innovation responsibly.

State Plan. The proposed program aligns with the 2022 [Maryland State Plan for Postsecondary Education](#), specifically Priority 5, “Maintain the commitment to high-quality postsecondary education in Maryland,” and its Action Item to “Identify innovative fields of study.” Artificial intelligence represents one of the most transformative and fast-evolving domains of the 21st-century economy, with sweeping implications for Maryland’s public and private sectors. By offering interdisciplinary, ethically grounded, and technically rigorous AI education, the MSAI program prepares students to meet the workforce demands of this innovative field while upholding the state’s commitment to academic excellence, equity, and responsiveness to

³ State of Maryland Executive Order Catalyzing the Responsible and Productive Use of Artificial Intelligence in Maryland State Government:
<https://governor.maryland.gov/Lists/ExecutiveOrders/Attachments/31/EO%2001.01.2024.02%20Catalyzing%20the%20Responsible%20and%20Productive%20Use%20of%20Artificial%20Intelligence%20in%20Maryland%20State%20Government%20Accessible.pdf>

emerging global challenges. Through this program, Maryland is poised to become a national leader in responsible AI talent development.

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

There is strong and growing demand for professionals with advanced training in artificial intelligence, both nationally and in the state of Maryland. According to the U.S. Bureau of Labor Statistics, employment of computer and information research scientists—a role closely associated with AI professionals—is projected to grow by 26% nationally between 2021 and 2031, significantly faster than the average for all occupations.⁴ The Maryland Department of Labor similarly projects a 21% increase in these occupations between 2022 and 2032.⁵

A labor market analysis conducted for the University of Maryland confirms this trend, showing that from January 2020 to January 2025 there were over 30,000 unique job postings nationally listing artificial intelligence as a required skill, with Washington, D.C. among the top ten U.S. cities for such postings. The analysis further reveals that 41% of these job postings required or preferred a master's degree, reinforcing the need for graduate-level training in AI.

AI will be particularly critical for Maryland and the surrounding region due to the high concentration of federal agencies, national laboratories, and private-sector firms engaged in AI research and application. The current downsizing of the federal workforce makes this need even more urgent, as agencies increasingly turn to AI to fulfill their missions and require personnel with advanced technical and analytical skills. The proposed program addresses this gap by producing graduates trained in both the technical foundations of AI and in its human-centered, ethical application. In doing so, it supports workforce development across key sectors—including healthcare, defense, finance, cybersecurity, and public policy—where AI is rapidly becoming integral to operations and strategic decision-making.

D. Reasonableness of Program Duplication

Demand for AI expertise is rapidly outpacing the supply of graduate-level programs—especially those that combine rigorous technical training with critical attention to ethical, social, and policy considerations. As AI becomes increasingly foundational to sectors such as defense, healthcare, finance, and education, Maryland must expand its capacity to educate professionals who are prepared to lead in this space.

National labor market data underscore this mismatch. From 2020 to 2025, over 30,000 unique job postings listed artificial intelligence as a required skill, yet in 2022, only 554 master's degrees were awarded in AI nationwide—yielding approximately 54 job postings per graduate. This highlights a

⁴ USBLS Occupational Outlook Handbook: Computer and Information Research Scientists:
<https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm>

⁵ Maryland Department of Labor: Maryland Occupational Projections 2022-2032:
<https://labor.maryland.gov/lmi/iandoproj/maryland.shtml>

clear shortage in the graduate talent pipeline, particularly for programs that equip students with both technical and ethical competencies. Rather than representing duplication, the proposed program addresses a quantifiable and urgent workforce need.

Only two master's programs in Artificial Intelligence are currently approved in Maryland: those at Capitol Technology University and Johns Hopkins University. Given the scale and urgency of AI's transformation across the public and private sectors, the demand for high-quality graduate programs is not only unmet—it is growing. Maryland should encourage multiple, complementary offerings to meet distinct student and workforce needs. UMD's program will help ensure the state remains at the forefront of responsible AI development while expanding access to education in a field central to its economic and civic future.

UMD's program is uniquely positioned due to its integration with the newly launched Artificial Intelligence Interdisciplinary Institute at Maryland (AIM), which unites over 100 faculty across disciplines to support innovative AI research, education, and policy development. The program also benefits from UMD's strategic location near the federal government and major employers driving AI adoption, making it an ideal hub for training the next generation of AI leaders.

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

No HBI's currently offer a master's program in Artificial Intelligence.

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

We do not anticipate any negative impacts on the unique identities of Maryland's HBIs. UMD already offers a master's program in Computer Science with an Artificial Intelligence concentration, as well as graduate programs in Data Science and Applied Machine Learning. The proposed MS in Artificial Intelligence builds on this foundation to meet rapidly growing demand in a field that is critical to the state. As global investment in artificial intelligence continues to increase each year, we believe the state should actively encourage the development of more highly specialized, technical graduate programs—particularly in diverse geographic areas—to promote inclusive economic growth and workforce development in this vital sector.

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

Curricular Development. When developing the proposed curriculum, several factors were considered to ensure the program's success. An advisory group was formed to identify necessary skills, capacities, and capabilities in job postings in the market. These in demand skills led the curriculum development to ensure that students will be qualified to satisfy the workforce gap at the time of graduation.

Faculty Oversight. The College of Computer, Mathematical, and Natural Sciences' Science Academy will work with the Mathematics and Computer Science department chairs, as well as the Artificial Intelligence Interdisciplinary Institute at Maryland (AIM) for oversight. A Computer

Science faculty member will serve as the faculty director. This faculty director will provide the curriculum oversight, course evaluation, and advise students. In addition, the academic faculty director, in collaboration with the Assistant Dean for Professional Graduate Education, is responsible for all instructor selections and appointments. Appendix A is a list of faculty who will be teaching in the program.

Educational Objectives and Learning Outcomes. The main objective of the program is to blend highly technical, applied, experiential learning in AI with courses on AI's societal impact, human-AI collaboration, and responsible AI development. Graduates will be prepared to enter into industry at the completion of the program. Courses will combine a theoretical foundation from tenured professors and researchers on campus with applied learning from lecturers and industry practitioners. Students will build a solid foundation in mathematics, statistics, and computing, and pair this foundation with hands-on application to real world problems. They will learn different methods and approaches to solve complex problems using artificial intelligence, data analysis techniques, modern tools, and state-of-the-art technologies while also recognizing potential ethical implications of AI. The learning outcomes for the program are as follows:

1. Understand the theoretical foundations of artificial intelligence, including mathematics and statistics, machine learning, deep learning, and optimization techniques.
2. Develop advanced problem-solving and analytical skills in AI by gaining proficiency in scripting and programming, leveraging machine learning frameworks, and employing high-performance computing platforms to optimize AI solutions.
3. Apply AI technologies to address critical societal challenges and to solve complex problems in disciplines such as healthcare, finance, climate change, and public policy.
4. Design AI systems to work effectively alongside people in healthcare, education, business, and creative industries.
5. Analyze the impact of AI-driven automation in real-world settings by evaluating its effectiveness and efficiency.
6. Describe the societal implications of AI, including issues of safe and trustworthy AI.
7. Evaluate the ethical and legal implications of AI by analyzing issues such as bias, privacy, accountability, and transparency, and developing strategies for responsible AI design, governance, and policy compliance.
8. Explain practical strategies for implementing and scaling AI solutions within enterprise and societal contexts.
9. Communicate AI technologies and applications in a variety of fields to technical and non-technical audiences.

Institutional assessment and documentation of learning outcomes. Assessments will be projects based using publicly available data when possible, to create innovative solutions to societal challenges. Please see Appendix B for information about assessing the program's learning outcomes.

Course requirements. This is a 30-credit non-thesis master’s degree, with no thesis option. Students complete 21 credits of required core coursework and select 9 credits of electives from a list of specialized AI courses.

Curriculum		
Course Number	Course Title	Credits
Core		
MSAI601	Probability and Statistics	3
MSAI602	Principles of Data Science	3
MSAI603	Principles of Machine Learning	3
MSAI605	Computing Systems for AI	3
MSAI606	Human-Centered and Participatory Approaches to AI	3
MSAI630	Safe and Trustworthy AI	3
MSAI631	AI and Society	3
Elective Courses – Select 3 Courses (9 Credits Total)		
MSAI604	Introduction to Optimization for AI	3
MSAI612	Deep Learning for AI	3
MSAI632	Generative AI	3
MSAI633	AI Policy	3
MSAI634	AI in Engineering	3
MSAI635	Reinforcement Learning	3
MSAI636	Explainable and Interpretable AI	3
MSAI640	Computer Vision for AI	3
MSAI641	Natural Language Processing for AI	3
MSAI642	Robotics for AI	3
MSAI650	Cloud Computing for AI	3
MSAI651	Big Data Analytics for AI	3
MSAI660	Probabilistic Graphical Models and Bayesian Learning	3
MSAI661	Causal Inference and AI Decision Making	3
MSAI662	Adversarial Machine Learning and Robustness	3
MSAI663	Graph Neural Networks and Structured Data Learning	3
MSAI664	Meta-Learning and Few-Shot Learning	3
MSAI665	AI for Healthcare and Biomedical Applications	3
MSAI666	AI for Cybersecurity and Threat Detection	3
MSAI667	AI for Finance and Algorithmic Trading	3
MSAI670	Applied Ethics of AI	3

A list of courses, including those that count for the elective category, is included in Appendix C.

General Education. Not applicable for our graduate programs.

Accreditation or Certification Requirements. No accreditation or licensure is required for this program.

Other Institutions or Organizations. The offering unit is not planning to contract with another institution or non-collegiate organization for this program.

Student Support. The Science Academy in the College of Computer, Mathematics and Natural Science will provide administrative coordination for the program, in collaboration with the Office of Extended Studies. Students will be supported through the Science Academy for academic guidance and advising. They will also have access to the Graduate School Counseling and the Counseling Center resources. The Science Academy Program Manager will be the first point of contact for students, while the Office of Extended Studies, which provides administrative services for a host of professional programs, provides student and program services, such as admission support, scheduling, registration, billing and payment, graduation, and appeals. Students will see admission criteria, financial aid resources, costs, and complaint procedures on both the Science Academy website and the Extended Studies program page. For technical aspects of both the in-person and online versions of the program, specific technological competence and equipment will be included in the admission criteria. Learning management information will also be included in these materials.

Marketing and Admissions Information. Students will see admission criteria, financial aid resources, and costs on both the Science Academy website and the Extended Studies program page.

H. Adequacy of Articulation

Not applicable for this graduate program.

I. Adequacy of Faculty Resources

Program faculty. Appendix A contains a list of faculty members who will teach in the program. Instructional resources for the program will comprise current tenure track faculty, professional track faculty, and adjunct instructors. These instructional personnel will come from the Computer Science Department and the Mathematics Department, UMD's Artificial Intelligence Interdisciplinary Institute, and outside the university (e.g., ARLIS, NASA, federal agencies, and industry). Instructors may come from adjacent federal agencies, which will increase the exposure of students to real-world problems as part of the program curriculum.

Faculty training. Faculty teaching in the program will use the university's learning management system along with its extensive electronic resources. They will have access to instructional development opportunities available across the College Park campus, including those offered as part of the Teaching and Learning Transformation Center, many of which are delivered in a virtual environment. Instructors will work with the learning design specialists on campus to incorporate best practices when teaching in the online environment.

J. Adequacy of Library Resources

The University of Maryland Libraries assessment concluded that the Libraries are able to meet, with current resources, the curricular and research needs of the program.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Resources

No additional physical facilities, infrastructure and instructional equipment is required for this program. Existing facilities (e.g., general purpose classrooms) and resources (e.g., instructional equipment) will be used, and these are demonstrably adequate for the proposed program. For the online components of the coursework, UMD maintains an Enterprise Learning Management System (ELMS). ELMS is a Web-based platform for sharing course content, tracking assignments and grades, and enabling virtual collaboration and interaction. All students and faculty have access to UMD's electronic mailing system.

L. Adequacy of Financial Resources

Tables 1 and 2 contain the details of resources and expenditures.

Table 1 Resources:

The program will be self-supported through tuition revenue.

1. Line 1 shows no reallocated funds since the program is supported by tuition from existing students.
2. Graduate students pay tuition by the credit.
3. Students will complete 24 credits in the first year, and are shown in this chart as full-time students. Part-time students reflect those finishing the program in the second year.
4. No external sources of funding are assumed.
5. No other sources of funding are assumed.

Table 2 Expenditures:

1. Faculty salaries are based on cost per course. We assume an annual increase of 3% in salaries with a corresponding 35.6% benefits rate.
2. Administrative staff represents the program director salary and benefits (.2 FTE).
3. Support staff represents program manager salary and benefits (.33 FTE).
4. Other expenditures include campus administrative fees, travel and recruitment, marketing, hourly grader wages, and director stipend.

M. Adequacy of Program Evaluation

Formal program review is carried out according to the University of Maryland's policy for Periodic Review of Academic Units, which includes a review of the academic programs offered by, and the research and administration of, the academic unit (<http://www.president.umd.edu/policies/2014-i-600a.html>). Program Review is also monitored following the guidelines of the campus-wide cycle of Learning Outcomes Assessment (https://irpa.umd.edu/Assessment/loa_overview.html). Faculty

within the department are reviewed according to the University's Policy on Periodic Evaluation of Faculty Performance (<http://www.president.umd.edu/policies/2014-ii-120a.html>). Since 2005, the University has used an online course feedback survey instrument for students that standardizes course feedback across campus. The course survey has standard, university-wide questions and allows for supplemental, specialized questions from the academic unit offering the course.

N. Consistency with Minority Student Achievement goals

Recruitment for the Master of Science in Artificial Intelligence will be led by the college's Science Academy, which employs a targeted, inclusive digital strategy focused on UMD alumni, graduating seniors, and working professionals in the Washington, D.C. metropolitan area. The admissions process evaluates not only academic readiness but also diversity in experience, background, and professional goals to ensure a well-rounded and inclusive student body.

To attract a diverse applicant pool, the program will be represented at educational fairs and conferences such as the National Society of Black Engineers Leadership Conference and GEM Grad Labs. Outreach efforts will include advertising through organizations like NSBE, SWE, AWM, and AWC; targeted email campaigns to partner institutions; engagement with UMD student organizations and military veterans; and robust digital marketing including virtual open houses and career panels.

Once enrolled, students benefit from a supportive, inclusive environment fostered by Science Academy staff and faculty. Students are encouraged to participate in diversity and inclusion programs such as TerrapinSTRONG, Cultivating Community Conversations, and the Graduate School's Spring Speaker Series. Faculty bring a variety of academic backgrounds and career experiences, offering students multiple mentorship and career development pathways. The Academy provides academic advising, access to counseling and funding resources, and ongoing student support to promote persistence and timely degree completion.

Retention strategies include hosting seminars like "Women in Engineering, Computing, and STEM," requiring regular academic advising sessions, and implementing an early warning system to identify and assist students facing academic challenges. These initiatives are designed to ensure that all students—particularly those from underrepresented groups—are supported, empowered, and well-prepared to succeed in the program and beyond.

O. Relationship to Low Productivity Programs Identified by the Commission

N/A

P. Adequacy of Distance Education Programs

The distance-education version of the program will be entirely online. This will allow the program to reach a wider audience, including those in the Washington, DC area whose professional commitments may not allow for regular travel to College Park. The online curriculum will be the same as the in-person curriculum. Learning outcomes, academic rigor and program curricula will

be exactly the same for the online program as it is for the on-campus program. The program will go through periodic evaluations, at least every three years, by the Science Academy leadership and academic department chairs. Students will have access to the same services that online students and will be advised by both the Science Academy and the Office of Extended Studies.

Table 1: Resource Table

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds					
2. Tuition/Fee Revenue (c+g below)	298512	418362	439800	489240	550470
a. #FT Students	9	10	10	11	12
b. Annual Tuition/Fee Rate (based on 24 credits)	33168	34152	35184	36240	37320
c. Annual FT Revenue (a x b)	298512	341520	351840	398640	447840
d. # PT Students	0	9	10	10	11
e. Credit Hour Rate	1382	1423	1466	1510	1555
f. Annual Credit Hours	6	6	6	6	6
g. Total Part Time Revenue (d x e x f)	0	76842	87960	90600	102630
3. Grants, Contracts, & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	298512	418362	439800	489240	550470

Table 2: Expenditure Table					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	155685	200696	206716	212918	219305
a. #FTE	2	2	2	2	2
b. Total Salary	119850	154500	159135	163909	168826
c. Total Benefits	35835	46196	47581	49009	50479
2. Admin. Staff (b+c below)	35047	36098	37182	38298	39446
a. #FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary	25846	26621	27420	28243	29090
c. Total Benefits	9201	9477	9762	10055	10356
3. Total Support Staff (b+c below)	22374	23045	23737	24449	25182
a. #FTE	0.33	0.33	0.33	0.33	0.33
b. Total Salary	16500	16995	17505	18030	18571
c. Total Benefits	5874	6050	6232	6419	6611
4. Graduate Assistants (b+c)	0	0	0	0	0
a. #FTE	0	0	0	0	0
b. Stipend	0	0	0	0	0
c. Tuition Remission	0	0	0	0	0
d. Benefits	0	0	0	0	0
5. Equipment	1500	1545	1591	1639	1688
6. Library	0	0	0	0	0
7. New or Renovated Space	0	0	0	0	0
8. Other Expenses: Operational Expenses	55307	113068	116694	123164	130862
TOTAL (Add 1 - 8)	269913	374452	385920	400468	416483

Appendix A: Faculty Information

The following faculty members are projected to teach in the program. All faculty are full-time unless otherwise indicated.

Name	Highest Degree Earned, Program, and Institution	UMD Title (indicate if part-time)	Courses
Bahar Asgari	PhD, Electrical and Computer Engineering, Georgia Tech	Assistant Professor, Computer Science Affiliate Professor, UMIACS	MSAI 605: Computing Systems for AI
Neda Atanasoski	PhD, Literature and Cultural Studies, University of California San Diego	Professor and Chair, Harriet Tubman Department of Women, Gender and Sexuality Studies Associate Director of Education, AIM	MSAI631: AI and Society
Behtash Babadi	PhD, Engineering Sciences, Harvard	Associate Professor and Associate Chair for Grad Studies, Electrical and Computer Engineering	MSAI 630: Safe and Trustworthy AI
Abhinav Bhatele	PhD, Computer Science, University of Illinois Urbana-Champaign	Associate Professor, Computer Science and UMAICS Affiliate Professor, AIM and AMSC Director, PSSG	MSAI 605: Computing Systems for AI
Margrét Bjarnadóttir	PhD, Operations Research, MIT	Associate Professor of Management Science and Statistics, DO&IT group, Smith School	MSAI631: AI and Society
Jordan Boyd-Graber	PhD, Computer Science, Princeton University	Associate Profession, Computer Science, UMIACS, and iSchool	MSAI 632: Generative AI MSAI 641: Natural Language Processing for AI
Holly Brewer	PhD, American History, UCLA	Burke Chair of American Cultural and Intellectual History, History Director of Undergraduate Studies, History Associate Professor, History	MSAI631: AI and Society
Maria Cameron	Ph.D., Mathematics, UC Berkeley	Prof & Associate Chair, Mathematics. Affiliate Professor with Computer Science.	MSAI 612: Deep Learning for AI
Sandra Cerrai	Ph.D., Mathematics, Scuola Normale Superiore of Pisa	Prof & Assoc Chair, Mathematics	MSAI 601: Probability and Statistics
Yizheng Chen	Ph.D., Computer Science, Georgia Institute of Technology	Assistant Professor, Computer Science	MSAI 630: Safe and Trustworthy AI

Sanghamitra Dutta	PhD, Electrical and Computer Engineering, Carnegie Mellon University	Assistant Professor, Electrical and Computer Engineering	MSAI 630: Safe and Trustworthy AI
Sue Dwyer	Ph.D., Philosophy, MIT	Associate Professor, Philosophy	MSAI 670: Applied Ethics of AI
Sheena Erete	PhD, Technology and Social Behavior, Northwestern (joint degree in computer science and communication)	Associate Professor, College of Information Founder and Director, Community Research and Design Collective	MSAI 606: Human-centered and Participatory Approaches to AI
Soheil Feizi	PhD, EECS, MIT	Associate Professor, Computer Science Director, Reliable AI Lab	MSAI 612: Deep Learning for AI MSAI 660: Probabilistic Graphical Models and Bayesian Learning MSAI 663: Graph Neural Networks and Structured Data Learning
Naomi Feldman	Ph.D., Cognitive Science, Brown University	Professor, Linguistics and UMIACS	MSAI 632: Generative AI
Jonathan Fernandes	Ph.D., Mathematics, University of Maryland	Senior Lecturer, Mathematics	MSAI 601: Probability and Statistics
Nancy Gallagher	Ph.D., International Relations and National Security Studies, University of Illinois Urbana-Champaign	Research Professor, Public Policy Director, CISSM	MSAI 633: AI Policy
Tom Goldstein	PhD, Applied Mathematics, UCLA	Associate Professor, Computer Science Director, Maryland Center for Machine Learning	MSAI 662: Adversarial Machine Learning and Robustness
Elias Gonzales	M.Ed, Curriculum and Instruction, UMD	Lecturer and Curriculum Innovation Lead, Computer Science	MSAI631: AI and Society
Charles Harry	Ph.D., Public Policy, UMD	Director, GoTech Associate Research Professor, Public Policy Operations Director, MaGIC Senior Research Associate, CISSM	MSAI 633: AI Policy; MSAI 633: AI Policy
John Horty	Ph.D., Philosophy, University of Pittsburgh	Distinguished University Professor, Philosophy Affiliate Professor, UMIACS	MSAI 670: Applied Ethics of AI
Furong Huang	PhD, Electrical and Computer Engineering, University of California Irvine	Associate Professor, Computer Science	MSAI 630: Safe and Trustworthy AI MSAI 635: Reinforcement Learning MSAI 664: Meta-Learning and Few-Shot Learning

Heng Huang	PhD, Computer Science, Dartmouth College	Brendan Iribe Endowed Professor, Computer Science, UMIACS, ECE, and CBCB	MSAI 665: AI for Healthcare and Biomedical Applications
Jia-Bin Huang	Ph.D., Electrical and Computer Engineering, University of Illinois Urbana Champaign	Capital One Endowed Associate Professor, Computer Science	MSAI 632: Generative AI
Hal Daume III	Ph.D, Computer Science, University of Southern California	Professor, Computer Science, UMIACS; Director, AIM	MSAI 600: Human-centered and Participatory Approaches to AI MSAI 630: Safe and Trustworthy AI;
Mohit Iyyer	PhD, Computer Science, UMD	Associate Professor, Computer Science	MSAI 641: Natural Language Processing for AI
David Jacobs	PhD, Computer Science, MIT	Professor, Computer Science and UMIACS	MSAI 640: Computer Vision for AI MSAI 632: Generative AI
Leonid Koralov	Ph.D., Mathematics, SUNY at Stony Brook	Prof & Assoc Chair, Mathematics	MSAI 601: Probability and Statistics
Frauke Kreuter	Ph.D., Social Science Research Methods; Survey Methodology, University of Konstanz	Co-Director of the Social Data Science Center Professor, Joint Program in Survey Methodology	MSAI631: AI and Society
Vince Lyzinski	Ph.D., Applied Mathematics & Statistics, Johns Hopkins	Associate Professor	MSAI 651: Big Data Analytics for AI
Kevin McGarry	MA, Political Science and Government, University of California Berkeley	Clinical Professor, Smith School	MSAI 633: AI Policy
Abdirisak Abdullahi Mohamed	PhD, Mathematics, University of Karlsruhe (KIT), Germany	Adjunct Faculty, College of Information Development Expert and AI Ambassador, SAP	MSAI 661: Causal Inference and AI Decision Making
Louiqa Raschid	PhD, Electrical Engineering, University of Florida Gainesville	Dean's™ Professor of Information Systems, Smith School Professor, UMIACS and Computer Science	MSAI 667: AI for Finance and Algorithmic Trading
Philip Resnik	PhD, Computer and Information Science, University of Pennsylvania	Professor, Linguistics and UMIACS Affiliate Professor, Computer Science	MSAI 641: Natural Language Processing for AI
Paul Rodrigues	Ph.D., Linguistics, Indiana University Bloomington	Chief Artificial Intelligence Officer, Microsoft: National Security Group	MSAI 651: Big Data Analytics

Rachel Rudinger	PhD, Computer Science, Johns Hopkins University	Assistant Professor, Computer Science, UMIACS, and Linguistics	MSAI 641: Natural Language Processing for AI
Zoltan Safar	Ph.D., ECE, University of Maryland	Director, Telecommunications	DATA/MSML 650: Cloud Computing
Craig Schlenoff	Ph.D. Computer Science, Universit� de Burgundy	Deputy Associate Director of Laboratory Programs (acting) at NIST Lecturer, MATH (Part-time)	MSAI 631: AI and Society
Katie Shilton	PhD, Information Studies, UCLA	Professor, College of Information	MSAI 606: Human-centered and Participatory Approaches to AI
Abhinav Shrivastava	PhD, Artificial Intelligence, Carnegie Mellon University	Associate Professor, Computer Science and UMIACS	MSAI 640: Computer Vision for AI
Ido Sivan-Sevilla	PhD, Public Policy and Governance, The Hebrew University of Jerusalem	Assistant Professor, College of Information Affiliate Professor, Public Policy Founder, UMD Tech Policy Hub	MSAI 633: AI Policy
Shabnam Tafreshi	Ph.D., Computer Science, George Washington University	Machine Learning Senior Advisor - NLP Researcher at EviCore by Evernorth	MSAI 641- Natural Language Processing
Mohammad Teli	PhD, Computer Science, Colorado State University	Senior Lecturer, Computer Science	MSAI 605: Computing Systems for Machine Learning
Pratap Tokekar	PhD, Computer Science, University of Minnesota	Assistant Professor, Computer Science and UMIACS	MSAI642: Robotics for AI
Mumu Xu	PhD, Mechanical Engineering, California Institute of Technology	Associate Professor, Aerospace Engineering	MSAI642: Robotics for AI
Yun Yang	Ph.D., Statistics, Duke University	Associate Professor, Mathematics	MSAI 603: Principles of Machine Learning for AI
Haizhao Yang	PhD, Mathematics, Stanford University	Associate Professor, Mathematics, Affiliated Associate Professor (UMIACS & CS)	MSAI 603: Principles of Machine Learning for AI
Tianyi Zhou	PhD, Computer Science, University of Washington	Assistant Professor, Computer Science, UMIACS, and AIM	MSAI 632: Generative AI MSAI 612: Deep Learning for AI

Appendix B: Plan for Assessing Learning Outcomes

To maintain the credibility of the MS in Artificial Intelligence, the student learning outcomes will be assessed using a combination of formative and summative assessments throughout the semester and at the completion of each course. These assessments will focus on the direct application of AI technologies to ensure that students can enter the workforce with the skills necessary for success in their future career. For example, many of the elective courses will include final projects, presentations, and assignments where students have to work with real data sets. Students will be expected to process the data, perform tasks and analysis, and make recommendations as if they are entry-level AI professionals. The projects may include hands-on coding assignments, performance evaluations on AI solutions, and other assignments that utilize various machine learning frameworks. These projects may also allow students to explore different applications or areas of AI and can serve as a portfolio for future job searches. Through these assessments, students will demonstrate their problem-solving capabilities, their proficiency in scripting and programming, and their ability to leverage machine learning and computational frameworks and high-performance computing platforms by solving real-world problems in artificial intelligence.

Additionally, each course in the program will have homework assignments, quizzes, and/or other assessments that will be graded with constructive feedback to help assess the student's learning. These smaller, more formative assessments will strengthen students' understanding of the theoretical foundations of AI within each specific course. The formative assessments will be evaluated for their accuracy of the foundational knowledge and reasoning students need for more advanced applications of the materials. Summative and cumulative assessments, such as midterms and final exams or projects, will be used to determine if and to what level the student mastered the core AI concepts and specific learning outcomes for each course.

Many of the program courses will also address concerns of emerging AI, including the ethical, legal, and societal implications of AI. Assessments in these courses may include projects and presentations where students will be expected to effectively communicate AI technologies and applications to both technical and non-technical audiences. Students will also be expected to review case studies and articles in the field and to synthesize the information therein.

Lastly, students will be challenged to complete reflective assessments to apply knowledge and skills in their future professional work. This work will provide students with the skills that will assist them in the job search process and enable them to identify, apply to, and earn positions in artificial intelligence. The assessments will all follow best practices for adult and professional students. By the end of the program, students will have gained the knowledge and experience illustrated through the program-level outcomes, and their performance on the assessments will reflect how well they have achieved these goals.

Appendix C: Course Descriptions

Please note that the MSAI is not yet an existing course prefix and so there are no MSAI courses listed in our Graduate Catalog: <https://academiccatalog.umd.edu/>.

Core Courses

MSAI601 Probability and Statistics for AI (3 Credits)

The course provides a foundational understanding of concepts in probability theory and statistics tailored for artificial intelligence. The course covers the basic probabilistic concepts such as probability spaces, random variables and vectors, expectation, covariance, correlation, probability distribution functions, and hypothesis testing. etc. Conditional probabilities, the Bayes formula, limit theorems, and properties of jointly distributed random variables are also covered. Students will explore practical applications of probabilistic and statistical methods within the field of artificial intelligence through hands-on exercises and real-world problems.

MSAI602 Principles of Data Science for AI (3 Credits)

This course provides an introduction to the data science pipeline, including the processes of data collection, cleaning unstructured and messy data, data visualization, and statistical analysis. Students will also explore ethical considerations such as fairness, transparency, and bias mitigation. The course will offer students a broad overview of data science and the common tools and systems used in data science problems. Through case studies, students will consider different AI systems through the lens of data science.

MSAI603 Principles of Machine Learning for AI (3 Credits)

This course offers an introduction to the core concepts of machine learning. Students will learn fundamental ML techniques, including supervised and unsupervised learning, neural networks, decision trees, clustering, and PCA. The course will also discuss recent applications of machine learning in AI solutions, such as computer vision, data mining, autonomous navigation, and speech recognition. Students will also gain a basic understanding of ethical AI development and AI for social good.

MSAI605 Computing Systems for AI (3 Credits)

This course will focus on the programming, software and hardware design, and implementation issues of computing systems for machine learning and artificial intelligence applications. Students will explore a variety of topics, including basic Python program structure, functions and modules, basic I/O, object-oriented programming, database access, computer architecture, CPUs and GPUs, memory and I/O systems, virtual memory, and different processing architectures. The course will also cover AI model deployment, edge computing, and scalability challenges in large-scale AI systems.

MSAI606 Human-centered and Participatory Approaches to AI (3 Credits)

This course will cover a broad range of issues in developing human-centered AI with a focus on participatory approaches. We will look at approaches to building AI systems that expand human capabilities, and the interplay between human and AI skills. We will explore how to make use of expertise in those communities impacted by AI systems to design them better. Topics include the fundamentals of HCI and AI, interpretability and explainability in machine learning, human-centered design for AI, adaptive user interfaces, and conversational agents. The course will teach students to design machine learning systems that are well integrated with human capabilities and concerns.

MSAI630 Safe and Trustworthy AI (3 Credits)

Recent advances in AI have created powerful new models, but these models are not easily understood, and it is difficult to guarantee that they will behave in safe and predictable ways. In this course we will examine several key aspects of these models ranging from data privacy, secure code generation, bias and fairness, memorization and copyright infringement, poisoning and adversarial attacks on machine learning systems, reliability, robustness and safety.

MSAI631 AI and Society (3 Credits)

This course is an interdisciplinary exploration of the social impacts and ethical implications of AI. It examines the histories, social values and power dynamics shaping AI technologies, as well as how AI is reshaping culture, politics, and society. Students will develop a sociotechnical understanding of AI related to policy, education, labor, economic systems, and culture. Using approaches from the humanities and social sciences, students will develop frameworks to address ongoing challenges including digital inequality, bias, and surveillance. Students will also learn how AI has and can be used to foster positive social change.

Electives

MSAI604 Introduction to Optimization for AI (3 Credits)

This course introduces fundamental optimization techniques essential for artificial intelligence and machine learning. Students will start with an overview of linear algebra techniques, including vector spaces, linear transformations, and eigen-decomposition, before moving to techniques in unconstrained and constrained optimization. The course will also explore global search methods, such as simulated annealing, with a focus on AI applications. Students will develop the skills to formulate and solve optimization problems, improving the efficiency and performance of AI models.

MSAI612 Deep Learning for AI (3 Credits)

This course provides a comprehensive introduction to deep learning, a key driver of modern artificial intelligence, with a focus on the main features in deep neural nets and their applications in AI. Students will explore a variety of topics, including backpropagation and its importance, coding tools and their use of parallelization, autoencoders, convolutional neural networks, recurrent and recursive neural networks, and attention-based models. Students will also apply deep learning techniques to real-world problems in computer vision, natural language processing, and classification/clustering questions, gaining practical experience in building AI models.

MSAI632 Generative AI (3 Credits)

The course will explain the fundamental principles and important techniques in building large language models (LLMs), multi-modal LLMs, and image and video generation models. The class will study Transformer architectures and their use in pretraining, and discuss methods of fine-tuning models including the use of reinforcement learning. The class will study methods of data cleaning, including efficient methods of duplicate detection. And the class will examine computing methods for large scale models that are efficient and that can run in parallel. We will also discuss image and video generation methods, such as the use of stable diffusion.

MSAI633 AI Policy (3 Credits)

How can regulatory strategies promote innovation while safeguarding public interest? This course provides an examination of national and international regulatory and legal frameworks governing artificial intelligence. Students will learn about topics in policy considerations, including copyright, data privacy, bias and discrimination, and the explainability and accountability of AI systems in sectors finance, healthcare, and national security. Students will also learn about contemporary developments in AI governance, including through international AI regulations, national policies, and the advocacy of standards organizations.

MSAI634 AI in Engineering (3 Credits)

This course explores the role of artificial intelligence in engineering disciplines. Students will examine how AI technologies, including machine learning and neural networks, can help solve complex engineering problems and optimize processes. The course will cover a variety of topics and applications such as predictive modeling, automation, intelligent systems design, computer-aided design optimization, and environmental engineering. Students will learn how AI tools can be integrated into engineering workflows across various fields.

MSAI635 Reinforcement Learning (3 Credits)

This course covers both model-free and model-based reinforcement learning (RL), and it explores Markov decision processes, dynamic programming, Q-learning, policy gradient methods, and deep RL. Applications include robotics, game AI, and real-world decision-making systems.

MSAI636 Explainable and Interpretable AI (3 Credits)

As AI becomes more ubiquitous, interpretability is critical. This course explores techniques for understanding deep learning models, such as feature attribution, model distillation, LIME, SHAP, and counterfactual explanations, with an emphasis on ethical and regulatory considerations.

MSAI640 Computer Vision for AI (3 Credits)

This course provides an in-depth introduction to computer vision, a key field in artificial intelligence that enables machines to interpret and analyze visual data. Students will explore fundamental concepts such as image filtering, correlation, object detection, image segmentation, and scene reconstruction. This course will also include discussion on facial recognition, motion tracking, and ethical considerations in vision-based AI. Students will apply computer vision techniques to real-world AI problems.

MSAI641 Natural Language Processing for AI (3 Credits)

This course provides students with the fundamental concepts related to computers generating and processing natural language, including morphological analysis, phrase structure, word sense disambiguation, word embedding models, and advanced deep learning architectures used in NLP. With a focus on the applications of NLP, students will explore topics related to question answering, sentiment analysis, machine translation, text summarization, and chatbot creation.

MSAI642 Robotics for AI (3 Credits)

This course introduces the design and programming of robotic systems with a focus on AI-driven applications. Students will explore core concepts such as kinematics, differential motion, velocity, dynamics, and forces, along with the integration of sensors, actuators, and drive systems. The course covers trajectory planning, motion control, and the implementation of open-loop and closed-loop controllers. Key AI techniques, including state estimation and Kalman filters, will be examined in the context of robotics. Additionally, students will study recent advancements in machine learning for motion planning, grasping, manipulation, and other AI-powered robotic applications.

MSAI650 Cloud Computing for AI (3 Credits)

This course provides an in-depth exploration of state-of-the-art cloud computing technologies and their applications in artificial intelligence. Students will explore topics, including telecommunication needs, architectural models, cloud computing platforms and services, and network and storage virtualization technologies. The course will also include a discussion of key concerns in cloud computing such as security, privacy, and trust management. Students will gain practical experience in utilizing cloud-based tools and services to enhance AI workflows, ensuring robust and scalable AI applications.

MSAI651 Big Data Analytics for AI (3 Credits)

This course explores the challenges, tools, and techniques for designing and implementing machine learning algorithms at scale, with a focus on AI applications. Students will learn how to configure and operate distributed computing platforms to efficiently process massive datasets. Key topics include scalable learning techniques, data streaming, data flow analytics, and machine learning on large graphs. The course covers massively parallel computing models such as MapReduce, along with methods to optimize memory, storage, and communication in parallel machine learning algorithms. Additionally, students will gain hands-on experience with SQL and NoSQL databases, distributed file systems, key-value stores, document databases, graph databases, and large-scale data visualization.

MSAI660 Probabilistic Graphical Models and Bayesian Learning (3 Credits)

This course focuses on the representation and inference of uncertainty in AI using probabilistic graphical models, such as Bayesian networks and Markov random fields. It also covers variational inference, sampling methods, and applications in decision-making and reasoning.

MSAI661 Causal Inference and AI Decision Making (3 Credits)

Unlike traditional correlation-based learning, causal AI seeks to understand cause-and-effect relationships. This course explores Pearl's causal inference framework, causal discovery, and interventions for AI decision systems.

MSAI662 Adversarial Machine Learning and Robustness (3 Credits)

This course explores vulnerabilities in AI models, covering adversarial attacks, defenses, and the study of robustness in deep learning models against perturbations.

MSAI663 Graph Neural Networks and Structured Data Learning (3 Credits)

Graph neural networks (GNNs) enable AI models to work with non-Euclidean structured data. This course covers graph representation learning, message passing, and applications in social networks, bioinformatics, and knowledge graphs.

MSAI664 Meta-Learning and Few-Shot Learning (3 Credits)

This course explores learning-to-learn approaches, including model-agnostic meta-learning (MAML), few-shot classification, and applications in fast model adaptation.

MSAI665 AI for Healthcare and Biomedical Applications (3 Credits)

Applications of AI in medicine, including medical imaging, genomics, drug discovery, and personalized healthcare solutions.

MSAI666 AI for Cybersecurity and Threat Detection (3 Credits)

Examines AI-driven cybersecurity measures, including anomaly detection, malware analysis, adversarial robustness, and security threats in machine learning systems.

MSAI667 AI for Finance and Algorithmic Trading (3 Credits)

Covers AI applications in finance, including reinforcement learning for trading strategies, risk modeling, fraud detection, and AI-driven market forecasting.

MSAI670 Applied Ethics of AI (3 Credits)

As artificial intelligence tools are increasingly used in high stakes scenarios throughout our lives, it is increasingly important to understand the ethical considerations behind their use. This course will introduce students to applied ethics, a major subfield of contemporary Philosophy, as a way of making sense of how AI tools can be built and used ethically. The course will consider a broad range of topics, ranging from human-robot interaction to algorithmic bias, from autonomous weapon systems to algorithmic accountability and opacity. The tools students learn in this course will be broadly applicable to all forms of artificial intelligence, both present and future.

TOPIC: University of Maryland, College Park proposal for a Bachelor of Arts in Global Culture and Thought

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: May 15, 2025

SUMMARY: The University of Maryland, College Park proposes a new Bachelor of Arts in Global Culture and Thought, housed in the School of Languages, Literatures, and Cultures. This interdisciplinary program integrates language learning with cultural, literary, and media analysis to prepare students for global citizenship and careers requiring intercultural competence. Students may pursue one or two languages and engage in experiential learning such as study abroad, internships, or language immersion programs. The program will enable students to explore and interpret the histories, institutions, values, practices, varieties, and intersections of global cultures as they are produced and received across national and regional boundaries.

The 39-credit major includes two core courses—Global Movements and Cultural Theory in a Global Age—as well as 12 credits of language study at the 200 level or above, 6 credits of experiential learning, and 15 upper-division elective credits. Students may take all upper-level electives in one language or split them between two, with the option to include interdisciplinary courses like Translation in a Global Context.

Unlike traditional language bachelor's programs, which separate language acquisition from cultural study, this BA program allows students to explore culture alongside or prior to language study, engage in the advanced study of more than one language—including heritage and third-language options—and connect with faculty around their interests early in their academic careers.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fee revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the University of Maryland College Park proposal for a Bachelor of Arts in Global Culture and Thought.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn 301-445-1992

awrynn@usmd.edu



UNIVERSITY OF
MARYLAND

OFFICE OF THE PRESIDENT

May 8, 2025

1101 Thomas V. Miller, Jr. Administration Building
College Park, Maryland 20742
301.405.5803 TEL
301.314.9560 FAX

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

Dear Chancellor Perman:

I am writing to request approval for a new Bachelor of Arts program in Global Culture and Thought. The proposal for the new program is attached. I am also submitting this proposal to the Maryland Higher Education Commission for approval.

The proposal was endorsed by the appropriate faculty and administrative committees. I also endorse this proposal and am pleased to submit it for your approval.

Sincerely,

A handwritten signature in black ink, reading "Darryll J. Pines".

Darryll J. Pines
President
Glenn L. Martin Professor of Aerospace Engineering

DJP/mdc

cc: Candace Caraco, Associate Vice Chancellor
Jennifer King Rice, Senior Vice President and Provost
Stephanie Shonekan, Dean, College of Arts and Humanities

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

☒ New Instructional Program

Substantial Expansion/Major Modification

Cooperative Degree Program

☒ Within Existing Resources, or

Requiring New Resources

University of Maryland, College Park
Institution Submitting Proposal

Global Culture and Thought
Title of Proposed Program

Bachelor of Arts
Award to be Offered

Fall 2025
Projected Implementation Date

119900
Proposed HEGIS Code

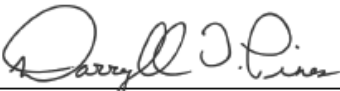
09.0907
Proposed CIP Code

School of Languages, Literatures, and Cultures
Department in which program will be located

Hester Baer
Department Contact

301-405-4101
Contact Phone Number

hbaer@umd.edu
Contact E-Mail Address


Signature of President or Designee

05-08-2025
Date

A. Centrality to the University's Mission and Planning Priorities

Description. The University of Maryland, College Park (UMD) proposes to establish a **Bachelor of Arts in Global Culture and Thought**. This program will be housed within the College of Arts and Humanities' School of Languages, Literatures, and Cultures. The Global Culture and Thought program will foster the multilingual study of the cultures of the globalized world through classroom and experiential learning. The program will enable students to explore and interpret the histories, institutions, values, practices, varieties, and intersections of global cultures as they are produced and received across national and regional boundaries. Unlike traditional language bachelor's programs, which separate language acquisition from cultural study, this BA program allows students to explore culture alongside or prior to language study, engage in the advanced study of more than one language—including heritage and third-language options—and connect with faculty around their interests early in their academic careers.

Relation to Strategic Goals. As Maryland's flagship campus and a national leader in higher education, UMD strives to provide exceptional and affordable instruction for the state's most promising students, regardless of income. As one of the country's first land-grant institutions, UMD uses its research, educational, cultural, and technological strengths in partnership with state, federal, private, and non-profit sectors to promote economic development and improve the quality of life in the state and the region. One of the commitments listed in UMD's [2022 Strategic Plan](#), "Fearlessly Forward in Pursuit of the Public Good," is to "accelerate solutions to humanity's grand challenges—within our communities and around the globe." The BA program in Global Culture and Thought is designed to prepare students for the opportunities and challenges of citizenship, employment, and intellectual life in the globalized world. Cultivating multilingualism and critical awareness of humanity's grand challenges—including climate change, migration, transformations in media culture, medicine and health, and social justice issues—the curriculum develops students' knowledge of the interpretive methods of the liberal arts and humanities, while also offering the chance to apply this knowledge through internships, practicums, service-learning, and approved education abroad.

Funding. The program will draw on the physical facilities, administrative infrastructure and instructional resources already available within the School of Languages, Literatures, and Cultures and the College of Arts and Humanities.

Institutional Commitment. The program will be administered by the School of Languages, Literatures, and Cultures, which has the administrative infrastructure and faculty resources to shift some of its resources for this new program. As designed, the program will be a good fit for students who want to double-major with other programs across campus and world language programs in particular.

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

Need. The Global Culture and Thought program addresses a compelling statewide societal need for globally competent, culturally literate, and multilingual graduates prepared to navigate an increasingly interconnected world. As Maryland’s population diversifies and its economic and civic sectors deepen their engagement with global communities, the demand for professionals with strong intercultural understanding and communication skills grows more urgent. This program responds to that need by preparing students to think critically about global movements, cultural intersections, and social justice across national and regional boundaries.

The Global Culture and Thought BA integrates core interpretive methods of the humanities—such as textual analysis, historical contextualization, critical theory, and cross-cultural comparison—to help students analyze global texts, media, and cultural practices. These methods not only cultivate ethical reflection and critical thinking, but also develop the skills necessary for effective intercultural communication by teaching students to understand diverse worldviews, navigate cultural difference, and articulate ideas with sensitivity and clarity across linguistic and cultural boundaries. In doing so, the program equips students to engage thoughtfully and responsibly in a globally connected world.

State Plan. The proposed program aligns with Priority 5 in the 2022 [Maryland State Plan for Postsecondary Education](#): “Maintain the commitment to high-quality postsecondary education in Maryland.” The Action Item to “Identify innovative fields of study” fits with this program. Grounded in the humanities, the program reimagines cultural and language education through a flexible, interdisciplinary curriculum that emphasizes experiential learning, multilingualism, and critical engagement with global challenges. Rather than creating a new program with an entirely new set of courses, the program builds on the School of Languages, Literatures, and Cultures’ extensive language offerings to allow students to integrate their interests in language and communication with specialized courses in global cultural studies. The program also follows action items listed under the State Plan’s Priority 8: “Promote culture of risk-taking.” It breaks from traditional disciplinary models by allowing students to study culture alongside or even before intensive language study, incorporates flexible curriculum designed to accommodate double majors, and embeds experiential learning directly into the degree requirements. This adaptive, student-centered design exemplifies the kind of thoughtful innovation the State Plan calls for—offering new academic pathways that reflect how students learn best and how they will engage the world beyond graduation.

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

Market demand data does not lend itself to liberal arts programs such as this in a straightforward way. We expect many students to double major with other academic programs. The program will provide added value to any career where strong intercultural communication skills, global awareness, and the ability to analyze complex cultural and social issues are an asset. According to the Maryland Department of Labor, several relevant occupational categories were projected to grow significantly between 2022-2032, including community health (17%), public relations specialists (9%) and postsecondary teaching in area and cultural

studies (14%).¹ These are just a few of the fields that would benefit from the linguistic proficiency, cultural literacy, and analytical capabilities that the Global Culture and Thought BA develops.

Employer surveys conducted by the American Council on the Teaching of Foreign Languages (ACTFL) have identified an urgent and growing demand for multilingual employees, with 90% of U.S. employers relying on workers who speak languages other than English and 32% reporting high dependency. Many employers report difficulty finding candidates with sufficient language skills—an issue this program is designed to address. As Maryland continues to diversify, the Global Culture and Thought BA directly responds to the regional workforce need for graduates who can navigate cross-cultural contexts and contribute meaningfully to multilingual, globalized work environments. The program expects to graduate approximately 15–20 students annually at steady state, a modest number that will help meet this demand without duplicating existing programs in the state.

D. Reasonableness of Program Duplication

The BA in Global Culture and Thought is distinct from other programs in Maryland and does not present an unreasonable duplication of existing offerings. While a small number of institutions in the state offer degrees in global or international studies, these programs are typically situated within political science or social science departments and emphasize international relations, economics, or policy. In contrast, the Global Culture and Thought BA is firmly grounded in the humanities, with a curriculum centered on language study, literary and cultural analysis, and interpretive methods drawn from fields such as history, media studies, and cultural theory. The curriculum draws entirely from within the School of Languages, Literatures, and Cultures, ensuring coherence and depth while enabling cross-cultural engagement across a wide array of languages and regional perspectives. Thus, intercultural communication is really the focus of the program.

Given the program’s distinctive structure, emphasis on the humanities, and modest projected enrollment (15–20 graduates per year), the Global Culture and Thought BA complements rather than competes with existing programs in the state and contributes meaningfully to the diversity of Maryland’s higher education landscape.

E. Relevance to Historically Black Institutions (HBIs)

The Global Culture and Thought BA is not anticipated to negatively impact programs at Maryland’s Historically Black Institutions (HBIs). While some HBIs offer programs with related themes, such as global studies or interdisciplinary perspectives, the Global Culture and Thought program is uniquely focused on the humanities, with a strong emphasis on language learning, literary and cultural analysis, and interpretive methods grounded in fields such as history,

¹ Maryland State Department of Labor: Maryland Long Term Occupational Projections (2022-2032): <https://labor.maryland.gov/lmi/iandoproj/maryland.shtml>

media studies, and cultural theory. It also includes a robust experiential learning component and is housed entirely within the School of Languages, Literatures, and Cultures.

For example, Coppin State University offers a BA in Global Studies, but its curriculum focuses more heavily on international affairs and does not have a comparable emphasis on multilingualism or humanities-based inquiry. Similarly, Morgan State University's BS in Interdisciplinary Global Perspectives and Practices is situated in a social science framework and does not require language study.

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

We do not anticipate any negative impacts on the identities of Maryland's Historically Black Institutions. As noted above, the proposed Global Culture and Thought program is rooted in the humanities and housed within the School of Languages, Literatures, and Cultures, drawing on existing language and culture courses. The curricular design—centered on multilingualism, cultural theory, and experiential learning—does not overlap with the focus of existing HBI programs. Given its distinctive emphasis and modest projected enrollment, the Global Culture and Thought BA enriches the state's higher education landscape while fully respecting the uniqueness and mission of Maryland's HBIs.

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

Curricular Development. The Global Culture and Thought curriculum was developed in response to both external and internal drivers. A 2018 ACTFL survey found that 90% of U.S. employers rely on employees with language skills beyond English, but many face a language skills gap—highlighting the urgent need for culturally competent, multilingual professionals. Internally, a 2017 survey of nearly 1,900 students in language courses revealed strong interest in language learning for professional purposes, but many cited scheduling conflicts as a barrier to majoring in a language. The Global Culture and Thought BA addresses these challenges with a flexible, interdisciplinary program to better accommodate double majors. The curriculum was collaboratively developed and refined by an interdisciplinary faculty committee to ensure academic rigor and alignment with evolving student needs and institutional priorities.

Faculty Oversight. The School of Languages, Literatures, and Cultures will provide academic direction and oversight for the program. Appendix A has a list of faculty who will teach in the program.

Educational Objectives and Learning Outcomes. The major in Global Culture and Thought is designed to prepare students for the opportunities and challenges of citizenship, employment, and intellectual life in the globalized world. With an emphasis on intercultural communication, multilingualism, and critical approaches to understanding diversity, Global Culture and Thought teaches fundamental skills required for a range of professional careers: critical thinking; historical awareness; research; information and media literacy; cogent development of ideas; analysis and argumentation; ability to work individually and as part of a team; and effective

communication in written, oral, and digital contexts. The learning outcomes for the program are as follows:

1. Demonstrate knowledge of the histories, institutions, values, practices, varieties, and intersections of global cultures as they are produced and received across national and regional boundaries.
2. Use the terminology and interpretive methods of humanities disciplines, including cultural theory, to interpret and analyze global movements and literary, cultural, and media texts.
3. Critically analyze issues of power related to gender, sexuality, class, race/ethnicity, and/or mental and physical disability with attention to differences across time, geography, and culture and with critical awareness of one's own worldview, values, and biases.
4. Critically interpret literary, cultural, and media texts reflecting a diversity of perspectives in a variety of genres with specific attention to their social, historical, and linguistic contexts, and formulate original arguments with reference to appropriate evidence and secondary sources.
5. Communicate effectively in written, oral, and digital forms, with the academic community and with the broader public.
6. Demonstrate an appropriate level of proficiency in at least one language other than English.

Institutional assessment and documentation of learning outcomes. Please see Appendix C for information about assessing the program's learning outcomes.

Course requirements. The Bachelor of Arts in Global Culture and Thought program will require 39 credits and will draw from existing world language courses. A list of courses and descriptions is included in Appendix B. Please note that GLBC will be a new course prefix and does not yet exist in the current academic catalog.

Course	Course Title	Credits
Core Courses		
GLBC200	Global Movements	3
GLBC360	Cultural Theory in a Global Age	3
Language Study (select one of the following options)		12
One language: 12 credits at the 200-level or above	(12 Credits in one language; see list below)	
or		
Two languages: 6 credits in each language at the 200-level or above	(6 credits in one language and 6 credits in another; see list below)	
Experiential Learning (choose from the following to total 6 credits)		6

Various	Education abroad, internships, on-campus learning communities (e.g., Language House, Language Partner Program), or experiential courses (e.g., ARAB386, CHIN369)	
Upper-Division Electives (select one of the following options)		15
One language: 15 credits at the 300-level or above in one language	(15 credits in one language program or in Cinema and Media Studies; see list below)	
or		
Two languages: 9 credits in one language, 6 in another language, all at 300-level or above	(9 credits in one language and 6 credits in another language; see list below; Cinema and Media Studies may also be used)	
Optional course (may be used to complete the 15-credit Upper-Division Elective requirement)		
GLBC350	Translation in Global Context (3 credits)	

List of approved languages:

Arabic	Hebrew	Persian
Chinese	Italian	Portuguese
French	Japanese	Russian
German	Korean	Spanish

General Education. All UMD students are required to complete [General Education requirements](#) in Fundamental Studies (Mathematics, Writing, and Analytic Reasoning) and Distributive Studies in the sciences, humanities, and social sciences. The Distributive Studies area includes a diversity requirement, two practice-based courses, and two “Big Question” courses that address societal grand challenges. Maryland community college students who complete the associate degree and are admitted to UMD are deemed to have completed their General Education requirements, except for Professional Writing (typically completed in the 3rd year of study). See Appendix E for how students in the program will fulfill their General Education requirements.

Accreditation or Certification Requirements. There are no specialized accreditation or certification requirements associated with this program.

Other Institutions or Organizations. The School of Languages, Literatures, and Cultures is not planning to contract with another institution or non-collegiate organization for this program.

Student Support. Students enrolled in this program will have access to all the resources necessary to succeed in the program and make the most of the learning opportunity. Students entering the university as either first-time college students or transfer students will learn about the program through their orientation program. The School of Languages, Literatures, and Cultures’ existing advising staff will support the students in this program. The School does not

anticipate the proposed program placing significant additional burdens on the department's administrative infrastructure.

Marketing and Admissions Information. The program will be clearly and accurately described in the university website and be marketed at university recruiting events. The University of Maryland's Office of Undergraduate Admissions markets nationally to a broad base of interested students who are admitted to the University as a whole. If the program is approved, it will be included among the more than 100 possible undergraduate majors available to students.

H. Adequacy of Articulation

While UMD accepts transfer students from all Maryland community colleges as well as from other four-year institutions, Montgomery College is one of our most common partners for transfers. UMD and Montgomery College have developed a transfer articulation pathway with the proposed major and the A.A. in International Studies at Montgomery College. See Appendix D.

I. Adequacy of Faculty Resources

Program faculty. Appendix A contains a list of faculty members who will teach in the program. Because the program leverages existing course offerings in the School of Languages, Literatures, and Cultures, a core group of faculty is already in place.

Faculty training. Faculty teaching in the program will use the university's learning management system along with its extensive electronic resources. They will have access to instructional development opportunities available across the College Park campus, including those offered as part of the Teaching and Learning Transformation Center, many of which are delivered in a virtual environment. Instructors will work with the learning design specialists on campus to incorporate best practices when teaching in the online environment.

J. Adequacy of Library Resources

The University of Maryland Libraries assessment concluded that the Libraries are able to meet, with current resources, the curricular and research needs of the program.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Resources

All physical facilities, infrastructure, and instructional equipment are already in place. No new facilities are required. The proposed program will be in-person, but for the online components of the coursework, UMD maintains an Enterprise Learning Management System (ELMS). ELMS is a Web-based platform for sharing course content, tracking assignments and grades, and enabling virtual collaboration and interaction. All students and faculty have access to UMD's electronic mailing system.

L. Adequacy of Financial Resources

The budget tables reflect the reallocation of internal UMD resources to operate the program.

Resources (see Table 1):

This table assumes an enrollment of 20 full-time students and 5 part-time students per year. The reallocated resources reflect that (1) some funds will be shifted from within the College of Arts and Humanities and School of Languages, Literatures, and Cultures to support new courses and (b) existing language courses have the capacity to handle students in the major.

1. Line 1 reflects the reallocated resources anticipated to support the program.
2. We assume no additional tuition revenue will be generated by this new major since we do not anticipate a significant change in the overall undergraduate population.
3. Our model assumes that most students will be full-time undergraduates enrolled at UMD.
4. No external sources of funding are assumed.
5. No other sources of funding are assumed.

Expenditures (see Table 2):

The administrative staff and faculty are already in place to operate this program. A small number of new courses will be offered for the major, but we expect no significant additional expenditures for the program.

1. Line 1 reflects the faculty who will teach the new courses in the program as well as the faculty who will continue their activities within their School of Languages, Literatures, and Cultures unit (e.g., French, Spanish, etc.).
2. Line 2 reflects the administrative support, which is also already in place in the School of Languages, Literatures, and Cultures.
3. Generally, facility, equipment, and other expenses are not listed as they are already part of the School's operating expenses. However, \$5000 has been allotted to cover miscellaneous operational expenses.

M. Adequacy of Program Evaluation

Formal program review is carried out according to the University of Maryland's policy for Periodic Review of Academic Units, which includes a review of the academic programs offered by, and the research and administration of, the academic unit (<http://www.president.umd.edu/policies/2014-i-600a.html>). Program Review is also monitored following the guidelines of the campus-wide cycle of Learning Outcomes Assessment (https://irpa.umd.edu/Assessment/loa_overview.html). Faculty within the department are reviewed according to the University's Policy on Periodic Evaluation of Faculty Performance (<http://www.president.umd.edu/policies/2014-ii-120a.html>). Since 2005, the University has used an online survey instrument that standardizes student course feedback across campus. The survey has standard, university-wide questions and allows for supplemental, specialized questions from the academic unit offering the course.

N. Consistency with Minority Student Achievement goals

The Global Culture and Thought BA is deeply aligned with the goals of promoting access, inclusion, and success for minority students. Issues regarding race, equity, and justice are prominent within the curriculum. The program fosters critical engagement with global cultures, identities, and power structures. The program also builds on the School of Languages, Literatures, and Cultures' long-standing commitment to inclusive pedagogy, diverse faculty hiring, and multilingual education. Advising and mentoring are designed to support students from a wide range of backgrounds, and outreach efforts—such as recruitment through Maryland Day, the Language House, and collaborations with ARHU and the Office of Undergraduate Admissions—prioritize engaging underrepresented student populations. In all these ways, the Global Culture and Thought BA directly contributes to the University of Maryland's strategic commitment to excellence through diversity and student achievement.

O. Relationship to Low Productivity Programs Identified by the Commission

N/A

P. Adequacy of Distance Education Programs

This program is not intended for distance education.

Table 1: Resources

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$175,000	\$180,250	\$185,658	\$191,227	\$196,964
2. Tuition/Fee Revenue (c+g below)	\$0	\$0	\$0	\$0	\$0
a. #FT Students	10	20	20	20	20
b. Annual Tuition/Fee Rate	\$23,025	\$23,716	\$24,428	\$25,160	\$25,915
c. Annual FT Revenue (a x b)	\$230,254	\$474,323	\$488,553	\$503,210	\$518,306
d. # PT Students	5	5	5	5	5
e. Credit Hour Rate	\$910.25	\$937.56	\$965.68	\$994.65	\$1,024.49
f. Annual Credit Hours	12	12	12	12	12
g. Total Part Time Revenue (d x e x f)	\$54,615	\$56,253	\$57,941	\$59,679	\$61,470
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$175,000	\$180,250	\$185,658	\$191,227	\$196,964

Table 2: Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$133,000	\$136,990	\$141,100	\$145,333	\$149,693
a. #FTE	1	1	1	1	1
b. Total Salary	\$100,000	\$103,000	\$106,090	\$109,273	\$112,551
c. Total Benefits	\$33,000	\$33,990	\$35,010	\$36,060	\$37,142
2. Admin. Staff (b+c below)	\$30,377	\$31,289	\$32,227	\$33,194	\$34,190
a. #FTE	0.25	0.25	0.25	0.25	0.25
b. Total Salary	\$22,840	\$23,525	\$24,231	\$24,958	\$25,707
c. Total Benefits	\$7,537	\$7,763	\$7,996	\$8,236	\$8,483
3. Total Support Staff (b+c below)	\$0	\$0	\$0	\$0	\$0
a. #FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Graduate Assistants (b+c)	\$0	\$0	\$0	\$0	\$0
a. #FTE	0	0	0	0	0
b. Stipend	\$0	\$0	\$0	\$0	\$0
c. Tuition Remission	\$0	\$0	\$0	\$0	\$0
d. Benefits	\$0	\$0	\$0	\$0	\$0
5. Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses: Operational Expenses	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
TOTAL (Add 1 - 8)	\$163,377	\$168,279	\$173,327	\$178,527	\$183,882

Appendix A: Core Faculty

The following faculty members are projected to teach in the program. All faculty are full-time unless otherwise indicated.

Name	Highest Degree/Institution	UMD Position	Possible Courses
Accilien, Cécile	Ph.D. Tulane U	Professor	Haitian Culture and Identity; Cultures of the African Diaspora
Alvizu, Josh	Ph.D. Yale U	Assistant Professor	The Great Derangement: Climate, Art, and Literature; The German-Soviet Avant Garde
Anishchenkova, Valerie	Ph.D. U Michigan	Associate Professor	Ideology of Stereotyping: American and Middle Eastern Film and Television; Filming War Zones: Representations of Wars in Iraq & Chechnya
Arsenjuk, Luka	Ph.D. Duke U	Associate Professor	Paranoia and Conspiracy in Contemporary Film; Film Theories: Marxism and Cinema; Cultural Theory in a Global Age
Baer, Hester	Ph.D. Washington U	Professor	Speculative Visions in Contemporary Literature and Film; Feminist Film and Media Theory; Global Movements; Cultural Theory in a Global Age
Benharrech, Sarah	Ph.D. Princeton U	Associate Professor	Science and Fiction in the Anthropocene; Cultural Visions of Vegetal Alterity
Beliaeva Solomon, Maria	Ph.D. New York U	Assistant Professor	Colonial Imaginaries in 19 th Century Literature and Print Culture; Digital Humanities in Modern Language Studies
Browne, Jyana	Ph.D. U Washington, Seattle	Assistant Professor	Performance and Sexuality in Early Modern Japan; Technologies of Japanese Performance
Eades, Caroline	Ph.D. Université de la Sorbonne	Professor	Women and French Cinema; Film Art in a Global Society
Falvo, Guiseppe	Ph.D. Johns Hopkins U	Professor	Monsters and Demons: The Faces of Evil in Dante's Inferno; The Dark Side of the Italian Renaissance
Federici, Valeria	Ph.D. Brown U	Lecturer	Digital Humanities in Modern Language Studies; Women in Italian Cinema and Television; Global Movements
Frisch, Andrea	Ph.D. UC Berkeley	Professor	Early Modern Print Cultures; Marking Identity in the Early Modern Era

Gaul, Anny	Ph.D. Georgetown U	Assistant Professor	Food Cultures in the Global Middle East; Gender and Difference in the Arab World
He, Belinda	Ph.D. U Washington, Seattle	Assistant Professor	Where Truth Lies: Chinese Cinema Between Fact and Fiction; In the Mood for Cinema: Film and Love in East Asia
Keshavarz, Fatemeh	Ph.D. University of London	Professor	International Cinemas; Iranian Life in Literature and Film
Koser, Julie	Ph.D. UC Berkeley	Associate Professor	Criminals In German Literature and Film; Once Upon a Time: Fairy Tales of the Brothers Grimm; Translation in a Global Context
Lavery, Michael	Ph.D. UCLA	Assistant Professor	Museums, Masterworks, and Memes: Exploring Russophone Visual Cultures; The Soviet Union, Latin American Culture, and the Cold War
Lima, Thayse	Ph.D. Brown U	Associate Professor	Brazilian Cinema; Environmental Crisis in Latin America
Long, Ryan	Ph.D. Duke U	Professor	Representations of Childhood and Adolescence in Latin American and US Latinx Literature and Film; Approaches to World Literature: The Case of Roberto Bolaño; Global Movements; Cultural Theory in a Global Age
Mason, Michele M.	Ph.D. UC Irvine	Associate Professor	Japan from the Margins; Japanese Empire; Global Movements; Translation in a Global Context
Matar, Marylin	Ph.D. University of Maryland	Clinical Assistant Professor	Voices of the Francophone World: Migration, Exile, and Contemporary Challenges; Francophone Literature of the Middle East
Merediz, Eyda	Ph.D. Princeton U	Associate Professor	Transnational Cuban Cinema and Literature; Transatlantic Cultures
Miller, Matthew	Ph.D. Washington U	Assistant Professor	Sex, Gender, Sexuality in the Islamic World; Digital Humanities for Modern Language Studies
Orlando, Valerie	Ph.D. Brown U	Professor	Francophone Writers of Africa and the African Diaspora; Francophone African Film

Papazian, Elizabeth	Ph.D. Yale U	Associate Professor	Soviet Cinema and Empire; Soviet Cinema and Culture After Stalin
Penrose, Mehl	Ph.D. UCLA	Associate Professor	Queer Spain; Gender and Sexuality in the European Enlightenment
Resmini, Mauro	Ph.D. Brown U	Associate Professor	Italian Cinema: Neorealism; Images of Revolt: Strike, Riot, Uprising; Global Movements; Cultural Theory in a Global Age
Schine, Rachel	Ph.D. U Chicago	Assistant Professor	Making of Middle Eastern Identities; Premodern Race and Religion in Global Perspective
Schonebaum, Andrew	Ph.D. Columbia U	Associate Professor	Living the Good Life: Chinese Philosophy in the Modern World; Cultural Histories of Chinese Medicine
Zakim, Eric	Ph.D. UC Berkeley	Associate Professor	American Jewish Comedy: From the Marx Brothers to "The Marvelous Mrs. Maisel"; The Global Western

Appendix B: Course Descriptions

Core Sequence

The core sequence consists of six credits, taken in this order:

- a. GLBC 200: Global Movements (3 credits)
- b. GLBC 360: Cultural Theory in a Global Age (3 credits)

GLBC 200: Global Movements (3) is a required gateway course team-taught by faculty with varied cultural and linguistic expertise. The course, which focuses on a special topic with global relevance (e.g. migration; climate change; new authoritarianisms; democracy and citizenship) and includes a service-learning component, also serves as an introduction to the interpretive methods of the humanities. The course will be offered each semester, with each faculty team offering an incarnation that draws on their particular research and teaching interests.

GLBC 360: Cultural Theory in a Global Age (3) is a required advanced course that will develop students' knowledge of the theories and methodologies of humanities study while also cultivating their ability to interpret cultural texts. Prerequisite: GLBC 200.

Language Study

Students must take 12 credits at the 200-level or above in any language taught in SLLC. This requirement is satisfied through one of two paths:

- a. 12 credits at the 200-level or above in one language other than English.
- b. 6 credits at the 200-level or above in each of two languages other than English.

Please note that the languages taught in SLLC fall under these program prefixes: ARAB, CHIN, FREN, GERS, HEBR, ITAL, JAPN, KORA, PERS, PORT, RUSS, and SPAN.

Experiential Learning

This requirement may be satisfied through study abroad; domestic or international internships; and/or participation in on-campus learning communities, including the Language Partner Program or the Language House Living-Learning Program (up to 3 credits).

Any existing experiential learning course, such as ARAB 386 or CHIN 369, can also help fulfill this requirement.

Upper-Division Electives

Electives are to be selected from the existing course offerings of one, or a maximum of two, SLLC programs offered under the following prefixes: ARAB, CHIN, CINE, FREN, GERS, HEBR, ITAL, JAPN, KORA, PERS, PORT, RUSS, and SPAN. Students may therefore select:

- a. Five courses at the 300-level or above in one SLLC program (e.g. ARAB 302: Arab Culture and Society II, ARAB 317: Key Moments in the History of the Middle East, ARAB 398M: Making of

Middle Eastern Identities, ARAB 499Z: Moroccan Society and Culture, ARAB 410: Ideology of Stereotyping: American and Middle Eastern Film and Television).

b. Three courses at the 300-level or above in one SLLC program (e.g. ARAB 302: Arab Culture and Society II, ARAB 317: Key Moments in the History of the Middle East, ARAB 398M: Making of Middle Eastern Identities) and two courses in a second SLLC program (e.g. FREN 313: Current Issues in the French-Speaking World, FREN 498G: Gender, Identity, and Race in France and the Francophone World).

The major elective GLBC 350: Translation in a Global Context may substitute for any of the courses with the prefixes noted above, and is strongly encouraged:

GLBC 350: Translation in a Global Context (3) examines the theory and practice of translation in a globalized and multilingual world. In addition to studying concepts, strategies, and problems of translation with a special focus on literary translation, students will undertake a guided translation project and produce a commentary and reflection on the process. Prerequisite: 6 credits at the 200-level or above in any language taught in SLLC, or permission of the advisor.

Microcourses

An innovation of the Global Culture and Thought major will be the introduction of microcourses, 1-credit courses that may be combined by students for credit toward the Experiential Learning and Upper-Division Elective requirements. These courses will facilitate curricular innovation in the major while also offering flexibility for students, who may enroll in one or more microcourses per semester. Microcourses may be used to offer supplemental language instruction (tied to a course held in English); as standalone short or block-format courses related to current events or relevant topics; as practicums focused on skills and professionalization; and as service-learning opportunities, among other possibilities.

Existing SLLC Course Offerings, Including Language Courses, Electives, and Courses in Experiential Learning

The complete listing of SLLC offerings can be found in UMD's catalog, [here](#).

Appendix C: Plan for Learning Outcomes Assessment

GLBC Learning Outcomes Assessment Plan		AY 25-26		AY 26-27		AY 27-28		AY 28-29	
Goal	Goal Description	Fall '25	Spring '26	Fall '26	Spring '27	Fall '27	Spring '28	Fall '28	Spring '29
LO1	Demonstrate knowledge of the histories, institutions, values, practices, varieties, and intersections of global cultures as they are produced and received across national and regional boundaries.		C A				C A		
LO2	Use the terminology and interpretive methods of humanities disciplines, including cultural theory, to interpret and analyze global movements and literary, cultural, and media texts.			C A					
LO3	Critically analyze issues of power related to gender, sexuality, class, race/ethnicity, and/or mental and physical disability with attention to differences across time, geography, and culture and with critical awareness of one's own worldview, values, and biases.					C A			
LO4	Critically interpret literary, cultural, and media texts reflecting a diversity of perspectives in a variety of genres with specific attention to their social, historical, and linguistic contexts, and formulate original arguments with reference to appropriate evidence and secondary sources.		C A						
LO5	Communicate effectively in written, oral, and digital forms, with the academic community and with the broader public.				C A				

LO6	Demonstrate an appropriate level of proficiency in at least one language other than English.							C A	C A
Collect		0	2	1	1	1	1	1	1
Analyze		0	2	1	1	1	1	1	1

Note. C = collect; A = Analyze

The above chart outlines the four-year plan for assessing learning outcomes for the Global Culture and Thought BA program. Each semester (beginning with the implementation of the major in Spring 2025), the LOA committee will collect data to assess student progress toward one or two of the major's learning outcomes. Data collection for LOs 1-5 will occur primarily in the core courses for the major, GLBC 2xxx: Global Movements and GLBC 3xxx: Cultural Theory in a Global Age; data may also be collected from the major elective GLBC 3xxx: Translation in a Global Context and/or from any elective course in which a significant group of majors enrolls. The committee will consult with course instructors to collect an appropriate sample of student assignments to assess for each LO (these may include papers, exams, digital assignments, audiovisual recordings, and more). Because the major allows students to pursue proficiency in a broad array of languages – meaning that enrollments will be distributed across a broad array of courses - LO6 will need to be assessed using a different process. The committee will work with the GLBC major advisor to create a tool that allows for assessment of students' language proficiency in consultation with the instructors of major electives held in the target language.

Appendix D Program Transfer Agreement Pathway with Montgomery College



CATALOG YEAR:
2025-26

A.A. in Arts and Sciences – International Studies area of concentration

B.A. in Global Culture and Thought

CREDITS	MONTGOMERY COLLEGE Requirements for Associate's Degree	UNIVERSITY OF MARYLAND Requirements for Bachelor's Degree
3	ENGL 101 Introduction to College Writing*	Lower-level Elective
3	MATH117 Elements of Statistics† (MATF)	STAT100
3	POLI101 American Government (BSSD)	GVPT170
3	HIST114 or HIST116 or HIST117 (HUMD)	See UMD note **
3	World Language^	See UMD note*
3	ENGL102 Critical Reading, Writing and Research (ENGF)	ENGL101
3	ECON 202 or GEOG130 (BSSD)	ECON200 or GEOG110
3	POLI203 International Relations	GVPT200
3	World Language^	See UMD note*
3	Arts Distribution (ARTD)	See UMD note***
3	ECON201 Principles of Economics I	ECON201
3	World Language^	See UMD note*
3	HIST245 OR HIST247 OR HIST250 OR HIST252 OR HIST266 (GEIR)	See UMD note+
3	POLI211 Comparative Politics and Government	GVPT280
3	Natural Sciences Distribution without Lab (NSND)	See UMD note****
3	COMM 108 or COMM 112 (GEIR)	COMM107
4	Natural Sciences Distribution with Lab (NSLD)	See UMD note****
3	World Language^	See UMD note*
3	POLI205 Introduction to Human Rights	Lower-Level Elective
3	ENGL201 Introduction to World Literature I (see alternatives ±±)	See UMD note++
61	TOTAL CREDITS TRANSFERRED	
REMAINING UMD DEGREE REQUIREMENTS - RECOMMENDED SEQUENCE UPON TRANSFER WITH ASSOCIATE'S DEGREE		
	GLBC 350 Translation in a Global Context	3
	300 or 400-Level SLLC Elective	3
	Professional Writing (FSPW)	3
	SPAN301 Advanced Grammar and Composition I (or equivalent level course in French)	3
	Elective	3
	SLLC Study Abroad 1xx-4xx	6
	Elective	3
	Elective	3
	300 or 400-Level Elective	3
	GLBC 360 Cultural Theory in a Global Age	3
	300 or 400-Level SLLC Elective	3
	Elective	3
	300 or 400-Level Elective	3
	300 or 400-Level Elective	3
	300 or 400-Level SLLC Elective	3
	300 or 400-Level SLLC Elective	3
	Elective	2
	300 or 400-Level Elective	3
	300 or 400-Level Elective	3
	TOTAL CREDITS REMAINING AT UNIVERSITY OF MARYLAND	59

MONTGOMERY COLLEGE NOTES

Suggested 1st Semester

Suggested 2nd Semester

Suggested 3rd Semester

Suggested 4th Semester

*If needed for ENGL102. If not, becomes Elective.

† MATH117 recommended, but MATH150 or MATH181 are also acceptable. If lower math placement is achieved, student should work towards completion of one of these courses through elective space.

±± ENGL122, ENGL202, ENGL205, ENGL208, ENGL213, ENGL214, ENGL248, GHUM101, HIST255, PHIL209

^ Students may satisfy the World Language requirements by completing either of the following two sequences:

SPAN 103, SPAN201, SPAN202, and SPAN215

FREN 101, FREN 102, FREN 201, and FREN 202

UNIVERSITY OF MARYLAND NOTES

* If students complete four approved World Language courses at Montgomery College (MC), they will have completed UMD's College of Arts & Humanities Global Engagement Requirement and 75% of the World Language requirement for the Global Culture and Thought Major. Students will complete the final 25% (one World Languages course) upon transfer to UMD.

** HIST114, HIST116, and HIST117 do not have specific UMD course equivalencies, but each count as a 3-credit UMD General Education Distributive Studies Humanities requirement.

*** MC students must select from approved MC General Education category course options; UMD equivalency may vary (consult UMD transfer credit database, <https://registrar.umd.edu/transfer-credit/transfer-course-database>), but will at minimum count for a UMD elective course.

+ HIST245, HIST247, HIST252, and HIST266 are also approved for UMD GenEd Understanding Plural Societies (DVUP) requirement.

++ ENGL201 and its alternatives (see MC note ±± above): UMD equivalency may vary (consult UMD transfer credit database, <https://registrar.umd.edu/transfer-credit/transfer-course-database>), but course chosen at minimum will count for a UMD elective course.

Re: International Studies Concentration - Global Cultures Program Pathway

1 message

Rhoe, Angela M <Angela.Rhoe@montgomerycollege.edu>
To: Michael D Colson <mcolson@umd.edu>

Wed, May 7, 2025 at 6:03 PM

To:

From: Angela Rhoe, Director of Strategic Alliances

Subject: Pending Articulation Agreement with the University of Maryland

Date: May 7, 2025

In accordance with COMAR requirements regarding the establishment of new academic programs, this memorandum serves as notice that Montgomery College is in the process of finalizing a 2+2 articulation pathway from the Associate of Arts in Arts and Sciences – International Studies Area of Concentration to the University of Maryland's proposed Global Culture & Thought Bachelor of Arts.

Conversations between Montgomery College and the University of Maryland have occurred to ensure alignment of coursework and the seamless transfer of students under this proposed pathway. Both institutions have reviewed the curriculum, identified corresponding courses, and are collaboratively working toward the formalization of the articulation agreement.

We appreciate your consideration of this documentation as part of the program approval process. Please do not hesitate to contact me should you require any additional information or clarification.

Angela Rhoe

Director of Strategic Alliances

Montgomery College

Office of Academic Affairs

Appendix E: B.A. in Global Culture and Thought Four-Year Template (with General Education code)

Year 1	Fall		Spring	
	Course	Credit	Course	Credit
	ENGL101 (AW)	3	Natural Sciences (NS)	3
	Math (MA)	3	Analytic Reasoning (AR)	3
	ARHU158	3	SLLC Language 2xx-4xx	3
	GLBC200 (Benchmark)	3	History/Social Science (HS/UP)	3
	SLLC Language 2xx-4xx	3	Humanities (HU/IS)	3
	Total	16	Total	15
Year 2	Fall		Spring	
	Course	Credit	Course	Credit
	SLLC Language 2xx-4xx	3	SLLC Language 2xx-4xx	3
	Oral Communication (OC)	3	Scholarship in Practice (SP) #1	3
	Humanities (HU/UP)	3	Natural Science Lab (NL)	4
	History/Social Science (HS/IS)	3	Elective 1xx-4xx	3
	Elective 1xx-4xx	3	Elective 1xx-4xx	3
	Total	15	Total	16
Year 3	Fall		Spring	
	Course	Credit	Course	Credit
	GLBC 360	3	Study Abroad or SLLC Experiential Learning (6 credits)	3
	Professional Writing (PW)	3	SLLC Language 2xx-4xx	3
	SLLC Elective 3xx-4xx	3	Elective 1xx-4xx	3
	SLLC Elective 3xx-4xx	3	GLBC 350 (major elective, strongly encouraged)	3
	SLLC Elective 3xx-4xx	3	Elective 3xx-4xx	3
	Total	15	Total	15
Year 4	Fall		Spring	
	Course	Credit	Course	Credit
	Scholarship in Practice (SP) #2**	3	Elective 3xx-4xx	3
	SLLC Elective 3xx-4xx	3	Elective 3xx-4xx	3
	Elective 3xx-4xx	3	Elective 1xx-4xx	3
	Elective 3xx-4xx	3	Elective 1xx-4xx	3
	Elective 1xx-4xx	3	Elective 3xx-4xx	2
	Total	15	Total	14
				Total Credits
				120

University of Maryland General Education Requirements Overview

Fundamental Studies: 15 Credits

Fundamental Studies Academic Writing	3	AW
Fundamental Studies Professional Writing	3	PW
Fundamental Studies Oral Communication	3	OC
Fundamental Studies Mathematics	3	MA
Fundamental Studies Analytic Reasoning ¹	3	AR

¹ If a student passes an Analytic Reasoning course that requires a Fundamental Studies Math course as a prerequisite, then the Fundamental Studies Math course is considered to be fulfilled (e.g., students who place into and pass a calculus course, which counts for FS-AR, do not need to take a less advanced Math course to fulfill the FS-MA requirement).

Distributive Studies: 25 Credits

Distributive Studies Natural Sciences	3	NS
Distributive Studies Natural Science Lab Course ²	4	NL
Distributive Studies History and Social Sciences	6	HS
Distributive Studies Humanities	6	HU
Distributive Studies Scholarship in Practice ³	6	SP

² A second DS-NL course can fulfill the DS-NS course requirement.

³ Students learn and practice skills of critical evaluation and participate in the process of applying knowledge in the pursuit of a tangible goal. At least one course must be outside of the major.

Big Question Courses: 6 Credits⁴

The signature courses of the UMD General Education program, Big Question courses investigate a significant issue in depth and demonstrate how particular disciplines and fields of study address problems.

Big Question Course	6	IS
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⁴ Big Question credits may be double-counted with courses taken for the Distributive Studies requirement.

Diversity: 4-6 Credits⁵

Diversity Understanding Plural Societies ⁶		
Courses examine how diverse cultural and ethnic groups co-exist.	3-6	UP
Diversity Cultural Competence		
Courses help students develop skills to succeed in a diverse world.	0-3	CC

⁵ These credits may be double-counted with courses taken for the Distributive Studies requirement.

⁶ Students may take either two DV-UP courses or one DV-UP course and one DV-CC course.

TOPIC: University of Maryland, College Park proposal for a Bachelor of Arts in Global and Foreign Policy

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: May 15, 2025

SUMMARY: The University of Maryland, College Park proposes a Bachelor of Arts in Global and Foreign Policy, an interdisciplinary degree housed in the School of Public Policy and collaboratively delivered with the Departments of History, Agricultural and Resource Economics, and the School of Languages, Literatures, and Cultures. The program equips students to address global challenges—such as conflict, migration, development, and sustainability—through a career-focused curriculum that blends academic rigor with professional training. Students complete 52–59 credits, including core courses in global policy, ethics, economic development, pluralism, and history, along with skill-based courses in statistics, research methods, and policy analysis. World language proficiency is required, and students select one of three thematic tracks—Security and Diplomacy; Human Security and Migration; or Development and Sustainability. The program’s emphasis on experiential learning—via internships, capstones, or study abroad—ensures students graduate with practical experience. Located near Washington, D.C., students have unmatched access to global policy institutions, think tanks, and NGOs. The program is designed to prepare graduates for roles in public service, international organizations, development firms, and global industries, with a strong foundation in interdisciplinary policy analysis and ethical engagement.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fee revenue.

CHANCELLOR’S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the University of Maryland College Park proposal for a Bachelor of Arts in Global and Foreign Policy.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn 301-445-1992

awrynn@usmd.edu



UNIVERSITY OF
MARYLAND

OFFICE OF THE PRESIDENT

April 25, 2025

1101 Thomas V. Miller, Jr. Administration Building
College Park, Maryland 20742
301.405.5803 TEL
301.314.9560 FAX

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

Dear Chancellor Perman:

I am writing to request approval for a new Bachelor of Arts program in Global and Foreign Policy. The proposal for the new program is attached. I am also submitting this proposal to the Maryland Higher Education Commission for approval.

The proposal was endorsed by the appropriate faculty and administrative committees. I also endorse this proposal and am pleased to submit it for your approval.

Sincerely,

Darryll J. Pines
President
Glenn L. Martin Professor of Aerospace Engineering

DJP/mdc

cc: Candace Caraco, Associate Vice Chancellor
Jennifer King Rice, Senior Vice President and Provost
Robert Orr, Dean, School of Public Policy

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland, College Park
Institution Submitting Proposal

Global and Foreign Policy
Title of Proposed Program

Bachelor of Arts
Award to be Offered

Fall 2025
Projected Implementation Date

210600
Proposed HEGIS Code

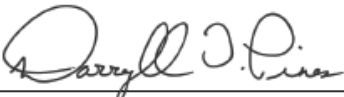
44.0504
Proposed CIP Code

School of Public Policy
Department in which program will be located

Joshua Shiffrinson
Department Contact

301-405-6300
Contact Phone Number

jris@umd.edu
Contact E-Mail Address


Signature of President or Designee

04-25-2025
Date

A. Centrality to the University's Mission and Planning Priorities

Description. The University of Maryland, College Park (UMD) proposes to establish a **Bachelor of Arts in Global and Foreign Policy**. This interdisciplinary program will be housed in the School of Public Policy but will be collaboratively offered with the School of Languages, Literatures, and Culture, the Department of History, and the Department of Agricultural and Resource Economics. The Bachelor of Arts in Global and Foreign Policy is designed to address the growing demand for interdisciplinary education that equips students to navigate the complex challenges of global governance, international conflict, diplomacy, development, and sustainability. Students enrolled in the major will leverage insights from international policy, history, language and cultural studies, and economics to gain an understanding of the forces shaping global and foreign policy challenges and options for advancing solutions to such challenges.

Relation to Strategic Goals. The Bachelor of Arts in Global and Foreign Policy is strongly aligned with the University of Maryland's mission and strategic priorities by equipping students to tackle complex global challenges through an interdisciplinary, applied, and inclusive curriculum. As called for in the [UMD Strategic Plan 2022–2032](#), the major “places interdisciplinary grand challenges at the center” of undergraduate education by combining coursework in public policy, economics, history, and language to address pressing issues such as conflict, migration, development, and sustainability. It supports the university's goal to “reimagine learning” through a robust experiential learning requirement and responds to its emphasis on diversity and inclusion by examining how identity and structural inequality shape global policy outcomes. Additionally, the program reflects UMD's commitment to preparing students for meaningful global engagement and public service careers, expanding the university's impact locally and globally.

Funding. The program will draw on the physical facilities, administrative infrastructure and instructional resources already available within the School of Public Policy and collaborating departments.

Institutional Commitment. The program will be administered by the School of Public Policy and its collaborating departments, which have the administrative infrastructure and faculty resources to shift some resources to this new program.

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

Need. The proposed Bachelor of Arts in Global and Foreign Policy addresses a compelling need within Maryland and the broader region for graduates prepared to navigate the complexities of global challenges and foreign policy decision-making. In a state that hosts a large concentration of federal agencies, international organizations, and global industries—including the National Security Agency, the Food and Drug Administration, and a growing number of defense and international development contractors—there is increasing demand for professionals with the analytical, cultural, and policy skills needed to operate in global contexts. The major's focus on global security, migration, sustainability, and development responds directly to this demand,

preparing students for public, private, and nonprofit sector roles in areas vital to Maryland's economy and civic infrastructure.

State Plan. The proposed program aligns with Priority 5 in the 2022 [Maryland State Plan for Postsecondary Education](#): “Maintain the commitment to high-quality postsecondary education in Maryland.” The Action Item to “Identify innovative fields of study” fits with this program. The Bachelor of Arts in Global and Foreign Policy is an innovative program that reimagines undergraduate education by combining interdisciplinary study, applied policy training, and high-impact experiential learning. Collaboratively delivered by four academic units—Public Policy, History, Agricultural and Resource Economics, and Languages, Literatures, and Cultures—the program integrates diverse scholarly approaches to address pressing global challenges. The Department of History contributes critical historical context through a global history requirement and upper-level electives that ground students in the evolution of international systems and identities. The Department of Agricultural and Resource Economics offers coursework in global poverty, development, and the economics of sustainability, providing essential tools to understand economic drivers of international policy. The School of Languages, Literatures, and Cultures delivers world language instruction and cultural analysis, supporting language proficiency and deepening students’ capacity to navigate cross-cultural policy environments. Together, these core units support thematic tracks in Security and Diplomacy; Human Security and Migration; and Development and Sustainability, which are further enriched by contributions from a wide range of academic departments across campus—including Government and Politics, Sociology, Anthropology, Geography, Journalism, Philosophy, Environmental Science and Technology, and Israel Studies—whose upper-level electives expand students’ exposure to diverse regional, thematic, and methodological perspectives. With its applied focus, ethical engagement, and collaborative governance model, the major embodies the kind of interdisciplinary, globally engaged, and professionally relevant education championed in the Maryland State Plan for Higher Education.

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

The Global and Foreign Policy major prepares students for positions with the government, in the private sector (e.g., internationally-oriented businesses), with non-governmental organizations and think tanks, internationally-oriented state agencies (e.g., the Department of Commerce) and beyond. There is no one specific job (or even set of jobs) associated with this focus; illustrative positions include program managers, foreign service officers, intelligence analysts, research analysts, translators, trade advisors, development assistance coordinators, and operations analysts but, as a whole, students are trained to identify, analyze, and present solutions to policy challenges in and across these domains. Projecting market demand and job openings for the program therefore requires leveraging multiple sources of information.

While recent declines in federal hiring have tempered some expectations for near-term public sector growth, there remains strong and increasing demand for graduates with interdisciplinary

training in global and foreign policy across a wide range of sectors.¹ Maryland's proximity to Washington, D.C. continues to offer access to a dense network of global employers, including international NGOs, development contractors, philanthropic foundations, and global-facing businesses. Even excluding federal job listings, Indeed.com searches consistently return thousands of entry-level roles in fields such as international development, climate policy, migration, and national/international security.²

Moreover, multilateral institutions such as the World Bank, the International Monetary Fund, and various UN agencies—as well as global consulting and development firms like Chemonics and FHI 360—consistently hire undergraduates for roles in research, operations, policy support, and stakeholder engagement. A 2024-2025 employer survey conducted for this program found that 35 out of 37 respondents reported strong or growing demand for undergraduates trained in global and foreign policy, and 91% said they would be likely to interview a high-performing student in this field. Employers identified policy process knowledge, regional expertise, ethical reasoning, and foreign language proficiency as particularly valuable.³

While the federal government still projects long-term staffing needs due to retirements and workforce aging—especially in diplomacy, defense, and national security—the current slowdown in hiring places added importance on preparing graduates for roles in the private and nonprofit sectors.⁴ The Association of Professional Schools of International Affairs (APSIA) lists over 100 career paths that do not rely on government employment, including roles in international education, humanitarian response, supply chain management, and transnational advocacy.⁵

Importantly, there is also state-level demand across sectors for graduates of a program like this. In addition to state government offices and agencies with a global component such as the Department of Commerce, the Office of Tourism, and the VA, Maryland's Governor Moore has highlighted the need for Maryland businesses to remain globally competitive. Companies like Booz Allen, Lockheed Martin, Marriott International, among others, would be natural employers for our students. In the non-profit sector, Maryland is home to organizations including Catholic Relief Services, the International Youth Foundation, and Lutheran World Relief.

The proposed program responds to these labor market dynamics by preparing students for a broad set of global roles through policy-oriented training, experiential learning, and thematic

¹ Notably, agencies dealing with issues such as national security affairs and intelligence analysis have been exempted from Federal hiring restrictions. The proposed major is ideally suited to prepare students for such fields, and graduates should be competitive for continued opportunities in these areas.

² Indeed.com. (2025). *Search results: Entry-level global and international policy jobs in Washington, DC region*. Retrieved April 2025 from <https://www.indeed.com>

³ University of Maryland. (2025a). *Employer Survey Results – Global and Foreign Policy Major Proposal*. Unpublished internal survey.

⁴ Partnership for Public Service. (2023). *A profile of the 2023 federal workforce*. <https://ourpublicservice.org/fed-figures/a-profile-of-the-2023-federal-workforce/>

⁵ APSIA. (2020). *APSIA career guide: Careers in international affairs*. Association of Professional Schools of International Affairs. <https://cdn.uconnectlabs.com/wp-content/uploads/sites/5/2021/01/2020-APSIA-Career-Guide-Final.pdf>

specialization. At full maturity, the program anticipates graduating 70–75 students annually, contributing to a talent pipeline equipped to meet the interdisciplinary and cross-sectoral challenges of a rapidly changing global landscape.

D. Reasonableness of Program Duplication

While a number of institutions—such as UMBC, Loyola University Maryland, Salisbury, Towson, and Coppin State—offer programs in global or international studies, these are substantively and structurally distinct from the UMD program. Most existing programs emphasize global culture, international history, or interdisciplinary humanities perspectives, whereas the proposed major is expressly focused on applied global policy and foreign policymaking, including thematic training in areas such as security, development, and human security.

Moreover, the proposed major integrates a public policy foundation, experiential learning, world language proficiency, and interdisciplinary electives that directly prepare students for careers in global and foreign affairs across public, nonprofit, and private sectors. This policy-oriented, career-focused design represents a unique niche in the Maryland higher education landscape. For example, Morgan State’s Interdisciplinary Global Perspectives major is broader and less policy-driven, and UMBC’s Global Studies program emphasizes cultural fluency and global citizenship rather than applied policy engagement.

Given the limited number of comparable programs in the state and the differentiated mission and structure of the proposed major, duplication is minimal. Additionally, the strong demand for graduates with global competencies supports the creation of a new, complementary offering that can serve a growing student and employer demand without adversely affecting existing programs.

Additionally, from a geographical and student access perspective, no similar program offered by a public university is located within the Washington, D.C. area--indeed, this will be the first expressly policy-focused global and foreign policy major in the immediate DC area. Students who are completing their capstone or internship experiences will be able to take public transportation by either bus or Metro to downtown Washington or any place in the Washington metropolitan area serviced by the Washington Metropolitan Area Transit Authority (WMATA).

E. Relevance to Historically Black Institutions (HBIs)

The proposed Bachelor of Arts in Global and Foreign Policy, anchored in the University of Maryland’s School of Public Policy, provides a distinctive, policy-centered approach to global studies that is not currently offered by any of Maryland’s Historically Black Institutions (HBIs). While institutions such as Morgan State University and Coppin State University offer programs in global or interdisciplinary studies, those are generally oriented toward cultural, political, and historical inquiry. Neither program is anchored in a school of public policy or emphasizes the career-oriented training in policymaking. The UMD program emphasizes applied policymaking, experiential learning, and thematic specialization in areas such as security, migration, and

sustainability—core competencies developed through the lens of public policy. Additionally, and as noted, UMD is the only public university in Maryland offering such a program in the Washington, D.C. metropolitan area. This location affords students convenient access to global policy institutions and internship opportunities, including via Metro and bus service, that are not as easily accessible from HBI campuses in Baltimore. As a result, the program complements, rather than competes with, existing offerings.

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

The proposed Global and Foreign Policy major aligns with the University of Maryland's institutional strengths in public policy and does not replicate or conflict with the academic identities of Maryland's Historically Black Institutions (HBIs). Grounded in the School of Public Policy, this program expands an already-established disciplinary area at UMD and offers a distinctly policy-centered curriculum focused on global challenges, policymaking, and applied analysis. While Morgan State University's B.S. in Interdisciplinary Global Perspectives and Practices and Coppin State University's B.A. in Global Studies both include interdisciplinary coursework and capstone experiences, their curricular models emphasize academic flexibility and global cultural, historical, and regional awareness. In contrast, UMD's major offers structured thematic tracks, a strong applied public policy foundation, quantitative research training, and career-aligned experiential learning. Additionally, UMD's location in the immediate Washington, D.C. metro area—adjacent to federal agencies, international NGOs, and global policy institutions—provides students with ready access to policy engagement opportunities. For these reasons, the proposed program complements the missions of Maryland's HBIs without overlapping in content or intent.

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

Curricular Development. The development of the Bachelor of Arts in Global and Foreign Policy was the result of an extensive, multi-phase process involving sustained internal deliberation, external benchmarking, and broad stakeholder consultation. The initiative began in late 2023, when a review of peer institutions revealed that UMD lagged behind its AAU, Big Ten, and regional counterparts—50 of 55 surveyed universities offered interdisciplinary majors in global or foreign policy, while UMD did not. Concurrently, an external review of the School of Public Policy recommended that it leverage its faculty strengths to address this gap. A working group was formed to explore curricular models, to examine standards put out by the Association of Professional Schools of International Affairs (APSIA), and to identify programmatic elements that align with employer expectations. Drawing on best practices and UMD's interdisciplinary strengths, the group designed a draft program and engaged key campus partners—including the Department of History, the Department of Agricultural and Resource Economics, and the School of Languages, Literatures, and Cultures—to build a collaborative foundation. These concepts were then refined through student focus groups and surveys, which confirmed strong interest and shaped the program's inclusion of thematic tracks. Input from faculty and coordination with departments like Government and Politics further ensured the final program was both innovative and complementary to existing offerings.

Faculty Oversight. Academic direction and oversight of the Global and Foreign Policy major will be provided by the Global and Foreign Policy Governing Council (GFPGC), an innovative cross-unit body composed of faculty and staff from the School of Public Policy (SPP), Agricultural and Resource Economics (AREC), History, and the School of Languages, Literatures, and Cultures (SLLC). While the program is anchored in the School of Public Policy, with a School of Public Policy faculty member serving as Chair, the Council will collaboratively guide curriculum development, program assessment, resource planning, and strategic growth, including potential new tracks and study abroad opportunities. The GFPGC will meet at least once per semester and issue regular reports summarizing contributions, enrollment trends, and recommendations to ensure the program remains innovative, well-resourced, and responsive to student and institutional needs. Appendix A has a list of faculty who will teach in the program.

Educational Objectives and Learning Outcomes. The Global and Foreign Policy major is built around three core educational objectives that equip students with the empirical, conceptual, technical, and professional skills needed to address global challenges across sectors. First, students gain a broad understanding of the forces shaping global and foreign policy—local to transnational—through interdisciplinary coursework in policy, economics, history, power structures, and identity. Second, the curriculum emphasizes technical proficiency, including research design, policy analysis, communication, and language skills essential for real-world application. Third, the program fosters professional development through experiential learning, such as internships and research assistantships, and cultivates cross-cultural awareness and collaborative engagement. Together, these elements prepare students to enter a wide range of global careers while leveraging the University of Maryland’s unique strengths and location in the Washington, D.C. region.

The learning outcomes for the program are as follows:

1. Analyze the complexity and range of historical and contemporary global and foreign policy and policymaking challenges.
2. Explain how foreign and global policymaking institutions, processes, and structures shape policy solutions and outcomes.
3. Demonstrate in-depth knowledge of one or more global and foreign policy challenges and solutions, by applying insights and frameworks from different disciplines while engaging relevant policymaking processes.
4. Interrogate how identities - including national, caste, ethnic, gender, racial, religious, socio-economic, political, and beyond - and their intersections shape global and foreign policy challenges and solutions.
5. Examine the role of values, ethics, justice, access, and the structural and systemic sources of (in)equality in and across global and foreign policy domains.
6. Utilize appropriate research tools, analysis, writing, and presentation skills to assess global and foreign policy challenges, and apply these techniques to an experiential learning endeavor to better understand the dynamics of policymaking.
7. Demonstrate a minimum of basic proficiency in a second world language.

Institutional assessment and documentation of learning outcomes. Please see Appendix B for information about assessing the program’s learning outcomes.

Course requirements. The Bachelor of Arts program will require 52-59 credits. The curriculum is organized as follows:

- Core courses:
 - Global and Foreign Policy (GFPL) foundational courses
 - Global Poverty and Economic Development course (AREC)
 - Pluralism and Global Policy course (PLCY or GLBC)
 - Historical grounding course (HIST)
- Skills courses:
 - World Language requirement (at least two semesters, credits per course vary by language)
 - Statistics requirement
 - Policy research methods course (PLCY306)
 - Policy analysis course (PLCY304)
- Thematic track and elective area. Students take a required “anchor” course in one of three tracks along with two track electives and two other electives that can be in or outside of the track. The tracks are as follows:
 - Security, Conflict, and Diplomacy
 - Human Security and Migration
 - Development and Sustainability
- Experiential applications. Students have three options:
 - Capstone
 - Internship
 - Study abroad

A list of courses and descriptions is included in Appendix C. Please note that GFPL and GLBC will be new course prefixes once the program is approved. GFPL and GLBC courses do not yet exist in the current academic catalog, although some courses currently exist under different course codes.

Course	Title	Credits
Core Courses		18
GFPL100	War, Peace and Crisis: Foundations of Global Policy	3
GFPL102	Global Order and Policy Structures: Power, Access and Influence	3
GFPL203	Ethics of Global Action	3
AREC345	Global Poverty and Economic Development	3
Pluralism and Global Policy – Select one of the following 3-credit courses:		3
PLCY302	Examining Pluralism in Public Policy	
GLBC200	Global Movements	

Historical Grounding – Select one of the following 3-credit courses:		3
HIST113	The Making of Modern Europe	
HIST120	Islamic Civilization	
HIST131	The History of the American Dream	
HIST240	Europe in the Twentieth Century	
HIST245	Reformers, Radicals, and Revolutionaries: The Middle East in the Twentieth Century	
HIST251	Latin America Since Independence	
HIST266	The United States in World Affairs	
HIST284	East Asian Civilization I	
HIST285	East Asian Civilization II	
Skill Courses		
Language Requirement (2 semesters minimum; credits may vary)		6–12
Statistics Requirement – Select one of the following courses:		3–4
BMGT230	Business Statistics	
CCJS200	Statistics for Criminology and Criminal Justice	
EDMS451	Introduction to Educational Statistics	
PSYC200	Statistical Methods in Psychology	
SOCY201	Introductory Statistics for Sociology	
STAT100	Elementary Statistics and Probability	
PLCY304	Evaluating Evidence: Finding Truth in Numbers	4
PLCY306	Research Methods for Policy Analysis	3
Thematic Tracks and Electives		15
Track Anchor Course – Select One of the Following Courses:		3
GFPL/PLCY3XX (currently PLCY288Q)	Foundations of Security, Conflict, and Diplomacy	
GFPL/PLCY3XX (currently PLCY288W)	Foundations of Human Security and Migration	
GFPL/PLCY/AGNR301	Sustainability	
Track Elective Course One		3
Track Elective Course Two		3
Track or General Elective Course One		3
Track or General Elective Course Two		3
Experiential Applications – Select one of the following:		3
PLCY400	Senior Capstone	3
PLCY309	Internship in Political Institutions: State and Local	3
Approved Study Abroad		
Total Credits Required		52–59

General Education. All UMD students are required to complete [General Education requirements](#) in Fundamental Studies (Mathematics, Writing, and Analytic Reasoning) and Distributive Studies in the sciences, humanities, and social sciences. The Distributive Studies area includes a diversity requirement, two practice-based courses, and two “Big Question” courses that address societal grand challenges. Maryland community college students who complete the associate degree and are admitted to UMD are deemed to have completed their General Education requirements, except for Professional Writing (typically completed in the 3rd year of study). See Appendix E for how students in the program will fulfill their General Education requirements.

Accreditation or Certification Requirements. There are no specialized accreditation or certification requirements associated with this program.

Other Institutions or Organizations. The School of Public Policy is not planning to contract with another institution or non-collegiate organization for this program.

Student Support. Students in the Global and Foreign Policy major will receive comprehensive support through a holistic advising model anchored in the School of Public Policy and coordinated across partner units. Each student will meet with an advisor every semester to plan coursework, select tracks, and explore experiential learning opportunities such as internships and study abroad. A dedicated professional advisor and program coordinator will manage academic advising, scheduling, and student programming, while cross-trained advisors in History, AREC, and SLLC will provide additional guidance on language placement and elective choices. Students will also have access to university-wide resources in career services, academic support, mental health, and global engagement, ensuring they are well-supported both academically and professionally.

Marketing and Admissions Information. The program will be clearly and accurately described in the university website and be marketed at university recruiting events. The University of Maryland’s Office of Undergraduate Admissions markets nationally to a broad base of interested students who are admitted to the University as a whole. If the program is approved, it will be included among the more than 100 possible undergraduate majors available to students.

H. Adequacy of Articulation

While UMD accepts transfer students from all Maryland community colleges as well as from other four-year institutions, Montgomery College is one of our most common partners for transfers. UMD and Montgomery College have developed a transfer articulation pathway with the proposed major and the A.A. in International Studies at Montgomery College. See Appendix D.

I. Adequacy of Faculty Resources

Program faculty. Appendix A contains a list of faculty members who will teach in the program. Instructional resources for the Global and Foreign Policy major will be provided by a combination of existing full-time faculty and strategically supported adjuncts across participating units. The School of Public Policy will cover the majority of required courses and, as the program grows, will fund additional adjunct instructors, teaching assistants, and graduate fellows to meet demand. Partner departments—AREC, History, and SLLC—have confirmed that current faculty and teaching capacity are sufficient to support their contributions, including core and elective offerings. Collectively, more than 50% of the credit hours in the major will be taught by full-time University of Maryland faculty, ensuring a high-quality and sustainable instructional foundation.

Faculty training. Faculty teaching in the program will use the university's learning management system along with its extensive electronic resources. They will have access to instructional development opportunities available across the College Park campus, including those offered as part of the Teaching and Learning Transformation Center, many of which are delivered in a virtual environment. Instructors will work with the learning design specialists on campus to incorporate best practices when teaching in the online environment.

J. Adequacy of Library Resources

The University of Maryland Libraries assessment concluded that the Libraries are able to meet, with current resources, the curricular and research needs of the program.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Resources

All physical facilities, infrastructure, and instructional equipment are already in place. No new facilities are required. The proposed program will be in-person, but for the online components of the coursework, UMD maintains an Enterprise Learning Management System (ELMS). ELMS is a Web-based platform for sharing course content, tracking assignments and grades, and enabling virtual collaboration and interaction. All students and faculty have access to UMD's electronic mailing system.

L. Adequacy of Financial Resources

The budget tables reflect the reallocation of internal UMD resources to operate the program.

Resources (see Table 1):

This table assumes an enrollment of approximately 200 full-time students and 10 part-time students per year. The reallocated resources reflect that (1) some funds will be shifted from within the School of Public Policy and (b) collaborating departments have the additional capacity to handle students in their existing courses

1. Line 1 reflects the reallocated resources anticipated to support the program.

2. We assume no additional tuition revenue will be generated by this new major since we do not anticipate a significant change in the overall undergraduate population.
3. Our model assumes that most students will be full-time undergraduates enrolled at UMD.
4. No external sources of funding are assumed.
5. No other sources of funding are assumed.

Expenditures (see Table 2):

Most faculty and staff are already in place to operate this program. A limited number of new courses, alongside additional staff, advising, and GA support will be required for the major.

1. Line 1 reflects the faculty who will teach the new courses in the program as well as the faculty who will continue their course instruction within the School of Public Policy and collaborating academic units.
2. Line 2 reflects the administrative support, which is also allocated by the School of Public Policy.
3. Line 3 reflects the staff support, which is also allocated by the School of Public Policy.
4. Line 4 reflects graduate student positions, already allocated, who will support the new program.
5. Generally, facility, equipment, and other expenses are not listed as they are already part of the School's operating expenses. However, \$5000 has been allotted to cover miscellaneous operational expenses.

M. Adequacy of Program Evaluation

Formal program review is carried out according to the University of Maryland's policy for Periodic Review of Academic Units, which includes a review of the academic programs offered by, and the research and administration of, the academic unit (<http://www.president.umd.edu/policies/2014-i-600a.html>). Program Review is also monitored following the guidelines of the campus-wide cycle of Learning Outcomes Assessment (https://irpa.umd.edu/Assessment/loa_overview.html). Faculty within the department are reviewed according to the University's Policy on Periodic Evaluation of Faculty Performance (<http://www.president.umd.edu/policies/2014-ii-120a.html>). Since 2005, the University has used an online survey instrument that standardizes student course feedback across campus. The survey has standard, university-wide questions and allows for supplemental, specialized questions from the academic unit offering the course.

N. Consistency with Minority Student Achievement goals

The Global and Foreign Policy major is designed to advance UMD's goals for minority student achievement by fostering an inclusive, globally focused curriculum that emphasizes pluralism, identity, and equity in policymaking. Building on the School of Public Policy's strong record of attracting and supporting diverse students—evidenced by above-average enrollment of Black and Hispanic undergraduates—and similar records among the partner units, the program will engage underrepresented students through intentional advising, targeted outreach, and connections to opportunities such as the Rangel Fellowship and Global/Federal Fellows

programs. The interdisciplinary structure and applied learning focus further support equitable access to global career pathways.

O. Relationship to Low Productivity Programs Identified by the Commission

N/A

P. Adequacy of Distance Education Programs

This program is not intended for distance education.

Table 1: Resources

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$320,000	\$650,000	\$660,000	\$680,000	\$700,000
2. Tuition/Fee Revenue (c+g below)	\$0	\$0	\$0	\$0	\$0
a. #FT Students	25	75	150	200	250
b. Annual Tuition/Fee Rate	\$23,025	\$23,716	\$24,428	\$25,160	\$25,915
c. Annual FT Revenue (a x b)	\$575,635	\$1,778,712	\$3,664,147	\$5,032,095	\$6,478,823
d. # PT Students	1	3	6	8	10
e. Credit Hour Rate	\$910.25	\$937.56	\$965.68	\$994.65	\$1,024.49
f. Annual Credit Hours	10	20	20	20	20
g. Total Part Time Revenue (d x e x f)	\$9,102	\$56,253	\$115,882	\$159,144	\$204,898
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$340,000	\$650,000	\$650,000	\$675,000	\$700,000

Table 2: Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$133,000	\$273,980	\$273,980	\$282,199	\$290,665
a. #FTE	1	2	2	2	2
b. Total Salary	\$100,000	\$206,000	\$206,000	\$212,180	\$218,545
c. Total Benefits	\$33,000	\$67,980	\$67,980	\$70,019	\$72,120
2. Admin. Staff (b+c below)	\$0	\$89,044	\$91,715	\$94,466	\$97,300
a. #FTE	0	1	1	1	1
b. Total Salary	\$0	\$66,950	\$68,959	\$71,027	\$73,158
c. Total Benefits	\$0	\$22,094	\$22,756	\$23,439	\$24,142
3. Total Support Staff (b+c below)	\$15,960	\$112,332	\$115,702	\$119,173	\$122,748
a. #FTE	0.2	1	1	1	1
b. Total Salary	\$12,000	\$84,460	\$86,994	\$89,604	\$92,292
c. Total Benefits	\$3,960	\$27,872	\$28,708	\$29,569	\$30,456
4. Graduate Assistants (b+c)	\$155,627	\$160,295	\$165,104	\$170,057	\$175,159
a. #FTE	3	3	3	3	3
b. Stipend	\$78,912	\$81,279	\$83,718	\$86,229	\$88,816
c. Tuition Remission	\$50,674	\$52,194	\$53,760	\$55,372	\$57,034
d. Benefits	\$26,041	\$26,822	\$27,627	\$28,456	\$29,309
5. Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses: Operational Expenses	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
TOTAL (Add 1 - 8)	\$304,587	\$635,651	\$646,501	\$665,896	\$685,873

Appendix A: Core Faculty

The following faculty members are projected to teach in the program. All faculty are full-time unless otherwise indicated. In addition to those faculty listed, please note that an array of History (HIST), Agricultural and Resource Economics (AREC), and School of Language, Literatures, and Cultures (SLLC) faculty will teach the courses to be delivered by partner units. The relevant faculty member for these supporting courses will vary by semester and student demand. We have been assured by Dr. Ahmet Karamustafa (Chair of History) and Dr. Mary Ellen Scullen (SLLC Director) that all faculty will be qualified per disciplinary and professional standards.

Name	Highest Degree Earned, Program, and Institution	UMD Title (indicate if part-time)	Courses
Joshua Shiffrin	PhD, Political Science, Massachusetts Institute of Technology (MIT)	Associate Professor	GFPL 100, Track 1 anchor course, electives
Michael Woldemariam	PhD, Politics, Princeton University	Associate Professor	PLCY/GFPL 302, electives
Lena Andrews	PhD, Political Science, MIT	Associate Research Professor	GFPL 100, GFPL 102, electives
Catherine Worsnop	PhD, Politics, Brandeis University	Assistant Professor	GFPL 102, Track 2 anchor course, electives
Alec Worsnop	PhD, Political Science, MIT	Assistant Professor	PLCY/GFPL 304, 306, electives
Thomas Hilde	PhD, Philosophy, Penn State	Associate Research Professor	GFPL 203, PLCY/GFPL/AAGNR 301
Robert Orr	PhD, Politics, Princeton University	Professor and Dean (SPP)	PLCY/GFPL 309, 400
Steve Fetter	PhD, Energy and Resources, University of California at Berkeley	Professor	PLCY/GFPL 309, 400,

Colleen Woods	PhD, History, University of Michigan	Associate Professor	[various History offerings; will help coordinate appropriate History offerings]
Caroline Ritter	PhD, University of California at Berkeley	Assistant Professor	[various History and core course offerings]
Elisa Gironzetti	PhD, English Applied Linguistics, Texas A&M	Associate Professor	SLLC/GLBC 200; Spanish, Portuguese, [will help coordinate appropriate SLLC offerings]
Lars Olson	PhD, Economics, Cornell University	Professor	GFPL/AGNR 345
Ahmet Karamustafa	PhD, Islamic Studies, McGill University	Professor & Chair (History)	[will help coordinate appropriate History offerings]
Mary Ellen Scullen	PhD, French and Theoretical Linguistics, Indiana University	Professor & Director (SLLC)	[will help coordinate appropriate SLLC offerings]
Kenneth Leonard	PhD, Economics, University of California at Berkeley	Professor & Chair (AREC)	[will help coordinate AREC offerings]
Lori Lynch	PhD, Agricultural and Resource Economics, University of California at Berkeley	Professor	[will help coordinate AREC offerings]

Appendix B: Learning Outcomes Assessment Plan

The School of Public Policy has been successfully conducting Learning Outcomes Assessment with its Bachelor of Arts in Public Policy. Reports have been very successful, sometimes noted as a model for other units by the Provost's Commission on Learning Outcomes Assessment. The Global and Foreign Policy Learning Outcome Assessment will be conducted by the Global and Foreign Policy Governing Council. The Director of Undergraduate Studies in the School of Public Policy, as a member of the Council, will ensure reports adhere to the guidelines and expectations of the Provost's Commission on Learning Outcomes Assessment. The team will also generate a report that is shared with the leadership of the School of Public Policy, College of Arts and Humanities and College of Agriculture and Natural Resources. We will also report our results to the overall faculty committee in each School or College. The report and subsequent discussions will be used to continually improve the curriculum and individual courses to best ensure a high level of student proficiency and experience.

We will assess 1-2 of the LOs each year, so that all are assessed on a four-year cycle. The Global and Foreign Policy Governing Council, will develop rubrics which will be used to assess student mastery of each of these learning objectives. Faculty members will then use the rubric to assess a sample of student projects/papers produced in the academic year. The rubric will contain categories related to the specific learning outcome and students will be assessed as "Advanced," "Competent," "Introductory," or "Undeveloped" in each category. The individual categories will be aggregated to produce an overall score. Our overall goal is that 85% of our students are scored as "Advanced" or "Competent" on each program-level learning outcome assessed.

Any recommendations made by the assessment committee are considered and implemented by the Global and Foreign Policy Governing Council, and if necessary, the School PCC. We also work with faculty who teach primary core classes within the learning outcome to implement recommendations and strengthen outcomes.

Global and Foreign Policy Program Learning Outcomes

LO1: Analyze the complexity and range of historical and contemporary global and foreign policy and policymaking challenges.

LO2: Explain how foreign and global policymaking institutions, processes, and structures shape policy solutions and outcomes.

LO3: Demonstrate in-depth knowledge of one or more global and foreign policy challenges and solutions, by applying insights and frameworks from different disciplines while engaging relevant policymaking processes.

LO4: Interrogate how identities - including national, caste, ethnic, gender, racial, religious, socio-economic, political, and beyond - and their intersections shape global and foreign policy challenges and solutions.

LO5: Examine the role of values, ethics, justice, access, and the structural and systemic sources of (in)equality in and across global and foreign policy domains.

LO6: Utilize appropriate research tools, analysis, writing, and presentation skills to assess global and foreign policy challenges, and apply these techniques to an experiential learning endeavor to better understand the dynamics of policymaking.

LO7: Demonstrate a minimum of basic proficiency in a second world language. All students will minimally demonstrate a basic proficiency in a second world language by taking the appropriate language sequence administered by SLLC or otherwise demonstrating native/near-native fluency. In practice, students will enter the major with varying levels of familiarity in second world language. As a result, students will ultimately develop their communicative competence at different levels of proficiency commensurate with their existing skill set.

I: Introduction

R: Reinforcing

M: Mastery

Course	LO1	LO2	LO3	LO4	LO5	LO6	LO7
GFPL 100: Foundations of Global and Foreign Policy	I	I	I			I	
GFPL 102: Global Order and Policy Structures: Power, Access, and Influence		I		I	I		
EITHER GFPL 302: Pluralism and Global Encounters OR SLLC/GLBC 200: Global Movements				R	I/R		
GFPL 203: Ethics of Global Action		I			I/R	I	

Global History Requirement (offered by History) - selected from list	R			I/R			
AREC 345: Global Poverty and Development	R	I	I	I	I		
World Language requirement Two semesters of a language							I/R/M
PLCY304 Prerequisite (selected from list)						I	
PLCY 304: Evaluating Evidence - Finding Truth in Numbers						R	
PLCY 306: Public Policy Analysis in Action						I	
CHOOSE ONE: GFPL/PLCY 400: Capstone GFPL/PLCY 309: Internship in Political Institutions Study Abroad	M	M	M	M		M	
TRACK 1: Security, Conflict, and Diplomacy	I/R	R	R	R		R	
TRACK 2: Human Security and Migration	I/R	R	R	R		R	
TRACK 3: Development and Sustainability	I/R	R	R	R		R	

Appendix C: Course Descriptions

Core Courses (18 credits; students)

*GFPL 100: War, Peace and Crisis: Foundations of Global and Foreign Policy (3 credits) (required)

Why are wars, crises, and human catastrophes a regular feature of the global landscape? What can we as individuals, communities, states and societies do to make a difference? This course introduces students to core theories, concepts, and debates within global and foreign policy, and the approaches used to analyze these issues. Equal emphasis is placed on both the causes of policy issues and the policymaking challenges of operating within a fragmented international system. The course will include an introduction to themes such as security, conflict and diplomacy; human security and migration; as well as development and sustainability.

*GFPL 200: Global Order and Policy Structures: Power, Access, and Influence (3 credits) (required)

Provides an overview of the key historical and contemporary forces and structures (e.g., the United Nations, decolonization, (de)globalization) defining the context within which global issues play out and foreign policy is conducted. Specific emphasis is placed on the legacy effects of prior policy choices, questions of which actor(s) have more or less influence in global and foreign policy decisions and why, and the importance of considering intended and unintended consequences of a given decision or initiative.

Students must enroll in either GFPL 302 or SLLC/GLBY 200

*GFPL 302: Identities in Global and Foreign Policy across Time and Place (3 credits)

GFPL302 will allow students to interrogate how identities - including national, caste, ethnic, gender, racial, religious, socio-economic, political, and beyond - and their intersections shape global and foreign policy challenges and solutions. The course emphasizes the centrality of identity to making, implementing, evaluating, and adapting policy across time and place. Examples are drawn from an array of national, trans-national, and global policy issues, including policies designed to tackle global health challenges, climate change, national security concerns, and more.

*SLLC/GLBC 200: Global Movements (3 credits)

Introduces students to a variety of frameworks for understanding our interconnected world by focusing on one or more issues of global relevance today, including but not limited to conflict, revolution, and war; democracy, citizenship, and human rights; migration; and climate change. Focusing on the interpretive methods of the humanities, including critical analysis, close readings, and engagement with theoretical approaches, we will discuss the historical, social, and cultural contexts of major global movements in comparative perspective. In addition to examining literary, cultural, and media texts, the class will ask students to make connections between global and local contexts through a group service-learning project.

*GFPL 203: Ethics of Global Action (3 credits) (required)

Frontloads debates over the manners in which ethics, morality, and norms do or do not inform policy issues on the global stage, the complicated ethical and moral tradeoffs involved in making foreign policy, and the often fraught balance between addressing the world as it is versus the world as one may wish it to be. Explores these issues through topics such as the ethics of humanitarian military intervention, genocide prevention, poverty alleviation and development, and more.

Students must enroll in one of HIST 113, 120, 240, 245, 251, 266, 284, or 285.

History 113: Modern Europe (3 credits)

Evolution of modern nation states since late medieval times. Industrial-economic structure and demography. Emergence of modern secular society.

History 120: Islamic Civilization (3 credits)

Introduction to society and culture in the Middle East since the advent of Islam: as a personal and communal faith; as artistic and literary highlights of intellectual and cultural life; and as the interplay between politics and religion under the major Islamic

History 240: Europe in the Twentieth Century (3 credits)

Political, cultural, and economic developments in 20th-century Europe.

History 245: Reformers, Radicals, and Revolutionaries: The Middle East in the Twentieth Century (3 Credits)

The 20th century was a period of dramatic changes in the Middle East. Within the global context of the two World Wars and the Cold War, countries in the region struggled with the effects of colonialism and painful processes of decolonization. The course offers a thematic-comparative approach to issues such as social and political reform, nationalism, the colonial experience, independence struggles, models of governance, political violence, and Islamism. Course lectures and the analysis and discussion of primary sources will lead students to understand that the peoples of the Middle East found answers to the challenges posed by Western dominance based on their specific historical, cultural and socio-economic circumstances.

History 251: Latin America Since Independence (3 Credits)

Introductory survey of the history of Latin America from the era of independence (c. 1810-1825) through the early 1980s. Major themes include independence and sovereignty, postcolonialism and neocolonialism, nation- and state-building, liberalism, citizenship, economic development and modernization, social organization and stratification, race and ethnicity, gender relations, identity politics, reform and revolution, authoritarianism and democratization, and inter-American relations.

History 266: The United States in World Affairs (3 Credits)

A study of the United States as an emerging world power and the American response to changing status in world affairs. Emphasis on the relationship between internal and external development of the nation.

History 284: East Asian Civilization I (3 Credits)

An interdisciplinary survey of the development of East Asian cultures. An historical approach drawing on all facets of East Asian traditional life, to gain an appreciation of the different and complex cultures of the area.

History 285: East Asian Civilization II (3 Credits)

A survey of the historical development of modern Asia since 1700. Primarily concerned with the efforts of East Asians to preserve their traditional cultures in the face of Western expansion in the 18th and 19th centuries, and their attempts to survive as nations in the 20th century.

AREC 345: Global Poverty and Development (3 credits)

This interdisciplinary course explores social and economic development around the world. Topics include geography, democratization, political instability and conflict, health and education, agricultural development, micro-entrepreneurship, and an introduction to impact evaluation methods used to evaluate the efficacy of public policy aimed at alleviating poverty.

Skill Courses (13-24 credits)

World Languages (offered by SLLC) - 6-12 credits

Students must complete 2 semesters of a language, at a level determined by SLLC-administered testing. At least two courses (6-12 credits, depending on the language) must be taken in the same language for a minimum of basic proficiency. More courses are encouraged to acquire professional fluency. Please see SLLC website for placement requirements and expectations. Students may only test out of this requirement if they demonstrate native or near-native fluency per ARHU/SLLC guidelines.

PLCY 304 Evaluating Evidence: Finding Truth in Numbers (4 credits)

Enables students to understand the research done by others with a sufficiently skeptical eye to allow them to determine whether the findings of the research are valid given the assumptions made and methods used. This will involve, in part, thinking about the various problems in research design or conduct that could lead to faulty conclusions. It will also involve being able to differentiate between credible sources of information and those that are not objective. At the conclusion of the course, students should be able to differentiate objective evidence from political argumentation.

PLCY306: Public Policy Analysis in Action (3 credits)

Utilizes our unique location in the Washington, D.C. region to create a laboratory within which to analyze local, regional, national and international policy problems. Students will be put into teams and assigned to real and timely policy cases. The course will include meetings and field trips with local leaders in the field, ideally connected to the cases. Student will then expand and apply their use of policy analysis and evaluation skills to define those problems, analyze alternative responses, devise appropriate strategies for implementation, and evaluate the success of the proposed policy and implementation. The course will conclude with team presentations to local leaders and faculty. This distinctive course will serve to prepare students for their client- based senior capstone course.

Statistical Analysis Course (3-4 Credits)

Business Management 230: Business Statistics (3 credits)

Introductory course in probabilistic and statistical concepts including descriptive statistics, set-theoretic development of probability, the properties of discrete and continuous random variables, sampling theory, estimation, hypothesis testing, regression and decision theory and the application of these concepts to problem solving in business and management.

Criminology and Criminal Justice 200: Statistics for Criminology and Criminal Justice (3 credits)

Introduction to descriptive and inferential statistics, graphical techniques, and the computer analysis of criminology and criminal justice data. Basic procedures of hypothesis testing, correlation and regression analysis, and the analysis of continuous and binary dependent variables. Emphasis upon the examination of research problems and issues in criminology and criminal justice.

EDMS [Measurement, Statistics and Evaluation] 451 - Introduction to Educational Statistics (3 credits)

Introduction to statistical reasoning; location and dispersion measures; computer applications; regression and correlation; formation of hypotheses tests; t-test; one-way analysis of variance; analysis of contingency tables.

Psychology 200 - Statistical Methods in Psychology (3 Credits)

A basic introduction to quantitative methods used in psychological research.

Sociology 201 - Introductory Statistics for Sociology (4 Credits)

Elementary descriptive and inferential statistics. Construction and percentaging of bivariate contingency tables; frequency distributions and graphic presentations; measures of central tendency and dispersion; parametric and nonparametric measures of association and correlation; regression; probability; hypothesis testing; the normal, binomial and chi-square distributions; point and interval estimates.

Statistics 100: Elementary Statistics and Probability (3 credits)

Simplest tests of statistical hypotheses; applications to before-and-after and matched pair studies. Events, probability, combinations, independence. Binomial probabilities, confidence limits. Random variables, expected values, median, variance. Tests based on ranks. Law of large numbers, normal approximation. Estimates of mean and variance.

Thematic Tracks and Electives (15 credits)

Students will select a track by taking (a) the required anchor course for a given track, and (b) 2 electives linked to that track. An additional 2 electives can be taken within the selected track and/or from among other tracks (including anchor courses).

TRACK 1: Security, Conflict, and Diplomacy

PLCY/GFPL 3XX: Foundations of Security, Conflict, and Diplomacy (3 credits) (required for Track 1) (formerly PLCY 288Q)

Introduces major concepts, debates, and challenges in international security policy. Some of today's problems have existed in various forms for centuries, such as potential conflicts between great powers, violence by governments against their own people and by terrorist organizations, and the disruptive effects of powerful new technology. Some are more recent, such as nuclear deterrence and non-proliferation, humanitarian crises, and human security. And others, including cyber security, drones, and climate change, are the leading edge of future security challenges. Fundamental questions about how to make the world safer will be a major theme of this course.

TRACK 2: Human Security and Migration

PLCY/GFPL 3XX: Foundations Human Security and Migration (3 credits) (required for Track 2) (formerly PLCY288W)

Today's most pressing problems do not stop at national borders. Meeting these challenges requires a range of state and non-state actors to work together. In this course, students gain familiarity with key actors in the global system and how they approach today's most intractable problems, including violent conflict, human rights, non-proliferation of weapons of mass destruction, migration, trade, climate change, and global health. How do countries, international organizations, multinational corporations, and nongovernmental organizations find ways to cooperate when their interests and capabilities sometimes differ drastically? What barriers exist that impede such cooperation?

TRACK 3: Development and Sustainability

PLCY/GFPL/AGNR 301: Sustainability (3 credits) (required for Track 3)

Designed for students whose academic majors would be enhanced by the complementary study of a widely shared but hard-to-operationalize aspiration: that present choices should preserve or improve future options rather than foreclose or degrade them. How should we understand sustainability? How might we achieve it? How would we

know if we had achieved it? And how could sustainability activists of a rising generation lead by example?

Experiential Applications (3-6 credits)

Students must complete an experiential learning course by selecting from one of the following:

GFPL/PLCY 400: Senior Capstone (3 credits)

Prerequisite: PLCY306

Students will take the skills and knowledge gained through their curriculum and apply them through their senior capstone course. Students will work in teams on problems and issues presented by outside clients, with guidance from faculty facilitators and interaction with the clients. Each team will work with the client to address a particular problem and produce a mutually agreed upon outcome. These hands-on projects will advance students' understanding of the analytical, leadership, communication and problem solving skills necessary to address today's policy problems while allowing them to gain professional level experience that could contribute to their success in their post UMD endeavors. The course will conclude with an event that allows all teams to present their findings and outcomes to their client while being evaluated by faculty and public policy professionals.

GFPL/PLCY 309: Internship in Political Institutions (3-6 credits)



Prerequisite: Permission of School of Public Policy

Offers students supervised internship placements in state, local, federal, and global political or public policy organizations. (To be updated)

Approved Study Abroad

The Global and Foreign Policy Governing Council will review available student study abroad opportunities to identify options that allow students to become involved in the challenges and opportunities of policymaking in a non-U.S. context. Only vetted programs of study will qualify for the experiential learning component of the major.

Appendix D Program Transfer Agreement Pathway with Montgomery College

<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  <p>MONTGOMERY COLLEGE</p> </div> <div style="text-align: center;">  <p>CATALOG YEAR: 2025-26</p> </div> </div>		
A.A. in Arts and Sciences – International Studies area of concentration		B.A. in in Global and Foreign Policy
CREDITS	MONTGOMERY COLLEGE Requirements for Associate's Degree	UNIVERSITY OF MARYLAND Requirements for Bachelor's Degree
3	ENGL 101 Introduction to College Writing*	Lower-level Elective
3	MATH117 Elements of Statistics† (MATF)	STAT100
3	POLI203 international Relations (BSSD)	GFPL100
3	HIST148, HIST245, HIST247, HIST250, or HIST266 (HUMD)	HIST113, HIST251, HIST284, HIST285, or HIST123 (respectively)
3	World Language^	See UMD note*
3	ENGL102 Critical Reading, Writing and Research (ENGF)	ENGL101
3	ECON 202 or GEOG130 (BSSD)	ECON200 or GEOG110
3	POLI211 Comparative Politics and Government	GVPT280**
3	World Language^	See UMD note*
3	Arts Distribution (ARTD)	See UMD note**
3	ECON201 Principles of Economics I	ECON201
3	200-Level ENGL course or World Language^	See UMD note***
3	HIST245, HIST247, OR HIST250 (GEIR)**	HIST251, HIST284, or HIST285
3	POLI270 Politics in Action	Lower-level Elective
3	Natural Sciences Distribution without Lab (NSND)	See UMD note**
3	COMM 108 or COMM 112 (GEIR)	COMM107
4	Natural Sciences Distribution with Lab (NSLD)	See UMD note**
3	POLI205 Introduction to Human Rights	GLBC/SLLC 200
3	POLI230 or POLI256**	GVPT250 or GVPT282
2-3	ELECTIVE (e.g., History 257 or 258)**	HIST224 or HIST225; see UMD note+
60-61	TOTAL CREDITS TRANSFERRED	
REMAINING UMD DEGREE REQUIREMENTS - RECOMMENDED SEQUENCE UPON TRANSFER WITH ASSOCIATE'S DEGREE		
	GFPL 200 Global Order and Policy Structures	3
	PLCY 200 Research Methods for Policy Analysis	3
	Professional Writing (FSPW)	3
	AREC 345 Global Poverty and Development	3
	300 or 400-Level Elective	3
	GFPL 203 Ethics of Global Action	4
	PLCY 304 Evaluating Evidence - Finding Truth in Numbers	3
	300-Level GFPL Thematic Track Anchor	3
	300 or 400-Level Elective	3
	GFPL Elective	3
	GFPL/PLCY 400 Capstone	3
	GFPL Elective	3
	Elective	3
	300 or 400-Level Elective	3
	300 or 400-Level GFPL Elective	3
	300 or 400-Level Elective	3
	Elective	2
	300 or 400-Level Elective	3
	300 or 400-Level Elective	3

MONTGOMERY COLLEGE NOTES

Suggested 1st Semester

Suggested 2nd Semester

Suggested 3rd Semester

Suggested 4th Semester

*If needed for ENGL102. If not, becomes Elective.

** Students may apply one of the specified courses as elective credit for the GFPL major, up to a maximum of two electives for the major.

† MATH117 recommended, but MATH150 or MATH181 are also acceptable. If lower math placement is achieved, student should work towards completion of one of these courses through elective space.

±± ENGL122, ENGL202, ENGL205, ENGL208, ENGL213, ENGL214, ENGL248, GHUM101, HIST255, PHIL209

^ Students may satisfy the World Language requirements by completing either of the following two sequences:

SPAN 103, SPAN201, and SPAN202

FREN101, FREN102, and FREN201

UNIVERSITY OF MARYLAND NOTES

* Montgomery College (MC) students must select from approved MC World Languages course options, UMD equivalency may vary (consult UMD transfer credit database, <https://registrar.umd.edu/transfer-credit/transfer-course-database>), but will at minimum count for a UMD elective course.

** MC students must select from approved MC General Education category course options; UMD equivalency may vary (consult UMD transfer credit database, <https://registrar.umd.edu/transfer-credit/transfer-course-database>), but will at minimum count for a UMD elective course.

*** UMD equivalency may vary (consult UMD transfer credit database, <https://registrar.umd.edu/transfer-credit/transfer-course-database>), but will at minimum count for a UMD elective course.

+ Suggested MC courses include HIST257 and HIST258, which are equivalent to UMD courses HIST224 and HIST225, respectively. For other electives, UMD equivalency may vary (consult UMD transfer credit database, <https://registrar.umd.edu/transfer-credit/transfer-course-database>), but will at minimum count for a UMD elective credit.



Michael D Colson <mcolson@umd.edu>

Re: International Studies Concentration - Global & Foreign Policy

1 message

Rhoe, Angela M <Angela.Rhoe@montgomerycollege.edu>

Tue, Apr 29, 2025 at 4:50 PM

To: Michael D Colson <mcolson@umd.edu>

Cc: Joshua Shiffrinson <jris@umd.edu>, Jennifer Nash Littlefield <jnlittle@umd.edu>

To:

From: Angela Rhoe, Director of Strategic Alliances

Subject: Pending Articulation Agreement with the University of Maryland

Date: April 29, 2025

In accordance with COMAR requirements regarding the establishment of new academic programs, this memorandum serves as notice that Montgomery College is in the process of finalizing a 2+2 articulation pathway from the Associate of Arts in Arts and Sciences – International Studies Area of Concentration to the University of Maryland's proposed Global & Foreign Policy Bachelor of Arts.

Conversations between Montgomery College and the University of Maryland have occurred to ensure alignment of coursework and the seamless transfer of students under this proposed pathway. Both institutions have reviewed the curriculum, identified corresponding courses, and are collaboratively working toward the formalization of the articulation agreement.

We appreciate your consideration of this documentation as part of the program approval process. Please do not hesitate to contact me should you require any additional information or clarification.

Angela

Angela Rhoe

Director of Strategic Alliances

Montgomery College

Office of Academic Affairs

[9221 Corporate Blvd.](#)

Appendix E: B.A. in Global and Foreign Policy Four-Year Template (with General Education code)

Year 1	Fall		Spring	
	Course	Credit	Course	Credit
	GFPL100	3	ENGL101 (AW)	3
	STAT100 (MA & AR)	3	Oral Communication (OC)	3
	Humanities (HU/IS)	3	Elective	3
	PLCY306/GFPL200	3	GFPL102	3
	Natural Sciences (NS)	3	SLLC Language 2xx-4xx	3
	Total	15	Total	15
Year 2	Fall		Spring	
	Course	Credit	Course	Credit
	HIST Course of Choice (HS)	3	Natural Science Lab (NL)	4
	SLLC Language 2xx-4xx	3	Humanities (HU, UP)	3
	General Education (IS)	3	GFPL203	3
	Statistics Analysis Course	3-4	Elective	3
	Elective	3	Elective	3
	Total	15-16	Total	16
Year 3	Fall		Spring	
	Course	Credit	Course	Credit
	Track Anchor Course	3	GFPL302, SLLC200, or GLBC200	3
	PLCY304	4	Track Elective	3
	AREC345 (HS, UP)	3	Scholarship in Practice (SP)	3
	Elective	3	Elective	3
	Elective	3	Elective	3
	Total	16	Total	15
Year 4	Fall		Spring	
	Course	Credit	Course	Credit
	GFPL400 or PLCY400	3	Track/General Elective	3
	Track Elective	3	Track/General Elective	3
	Professional Writing (PW)	3	Scholarship in Practice (SP)	3
	Elective	3	Elective	3
	Elective	2	Elective	1-2
	Total	14	Total	13-14
			Total Credits	120

University of Maryland General Education Requirements Overview

Fundamental Studies: 15 Credits

Fundamental Studies Academic Writing	3	AW
Fundamental Studies Professional Writing	3	PW
Fundamental Studies Oral Communication	3	OC
Fundamental Studies Mathematics	3	MA
Fundamental Studies Analytic Reasoning ¹	3	AR

¹ If a student passes an Analytic Reasoning course that requires a Fundamental Studies Math course as a prerequisite, then the Fundamental Studies Math course is considered to be fulfilled (e.g., students who place into and pass a calculus course, which counts for FS-AR, do not need to take a less advanced Math course to fulfill the FS-MA requirement).

Distributive Studies: 25 Credits

Distributive Studies Natural Sciences	3	NS
Distributive Studies Natural Science Lab Course ²	4	NL
Distributive Studies History and Social Sciences	6	HS
Distributive Studies Humanities	6	HU
Distributive Studies Scholarship in Practice ³	6	SP

² A second DS-NL course can fulfill the DS-NS course requirement.

³ Students learn and practice skills of critical evaluation and participate in the process of applying knowledge in the pursuit of a tangible goal. At least one course must be outside of the major.

Big Question Courses: 6 Credits⁴

The signature courses of the UMD General Education program, Big Question courses investigate a significant issue in depth and demonstrate how particular disciplines and fields of study address problems.

Big Question Course	6	IS
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⁴ Big Question credits may be double-counted with courses taken for the Distributive Studies requirement.

Diversity: 4-6 Credits⁵

Diversity Understanding Plural Societies ⁶		
Courses examine how diverse cultural and ethnic groups co-exist.	3-6	UP
Diversity Cultural Competence		
Courses help students develop skills to succeed in a diverse world.	0-3	CC

⁵ These credits may be double-counted with courses taken for the Distributive Studies requirement.

⁶ Students may take either two DV-UP courses or one DV-UP course and one DV-CC course.



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

TOPIC: University of Maryland, College Park proposal for a Bachelor of Arts in Public Service Interpreting and Translation

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: May 15, 2025

SUMMARY: The University of Maryland proposes a Bachelor of Arts in Public Service Interpreting and Translation (PSIT) to address the growing need for professional interpreters and translators in Maryland, particularly in Spanish-speaking communities. Offered at the Universities at Shady Grove, the interdisciplinary program targets heritage Spanish speakers and bilingual students, combining communication theory, linguistic proficiency, and applied training. With a focus on public service sectors such as healthcare, education, and legal services, the program prepares students for direct workforce entry through a community-based practicum.

The PSIT major requires 45 credits of specialized coursework in translation, interpreting, intercultural communication, and language training, equipping students with both theoretical foundations and applied skills needed for professional public service roles. Admission is contingent upon demonstrated Spanish and English proficiency. The program supports UMD's strategic goals by investing in underserved communities, fostering workforce development, and enhancing educational access. No similar undergraduate degree currently exists in the state, and labor market projections indicate high regional demand, with job growth for interpreters in the D.C. metro area expected to exceed 26% by 2033.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fee revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the University of Maryland College Park proposal for a Bachelor of Arts in Public Service Interpreting and Translation.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn 301-445-1992

awrynn@usmd.edu



UNIVERSITY OF
MARYLAND

OFFICE OF THE PRESIDENT

April 25, 2025

1101 Thomas V. Miller, Jr. Administration Building
College Park, Maryland 20742
301.405.5803 TEL
301.314.9560 FAX

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

Dear Chancellor Perman:

I am writing to request approval for a new Bachelor of Arts program in Public Service Interpreting and Translation. The program will be offered at the Universities at Shady Grove regional higher education center. The proposal for the new program is attached. I am also submitting this proposal to the Maryland Higher Education Commission for approval.

The proposal was endorsed by the appropriate faculty and administrative committees. I also endorse this proposal and am pleased to submit it for your approval.

Sincerely,

Darryll J. Pines
President
Glenn L. Martin Professor of Aerospace Engineering

DJP/mdc

cc: Candace Caraco, Associate Vice Chancellor
Jennifer King Rice, Senior Vice President and Provost
Stephanie Shonekan, Dean, College of Arts and Humanities

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland, College Park
Institution Submitting Proposal

Public Service Interpreting and Translation
Title of Proposed Program

Bachelor of Arts
Award to be Offered

Fall 2025
Projected Implementation Date

110101
Proposed HEGIS Code

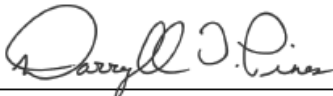
16.0103
Proposed CIP Code

Department of Communication and School of
Languages, Literatures, and Cultures
Department in which program will be located

Shawn Parry-Giles
Department Contact

301-405-6527
Contact Phone Number

spg@umd.edu
Contact E-Mail Address


Signature of President or Designee

04-25-2025
Date

A. Centrality to the University's Mission and Planning Priorities

Description. The **Bachelor of Arts in Public Service Interpreting and Translation (PSIT)** will provide students with a fundamental understanding of how to communicate messages between speakers of one language and speakers of a different language through the spoken (interpreting) and written word (translation) in community-based settings. There is a growing and unmet need across Maryland for trained interpreters and translators, particularly in Spanish, to support communication in schools, hospitals, legal services, and other public sectors. This program responds directly to that demand by preparing bilingual students with the skills and credentials to serve diverse communities across the state and region. The program is targeted to speakers of Spanish and English with particular focus on heritage speakers of Spanish. This interdisciplinary undergraduate major will be jointly administered by the Department of Communication and the School of Languages, Literatures, and Cultures, within the College of Arts and Humanities.

Location. The program will be offered at the Universities at Shady Grove (Shady Grove) regional higher education center (we request a waiver to the requirement that there must be an existing program on campus in order for this to be off-campus program to be approved).

Relation to Strategic Goals. As Maryland's flagship campus and a national leader in higher education, the University of Maryland (UMD) strives to provide exceptional and affordable instruction for the state's most promising students, regardless of income. As one of the country's first land-grant institutions, UMD uses its research, educational, cultural, and technological strengths in partnership with state, federal, private, and non-profit sectors to promote economic development and improve the quality of life in the state and the region. The proposed B.A. in PSIT aligns with the four overarching pillars of UMD's 2022 Strategic Plan, [*"Fearlessly Forward in Pursuit of the Public Good:"*](#)

1. **Reimagining Learning**

The program offers a unique, interdisciplinary curriculum that combines communication theory, linguistic proficiency, and practical training, preparing students for emerging career fields in public service language access.

2. **Investing in People and Communities**

PSIT supports workforce development by providing heritage Spanish speakers and other bilingual students with marketable skills that directly serve their communities.

3. **Partnering to Advance the Public Good**

The program includes a required practicum component and is establishing partnerships with community colleges and public service organizations. This reflects the plan's priority to "expand and invest in partnerships that leverage our expertise to serve the public good" (*Strategic Plan 2022*, p. 7). Moreover, because Shady Grove programs are meant for students who have completed their associate's degree, the program will provide an incentive for students to attend and finish their community college program.

4. **Humanities Grand Challenges**

PSIT embodies the grand challenges associated with cultural identity, migration, and

multilingualism. It prepares students to engage constructively in Maryland's multilingual and multicultural society.

Funding. The program will be funded through its own tuition revenue. The Department of Communication currently offers a Communication major at Shady Grove, and therefore has the administrative infrastructure to accommodate students in the program.

Institutional Commitment. UMD is fully committed to supporting the B.A. in PSIT. The program builds on UMD's previous decade-long experience offering graduate-level training in interpreting and translation (via a Master of Professional Studies program), leveraging existing faculty expertise, community connections, and instructional infrastructure at Shady Grove. Administrative support, advising, and teaching resources will be provided by the Department of Communication and the School of Languages, Literatures, and Cultures. This program exemplifies UMD's broader mission to address state workforce needs, promote educational access, and prepare students to serve diverse communities through innovative, community-engaged learning.

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

Need. The B.A. in Public Service Interpreting and Translation directly addresses a critical statewide need for trained interpreters and translators who can ensure equitable access to public services across Maryland's linguistically diverse communities. As Maryland continues to become one of the most diverse states on the East Coast, with Hispanic populations exceeding 20% in counties such as Prince George's and Montgomery, there is a growing demand for bilingual professionals capable of navigating complex linguistic and cultural contexts in education, health care, law enforcement, and social services.

According to 2022 data from the Migration Policy Institute, 47.1% of Spanish speakers in Maryland report limited English proficiency—well above the national average of 39.9%. The Maryland State Department of Education also reports that Spanish-speaking students constitute 75% of those requiring language services in K-12 schools. In the absence of professionally trained interpreters, schools, hospitals, and other agencies often rely on untrained bilingual individuals—including minors—to provide essential language access. This results in frequent miscommunication, inequitable service delivery, and in some cases, legal or medical risk. The NIH's National Library of Medicine has reported that trained interpreters are 70% less likely to introduce clinical errors than untrained ones, underscoring the life-altering importance of professional language services.

State Plan. The proposed program aligns with the 2022 [Maryland State Plan for Postsecondary Education](#) through its strong emphasis on access, affordability, and support for historically underserved students. The program supports *Priority 1: Study the affordability of postsecondary education in Maryland*, by using the Universities at Shady Grove's built-in affordability model, in which students complete their first two years at a community college before transferring to complete their bachelor's degree at a four-year institution. The program also advances *Priority*

4: *Analyze systems that impact how specific student populations access affordable and high-quality postsecondary education.* As a commuter campus, Shady Grove serves working adults, transfer students, and other non-traditional learners—populations often underrepresented at flagship campuses. The PSIT program specifically prioritizes access for heritage Spanish speakers and bilingual students, many of whom are first-generation college students. It therefore directly supports the *Action Item*: “Consider how first-generation students navigate the higher education ‘system’ for the first time.” Designed as a clearly scaffolded major with applied training in interpreting and translation, the PSIT program culminates in a community-based practicum that provides students with professional experience and facilitates a timely transition to the workforce.

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

According to the U.S. Bureau of Labor Statistics Occupational Outlook Handbook, jobs in interpreting and translation are projected to grow by 2% nationally between 2023 and 2033.¹ Maryland, a state with a highly diverse population, anticipates a significantly higher 9.65% increase in interpreter and translator positions, according to the Maryland Department of Labor.² Additionally, a labor market analysis conducted by the university using Lightcast data found that jobs in interpreting and translation in the Washington, DC metropolitan region are projected to grow by 26.9% between 2020 and 2033. Demand is particularly concentrated in urban centers, with positions distributed across multiple high-need sectors, including K-12 education, hospitals, legal systems, social service agencies, and local governments. The same regional analysis reported a median advertised salary of \$84,400 for these positions in Maryland, DC, and Virginia—substantially higher than the national median of \$65,200. Nearly half (48%) of job postings specify a minimum requirement of a bachelor’s degree, reinforcing the importance of academic preparation for entry into the field.

Despite this demonstrated need, there are currently no undergraduate degree programs in interpreting and translation offered in Maryland. Existing options are limited to non-credit certificates or standalone courses. Once fully established, the proposed program anticipates a steady-state enrollment of 15 to 25 students per year, with a projected annual graduation rate of approximately 20 students. Given the absence of dedicated undergraduate training and the workforce demand in the region, the program is well positioned to contribute meaningfully to the development of a professionalized language access workforce in Maryland.

D. Reasonableness of Program Duplication

We are unaware of any degree programs in interpreting and translation at the undergraduate level in the state. While there are other Spanish language programs in the state, including one

¹ US Bureau of Labor Statistics Occupational Outlook Handbook: Interpreters and Translators: <https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm>

² Maryland Department of Labor: Maryland Occupational Projections 2022-2032: <https://labor.maryland.gov/lmi/iandoproj/maryland.shtml>

on our own campus, this program is unique in its focus on translation and interpreting and higher level training in communication.

E. Relevance to Historically Black Institutions (HBIs)

There are no Historically Black Institutions within the state of Maryland that offer a program in translation and interpreting, and it appears unlikely that the proposed program would adversely affect any existing programs and/or the uniqueness or identity of a Maryland HBI.

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

We do not anticipate any negative impacts on the identities of the HBIs in the state of Maryland, as none offer this degree program.

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

Curricular Development. The proposed PSIT program builds on a decade of experience from UMD's Graduate Studies in Interpreting and Translation (GSIT) program, which offered Master of Professional Studies degrees and Post-Baccalaureate Certificate of Professional Studies certificates between 2013 and 2023 before being suspended due to declining international graduate enrollment during the COVID pandemic. In response to growing regional needs—exacerbated by recent migrant arrivals and a critical shortage of trained interpreters in K-12 schools—the two academic units began re-envisioning GSIT as an undergraduate program. Feedback from Shady Grove, area employers, and service organizations, along with input from GSIT alumni now working in courts, hospitals, international agencies, and public service sectors, underscored strong demand for a professionally focused, community-engaged program in interpreting and translation.

Faculty Oversight. The program will be jointly housed in the Department of Communication and the School of Languages, Literatures, and Cultures and overseen by a faculty and staff team from both academic units. Appendix A includes a list of faculty who will teach in the program.

Educational Objectives and Learning Outcomes. The B.A. in Public Service Interpreting and Translation is designed to prepare students to meet the growing demand for trained interpreters and translators in Maryland and the broader DMV region. Graduates will develop theoretical and applied expertise in interpreting (spoken word) and translation (written word), with emphasis on consecutive interpreting, sight translation, and an introduction to simultaneous interpreting, all within public service contexts. Students will deepen their oral and written proficiency in both English and Spanish while gaining a strong foundation in intercultural communication theory—particularly as it applies to Spanish-speaking communities—and an understanding of specialized vocabulary in sectors such as health, law, education, and business. The curriculum also emphasizes professional ethics and standards in community language work, preparing students to serve effectively in K-12 schools, hospitals, legal systems, community and migrant services, and beyond.

The learning outcomes for the PSIT major are as follows:

1. Show advanced competence in speaking, reading, writing, and understanding English in order to communicate in culturally sensitive ways.
2. Show advanced competence in speaking, reading, writing, and understanding at least one other language spoken in the United States in order to communicate in culturally sensitive ways.
3. Translate and interpret written and verbal messages from one language to another for public service agencies (e.g., medical, education, community services, and law enforcement).
4. Apply major theories and concepts that could facilitate the effective use of intercultural communication competence skills within diverse cultural and professional communities.
5. Demonstrate specialized knowledge in health, education, law, and/or institutional operations and terminologies.

Institutional assessment and documentation of learning outcomes. A curriculum map is provided to show alignment between coursework and learning outcomes can be found in Appendix D.

Special Admissions Requirement: Students will need to achieve a certain level of language proficiency to be in the major courses. In order to be admitted to the program, students must have:

- Rating of "Advanced Low" after taking the ACTFL Oral Proficiency Interview (OPI). Note: Applicants may take an in-house version of this test free of charge with examiners from the Spanish and Portuguese unit at UMD or
- An Advanced Placement (AP) score of 5 ("Extremely qualified") in Spanish, or
- An International Baccalaureate program score of 6 (equivalent to ACTFL's "Advanced Low") in Spanish, or
- Completion of Spanish 311-Advanced Spanish I at the UMD or equivalent in other institutions with a minimum grade of B-.
- English proficiencies will be tested through TOEFL, IELTS, or other UMD approved English admissions exams required for Shady Grove enrollment for international students.

Course requirements. The B.A. in Public Service Interpreting and Translation (PSIT) provides students with a fundamental understanding of how to communicate messages between speakers of one language and speakers of a different language through the spoken (interpreting) and written word (translation) in community-based settings. The program requires 45 credits of major courses including:

Course Requirements		
Course Number	Course Title	Credits

Introductory Courses (taken at a community college)		
COMM107	Oral Communication: Principles and Practices	3
COMM250	Introduction to Communication Inquiry	3
Theory and Method Courses		
SPAN374	Spanish in the Community	3
COMM382	Essentials of Intercultural Communication	3
Interpreting and Translation Courses		
PSIT310	Fundamentals of Translation	3
PSIT320	Fundamentals of Interpreting	3
PSIT388	Public Service Interpreting and Translation Practicum	3
Select one of the following 3-credit courses:		3
PSIT410	Public Service Translation	
PSIT420	Public Service Interpreting	
Select two of the following 3-Credit Communication Studies Courses:		6
COMM390	Health Communication	
COMM424	Communication in Complex Organizations	
COMM434	Legal Communication	
Select one of the following 3-Credit Language Courses (English):		3
COMM407	Advanced Public Speaking	
COMM406	English Writing in Professional Communication	
Language Courses (Spanish)		12
SPAN325	Hispanic Linguistics I: Grammar and Society	
SPAN370	Spanish for Business I	
SPAN420	Spanish and Spanish-Speaking Communities in the US	
SPAN476	Central Americans in the DMV	

The PSIT course prefix does not yet exist, so these courses are not listed in the current academic catalog. Please see Appendix B for course descriptions.

General Education. Students who transfer to UMD with an associate's degree from a Maryland community college are deemed to have completed their General Education requirements, with the exception of Professional Writing, which is typically taken in their third year of study.

Accreditation or Certification Requirements. There are no accreditation or certification requirements relative to this program.

Other Institutions or Organizations. The department is not planning to contract with another institution or non-collegiate organization for this program.

Student Support. Students in the PSIT program will benefit from the existing advising and support system coordinated through the Department of Communication at Shady Grove. The program will leverage existing infrastructure, including dedicated academic advising, career

counseling, and internship placement support. Faculty and staff at Shady Grove work closely with a diverse student body, many of whom are first-generation college students and transfer students from community colleges. Students will also have access to the library services, writing support services, peer mentoring, wellness and counseling resources.

Marketing and Admissions Information. Advertising, recruiting, and admissions materials for the B.A. in Public Service Interpreting and Translation (PSIT) will clearly and accurately describe the program structure, admissions criteria, language proficiency requirements, curriculum, and support services available to students. These materials will be developed in coordination with the Office of Undergraduate Admissions, the Department of Communication, and the School of Languages, Literatures, and Cultures, and will be reviewed regularly to ensure accuracy and clarity.

H. Adequacy of Articulation

While UMD accepts transfer students from all Maryland community colleges as well as from other four-year institutions, Montgomery College is our most common partner for transfers. UMD and Montgomery College have developed a transfer articulation pathway with the proposed major and the A.A. in General Studies (focus on Humanities, Arts, Communication and Languages) at Montgomery College. See Appendix C.

I. Adequacy of Faculty Resources

Program faculty. Appendix A contains a list of faculty members who will be the core members responsible for the delivery of instruction. The Communication Department currently staffs its courses at Shady Grove with predominantly full-time professional-track faculty members. The School of Languages, Literatures, and Cultures will likewise staff its Spanish courses with full-time professional-track faculty members and some tenured-track faculty members. We anticipate hiring some part-time faculty to teach the four interpreting and translation classes.

Faculty training. Faculty teaching in the program will use the university's learning management system along with its extensive electronic resources. They will have access to instructional development opportunities, including those offered as part of the Teaching and Learning Transformation Center, many of which are delivered in a virtual environment. Instructors will work with the learning design specialists on campus to incorporate best practices when teaching in the online environment. Shady Grove features IT support on site. The Communication Department's administrative office will also provides support for PSIT instructors in terms of instructional needs. The administrative office schedules classes and liaisons with instructors in terms of their schedules and curricular needs.

J. Adequacy of Library Resources

The University of Maryland Libraries assessment concluded that the Libraries are able to meet, with current resources, the curricular and research needs of the program.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Resources

All physical facilities, infrastructure, and instructional equipment are already in place. No new facilities are required. The proposed program will be in-person, but for the online components of the coursework, UMD maintains an Enterprise Learning Management System (ELMS). ELMS is a Web-based platform for sharing course content, tracking assignments and grades, and enabling virtual collaboration and interaction. All students and faculty have access to UMD's electronic mailing system.

L. Adequacy of Financial Resources

The budget tables reflect the reallocation of internal UMD resources to establish the program.

Resources:

The program will be self-supported through tuition revenue based on an expected 15 students per year at steady state.

1. Line 2 reflects tuition revenue based on both full-time and part-time students.
2. It is assumed that most students will be full-time, and that most students (90%) will be in-state.
3. Resident tuition is projected at \$10,087 for full-time in-state students and \$39,464 for full-time out-of- state students.
4. Part-time student tuition is \$420.24 for in-state and \$1645.26 for out-of-state.
5. The tuition rates assume a 3% yearly tuition increase.
6. No external sources of funding are assumed.
7. No other sources of funding are assumed.

Expenditures:

Most of the costs for the program will be for instructional salary and benefits.

1. Faculty salary and benefits assume a 3% yearly increase.
2. Administrative staff is set at .2 FTE as the administrative support is already in place serving the existing Communication program.
3. No other support staff costs are anticipated.
4. There is a 10% administrative fee charged to the Extended Studies, which handles costs associated with marketing and recruitment and program and other institutional costs related to registration, record-keeping, and admissions.

M. Adequacy of Program Evaluation

Formal program review is carried out according to the University of Maryland's policy for Periodic Review of Academic Units, which includes a review of the academic programs offered by, and the research and administration of, the academic unit

(<http://www.president.umd.edu/policies/2014-i-600a.html>). Program Review is also monitored following the guidelines of the campus-wide cycle of Learning Outcomes Assessment

(https://irpa.umd.edu/Assessment/loa_overview.html). Faculty within the department are reviewed according to the University's Policy on Periodic Evaluation of Faculty Performance (<http://www.president.umd.edu/policies/2014-ii-120a.html>). Since 2005, the University has used an online course evaluation instrument that standardizes course evaluations across campus. The course evaluation has standard, university-wide questions and allows for supplemental, specialized questions from the academic unit offering the course.

N. Consistency with Minority Student Achievement goals

The proposed program is closely aligned with state and university goals to expand access and improve outcomes for minority and underrepresented students. The program is designed with heritage Spanish speakers and bilingual students in mind—many of whom are first-generation college students and come from educationally or economically disadvantaged backgrounds. Shady Grove serves a diverse and commuter-based student population. The program's pathway model, including an articulation agreement with Montgomery College, also supports transfer students and reduces barriers to degree completion.

In addition to access, the program promotes success through culturally responsive coursework, a community-based practicum, and individualized academic advising. These supports align with the *2022 Maryland State Plan for Higher Education*, particularly its emphasis on closing achievement gaps and “ensuring equitable access to affordable and high-quality postsecondary education for all Maryland residents” (p. 29). By preparing students to serve in linguistically and culturally diverse public service roles, the PSIT program not only reflects the state's demographic makeup but also contributes to a more inclusive and representative public workforce.

O. Relationship to Low Productivity Programs Identified by the Commission

N/A

P. Adequacy of Distance Education Programs

This program is not intended for distance education.

Table 1: Resources

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$0	\$ 0	\$ 0	\$ 0	\$ 0
2. Tuition/Fee Revenue (c+g below)	\$136,761	\$207,941	\$214,179	\$234,837	\$241,882
a. #FT Students	9	14	14	15	15
b. Annual Tuition/Fee Rate	\$13,025	\$13,415	\$13,818	\$14,232	\$14,659
c. Annual FT Revenue (a x b)	\$117,222	\$187,816	\$193,451	\$13,487	\$219,891
d. # PT Students	3	3	3	3	3
e. Credit Hour Rate	\$542.74	\$559.02	\$575.79	\$593.07	\$610.86
f. Annual Credit Hours	12	12	12	12	12
g. Total Part Time Revenue (d x e x f)	\$19,539	\$20,125	\$20,729	\$21,350	\$21,991
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$136,761	\$207,941	\$214,179	\$234,837	\$241,882

Table 2: Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$104,278	\$155,142	\$159,796	\$164,590	\$169,528
a. #FTE	1.125	1.625	1.625	1.625	1.625
b. Total Salary	\$79,723	\$118,610	\$122,169	\$125,834	\$129,609
c. Total Benefits	\$24,555	\$36,532	\$37,628	\$38,757	\$39,919
2. Admin. Staff (b+c below)	\$17,339	\$17,860	\$18,395	\$18,947	\$19,516
a. #FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary	\$12,731	\$13,113	\$13,506	\$13,911	\$14,329
c. Total Benefits	\$4,609	\$4,747	\$4,889	\$5,036	\$5,187
3. Total Support Staff (b+c below)	\$0	\$0	\$0	\$0	\$0
a. #FTE	0.0	0.0	0.0	0.0	0.0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Technical Support and Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses: Administrative Fee (10% of Revenue)	\$13,676	\$20,794	\$21,418	\$23,484	\$24,188
TOTAL (Add 1 - 4)	\$135,293	\$193,796	\$199,610	\$207,021	\$213,232

Appendix A: Core Faculty

The following faculty members are projected to teach in the program. All faculty are full-time unless otherwise indicated.

Name	Highest Degree Earned, Program, and Institution	UMD Title (indicate if part-time)	Courses
Manel Lacorte	Ph.D., University of Edinburgh, Scotland	Professor	SPAN325, SPAN420, SPAN370, PSIT310
Jose Magro	Ph.D., The CUNY Graduate Center, New York	Assistant Clinical Professor	SPAN420, SPAN370, SPAN476
Barbara Zocal Da Silva	Ph.D., Spanish, University of Sao Paulo, Brazil	Assistant Clinical Professor	SPAN374, PSIT310, PSIT320
Elisa Gironzetti	Ph.D., Texas A&M University-Commerce and Ph.D.	Associate Professor	PSIT310, PSIT320, SPAN325, SPAN420, SPAN476
Chris Lewis	Ph.D, University of Maryland		SPAN420, PSIT310, PSIT320, PSIT388
Mollie Kaufer	M.A., Carnegie Mellon	Lecturer	COMM406, COMM407
Skye de Saint Felix	Ph.D., University of Maryland	Lecturer	COMM406, COMM407
Daniel Foster	Ph.D., University of Denver	Lecturer	COMM424
John Leach	Ph.D., University of Maryland	Lecturer	COMM390
Maggie Williams	Ph.D. University of Illinois–Chicago	Lecturer	COMM382
Jade Olson	Ph.D., University of Maryland	Lecturer	COMM434
Ayo Otusanya	Ph.D., George Mason Univ.	Lecturer	COMM390, COMM382
Shawn Parry-Giles	Ph.D., Indiana University	Professor	PSIT388

Appendix B: Course Descriptions

Note that the PSIT course prefix will be newly created upon approval of the proposal and therefore courses with the prefix do not appear in the current academic catalog.

PSIT310 Fundamentals of Translation (3 credits)

Seeks to improve translation skills. The focus will be on building the basic theories and practices of translation. These include solving problems and selecting the necessary translation techniques between two languages.

PSIT320 Fundamentals of Interpreting (3 credits)

Seeks to improve consecutive interpreting skills. The focus will be on building the requisite skills, approaches and knowledge needed for top performance, including but not limited to active listening and analysis, effective use of memory, delivery /presentation, note-taking and proper understanding of the communicative function of interpreting.

PSIT420 Public Service Interpreting (3 credits)

Builds upon the systematic, reflective approach to interpreting in real-world settings introduced in Fundamentals of Interpreting. Consecutive interpreting skills are consolidated through individual and group practice, and any remaining challenges related to consecutive interpreting sub-skills are identified and addressed. The ability to perceive essential meaning is reinforced, as note-taking skills are refined. We expand our active vocabulary, as exercises grounded in authentic, domain-specific settings are prepared and completed.

PSIT410 Public Service Translation (3 credits)

Builds upon the systematic, reflective approach to translation introduced in Fundamentals of Translation by addressing the development of translation skills required for specialization in specific domains. In written and sight translation exercises, we develop approaches to researching specialized subject material, such as locating and assessing source and target language resources, developing and maintaining domain-specific terminology, and consulting experts in the field. We complete authentic, real-world translation tasks and projects. Prerequisite:

PSIT388 Public Service Interpreting and Translation Practicum (3 credits)

Designed to help guide students in the pursuit of experiences to practice their skills in a workplace setting through internships, volunteering, and practice sessions.

COMM434 Legal Communication (3 credits)

Designed for professionals working in legal communication fields. The course is centered on knowledge of the legal process, legal terminology, theoretical and practical knowledge of legal communication, and knowledge of the U.S. legal system at the city, county, state, and federal levels. Prerequisite:



COMM407 Advanced Public Speaking (3 credits)

Enhance skills in public speaking, including strengthening research, organizational, resource-support, and presentational skills for professional settings. Prerequisite:

COMM406: English Writing in Professional Communication Contexts (3 credits)

Enhance skills in professional writing for professional communicators across such contexts as business, health, law, politics, and education.

Appendix C Program Transfer Agreement Pathway with Montgomery College

 MONTGOMERY COLLEGE A.A. in General Studies: Humanities, Arts, Communication, and Languages area of concentration		 CATALOG YEAR: 2024-25 B.A. in Public Service Interpreting & Translation
CREDITS	MONTGOMERY COLLEGE Requirements for Associate's Degree	UNIVERSITY OF MARYLAND Requirements for Bachelor's Degree
3	ENGL 101 Introduction to College Writing*	Lower-level Elective
3	Mathematics Foundation† (MATF)	See UMD note*
4	SPAN103 Intensive Elementary Spanish (HUMD) ††	SPAN103
3	COMM 108 or COMM 112 (GEIR)	COMM107
3	Natural Sciences Distribution without Lab (NSND)	See UMD note**
3	ENGL102 Critical Reading, Writing and Research (ENGF)	ENGL101
3	ANTH256 World Cultures (BSSD)	Lower-level Elective
3	COMM225 Intercultural Communication (HACL Core 1)	Diversity & Cultural Competency
4	Natural Sciences Distribution with Lab (NSLD)	See UMD note**
3	SPAN201 Intermediate Spanish I †† (GEIR)%	SPAN203
3	Arts Distribution (ARTD)	See UMD note**
3	PSYC100 General Psychology (BSSD)	PSYC100
3	COMM204 Interpersonal Communication (HACL Core 2)	Lower-level Elective
3	COMM250 Intro to Communication Inquiry and Theory (HACL Core 3)	COMM250
3	SPAN 202 Intermediate Spanish II †† (HACL Core 4)	SPAN204
3	SPAN215 Advanced Spanish Conversation & Composition (HACL Core 5)	Lower-level Elective
3	SPAN216 Advanced Readings in Spanish: Introduction to Latin American Literature	Lower-Level Elective
3	Elective^	See UMD Note***
3	Elective^	See UMD Note***
1	Elective^	See UMD Note+
60	TOTAL CREDITS TRANSFERRED	
REMAINING UMD DEGREE REQUIREMENTS - RECOMMENDED SEQUENCE UPON TRANSFER WITH ASSOCIATE'S DEGREE		
	COMM 382 Essentials of Intercultural Communication	3
	COMM 390 Health Communication	3
	SPAN 325 Hispanic Linguistics I: Grammar and Society	3
	PSIT 310 Fundamentals of Translation	3
	Elective	3
	SPAN 370 Spanish for Business I	3
	SPAN 374 Spanish in the Community	3
	PSIT 320 Fundamentals of Interpreting	3
	Elective	3
	Elective	3
	SPAN 420 Spanish and Spanish-Speaking Communities in the US	3
	COMM 424 Communication in Complex Organizations or COMM 434 Legal Communication	3
	Professional Writing (FSPW)	3
	Elective	3
	Elective	3

COMM 406 English Writing in Professional Communication or COMM 407 Advanced Public Speaking	3
PSIT 388 Public Service Interpreting and Translation Practicum	3
PSIT 410 Public Service Translation or PSIT 420 Public Service Interpreting	3
SPAN 476 Central Americans in the DMV	3
Elective	3
TOTAL CREDITS REMAINING AT UNIVERSITY OF MARYLAND	60

MONTGOMERY COLLEGE NOTES	
	Suggested 1 st Semester
	Suggested 2 nd Semester
	Suggested 3 rd Semester
	Suggested 4 th Semester
*If needed for ENGL102. If not, becomes Elective.	
† MATH117 or higher	
†† Students with previous knowledge of a language should take the language placement test . Students who have completed the placement test or received equivalent course credit for AP, IB or CLEP tests should consult a program advisor for world languages or work with the world languages/humanities departments on their language placement for this track. Completion of WL 202 and higher courses for the selected language are required for students intending to pursue this major at UMD after transfer.	
MC Students who have not followed the Foreign Language Sequence for Spanish courses at MC would need to obtain a rating of “Advanced Low” in the ACTFL Oral Proficiency Interview (OPI). Note: Applicants may take an in-house version of this test free of charge with examiners from the Department of Spanish and Portuguese at the University of Maryland (UMD)	
%Suggested for Winter Session	
^Suggested Electives: PHIL140 Introduction to the Study of Ethics; LING200 Introduction to Linguistics; CCJS110 Administration of Justice; HINM115 Medical Terminology I; HINM116 Medical Terminology II	

UNIVERSITY OF MARYLAND NOTES
* MC students must select from approved MC Mathematics Foundations course options; UMD equivalency may vary (consult UMD transfer credit database, https://registrar.umd.edu/transfer-credit/transfer-course-database), but will at minimum count for a UMD elective course.
** MC students must select from approved MC General Education category course options; UMD equivalency may vary (consult UMD transfer credit database, https://registrar.umd.edu/transfer-credit/transfer-course-database), but will at minimum count for a UMD elective course.
*** UMD equivalency may vary depending on course taken (consult UMD transfer credit database, https://registrar.umd.edu/transfer-credit/transfer-course-database), but will at minimum count for a UMD elective course.
+ UMD equivalency may vary (consult UMD transfer credit database, https://registrar.umd.edu/transfer-credit/transfer-course-database). Students should choose a 1-credit MC course that will transfer as elective credit to UMD if possible.



Michael D Colson <mcolson@umd.edu>

PIST Pathway

1 message

Rhoe, Angela M <Angela.Rhoe@montgomerycollege.edu>
To: Michael D Colson <mcolson@umd.edu>

Wed, Apr 30, 2025 at 4:22 PM

To:

From: Angela Rhoe, Director of Strategic Alliances

Subject: Pending Articulation Agreement with the University of Maryland

Date: April 25, 2025

In accordance with COMAR requirements regarding the establishment of new academic programs, this memorandum serves as notice that Montgomery College is in the process of finalizing a 2+2 articulation pathway from the Associate of Arts in General Studies—Humanities, Arts, Communication, and Languages AOC to the University of Maryland's proposed Public Service and Interpreting and Translation Bachelor of Arts.

Conversations between Montgomery College and the University of Maryland have occurred to ensure alignment of coursework and the seamless transfer of students under this proposed pathway. Both institutions have reviewed the curriculum, identified corresponding courses, and are collaboratively working toward the formalization of the articulation agreement.

We appreciate your consideration of this documentation as part of the program approval process. Please do not hesitate to contact me should you require any additional information or clarification.

Angela Rhoe
Director of Strategic Alliances
Montgomery College
Office of Academic Affairs

Appendix D: Learning Outcomes Assessment

Curriculum maps show the alignment between the learning outcomes and what is taught in the curriculum. Curriculum maps reveal where learning occurs and the educational experience (introduced, reinforced, and emphasized). Programs could alternatively indicate the depth of coverage as basic, intermediate or advanced expectation. Curriculum maps are a useful tool for tracing assessment results back to where curricular improvements can be made. This table refers to program learning outcomes in the top row, and program courses in the first column.

LO1: Show advanced competence in speaking, reading, writing, and understanding English in order to communicate in culturally sensitive ways.

LO2: Show advanced competence in speaking, reading, writing, and understanding at least one other language spoken in the United States in order to communicate in culturally sensitive ways.

LO3: Translate and interpret written and verbal messages from **one language to another** for public service agencies (e.g., medical, education, community services, and law enforcement).

LO4: Apply major theories and concepts that could facilitate the effective use of intercultural communication competence skills within diverse cultural and professional communities.

LO5: Demonstrate specialized knowledge in health, education, law, and institutional operations and terminologies.

Courses	LO1	LO2	LO3	LO4	LO5
SPAN325: Hispanic Linguistics I: Grammar and Society		Introduced		Introduced	
SPAN374: Spanish in the Community		Introduced		Introduced	
SPAN370: Spanish for Business I		Introduced			Introduced
COMM382: Essentials of Intercultural Communication	Introduced			Introduced	Introduced
PSIT310: Fundament	Introduced		Introduced	Introduced	

als of Translation					
PSIT320: Fundamentals of Interpreting	Introduced		Introduced	Introduced	
PSIT388: Public Service Interpreting and Translation Practicum	Emphasized	Emphasized	Emphasized	Emphasized	Emphasized
COMM390: Health Communication	Emphasized				Emphasized
COMM434: Legal Communication	Emphasized				Emphasized
COMM424: Communication in Complex Organizations	Emphasized				Emphasized
COMM407: Advanced Public Speaking	Emphasized			Emphasized	
COMM406: English Writing in Professional Communication Contexts	Emphasized			Emphasized	
SPAN420: Spanish and Spanish-Speaking Communities in the US		Emphasized		Emphasized	
SPAN476: Central		Emphasized		Emphasized	

Americans in the DMV					
PSIT420: Public Service Interpreting	Reinforced	Reinforced	Reinforced	Reinforced	Reinforced
PSIT410: Public Service Translation	Reinforced	Reinforced	Reinforced	Reinforced	Reinforced

Appendix E: Public Service Interpreting and Translation Four-Year Template (General Education Codes in Parentheses)

Requirements	Year 1: Fall	Credit	Year 1: Spring	Credit
	ENGL101 (AW)	3	Natural Sciences (NS)	3
	MATH (MA)	3	Humanities (HU, UP)	3
	History/Social Sciences (HS, IS)	3	COMM250	3
	COMM107 or 200 (OC)	3	Elective	3
	ARHU158	3	Elective	3
	<i>Total</i>	<i>15</i>	<i>Total</i>	<i>15</i>
	Year 2: Fall	Credit	Year 2: Spring	Credit
	Scholarship in Practice #1 (SP)	3	Humanities (HU, UP)	3
	Global Engagement #1	3	Global Engagement #2	3
	Analytic Reasoning (AR)	3	Scholarship in Practice #2 (SP)	3
	Lab Science (NL)	4	History/Social Sciences (HS, IS)	3
	Elective	3	Elective	3
	<i>Total</i>	<i>16</i>	<i>Total</i>	<i>15</i>
	Year 3: Fall	Credit	Year 3: Spring	Credit
	COMM382	3	SPAN370	3
	COMM390	3	SPAN374	3
	SPAN325	3	PSIT320	3
	PSIT310	3	Elective	3
	Elective	3	Elective	3
	<i>Total</i>	<i>15</i>	<i>Total</i>	<i>15</i>
	Year 4: Fall	Credit	Year 4: Spring	Credit
	SPAN420	3	COMM406 or COMM407	3
	COMM434	3	PSIT388	3
	Professional Writing (PW)	3	PSIT410 or PSIT420	3
	Elective	3	SPAN476	3
	Elective	3	Elective	2
	<i>Total</i>	<i>15</i>	<i>Total</i>	<i>14</i>
TOTAL Credits = 120				

Note: Most students will enter the program having completed an associate's degree at a Maryland community college, following the typical Universities at Shady Grove model. If students do not complete an associate's degree from a Maryland community college, they will follow the above four-year template and will need to complete UMD General Education requirements.

Spanish Proficiency Note: Students must meet with Spanish advisor for a comprehensive language proficiency assessment in lieu of, or in addition to, the following prerequisites:

- **SPAN325 and SPAN370** Prerequisites: [SPAN 301 or SPAN 306]; and SPAN 303; and (SPAN 311 or SPAN 316), or permission of instructor.
- **SPAN420** Prerequisite: SPAN 325, SPAN 425, or permission of instructor.
- **SPAN476** Prerequisite: SPAN 331, SPAN 332, SPAN 333, SPAN 361 SPAN 362 or SPAN 363, or permission of instructor.

University of Maryland General Education Requirements Overview

Fundamental Studies: 15 Credits

Fundamental Studies Academic Writing	3	AW
Fundamental Studies Professional Writing	3	PW
Fundamental Studies Oral Communication	3	OC
Fundamental Studies Mathematics	3	MA
Fundamental Studies Analytic Reasoning ¹	3	AR

¹ If a student passes an Analytic Reasoning course that requires a Fundamental Studies Math course as a prerequisite, then the Fundamental Studies Math course is considered to be fulfilled (e.g., students who place into and pass a calculus course, which counts for FS-AR, do not need to take a less advanced Math course to fulfill the FS-MA requirement).

Distributive Studies: 25 Credits

Distributive Studies Natural Sciences	3	NS
Distributive Studies Natural Science Lab Course ²	4	NL
Distributive Studies History and Social Sciences	6	HS
Distributive Studies Humanities	6	HU
Distributive Studies Scholarship in Practice ³	6	SP

² A second DS-NL course can fulfill the DS-NS course requirement.

³ Students learn and practice skills of critical evaluation and participate in the process of applying knowledge in the pursuit of a tangible goal. At least one course must be outside of the major.

Big Question Courses: 6 Credits⁴

The signature courses of the UMD General Education program, Big Question courses investigate a significant issue in depth and demonstrate how particular disciplines and fields of study address problems.

Big Question Course	6	IS
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⁴ Big Question credits may be double-counted with courses taken for the Distributive Studies requirement.

Diversity: 4-6 Credits⁵

Diversity Understanding Plural Societies ⁶		
Courses examine how diverse cultural and ethnic groups co-exist.	3-6	UP
Diversity Cultural Competence		
Courses help students develop skills to succeed in a diverse world.	0-3	CC

⁵ These credits may be double-counted with courses taken for the Distributive Studies requirement.

⁶ Students may take either two DV-UP courses or one DV-UP course and one DV-CC course.

TOPIC: University of Maryland Eastern Shore proposal for Bachelor of Science in Mathematics

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: May 15, 2025

SUMMARY: The University of Maryland Eastern Shore (UMES) is pleased to present a proposal for establishing a Bachelor of Science in Mathematics degree in the Department of Mathematics, within the School of Education, Social Sciences, and the Arts. This proposed program supports the priorities of the University's strategic plan. Previously, the mathematics curriculum was considered a classical course of study with a heavy emphasis on fundamental mathematics, leading to more successful graduate study. Nationally, interest in mathematics has shifted as students seek more applied tracks than traditional or "pure" mathematics training. The opportunities to apply analytical, statistical, computational, and modeling skills to various engineering, business, natural science, and industrial environments are becoming more attractive to students with high mathematics aptitude. The proposed undergraduate program in mathematics prepares graduates to practice applied mathematics and related fields in industry and government effectively, in addition to continuing advanced study. The principal focus of a major in mathematics is to improve a student's mathematical, computational, and communication skills. Moreover, significant attention is placed on modeling problems from various areas, including business, engineering, and science.

The proposed program is designed to include general education courses (39 credits), the program core (40 credits), supportive courses (12 credits), major electives (18 credits), and free electives (11 credits).

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fee revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the University of Maryland Eastern Shore proposal for a Bachelor of Science in Mathematics.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn 301-445-1992

awrynn@usmd.edu



UNIVERSITY OF MARYLAND EASTERN SHORE
Office of the President

May 1, 2025

Dr. Jay Perman, Chancellor
University System of Maryland
701 E. Pratt St.
Baltimore, MD 21202

RE: Substantial Change Proposal (Bachelor of Science degree in Mathematics)

Dear Chancellor Perman:

The University of Maryland Eastern Shore (UMES) hereby submits a new program proposal to begin offering the Bachelor of Science degree in Mathematics within the School of Education, Social Sciences, and the Arts.

As a public 1890 land-grant Historically Black University that embraces diversity, UMES is committed to serving first-generation and underserved students and providing educational, research, and community engagement opportunities to transform the lives of its students, who will impact the state, the region, and the world. To further this mission, UMES reviews national, regional, and local trends and needs to ensure that its academic programs are competitive and allow stakeholders an opportunity for optimum return on their financial and time investments.

Previously, the mathematics curriculum was considered a classical course of study with a heavy emphasis on fundamental mathematics, leading to more successful graduate study. Nationally, interest in mathematics has shifted as students seek more applied tracks than traditional or “pure” mathematics training. The opportunities to apply analytical, statistical, computational, and modeling skills to various engineering, business, natural science, and industrial environments are becoming more attractive to students with high mathematics aptitude.

The proposed undergraduate program in mathematics prepares graduates to practice applied mathematics and related fields in industry and government effectively, in addition to continuing advanced study. The intent is to produce students who are prepared to demonstrate proficiency in a wide range of mathematical topics and be candidates to pursue graduate study or take on employment in a wide range of companies and laboratories.

The proposed Bachelor of Science program in Mathematics supports the priorities in the University’s Strategic Plan. It has a higher level of impact on the University’s goal to expand the number of graduates in fields critical to Maryland’s economy such as STEAM, Cyber, and Healthcare.

The attached proposal has undergone the established UMES curriculum approval process, and I fully support the proposed program.

Thank you for your consideration.

Sincerely,

Heidi M. Anderson, Ph.D., FAPhA
President

Copy:

Dr. Rondall Allen, Provost and Vice President of Academic Affairs

Mr. Christopher J. Harrington, Acting Dean, School of Education, Social Sciences, and the Arts

Dr. Tiara Cornelius, Acting Chair, Department of Mathematics

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

<input checked="" type="checkbox"/>	New Instructional Program
<input type="checkbox"/>	Substantial Expansion/Major Modification
<input type="checkbox"/>	Cooperative Degree Program
<input checked="" type="checkbox"/>	Within Existing Resources, or
<input type="checkbox"/>	Requiring New Resources

University of Maryland Eastern Shore (UMES)
Institution Submitting Proposal

Bachelor of Science in Mathematics
Title of Proposed Program

Bachelor of Science
Award to be Offered

FALL 2025
Projected Implementation Date

170100
Proposed HEGIS Code


270101
Proposed CIP Code

Department of Mathematics
Department in which program will be located

Leesa Thomas Banks
Department Contact

410-651-7591
Contact Phone Number

lpthomasbanks@umes.edu
Contact E-Mail Address


Signature of President or Designee

05-01-2025
Date



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

Institution Submitting Proposal

University of Maryland Eastern Shore

Each action below requires a separate proposal and cover sheet.

- | | |
|---|---|
| <input checked="" type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input checked="" type="radio"/> Yes	Payment <input checked="" type="radio"/> R*STARS #	Payment	Date
Submitted: <input type="radio"/> No	Type: <input type="radio"/> Check #	Amount: \$850	Submitted: 4/28/25

JJ553208

Department Proposing Program	Mathematics		
Degree Level and Degree Type	Undergraduate/Bachelor of Science		
Title of Proposed Program	Mathematics		
Total Number of Credits	120		
Suggested Codes	HEGIS: 170100	CIP: 270101	
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input type="radio"/> Both		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>	<input checked="" type="radio"/> Fall	<input type="radio"/> Spring	<input type="radio"/> Summer Year: 2025
Provide Link to Most Recent Academic Catalog	URL: https://wwwcp.umes.edu/schedule/academic-catalogs/		

Preferred Contact for this Proposal

Name: Tiara Cornelius

Title: Associate Professor & Acting Chair

Phone: 410-651-6284

Email: tdtturner@umes.edu

President/Chief Executive

Type Name: Heidi M. Anderson, Ph.D., FAPhA

Signature:

Date: 5/1/25

Date of Approval/Endorsement by Governing Board:

Revised 4/2025

Proposal for New Undergraduate Degree Program

Bachelor of Science in Mathematics

A. Centrality to Institutional Mission Statement and Planning Priorities

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

As a public 1890 land-grant Historically Black University that embraces diversity, the University of Maryland Eastern Shore (UMES) is committed to serving first-generation and underserved students and providing educational, research, and community engagement opportunities to transform the lives of its students, who will impact the state, the region, and the world. To further this mission, UMES reviews national, regional, and local trends and needs to ensure that its academic programs are competitive and allow stakeholders an opportunity for optimum return on their financial and time investments. Previously, the mathematics curriculum was considered a classical course of study with a heavy emphasis on fundamental mathematics, leading to more successful graduate study. Nationally, interest in mathematics has shifted as students seek more applied tracks than traditional or “pure” mathematics training. The opportunities to apply analytical, statistical, computational, and modeling skills to various engineering, business, natural science, and industrial environments are becoming more attractive to students with high mathematics aptitude. The proposed undergraduate program in mathematics prepares graduates to practice applied mathematics and related fields in industry and government effectively, in addition to continuing advanced study. The principal focus of a major in mathematics is to improve a student's mathematical, computational, and communication skills. Moreover, significant attention is placed on modeling problems from various areas, including business, engineering, and science. The intent is to produce students who are prepared to demonstrate proficiency in a wide range of mathematical topics and be candidates to pursue graduate study or take on employment in a wide range of companies and laboratories.

In the Spring 2022 semester, the Mathematics Department contacted the Director of the Career and Professional Development Center at UMES to partner with STEM (Science, Technology, Engineering, and Mathematics) professionals to work as an advisory board to review and advise on these proposed modifications for a reactivated degree. The Committee found that programs highly successful in attracting and maintaining interest in mathematics provided students with not only solid fundamental training in classical topics such as calculus, analysis, abstract algebra, etc., but also infusions of computational, business, engineering, statistical, and natural science applications.

In general, the proposed program is designed as follows:

- General Education (39 credits);
- Program Core (40 credits);
- **Major Electives (18 credits);**
- **Supportive Course Electives (12 credits);** and
- Free Electives (11 credits).

The most significant modifications to the previous curriculum are:

- Modifications to the current applied mathematics concentration.
- Course revisions in the fundamental courses, linear algebra, advanced calculus, modern algebra, analysis, etc., to include early study of matrix and numerical methods, modeling, and other applications.
- Increased involvement in faculty/student expository and research projects, co-curricular projects, external internships at regional industrial partners, and student and industry colloquia.

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

The current 2023 UMES Strategic Plan includes the following priorities:

- ☐ Priority 1: Academic Excellence and Innovation
- ☐ Priority 2: Access, Affordability, and Achievement
- ☐ Priority 3: Workforce and Economic Development
- ☐ Priority 4: Research and Community Engagement
- ☐ Priority 5: Diversity, Equity, and Inclusion

The proposed Bachelor of Science in Mathematics degree supports the priorities of the Strategic Plan in general; however, it has a higher significant level of impact on the following:

Goal 1.1: Attract, retain, and graduate more aspiring students at the undergraduate and graduate levels – The University has set a target of increasing undergraduate enrollment by 2%, year over year, through 2030. To effectively serve this increased population, the University is investing in providing more funding to hire tenure-track personnel in mathematics to provide quality instruction and develop co-requisite models for fundamental mathematics courses, improve mathematics placement processes, and provide supplemental instruction activities in mathematics.

Goal 1.3: Recruit, retain, and develop exceptional faculty and staff – The University is providing funding for multiple tenure-track assistant/associate professor positions in mathematics to provide quality instruction in existing general education, pure and applied mathematics, as well as the proposed new concentrations in computational sciences, data and statistical sciences, and actuarial sciences.

Goal 2.2: Improve transfer pathways – Develop MOUs/articulation agreements/dual enrollment activities with the local school system and Wor-Wic Community College, allowing students interested in accumulating college credit or pursuing further study in the bachelor's program in mathematics after completing associate degrees at community colleges.

Goal 2.6: Strengthen programs, concentrations, and certificates, making them more relevant to workforce and societal needs – The addition of three new concentrations: (1) actuarial, (2) statistical and data science, and (3) computational sciences.

Goal 3.2 (and 3.3): Expand the number of graduates in fields critical to Maryland's economy: STEAM, cyber, healthcare – The Bachelor's in Science in Mathematics proposes to help provide competitive candidates, including the underrepresented, for employment in the industrial, government, engineering, and local secondary school systems.

Goal 3.4 – Develop new, revise, and enhance existing academic programs to remain current with evolving workforce demands – The proposed program builds upon solid fundamental mathematics training designed to prepare students for advanced study in graduate school or entry into analytical/engineering environments and incorporates courses and training in data science, statistics, and computer science thereby providing students a wider and competitive foundation for today's market needs.

Goal 4.2: Align UMES research strengths with emerging national research priorities – The University is providing funding for multiple tenure-track positions in mathematics in the emerging areas of data science, enterprise computing, statistical analysis, and actuarial sciences.

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

The Mathematics program will be housed in the School of Education, Social Sciences, and the Arts under the Department of Mathematics. All bachelor's degree programs and the Department of Mathematics are outfitted with an annual budget that supports existing tenured/tenure-track professors, support staff, chair, faculty support materials, etc. In addition, the University is currently allocating funding to hire three (3) more tenure-track professors to align with the expanded academic offerings of the program. Along with the additional allocations for faculty, the existing faculty and staff, classroom and laboratory facilities, and faculty support resources are sufficient to support the program.

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

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

The Mathematics Programs will operate under the Office of Academic Affairs (Provost and Vice-President), the School of Education, Social Sciences, and the Arts (Dean), and the Department of Mathematics (Chair). All degree programs are outfitted with administrative, financial, human resources, and IT structures to carry out academic activities as expected by the Middle States Commission on Higher Education, the University System of Maryland, and UMES. The proposed program has been reviewed and vetted by the Department of Mathematics Curriculum Committee, the School of Education, Social Sciences, and the Arts Curriculum Committee, the Faculty

Assembly, the Provost and Vice-President of Academic Affairs, and the President of UMES. Technical support for the programs is provided by the Center for Instructional Technology and Online Learning and the Department of Information Technology. The Department of Mathematics is currently providing the University's fundamental and service courses in mathematics and is allotted a budget for instructional staffing, support staff, faculty support resources, and supplies.

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

The University is fully committed to the long-term success of the Mathematics Program. This is realized in its allocation of classroom and office space in the Engineering and Aviation Sciences Complex and the allocation of funding to hire three (3) new tenure-track professors. The proposed program is designed to recruit aspiring mathematics students, provide high-quality advisement, mentoring, and instruction, and provide a seamless path traversing all academic requirements for the degree and transitioning to the workforce and/or further graduate study. Given the additional resources committed by the University (new faculty, research resources, classroom/office space), the Department of Mathematics will continue its service role by providing fundamental mathematics courses and relaunch its efforts in providing the bachelor's degree in mathematics.

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

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

a) The need for the advancement and evolution of knowledge

Mathematics is essential for productive societies. Mathematics is said to help understand branches of thought. Mathematics helps improve communication skills, teaches process value, drives technology to enhance the quality of life, sharpens problem-solving skills, etc. The world and its economies will continue relying on a robust digital presence, leading to incremental advancements in engineering, programming, data analysis, and e-commerce. In addition, mathematics is suggested to promote financial literacy, flexible thinking, creativity, and emotional health.

Academic programs in mathematics are needed to produce more technically proficient personnel who help assist all citizens, including the underrepresented, in accessing mathematical training to unlock opportunities for rewarding careers as well as improved quality of life, and to join a robust community of existing persons dedicated to the advancement and evolution of knowledge.

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

UMES is the only HBCU on the Eastern Shore of Maryland and continues to strongly commit to providing higher education opportunities for minorities and other underrepresented students.

UMES is relatively close to the Washington, DC, Delaware, Baltimore, MD, and Northern Virginia region, which provides many lucrative opportunities for well-trained mathematics students in government, business, and engineering industries. Industry leaders who employ persons with high levels of mathematics training have stated that a more diverse workforce is needed in order for those industries to grow and hit organizational targets successfully. However, many underrepresented students fail to access the mentoring, academic resources, training, or confidence that is typically thought to encourage a student to enter a mathematics program. UMES then provides an opportunity for first-generation, under-served, and economically disadvantaged students to access high-quality mathematics that is unavailable at more highly selective or costly institutions.

The National Science Foundation reports that HBCUs are the leading baccalaureate institutions for Black students who later earn a research doctorate. Specifically, the UMES Department of Mathematics has graduated five (5) students since 2005 who have successfully completed a Ph.D. in Mathematics.

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

A Gloat article states that a diverse workforce is a win-win, as it benefits employees and the organization. Diversity leads to positive business practices and higher levels of innovation and creativity. UMES is the only HBCU on the Eastern Shore of Maryland and proposes to make this program of fundamental and applied mathematics accessible to those who desire the unique cultural experiences afforded by HBCUs, the Lower Shore Counties of the Eastern Shore region, underrepresented citizens in mathematics professions, and the economically disadvantaged. Given the demands of the technical, analytical, and engineering workplace, more applied and broader (than traditional programs in mathematics) mathematics programs are now needed to promote innovation.

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

The 2022 Maryland State Plan for Higher Education has three main areas: (1) Student Access, (2) Student Success, and (3) Innovation.

Student Access: Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents. In a recent U.S. News Money report, twenty (20) of the top fifty (50) career opportunities require moderate or higher levels of mathematical and computational proficiency. As is our tradition here at UMES, our mission encompasses providing access to high-quality, in-demand educational offerings to those who may have been previously underserved, are financially challenged, and/or desire the unique cultural and supportive experience at the HBCU campus. The 2022 MHEC Data Book states that:

- 77% of the total enrollment at UMES are Maryland citizens;
- 11% of the total enrollment at UMES are age 25 and older;
- 59.9% of Maryland high school graduates enrolling in UMES as first-time, full-time students were given remedial and developmental academic activities to better prepare them to complete college-level courses;

- 51.7% of total undergraduate enrollment received Pell support (2019);
- **With regards to affordability, UMES tuition and fees are 11.2% below the average tuition of Maryland four-year institutions and 14.4% less than the tuition and fees charged at the other four-year institutions on the Eastern Shore of Maryland, making UMES an affordable option for academic study.**

UMES has a documented history of graduating students from mathematics programs. Many recruitment, access, and retention programs have produced productive mathematics professionals. Specifically, there are six (6) students who have matriculated into graduate programs to earn doctorate degrees in mathematics. In addition, mathematics education graduates have been appointed to many teaching and administrative positions here in the Lower Shore Counties of Maryland (Talbot, Dorchester, Wicomico, Somerset, and Worcester), thereby serving a severe need to identify qualified mathematics personnel for in-class instruction.

Mathematics Program Degrees Awarded Fall 1998 – Fall 2023							Totals
Program	Ethnicity						
	Asian	Black	Hispanic	Pacific	White	Other/Blank	
Mathematics	2	62	1	1	8	3	77
Mathematics Education		6			7		13
Totals	2	68	1	1	15	3	90

UMES is an open-access university; we have several effective resources in place to create awareness of the program and prepare students for college coursework:

Significant efforts will be established to seek opportunities to encourage transfers from other four (4)-year and two (2)-year institutions such as Wor-Wic Community College, Chesapeake Community College, Eastern Shore of Virginia Community College, and others. The Department has set a goal of forty (40) or more total enrolled students by the Fall 2030 semester. The University has committed several financial and physical resources to assist in reestablishing a vibrant program and enrollment, including:

- **University Achievement Scholarships (5)** – Financial scholarships offered to high-achieving first-time full-time students seeking to major in mathematics programs. This commitment is evidenced by including the reactivation of the mathematics program in the **University's Strategic Plan**.
- **Richard A. Henson Honors Program** – The University Honors Program provides programmatic and financial support for students with high academic records.
- **UMES STEM STARS Program** – Howard Hughes Medical Institute program designed to attract and support students with high academic achievement in STEM areas.

The Department will create the Program Promotion and Recruitment Committee, comprised of faculty members who will:

- a) Develop professional-looking promotional items such as brochures, website materials, pens, promotional videos, writing pads, etc.
- b) Provide an up-to-date analysis of past enrollment data to determine the county school districts that have the highest levels of eventual enrollment at the University.

- c) Develop and implement mass mailings to local and regional math and science teachers, especially those in Baltimore City, Baltimore County, Montgomery County, Prince George's County, District of Columbia Public Schools, Eastern Shore of Maryland School Districts, and the Eastern Shore of Virginia School Districts;
- d) Schedule faculty visits to school district college fairs.
- e) Establish:
 - **Fall Semester (October) High School Algebra/Geometry/Calculus Mathematics Competition** – mathematics competition inviting student teams from neighboring schools in Dorchester, Worcester, Wicomico, Somerset, Talbert, and the Eastern Shore of Virginia. Students will also compete for individual and group awards in the mathematics areas.
 - **Spring Semester Applied and Computational Math Showcase/Colloquium** (guest speakers from NASA, NSA, IBM, etc.) to coincide with the longstanding UMES Springfest recruitment program. Students and teachers from neighboring school districts will be invited to attend to learn about opportunities for students with mathematics backgrounds in their organizations.
 - **Faculty/Teacher Research Projects, workshops** (math placement, career trends, hands-on projects, grant proposals, etc.). The Department wishes to develop workshops for more effective relationships with neighboring mathematics teachers and supervisors.
 - **Summer Mathematics Readiness Camp** (4–5-week all-day camp for middle/high schoolers). Applications of algebra/linear **algebra**, statistics, and computer science.

Secondly, after identifying candidates for enrollment, the Department will create stronger communications through:

- **Phone and email communications-** Starting in October and November, the Department will contact student candidates, providing application materials/updates, invitations to campus events, financial aid information, and question/answer sessions.
- **Notification of Meritorious Scholarships/Financial Awards** and contact information to discuss details. Continue question/answer sessions regarding acceptance, obligations, and other opportunities for financial and program assistance.
- **Follow-up visits to campus** – students and parents will be encouraged to revisit the campus to observe classroom organization and protocols, everyday student interactions, available academic and social services, and living arrangements.

- **Monthly email/mailings of news and University and Departmental achievements** – The Key, the monthly University of Maryland Eastern Shore newsletter, highlights the achievements of University students, alumni, and staff, along with the Department’s newsletter, will be provided to potential candidates.

After the candidates have committed to the University, the Department will:

- a) **Assign a faculty advisor to begin assisting students with academic planning** (first-year placement examination preparation, calculator and supplies needed for course study, list of reading materials for preparation for collegiate mathematics, etc.)
- b) The faculty advisor will alert the University’s Office of Enrollment Management and Student Experience of the student’s plan for enrollment and serve as a liaison between the student and the University.

Summer Bridge - The program will encourage recruits to attend the summer sessions (Summer I, II, and III) to enroll in developmental and precalculus courses (as determined by the placement process). This process significantly decreases the student’s time to degree and overall expenses in completing the program.

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

Central to the mission of the University, UMES structures its academic and support services to provide and maintain high-quality postsecondary education (priority #5), removing any barriers and improving internal systems that realize timely completion of academic programs (priority #6). According to the 2022 Maryland State Plan for Higher Education, programs should exhibit many characteristics, including:

Identify innovative fields of study – The proposed Mathematics program recognizes the high demand the market is placing on areas requiring advanced mathematical and computational skills training. Locally and regionally, UMES is located on the mid-Atlantic corridor, home to aerospace and defense, cybersecurity, distribution and logistics, financial services, military and federal institutions, and agencies. The program is flexible and allows students to prepare for more in-depth study in many of the more rewarding careers.

Consider specializing as opposed to expanding academic programs – The base of the proposed program is a fundamental study of calculus, linear algebra, differential equations, probability, and statistics, thereby allowing students a foundation to be able to select program specialties (concentrations) in computational sciences, data and statistical sciences, actuarial science, applied, and traditional “pure” mathematics. The foundation also serves as a platform to assist students in continuous life-long study as interests change or their potential to enter a future emerging specialty.

Evaluate assessment strategies for purpose, including assessing a student for real-world application and capstone projects as representative of experience - The program proposes to utilize experiential activities as significant pathways to encourage, captivate, and elevate proficiency in students as they have real-world applications and partners, revealing the power of the theoretical material. The program is also designed to prepare students to engage in an off-

campus internship after the third year of courses and complete a more intense senior-year project culminating in a writing and speaking presentation in MATH 490 Senior Seminar.

Evaluate the quality of remote education - The University's remote education infrastructure is robust (high-quality internet access, Canvas LMS, smart classrooms, etc.) and is well able to involve industry experts and RHEC staffing for guest lectures or colloquia, allow students off-campus internships or work ships, an opportunity to continue course work to ensure on-time degree completion, and the Department's ability to offer courses on-line during summer or winter sessions to move students forward in their degree plan. In addition, the University has a wide range of software packages that students can access off-campus through the UMES Desktop VPN infrastructure.

Improving systems that prevent timely completion of an academic program - In addition to the faculty advisor in the Department of Mathematics, all first-year students will be assigned an additional advisor in the Center for Access and Academic Success (CAAS). CAAS is committed to assisting students in their successful transition to the University of Maryland Eastern Shore through a proactive, data-informed, holistic approach to advising. Our academic counselors collaborate with students to develop a personalized plan for success consistent with individual aspirations and strengths. Counselors encourage students to engage in educationally meaningful activities to promote self-reliance and degree completion. This dual advising process allows students to take advantage of Departmental mentoring and support and University-wide resources.

MATH 100 Introduction to Mathematics - MATH 100 provides an opportunity for first-year mathematics majors to learn college success strategies, explore careers available to mathematics majors, learn how to get involved on campus, and discover what your future in the mathematical job market or future graduate study will entail. The course will focus on the following:

- Academic success in mathematics and general education
- Major and career exploration
- Student engagement and leadership
- Ethics and academic integrity
- Presentation skills
- Resume creation
- Time management
- Diversity, Equity, and Inclusion

Mathematics Learning Community

The Department proposes to create a Mathematics Learning Community for first- and second-year students. The goal is to help students gain higher levels of interest in persisting and pursuing mathematics training (academic and practical) by living and studying with other students who share similar interests. Learning Communities give students an opportunity to:

- Share common courses in the fall and spring, with required out-of-class, experiential learning activities. The courses targeted are the Honors Algebra/Trigonometry or Calculus I.

- Benefit from a faculty mentor who encourages students to carry great classroom conversations into their residential community.
- Participate in trips and activities designed to bring the community theme to life.
- Be part of an engaged learning experience that goes beyond the traditional classroom experience.
- Develop their leadership skills by helping to organize events for a vibrant community;
- Jump-start their college career by establishing connections with faculty and other student leaders.
- Explore their academic options and focus their interests in an area in which they are passionate – identifying future opportunities for research, internships, and study abroad;
- Understand how their courses connect with each other and gain an expanded perspective on their education.
- Meet people from different backgrounds and network with university faculty and staff.

Faculty/Student Undergraduate Research Projects

To help students boost confidence in transferring learned theories and techniques, students will be strongly encouraged to partner with a faculty member on projects (expository and technical) that extend to practical applications or lead to further research. Further, the aim of the undergraduate research experience is to:

- Improve student reading comprehension and communication skills.
- Give opportunities to present and publish student results.
- Help students foster and develop their determination and perseverance.
- Develop creativity, problem-solving, and intellectual independence.

Faculty advisors will assist first- and second-year students in identifying an expository research area to investigate. Students will be directed to the vast depository of the Mathematics Contest in Modeling (MCM) to provide a variety of problems recently pursued by undergraduate students nationwide. After the third year, students will be directed to a more “open” problem in the network to hone their original thinking and pursuit of solutions. MATH 490 Senior Seminar will give students the opportunity to formulate their progress in written and oral form as well as determine future extensions.

Establish Student Chapters of National Mathematics Organizations and Societies

Membership in student chapters of Mathematics societies and organizations allows students to network with professionals, develop communication skills, and develop leadership and team-building skills. The Department will petition to establish local chapters of Pi Mu Epsilon and Kappa Mu Epsilon. These societies promote mathematics achievement among undergraduate students. Student chapter advisors indicate that the opportunity and enjoyment of the national conference and professional and career development opportunities are the most important reasons students participate. There are longstanding societies in which students will be encouraged to participate:

- National Association of Mathematicians (NAM)
- Mathematical Association of America (MAA)
- American Mathematics Society (AMS)

- Society of Industrial and Applied Mathematics (SIAM)
- Association for Women in Mathematics (AWM)

Students will have the opportunity to present their research findings and attend workshops and research presentations at the annual National Association of Mathematics (NAM) MATHFest meeting and the Joint Mathematics Meeting (AMS/MAA/NAM/SIAM) Winter meeting.

Regarding student success related to academic quality, the program will undergo an academic program review (APR) every seven years. The process is required by the University System of Maryland (USM) Board of Regents and includes an internal self-study, external review, and a final report to the USM. The Department of Mathematics will use the external review to gather expert perspectives on the program's strengths, weaknesses, and direction. Further, the University hosts yearly Faculty Institutes that provide faculty development workshops and review course assessment processes and policies, retention and mentoring support resources, and other best practices in academia. The overall goal is to chart and promote high levels of student achievement relative to documented student learning outcomes. Program review activities develop assessment matrices that map the mission, goals, and strategies and provide an effective pathway for efficiency, effectiveness, and overall continuous program improvement.

Innovation: The goal is to foster innovation in all aspects of Maryland Higher Education to improve access and student success. The program has developed a core set of courses (40 credits) that gives a nearly equal mix of traditional, computational, and applied mathematics fundamentals, giving students the ability and foundation to choose to pursue traditional (pure), modeling (applied), computational sciences, actuarial sciences, and statistical and data science specialties. Completing the chosen specialties can be achieved with the opportunity for students to enroll in a few courses in other specialties without exceeding the 120-credit target. Essentially, the student can begin studying a second or third specialty area, fostering lifelong education activities within four years. The new aim of the program is to build skills in student enrollees that enable them to define problems, work to derive solutions, create innovation questions, and finally drive solutions to innovations. As UMES is the HBCU of the Eastern Shore of Maryland, it is important to prepare underrepresented populations to participate in the wide range of innovation opportunities that exist locally and regionally in aerospace, manufacturing, analytics, and government. The program will incorporate internships, colloquia, and faculty/student research activities to create a more workforce-ready candidate upon graduation.

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

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

The Bureau of Labor Statistics (BLS.gov) states that persons with high-level mathematical training are needed in a wide range of industries such as utilities, manufacturing, computing and information, finance and insurance, scientific and engineering, education, and healthcare. Graduates finding employment in the mathematical environment will work in teams of researchers, statisticians, and/or engineers as mid-level research analysts. For those desiring to enter the

educational communities, graduates find opportunities to teach mathematics and computer science in elementary, middle, and high school or enter into graduate studies for more mathematical training.

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

The BLS.gov report also states that overall employment in mathematical occupations is projected to grow much faster (10%) than the average for all occupations (4%) from 2022 to 2032. On average, about 33,500 openings are projected each year in these occupations due to employment growth and the need to replace workers who leave the occupations permanently. Our proposed programs serve the top four math-related occupations listed in the BLS.gov report: (1) Actuaries, (2) Data Scientists, (3) Mathematicians and Statisticians, and (4) Operations research analysts. Median salaries for those occupations range from \$83,000 to \$120,000.

Specifically, in the State of Maryland, there were, in 2020, 2330 employees listed as mathematical/data scientists/all other, and we project that number will rise to 3,050 (projectionscentral.org). That marks a more than 30% increase, far exceeding the national average of 10% over the same period.

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

A recent article on the *essaypro.com* website confirms that innovative programs in mathematics:

- Highlight problem-solving prowess, showcasing how mathematical skills address real-world challenges
- Have a strong dedication to ongoing learning, staying abreast of industry trends and technological advancements
- Leverage university career services, attend job fairs, and seek guidance from industry experts;
- Acquire proficiency in a wide range of programming languages, statistical and data analysis techniques, and business and industry applications.

The BLS.gov report cites that mathematical employees require a high level of cognitive and mental capabilities that allow them to use judgment, make decisions, interact with others, and adapt to market changes. A bachelor's degree was required for 65.5% of computer and mathematical workers. The American Mathematical Society (AMS.org) states that good undergraduate mathematical study includes work in algebra, analysis, geometry, differential equations, linear algebra, mathematical logic, numerical analysis, probability and statistics, and computer programming.

The next five years will see a significant surge in the demand for mathematics occupations, driven by technological advancements and evolving industry needs. According to the Bureau of Labor Statistics, employment in mathematical occupations is projected to grow by 22% from 2021 to 2031, much faster than the average for all occupations. This growth is primarily attributed to the

increasing reliance on data analysis, modeling, and statistical techniques across various sectors, including finance, healthcare, technology, and research.

To meet this growing demand, individuals pursuing careers in mathematics will need to possess a strong foundation in mathematical concepts and advanced analytical skills. While a bachelor's degree in mathematics or a related field is often considered the minimum requirement, many employers are seeking candidates with specialized knowledge in areas such as statistics, data science, machine learning, and computational mathematics. However, there is a widening skills gap between the educational qualifications of graduates and the specific competencies required by employers. This gap highlights the need for more tailored and industry-relevant mathematics programs that equip students with the practical skills necessary to excel in today's job market.

In addition to formal education, continuous learning and skill development will be essential for professionals in mathematics occupations. The rapid pace of technological change and the emergence of new tools and techniques mean that staying up-to-date with the latest advancements is crucial. This can be achieved through professional development courses, online learning platforms, and participation in industry conferences and workshops. By investing in ongoing education, individuals can enhance their employability, increase their earning potential, and contribute effectively to the evolving landscape of mathematics-related fields.

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

Currently, there are two students remaining in the previous (now deactivated) Bachelor of Science in Mathematics program and are scheduled to complete the program requirements by Spring 2025. Upon program approval, the Department proposes to initiate recruitment efforts in the Spring 2025 semester and sets a goal of at least five (5) new students in the new program. Enhanced efforts to include Fall and Spring mathematics competitions, Springfest Open House events, and statewide recruitment efforts will pursue a more aggressive number of ten (10) additional new recruits (freshmen and transfer) per year.

Projections	AY 2026	AY 2027	AY 2028	AY 2029	AY 2030	AY 2031	AY 2032
Enrollment	5+	15	25	40	45	45	45
Graduates				5	12	12	12

D. Reasonableness of Program Duplication

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

Maryland Higher Education Commission (MHEC) lists in its Academic Program Inventory nineteen (19) institutions in the State offering Bachelor's degree programs in Mathematics. Generally, most bachelor's degree programs in Maryland offer a mathematics program. At the core program levels, the programs are mostly identical as the blueprint for mathematics programs over the last one hundred fifty (150) years has been exposing students to a three-part calculus sequence, differential equations, linear algebra, real and complex variables, abstract algebra, probability, and

mathematical statistics. However, in most of these programs, student electives then allow them to centralize their further study in only “pure” or “applied” mathematics. These terms are relevant but broad terms highlighting student interest in pursuing further academic study in graduate programs or entering business, industrial, or government settings.

The proposed program will have students mine their career interests and select specific sequences of courses that fine-tune their intuitive and critical abilities and problem-solving skills, and give them more opportunities for success in their choice of career. The main options the program offers are in critical and lucrative fields of computational science, actuarial science, statistical analysis, and data science, as well as preparation for more advanced study leading to graduate degrees. Also, it provides a clear pathway for those students who may have a change of interest from one area to another. This plan provides efficient pathways for students to clearly understand their career plans and, for those with limited initial knowledge of the vast opportunities that exist, a chance to pivot as their interests become more focused.

2. Provide justification for the proposed program

Several factors, including technological advancements, economic growth, and the increasing complexity of modern problems, drive the need for more mathematics graduates. According to the Bureau of Labor Statistics, employment in mathematical occupations is projected to grow by 22% from 2021 to 2031, much faster than the average for all occupations. This growth is primarily attributed to the increasing reliance on data analysis, modeling, and statistical techniques across various sectors, including finance, healthcare, technology, and research.

Data from the University System of Maryland shows that a total of 842 students are enrolled in mathematics programs, with only 45 in HBCUs (approximately 7.2%). Of those 842 students enrolled in mathematics programs, it is estimated that only 36% of that population is underrepresented populations (including women), and 9% is African American enrollment.

The underrepresentation of African Americans in mathematics is a longstanding issue with significant implications for both individuals and society. Increasing the number of African Americans pursuing and succeeding in mathematical fields is essential for many reasons. A diverse workforce, including representation from underrepresented groups, is crucial for fostering innovation and creativity. When people from different backgrounds come together to solve problems, they bring unique perspectives and approaches that can lead to groundbreaking discoveries and solutions. By increasing the number of African Americans in mathematics, we can help close the opportunity gap and ensure that everyone has the chance to reach their full potential.

Furthermore, the global economy is becoming increasingly data-driven, requiring businesses and organizations to make informed decisions based on quantitative analysis. This has led to a surge in demand for data scientists, statisticians, and other mathematics-related professionals who can extract meaningful insights from large datasets.

The proposed program seeks to increase efforts in the State of Maryland to recruit, enroll, and graduate those from underrepresented populations to assist in diversifying the mathematical and computational workforce.

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

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

The University has a significant record in establishing and maintaining high-quality, high-demand programs such as pharmacy studies, physician assistant, physical therapy, and engineering. In the current Strategic Plan, Priority Area Number 3 lists three specific action items relative to researching and establishing high-impact, high-demand programs:

3.2. Expand the number of graduates in fields critical to Maryland's economy: STEAM, cyber, and healthcare.

3.3. Diversify and strengthen Maryland's knowledge workforce by expanding the pipeline of underrepresented minority students entering critical workforce fields (STEAM, cyber, health care, education, social work, human services, technology);

3.4. Develop new, revise, and enhance existing academic programs to remain current with evolving workforce demands;

Again, the University System of Maryland data shows that 842 students are enrolled in mathematics programs, with only 45 in HBCUs (approximately 7.2%). Also, of those 842 students enrolled in mathematics programs, it is estimated that only 36% of that population is underrepresented minorities, and 9% is African American enrollment.

HBCUs have had a major impact on providing underrepresented populations access to high-demand employment through their educational offerings. Graduates with skills in these areas are more likely to find well-paying jobs and contribute to economic growth. The proposed program can help address racial disparities in STEM fields by providing access to high-quality education and training in mathematics and computational sciences to help improve community development in the Lower Shore of Maryland. Additionally, UMES supports and encourages students in high-demand programs to pursue innovation and entrepreneurship.

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

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

The Mission: As a public 1890 land-grant Historically Black University that embraces diversity, UMES is committed to serving first-generation and underserved students and providing educational, research, and community engagement opportunities to transform the lives of its students, who will impact the state, region, and the world. To assist students in fully engaging in the academic study and training needed to take advantage of the vast opportunities that exist in the mathematical and computational environments, UMES will employ its high-impact practices in student support areas such as:

- a. Fostering a supportive and inclusive environment for students, recognizing their unique experiences and challenges.
- b. Implement mentorship programs that connect students with successful alumni and faculty who can offer guidance and support.

- c. Offer soft skills and leadership development programs to equip students with the skills and confidence needed to become successful leaders in their communities and professions.
- d. Providing opportunities for students to network with alumni, industry professionals, and community leaders can help them build valuable relationships.

These highly successful strategies have repeatedly been employed and shown to significantly affect student persistence and graduation. However, more outcomes are identified, such as closing the achievement gap, encouraging students to promote social justice and equity, and increasing community engagement.

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

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

How Was the Proposed Program Established?

The mathematics curriculum has been redesigned to better align with the shifting interests in mathematics, where students seek more applied tracks than traditional or “pure” mathematics training. The intent is to produce students who are prepared to demonstrate proficiency with a wide range of mathematical topics and be candidates to pursue graduate study and/or take on employment in a wide range of companies and laboratories.

Describe the Faculty Who Will Oversee the Program

The proposed program will be overseen and supported by full-time and part-time faculty from the Department of Mathematics. Details on the faculty who can make such contributions to the program development and implementation are discussed in a later section of this document.

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

In terms of education objectives, it is the goal of the proposed program to:

- 1) Acquire foundational knowledge in calculus, ordinary and partial differential equations, vector spaces and matrix methods, real analysis, numerical analysis, and complex variables;
- 2) Acquire an in-depth knowledge of an area of applications (statistics, an engineering or natural science field, or one of the quantitative areas of finance and economics);
- 3) Acquire problem-solving and modeling skills that allow students to formulate a real-world problem in a mathematical setting and implement a (numerical) solution;
- 4) Acquire the ability to clearly and concisely communicate analytic arguments in oral and written forms.

In terms of learning outcomes, graduates of the program will have the ability to:

- 1) Use problem-solving approaches to investigate and understand mathematical content.
- 2) Recognize and formulate problems from situations within and outside mathematics.
- 3) Formulate mathematical definitions and express generalizations discovered through investigations.
- 4) Use mathematical vocabulary, notation, and structure to represent ideas, describe relationships, and model situations.
- 5) Read written presentations with understanding.
- 6) Make and test conjectures.
- 7) Follow logical arguments.
- 8) Represent situations that involve variable quantities with expressions, equations, and inequalities.
- 9) Operate on expressions and solve equations and inequalities.
- 10) Represent and analyze relationships.
- 11) Translate among tabular, symbolic, and graphical representations of functions.
- 12) Use and analyze algorithms.

3. Explain how the institution will:

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

Periodic assessment of the impact of the proposed program will be monitored as a part of the institutional assessment process and will include an evaluation plan. Data on the program's operation (enrollment, student-credit-hour production, expenses, and revenue) will be included in an annual assessment report and be used to improve the quality and relevance of educational opportunities offered by the School of Education, Social Sciences, and the Arts at UMES.

Assessment methods for student achievement of learning outcomes will be based on established school and departmental standards and will include the following:

1. Assess written and oral student presentations, written assignments, and research projects;
2. Evaluate student performance in exams, quizzes, and assignments in required major courses; and
3. Assess senior seminar research project reports by presenting at regional and national conferences.

b) document student achievement of learning outcomes in the program

The proposed program will periodically document student achievement of the learning outcomes in the program. Assessment methods based on previously established educational objectives and learning outcomes for the proposed program would include the following:

1. Assess written and oral student presentations, written assignments, and research projects;

2. Evaluate student performance in exams, quizzes, and assignments in required major courses; and,
3. Evaluate students through a comprehensive exam and course-based projects.

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

Proposed Program

General Education Requirements (39 Credits):

The courses used to satisfy the general education requirements for the proposed mathematics program can be found in the next section.

Program Core Requirements: 40 Credits

-
- MATH 211 Calculus II (4 credits)
 - MATH 212 Calculus III (4 credits)
 - MATH 232 Linear Algebra and Matrix Methods (3 credits)
 - MATH 300 Foundations of Mathematics (3 credits)
 - MATH 309 Introduction to Probability (3 credits)
 - MATH 310 Mathematical Statistics I (3 credits)
 - MATH 321 Differential Equations (4 credits)
 - MATH 342 Advanced Engineering Mathematics (3 credits)
 - MATH 411 Modern Algebra and Applications (3 credits)
 - MATH 412 Linear Algebra (3 credits)
 - MATH 442 Complex Analysis and Applications (3 credits)
 - MATH 443 Real Analysis and Applications (3 credits)
 - MATH 490 Senior Capstone (1 credit)

Major Electives: 18 Credits

Students should consult with their assigned advisor and select at least 6 additional courses according to their desired interest:

Pure Mathematics Concentration

-
- MATH 301 College Geometry (3 credits)
 - MATH 302 Number Theory (3 credits)
 - MATH 413 Modern Algebra and Applications II (3 credits)
 - MATH 440 Topology (3 credits)

- MATH 444 Real Analysis II (3 credits)
- MATH 498 Selected Topics in Mathematics (3 credits)
- **MATH 499 Undergraduate Research (3 credits)**

Applied Mathematics Concentration

- MATH 302 Number Theory (3 credits)
- MATH 350 Linear Programming/Operations Research (3 credits)
- ***MATH 307 Scientific Computation (3 credits)**
- ***MATH 409 Partial Differential Equations (3 credits)**
- MATH 455 Mathematical Models (3 credits)
- MATH 498 Selected Topics in Mathematics (3 credits)
- **MATH 499 Undergraduate Research (3 credits)**

Statistical and Data Science Concentration

- ***MATH 312 Introduction to Statistical and Data Science (3 credits)**
- CSDP 431 Data Warehousing and Data Mining (3 credits)
- ***MATH 313 Applied Regression Analysis (3 credits)**
- ***MATH 314 Statistical Research Methodology and Design of Experiments (4 credits)**
- ***MATH 315 Markov Chains and Random Walks (3 credits)**
- ***MATH 316 Machine Deep Learning and Artificial Intelligence (3 credits)**
- ***MATH 415 Multivariate Statistics and Application (3 credits)**

Actuarial Science Concentration

- ACCT 201 Accounting (3 credits)
- FINA 201 Finance (3 credits)
- ECON 201 Microeconomics (3 credits)
- ECON 202 Macroeconomics (3 credits)
- ***MATH 416 Theory of Interest and Investment (3 credits)**
- ***MATH 417 Risk Analysis (3 credits)**

Computational Science Concentration

- CSDP 250 Data Structures (3 credits)
- CSDP 305 Software Engineering (3 credits)
- CSDP 401 Operating Systems (3 credits)
- CSDP 402 Computer Networks (3 credits)
- CSDP 403 Computer Language Theory (3 credits)
- CSDP 404 Database Management Systems (3 credits)
- CSDP 450 Algorithms and Data Structures (3 credits)

Supportive Course Requirements: Credits 12

- CSDP 120 Introduction to Computer Programming (3 credits)
- CSDP 150 Advanced Programming (3 credits)
- CSDP xxx Additional Computer Language Topic (Python, Java, Unix, etc.) (3 credits)
- CSDP 341 Numerical Analysis (3 credits)

Free Elective Courses: Credits 11

*New Mathematics Course

It is recommended that a student enroll in 300 and 400-level mathematics, computer science, engineering, technology, and natural science courses relevant to fields of interest.

Total Credits Required for Bachelor of Science in Mathematics: 120 credits

Proposed New Mathematics Course Description

MATH 100 Introduction to Mathematics

1 credit

This course provides an opportunity for first-year mathematics majors to learn college success strategies, explore careers available to mathematics majors, learn how to get involved on campus, and discover what their future in the mathematical job market or future graduate study will entail. The topics for this course include: academic success in mathematics and general education; major and career exploration; student engagement and leadership; ethics and academic integrity; presentation skills; resume creation; time management; and, diversity, equity, and inclusion.

MATH 307 Scientific Computation

3 credits

This course introduces the theoretical and practical aspects of using computers to solve complex STEM problems by applying numerical methods to model and analyze real-world phenomena. Topics covered will include numerical differentiation and integration, solving linear and nonlinear equations, numerical solutions of differential equations, and fundamental concepts and algorithms in linear algebra.

MATH 409 Partial Differential Equations

3 credits

This course introduces students to the theory and applications of partial differential equations applied to various STEM fields. This course will cover the three main types of partial differential equations: diffusion, elliptic, and hyperbolic. Topics covered will include classifying PDEs, solving initial and boundary value problems, separation of variables, Fourier transform techniques, and numerical methods.

MATH 312 Introduction to Statistical and Data Science**3 credits**

This course introduces the fundamental concepts and techniques in statistical and data sciences. Students will learn sampling methods and the basics of data collection, analysis, and interpretation using statistical methods and tools. Emphasis will be placed on understanding data visualization, exploratory data analysis, hypothesis testing, and basic predictive models. Prerequisites: No formal prerequisites are required, but a basic understanding of mathematics (at or above the level of College Algebra) and familiarity with computer usage are recommended.

MATH 313 Applied Regression Analysis**3 credits**

This course introduces students to the fundamental concepts and techniques of regression analysis. Students will learn how to use regression models to analyze relationships between variables, make predictions, and infer causal relationships. Emphasis will be placed on practical applications of regression analysis in various fields such as business, natural sciences, and more.

MATH 314 Statistical Research Methodology and Design of Experiments **4 credits**

This course introduces students to statistical research methods and the design of experiments. It covers fundamental concepts and techniques used in conducting research, analyzing data, and drawing meaningful conclusions. Students will learn how to design experiments, collect data, and apply statistical methods to address research questions in various disciplines. Prerequisites: Basic knowledge of statistics and modeling and familiarity with research methods.

MATH 315 Markov Chains and Random Walks**3 credits**

This course provides an introduction to Markov chains and random walks, which are mathematical models used to study Stochastic Processes. Topics covered include the theory, applications, and properties of Markov chains and random walks in various fields, such as Statistics, Computer Science, and Biology. Prerequisites: Basic knowledge of probability theory and familiarity with linear and matrix algebra.

MATH 316 Machine Deep Learning and Artificial Intelligence**3 credits**

This course provides a comprehensive overview of machine learning, deep learning, and artificial intelligence. Students will learn the fundamentals of machine learning algorithms, delve into deep learning techniques, and explore the applications of artificial intelligence in various domains. This course covers topics such as supervised and unsupervised learning, neural networks, reinforcement learning, and ethical considerations of AI development.

MATH 415 Multivariate Statistics and Applications**3 credits**

This course is designed to provide an in-depth understanding of multivariate statistics and its applications in various fields. Students will learn advanced statistical techniques for analyzing and

interpreting data sets with multiple variables. This course will cover topics such as multivariate data analysis, multivariate regression, principal component analysis, factor analysis, discriminant analysis, cluster analysis, and multidimensional scaling. Emphasis will be placed on the practical applications of multivariate statistics in research, business, science, and other relevant fields.

MATH 416 Theory of Interest and Investment

3 credits

This course covers the mathematical aspects of investment. Topics covered include simple and compound interest, discount rates, present value, accumulated value, annuities, yield rates, amortization schedules, and sinking funds. Applications include bonds, real estate mortgages, methods of depreciation, and insurance.

MATH 417 Risk Analysis

3 credits

This course provides an in-depth exploration of the mathematical techniques used in risk analysis, with a focus on applications in finance and insurance. Students will learn to model and analyze risks using advanced mathematical tools, including probability theory, stochastic processes, and statistical methods. The course emphasizes both theoretical foundations and practical applications, preparing students for careers in actuarial science, financial engineering, and risk management.

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

UMES has a standardized general education program (GEP) for all undergraduate programs. The GEP for the mathematics program is 39 credits:

All students are expected to complete a common body of academic coursework. The General Education Requirements are designed to promote the development of a comprehensive educational base that will effectively support a student's choice of a major concentration.

Curriculum Area I - Arts and Humanities: 6 Credits

Select one course from any of the courses within Arts, Languages, and Literature, and ENGL 203 from 1.2:

1.1 Arts, Languages, and Literature

-
- ARTS 101 Exploration of the Visual Arts (3 credits)
 - ARTS 310 African American Art History (3 credits)
 - ARAB 101 Fundamentals of Arabic I (3 credits)
 - ARAB 102 Fundamentals of Arabic II (3 credits)
 - ASLS 203 American Sign Language I (3 credits)
 - ASLS 204 American Sign Language II (3 credits)
 - CHIN 101 Fundamentals of Chinese I (3 credits)

- CHIN 102 Fundamentals of Chinese II (3 credits)
- ENGL 204 Introduction to Fiction (3 credits)
- ENGL 205 Introduction to Drama (3 credits)
- ENGL 206 Introduction to Poetry (3 credits)
- ENGL 207 Introduction to Creative Writing (3 credits)
- FREN 101 Fundamentals of French I (3 credits)
- FREN 102 Fundamentals of French II (3 credits)
- HIND 101 Fundamentals of Hindi I (3 credits)
- HIND 102 Fundamentals of Hindi II (3 credits)
- HONR 101 Honors Freshmen Seminar: Selves and Others (3 credits)
- JAPN 101 Fundamentals of Japanese I (3 credits)
- JAPN 102 Fundamentals of Japanese II (3 credits)
- PORT 101 Fundamentals of Portuguese I (3 credits)
- PORT 102 Fundamentals of Portuguese II (3 credits)
- SPAN 101 Fundamentals of Spanish I (3 credits)
- SPAN 102 Fundamentals of Spanish II (3 credits)

1.2 Speech

-
- ENGL 203 Fundamentals of Contemporary Speech (3 credits) ¹

Curriculum Area II - Social and Behavioral Sciences: 6 Credits

Select two courses from any of the courses within Social and Behavioral Sciences:

2.1 Social and Behavioral Sciences

-
- AGECE 213 Introduction to Agricultural Economics (3 credits)
 - CRJS 101 Introduction to Criminal Justice (3 credits)
 - ECON 201 Principles of Economics (Macro) (3 credits)
 - ECON 202 Principles of Economics (Micro) (3 credits)
 - GEOG 201 The World Geography I (3 credits)
 - GEOG 202 The World Geography II (3 credits)
 - HIST 101 History of World Civilization I (3 credits)
 - HIST 102 History of World Civilization II (3 credits)
 - HIST 201 History of American Civilization I (3 credits)
 - HIST 202 History of American Civilization II (3 credits)
 - HONR 201 Honors Sophomore Seminar: Leadership: From Theory to Practice (3 credits)
 - HUEC 203 Human Development: A Lifespan Perspective (3 credits)
 - HUEC 220 Perspectives on Aging (3 credits)
 - PHIL 201 Introduction to Logic (3 credits)
 - POLI 200 Introduction to American Government (3 credits)
 - POLI 220 Introduction to Political Behavior (3 credits)
 - POLI 342 Urban Politics (3 credits)
 - PSYC 100 Introduction to Psychology (3 credits)
 - SOCI 101 Introduction to Sociology (3 credits)

- SOCI 201 Social Problems (3 credits)

Curriculum Area III - Biological and Physical Sciences: 7 Credits

Students must select two science courses and one science laboratory course within Physical Sciences:

- BIOL 111 Principles of Biology I (3 credits)
- BIOL 113 Principles of Biology I Laboratory (1 credit)
- BIOL 112 Principles of Biology II (3 credits)

Or

- CHEM 111 Principles of Chemistry I (3 credits)
- CHEM 113 Principles of Chemistry I Lab (1 credit)
- CHEM 112 Principles of Chemistry II (3 credits)

Or

- PHYS 181 Introductory Physics I (3 credits)
- PHYS 183 Introductory Physics I Lab (1 credit)
- PHYS 182 Introductory Physics II (3 credits)

Curriculum Area IV - Mathematics: 4 credits

-
- MATH 112 Calculus I (4 credits)

Curriculum Area V - English Composition: (9 credits)

-
- ENGL 101 Principles of Composition I (3 credits)^{1, 2}
 - ENGL 102 Principles of Composition II (3 credits)^{1, 2}
 - ENGL 305 Technical Writing Credit (3 credits) **or**
 - ENGL 310 Advanced Composition (3 credits)

Curriculum Area VI – Institution-Specific Courses: (7 credits)

These courses are identified by the University as essential to a full General Education Program for UMES students. One course from each of the three areas is required for all students.

6.1 Freshmen Experience

-
- ***MATH 100 Introduction to Mathematics (1 credit)**

6.2 Computer Literacy

-
- BUAD 213 Business Software Applications (3 credits)
 - BUED 212 Computer Concepts/Applications I (3 credits)

6.3 JEDI (Justice, Equity, Diversity, Inclusion): UMES Signature Course

- BUAD 311 Justice and Diversity in Organizations (3 credits)
- DMST 440 African American Cinema (3 credits)
- ENGL 359 Women's Literature (3 credits)
- HUEC 230 Multicultural Perspectives on Families in the US (3 credits)
- HUEC 463 Food, Clothing, and Culture (3 credits)

Total Required for General Education: 39 Credits

¹Students must pass ENGL 101 and ENGL 102 with a grade of "C" or above before taking ENGL 203.

²Honors students should take honors courses.

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

This section is not applicable as the proposed program is not required to meet any specialized accreditation or graduate certificate requirements.

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

This section is not applicable as the proposed program will not have a contract with another institution or non-collegiate organization.

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

As with all other academic programs offered by the University of Maryland Eastern Shore, the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interactions, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

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

As with all other academic programs offered by the University of Maryland Eastern Shore, the proposed program will ensure that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

H. Adequacy of Articulation

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

A provisional articulation agreement has been created between Wor-Wic Community College and the University of Maryland Eastern Shore to facilitate the transfer of academic credits from the STEM Transfer (Mathematics) Associate degree to the completion of the Mathematics Bachelor's degree.

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

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

The following faculty are course masters and instructors to support the proposed program at its outset:

Full-Time Faculty

Dr. Jason Cornelius is an Assistant Professor in the Department of Mathematics. Dr. J. Cornelius earned his PhD in Applied Mathematics, specializing in Computational Electrodynamics, and his M.S. in Applied Mathematics and B.S. in Mathematics from Delaware State University.

Dr. Tiara Cornelius is an Associate Professor in the Department of Mathematics. Dr. T. Cornelius earned her PhD in Applied Mathematics, specializing in Inverse Problems, and her M.S. in Applied Mathematics from Delaware State University. She received her B.S. in Mathematics (non-teaching) from the University of Maryland Eastern Shore.

Pf. Manal Elbeshir is a Lecturer in the Department of Mathematics. Pf. Elbeshir earned her M.S. in Applied Computer Science from the University of Maryland Eastern Shore and her B.S. in Chemical Engineering from the University of Khartoum.

Dr. Robert A. Johnson, Jr. is an Associate Professor in the Department of Mathematics. Dr. Johnson earned his PhD in Mathematics from Saint Louis University, M.S. in Mathematics from

Southern University and A&M College, and B.S. in Mathematics from the University of Southwestern Louisiana (now University of Louisiana at Lafayette).

Dr. Russel Kohl is an Associate Professor in the Department of Mathematics. Dr. Kohl earned his PhD, specializing in Soliton Theory, in Interdisciplinary Applied Mathematics and Mathematical Physics, M.S. in Applied Mathematics, and B.S. in Mathematics from Delaware State University.

Dr. Malik B. Malik is a Professor in the Department of Mathematics. Dr. Malik earned his PhD in Mathematics from the University of Essex and his B.S. in Statistics from the University of Khartoum.

Pf. Mohamed Salih Mohamed Salih is a Lecturer in the Department of Mathematics. Pf. Mohamed Salih earned his M.S. in Applied Mathematics from Delaware State University and B.S. in Applied Mathematics from the University of Maryland Eastern Shore.

Dr. Candice Ridlon is a Professor in the Department of Mathematics. Dr. Ridlon earned her PhD in Mathematics Education and B.S. in Mathematics Education from Florida State University.

Pf. Manal Salamabi is a Lecturer in the Department of Mathematics. Pf. Salamabi earned her M.S. in Applied Computer Science from the University of Maryland Eastern Shore and her B.S. in Econometrics and Social Statistics from the University of Khartoum.

Dr. Mark Williams is an Associate Professor in the Department of Mathematics. Dr. Williams earned his PhD in Physics from the University of Cincinnati, M.S. in Physics from the University of Cincinnati, M.S. in Physics from Oakland University, and B.A. in Physics from Oakland University.

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

a) Pedagogy that meets the needs of the students

The Center for Teaching Excellence (CTE) provides ongoing pedagogy training for faculty in evidence-based best practices to support high-impact practices pedagogy to meet the needs of UMES students. To accomplish its mission of ensuring the expansion and enhancement of faculty pedagogy training, CTE has developed three broad program areas to support faculty teaching success, which include evaluation of teaching techniques, professional development of faculty as it relates to pedagogy, and recognition of faculty who have demonstrated outstanding pedagogy methodology.

The evaluation of the teaching techniques program includes using student experience of learning surveys, peer observation of teaching, and an open classroom week. The professional development of the faculty program includes funding to attend pedagogy conferences, faculty workshops, FACTE working groups, seminar series for new faculty, and an innovation in teaching and learning

conference. Lastly, CTE's faculty recognition program includes the student choice for teaching excellence e-badge, the new CTE website, faculty spotlights, and SOTL publication opportunities.

b) The learning management system

The Center for Instructional Technology and Online Learning (CITOL) at UMES supports the development, design, and delivery of online and hybrid programs, classes, and workshops focusing on flexibility, resiliency, equity, accessibility, privacy, and safety (FREAPs). CITOL assists faculty, staff, and students in all aspects of digital teaching and learning concerning pedagogy and technology. This includes using the Canvas Learning Management System, Yuja Verity, and Canva.

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

The Center for Instructional Technology and Online Learning (CITOL) at UMES supports the development, design, and delivery of online and hybrid programs, classes, and workshops focusing on flexibility, resiliency, equity, accessibility, privacy, and safety (FREAPs). CITOL assists faculty, staff, and students in all aspects of digital teaching and learning concerning pedagogy and technology. This includes using the Canvas Learning Management System, Yuja Verity, and Canva. Other services offered by the Center for Instructional Technology and Online Learning include supporting Canvas Learning Management System (LMS) and other instructional software, which can be found on the CITOL website; new resources, providing ongoing professional development through virtual workshops; conducting UMES Online Teaching Certification and Course Quality Review; developing interactive and assessment materials for classes; and, helping troubleshoot accessibility issues on the LMS.

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

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

The University of Maryland Eastern Shore assures that the institutional library resources meet the needs of new and existing programs. The library resources for the proposed degree program will include but are not limited to textbooks, reference books, and technical papers. The Frederick Douglas Library at the University of Maryland Eastern Shore supports a OneSearch query with an advanced search option, Catalog search, and Databases according to articles and by subject. The library also allows retrieving Open Education Resource (OER) Textbooks and resources to be used as course material at no cost to students. The library is also linked to the library inter-institutional loan program, which provides access to more reference resources at other University System of Maryland campuses.

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

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

The Department of Mathematics is housed in the Engineering and Aviation Science Complex within a 166,000-square-foot facility. The building was designed to expand cross-disciplinary research to address the world's critical problems and workforce demands in emerging areas. The building contains 20 classrooms, tutoring labs, and six dedicated computer laboratories (where students program and code using C++, COBOL, Assembly, Java, Python, Networking, SAS, etc.)

The Department of Mathematics faculty and staff have individual offices that will facilitate student advising, office hours, etc. Sufficient classrooms are also available in the same building, which makes it very convenient for students to take classes and conduct laboratory experiments.

Infrastructure Equipment: The program does not need any additional infrastructure equipment.

All faculty and staff in the School of Education, Social Sciences, and the Arts have individual offices facilitating student advising, office hours, etc. Sufficient classrooms are also available in the same building, which makes it very convenient for students to take classes and conduct laboratory experiments.

- 2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:**
 - a) An institutional electronic mailing system, and**

All students who are admitted and enrolled at UMES are assigned a Microsoft Outlook email address and have access to the Microsoft Teams video conferencing system.

- b) A learning management system that provides the necessary technological support for distance education**

The Information Technology Department, the Center for Instructional Technology and Online Learning (CITOL), and the Academic Computing Unit professionals provide faculty with support for development and instruction. The Canvas learning management system (LMS) is available for instructional design, software development, educational research, etc. These technologies and opportunities ensure that students enrolled in courses and faculty development for teaching have adequate access to the learning resources.

In addition, the Center for Instructional Technology and Online Learning (CITOL) at UMES assists faculty and students in all aspects of e-learning, including hosting, training, developing, and supporting the Canvas Learning Management System, Microsoft Office 365, Canvas, and Yuja Verity. The UMES' web portal is a single sign-on allowing students, faculty, and staff access to:

- HawkWeb - a student information system where student enrollments and registrations, class rosters, and administrative functions related to academics are located.
- Canvas is the learning management system where course content can be published, and the entire online course experience can be managed for students.

- Web Help Desk - the Information Technology Help Desk system, where you can create a ticket to request assistance for your computer, networking, and telephone needs.

The UMES campus has wireless networking access points to allow network access from a wireless-enabled device like a laptop, smartphone, or tablet.

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

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

TABLE 1: RESOURCES					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds ¹	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue ² (c+g below)	\$70,775	\$122,700	\$178,635	\$238,860	\$303,590
a. # FT Students	5	10	15	20	25
b. # Annual Tuition/Fee Rate	\$9,439	\$9,816	\$10,209	\$10,617	\$11,042
c. Annual / Full Time Revenue (a x b)	\$47,195	\$98,160	\$153,135	\$212,340	\$276,050
d. # PT Students	5	5	5	5	5
e. Credit Hour Rate	\$393	\$409	\$425	\$442	\$459
f. Annual Credit Hours	12	12	12	12	12
g. Total Part Time Revenue (d x e x f)	\$23,580	\$24,540	\$25,500	\$26,520	\$27,540
3. Grants, Contracts &	\$0	\$0	\$0	\$0	\$0

Other External Sources ³					
4. Other Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL (Add 1 - 4)	\$70,775	\$122,700	\$178,635	\$238,860	\$303,590

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

TABLE 2: EXPENDITURES					
Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits (37%)	0	0	0	0	0
2. Total Administrative Staff Expenses (b + c) below	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Total Support Staff Expenses (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0

c. Total Benefits	0	0	0	0	0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 7)	0	0	0	0	0

Narrative Rationale for Table 1: Resources

1. Reallocated Funds
No funds will be reallocated from existing programs.
2. Tuition and Fee Revenue
We assume that tuition and fees will increase by approximately 4% each year for the next five years. The annual in-state tuition rate is \$9439 for full-time students. For part-time students, the credit hour rate is \$237/credit. The two values were used in calculating the revenue for full-time students and 6 credits per semester (i.e., 12 credits per year) for part-time students.
3. Grants and Contracts
No additional sources of funding are expected currently.
4. Other Sources
No additional sources of funding are expected currently.
5. Total Year: 5-year estimate is provided.

Narrative Rationale for Table 2: Expenditures

1. Faculty (# FTE, Salary and Benefits)
No additional faculty lines are requested. Two (2) new full-time tenure-track faculty members in EE joined UMES in Fall 2024. Four (4) existing faculty members in EE will jointly support the proposed Bachelor of Science in Electrical Engineering Program.
2. Support Staff (# FTE, Salary and Benefits)
There will be no need for additional administrative staff. The existing department and school administrative staff will be sufficient to run the program.
3. Equipment

Not requested.

4. Library

Minimal funds are needed to purchase additional engineering textbooks.

5. New and/or Renovated Space

Not needed

6. Other Expenses

None

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

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

Course Evaluation

The University of Maryland Eastern Shore has a comprehensive course and program evaluation process. Each course syllabus has a set of written student learning outcomes. The course learning outcomes are assessed through embedded questions on tests, assignments, and portfolios that address specific course outcomes. Data is collected and the analyzed results are used to improve course curriculum and pedagogy.

Once the program is launched, the courses will enter the course evaluation system. Teaching evaluation asks students to reflect on the course structure, the course content, and the instructor's performance. Summary data will be reviewed by faculty members, the program chair, and the school administration to determine whether revision or improvement actions are necessary.

Achievement of the program outcomes will be assessed using direct and indirect methods as described in the proposed Assessment Plan developed by the School of Education, Social Sciences, and the Arts faculty at UMES for the proposed modified mathematics undergraduate program. The assessment procedure is currently being developed to evaluate the proposed program's courses will be designed to be in line with the continuous program improvement as required by other accreditation bodies that review other degree programs in the School of Education, Social Sciences and the Arts at UMES including the National Council for Accreditation of Teacher Education (NCATE) now called Council for the Accreditation of Educator Preparation (CAEP).

Faculty Evaluations

Faculty evaluations are conducted with an initial meeting at the start of each academic year, a mid-year meeting typically in January of each academic year, and a final evaluation meeting in April of each academic year. The faculty evaluation process at UMES is as follows:

At the beginning of the academic year, the faculty is required to meet with the department chair to discuss goals and objectives for the academic year. The individual faculty objectives must reflect the following:

- Departmental, school, and university goals,
- Faculty assignment (defined as % time allocated for each category based on appointment and release time awarded for that year),

- Note: Faculty who are on 100% teaching lines with no approved release time are expected to have the following % breakdown: 50% teaching, 35 % scholarship, 15% service, and
- Faculty member's professional development.

During the academic year, the department chair would be informed of any major changes made to the objectives. If necessary, the department chair will share information with the faculty member regarding the areas of concern.

In January, the faculty will meet with the chair to review progress toward the objectives.

In April, each faculty member will submit the faculty evaluation document to the department chair. The Department Chair will review the information and discuss their evaluation with the faculty member. Students' evaluations of instruction will be utilized in this discussion between the Chair and faculty members. Copies of the summary evaluations should be attached, as they become available. Note: Peer review of teaching will be included if done.

Student Learning Outcome Evaluation

Based on established school standards, we will establish an ongoing program evaluation where we,

- Assess samples of student performance on computer-based problems and projects.
- Assess samples of the use of technology in student presentations.
- Assess samples of the group and individual case studies.
- Assess written and oral student presentations, written assignments, and research projects.
- Track analytical performance in courses.
- Evaluate student performance in exams, quizzes, and assignments in elective courses.
- Assess comprehensive final exams in core courses.

Assessment instruments include graded student work and the evaluation of written project papers and presentations. The achievement levels are determined using the rubrics developed separately for each outcome.

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

In addition, every faculty is evaluated each year. The evaluation process includes an assessment of faculty teaching, faculty research record and productivity, and school-wide and department service. To receive a high evaluation, a faculty member must demonstrate effective teaching, active scholarly activities, publications, etc. There is also a provision for the administration to set out an improvement plan for faculty members who have not done well in the area of teaching. Tenured faculty will undergo a five-year post-tenure review.

Program assessment takes place in a six-year cycle. Data regarding program enrollment, retention, and graduation rates are collected by the Office of Decision Sciences and Visualization in

conjunction with the program coordinator. The data is analyzed against program outcomes, and results are used to improve the program.

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

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

The University of Maryland Eastern Shore's mission is compatible with the State of Maryland's minority achievement goals. The University of Maryland Eastern Shore is an 1890 land grant HBCU. Our programs attract a diverse set of students, with the majority of the student population being African-American and those who are multiethnic and multicultural. The University actively recruits a minority population for all undergraduate and graduate-level degrees. Special attention is also provided to recruit diverse groups into the STEM and multidisciplinary programs at all degree levels, including undergraduate, master's, and doctoral levels.

As part of the UMES Strategic Plan Subgoal 3.3, diversify and strengthen Maryland's knowledge workforce by expanding the pipeline of underrepresented minority students entering critical workforce fields (STEAM, cyber, health care, education, social work, human services, technology), UMES takes pride in the diversity of its faculty, staff, and students with representation from 37 states and 47 countries. UMES values people of different ethnicities, orientations, cultures, and perspectives.

The University of Maryland Eastern Shore has one of the most racially and ethnically diverse student populations in the University System of Maryland. Based on fall 2023 data, UMES faculty were 36% African American, 37% White, 5% Asian, 1% American Indian, and 5% international. Student race and ethnicity statistics from fall 2017 reflect a student population that was 70.4% African American, 12.4% White, 4.9% two or more races, 4.5% Hispanic, 1.2% Asian, and 3.8% international.

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

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

When considering the impact that a strong mathematics degree program has on all majors, the effect is always positive, no matter whether the low-productivity program is in a related field or not. When there is a strong mathematics program at any university, there are many mathematics majors that can serve on campus to assist in the mathematics struggles of the students who need more assistance. Many of these students can then become tutors on campus at different tutoring centers that any university would contain to foster a learning environment for the more challenged students. When students are struggling at the university level, many students fail mathematics courses, which impacts the university's retention rate. This loss of students can severely harm any low-productivity program because when enrollment is low, each and every student that is lost

changes the degree completion percentage significantly. In programs that have very few students outside of the STEM programs, a strong mathematics department will also have a strong faculty that can help students master the basic mathematical concepts needed throughout different career fields.

In addition to retaining more students in the non-STEM programs, when applied to low enrollment programs in STEM, the advantage of a strong mathematics degree program increases significantly. All science-focused programs need multiple mathematics courses of study. While some, for example, Engineering, require more mathematics courses, even other STEM degree programs that may not need as many mathematics courses would benefit. Like all other degree programs, low-productive STEM major degree programs would take advantage of the additional resources on campus to assist students in mastering the essential mathematical concepts along with a strong faculty base to assist the programs throughout the STEM programs. These other programs could also take advantage of the mathematics courses offered through a healthy and strong mathematics program and infuse those courses of study into their own degree programs.

When we consider the program's financial impact, a healthy and strong mathematics degree program can contribute in a meaningful way to the health of the university. The loss of students impacts university finances, so if these students pass the courses and graduate, many become a positive influence on recruitment. Even if an alumnus of any university is not actively donating, if they are giving positive statements about the university to students considering going to a specific university, it may increase the likelihood of the student choosing that university. This will have a positive impact all over the campus. Since mathematics is required for all university students to complete their degree program, having a healthy mathematics department is one of the best investments any university can make.

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

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

At UMES, we are committed to continually improving our online courses and our distance education program. UMES participates in “*The State Authorization Reciprocity Agreement*.” Some benefits for students of our institutional participation in the National Council for State Authorization Reciprocity Agreements (NC-SARA) include greater access to online programs, better quality of distance education, and reduced institutional costs. Currently, 47 states and the District of Columbia participate in NC-SARA. “*The State Authorization Reciprocity Agreement* is a voluntary agreement among its member states and U.S. territories. It establishes comparable national standards for interstate offering of postsecondary distance-education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state” (NC-SARA.org).

The proposed program will be offered primarily in the traditional format. In some instances, including those similar to the recent COVID-19 pandemic, some courses may be offered in the online format. All faculty teaching online courses will be required to complete the UMES Online Learning Training through the Center for Instruction Technology and Online Learning. Any new instructors recruited to teach online would be required to meet the same qualifications as the current faculty.

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

UMES established the Center for Instructional Technology and Online Learning (CITOL) in 2006 to oversee and ensure compliance and high quality in its distance education offerings. The center provides course development, instructional, and technical support to new and current faculty. The Center for Instructional Technology and Online Learning (CITOL) at UMES supports developing, designing, and delivering online and hybrid programs, classes, and workshops focusing on flexibility, resiliency, equity, accessibility, privacy, and safety (FREAPS). CITOL assists faculty, staff, and students in all digital teaching and learning aspects concerning pedagogy and technology. This includes using the Canvas Learning Management System, Echo360, Google Workspace, Respondus 4.0, and Respondus LockDown Browser. C-RAC 2021 requires programs to provide details about practices to engage and assist distance education students. CITOL facilitates student-centered training and workshops, provides student mentoring and help desk support, and hosts a repository of student-centered LMS and online learning resources. In addition, CITOL assures that the degree programs adhere to C-RAC Guidelines for the Evaluation of Distance Education.



Re: [EXTERNAL] Provisional Articulation Agreements – Section H: Adequacy of Articulation (Confirmation)

From Lukens, Rhoda <rlukens@worwic.edu>

Date Fri 4/25/2025 8:16 AM

To Brown, Willie L <wlbrown@umes.edu>

Cc Thomas-Banks, Leesa P <lpthomasbanks@umes.edu>; Johnson, Etahe <ejohnson2@umes.edu>

Good morning,

We are happy to partner with you on these agreements and look forward to continuing work on these pathways for our students' success.

Thank you!

Rhoda Lukens, M.A.
 Registrar
 Wor-Wic Community College | rlukens@worwic.edu
 Phone: 410-334-2908
 Office: BH 109C
 Pronouns: she/her



From: Brown, Willie L <wlbrown@umes.edu>

Sent: Thursday, April 24, 2025 2:52 PM

To: Lukens, Rhoda <rlukens@worwic.edu>

Cc: Thomas-Banks, Leesa P <lpthomasbanks@umes.edu>; Johnson, Etahe <ejohnson2@umes.edu>

Subject: [EXTERNAL] Provisional Articulation Agreements – Section H: Adequacy of Articulation (Confirmation)

Ms. Lukens,

In our efforts to advance the University of Maryland Eastern Shore's response to the anticipated proposal submissions, specifically Section H: Adequacy of Articulation, we are sending this message to formally include Wor-Wic Community College in confirming provisional agreement(s) for the program transfer pathways that have previously been shared.

This step aligns with MHEC's guidance to demonstrate institutional collaboration while we await final approval to fully execute the articulation agreements. The provisional agreements under discussion include the following transfer pathways:

- Associate in Science in STEM, Engineering Concentration to Bachelor of Science in Mathematics
- Associate of Science in STEM, Engineering Concentration to Bachelor of Science in Electrical Engineering
- Associate of Science in STEM, Engineering Concentration to Bachelor of Science in Mechanical Engineering
- Associate of Applied Science in Hospitality Management to Bachelor of Science in Private Club and Resort Management

Please let us know if you are in agreement with this provisional submission. We deeply value your partnership and look forward to continuing our collaborative work in alignment with MHEC's requirements.

V/r

Willie L. Brown, Jr., Ph.D.
Vice Provost for Faculty Affairs
University of Maryland Eastern Shore
Division of Academic Affairs
11868 Academic Oval
John T. Williams Hall Suite 3111
Princess Anne, MD 21853-1299
Tel: (410) 651-6038
Email: wlbrown@umes.edu

Cc:

Lessa Thomas-Banks, JD, Interim Vice Provost for Academic Affairs
Etahe Johnson, Ed.D, Articulation/Transfer Liaison

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☐ New Agreement☐ Revised Agreement☒ Provisional Agreement☐ Effective Date:☐ Next Review Date:

**ACADEMIC PROGRAM ARTICULATION AGREEMENT BETWEEN
WOR-WIC COMMUNITY COLLEGE
AND
UNIVERSITY OF MARYLAND EASTERN SHORE
REGARDING THE TRANSFER FROM
ASSOCIATE IN SCIENCE STEM, MATHEMATICS CONCENTRATION
BACHELOR OF SCIENCE IN MATHEMATICS**

This Academic Program Articulation Agreement (“Agreement”) is entered into by and between Wor-Wic Community College (the “Sending Institution”) and the University of Maryland Eastern Shore (the “Receiving Institution”) (collectively, the “Institutions”) to facilitate the transfer of academic credits from the STEM, Mathematics Concentration, Associate degree, for the completion of Mathematics, Bachelor’s degree (the “Program(s)”):

Institution	Program ID/Title	Award Type	Statewide CIP
Wor-Wic Community College	490200 – STEM, Mathematics Concentration	Associate’s Degree	419999
University of Maryland Eastern Shore	170100 - Mathematics	Bachelor’s Degree	270101

A. Qualifying Students

This Agreement pertains to the transfer of “Qualifying Students”, *i.e.*, those students who:

1. Have completed the STEM, Mathematics Concentration at Wor-Wic Community College in good standing and with a minimum CGPA of 2.0/4.0;
2. Are accepted for admission to the University of Maryland Eastern Shore; and
3. Are enrolled in Mathematics.

B. Responsibilities of the Institutions

The Institutions agree to implement the transfer of Qualifying Students in accordance with applicable law and the following requirements and protocols:

1. A Qualifying Student may transfer from Wor-Wic Community College into the University of Maryland Eastern Shore for the completion of the Bachelor of Science in Mathematics.
2. Courses that the University of Maryland Eastern Shore will accept credits for towards completion of the Bachelor of Science in Mathematics include:

PROGRAM ARTICULATION TABLE

	Wor-Wic Community College	University of Maryland Eastern Shore
Program name	STEM, Mathematics Concentration	Mathematics
Award Type (e.g., AAS)	AS	BS
Credit Length	60	120

SECTION A - General Education

Wor-Wic Community College				University of Maryland Eastern Shore		
Course Prefix & Number	Course Name	Credits	Course Prefix & Number	Course Name	Credits Applied	Credits Elective Applied
SDV 100	Fundamentals of College Study	1	MATH 100 or GNST 100	First Year Experience	1	
MTH 122	Pre-Calculus II	4	MATH 110	Trigonometry and Analytical Geometry	4	
ENG 101	Fundamentals of English I	3	ENGL 101	Principles of Basic Composition I	3	
	General Elective (<i>See Wor-Wic advisor</i>)	6	Elective	Elective	6	
ENG 151	Fundamentals of English II	3	ENGL 102	Principles of Basic Composition II	3	
ECO 151 <i>or</i> ECO 201 <i>or</i> PSY 101 <i>or</i> SOC 101	Principles of Macroeconomics <i>or</i> Principles of Microeconomics <i>or</i> Introduction to Psychology <i>or</i> Introduction to Sociology	3	ECON 201 <i>or</i> ECON 202 <i>or</i> PYSC 100 <i>or</i> SOCI 101	Principles of Economics (Macro) <i>or</i> Principles of Economics (Micro) <i>or</i> Introduction to Psychology <i>or</i> Introduction to Sociology	3	
MTH 201	Calculus I	4	MATH 112	Calculus I	4	
PHY 141	Principles of Physics I	4	PHYS 161/163	General Physics I (Mechanics & Particle Dynamics)	4	
ART, MUS, ASL, FRN, or SPN	Arts and Humanities Requirement	3	ART, MUS, ASL, FRN, or SPN	Arts and Humanities Requirement	3	
ECO 151 <i>or</i> ECO 201 <i>or</i> PSY 101 <i>or</i> SOC 101	Principles of Macroeconomics <i>or</i> Principles of Microeconomics <i>or</i> Introduction to Psychology <i>or</i> Introduction to Sociology	3	ECON 201 <i>or</i> ECON 202 <i>or</i> PYSC 100 <i>or</i> SOCI 101	Principles of Economics (Macro) <i>or</i> Principles of Economics (Micro) <i>or</i> Introduction to Psychology <i>or</i> Introduction to Sociology	3	
General Education Total		34	Section A Subtotal			34

Special Notes, if any:

SECTION B – Program Core / Major Requirement

Course Prefix & Number	Course Name	Credits	Course Prefix & Number	Course Name	Credits Applied	Credits Elective Applied
MTH 152	Statistics	3	MATH 210	Statistics for Scientist	2	1
CMP 135	Introduction Programming	4	CSDP 120	Introduction to Computer Programming	3	1
MTH 202	Calculus II	4	MATH 211	Calculus I	4	
CMP 120	Computer Science I	4	CSDP 150	Advanced Programming	3	1
MTH 203	Calculus III	4	MATH 212	Calculus III	4	
MTH 205	Differential Equations	3	MATH 241	Differential Equations	2	1
PHY 142	Principles of Physics II	4	PHYS 262/264	General Physics II (Waves, Heat, Electricity)	4	
Program / Major Requirement Total		26	Section A Subtotal			22
Total College Credits Applied (sum of sections A and B)					56	

Special Notes, if any: ~MATH 210 and MATH 241 will satisfy the free elective requirement. The credit hours for CSDP 120 and CSDP 150 have been reduced from 4 to 3 credits each. ~

SECTION C - Remaining University of Maryland Eastern Shore Requirements

SECTION C - Remaining University of Maryland Eastern Shore Requirements			
	UMES (General Education)		
	ENGL 203	Fundamentals of Interpersonal Communication	3
	ENGL 305	Technical Writing	3
		Remaining General Education Subtotal	6
	Major Program Core Requirements		
	MATH 212	Calculus III	4
	MATH 232	Linear Algebra	3
	MATH 300	Foundations of Mathematics	3
	MATH 309	Introduction to Probability	3
	MATH 310	Mathematics Statistics I	3
	MATH 321	Differential Equations	4
	MATH 342	Advanced Engineering Mathematics	3
	MATH 411	Modern Algebra and Applications	3
	MATH 442	Complex Analysis and Applications	3
	MATH 443	Real Analysis and Applications	3
	MATH 490	Senior Capstone	1
	CSDP 341	Numerical Analysis	3
		Mathematics Program Core Subtotal	40
	Major Mathematics Electives		
	MATH 301	College Geometry	3
	MATH 302	Number Theory	3
	MATH 412	Linear Algebra	3
	MATH 413	Modern Algebra and Applications II	3
	MATH 440	Topology	3
	MATH 444	Real Analysis II	3
		Major Mathematics Elective Subtotal	18
		Remaining General Education Subtotal	6
		Mathematics Program Core Subtotal	40
		Major Mathematics Subtotal Electives	18
		Total Remaining UMES Credits	60
		Total Credit for Completion of Program	120
Special Notes, if any:			

*Receiving Institution must indicate if the course is applied to General Education, Program/ Major requirements, or General Elective.

- The Receiving Institution shall designate, and shall provide to the Sending Institution, the contact information for a staff person at the Receiving Institution who is responsible for the oversight of the transfer of Qualifying Students. The Sending Institution shall designate, and shall provide to the Receiving Institution, the contact information for a staff person at the Sending Institution who is responsible for the oversight of the transfer of Qualifying Students.

	Wor-Wic Community College	University of Maryland Eastern Shore
Name of staff person responsible for oversight	Ms. Rhoda Lukins	Dr. Etahe Johnson
Title of staff person	Registrar	Academic Support Associate / Articulation Liaison
Email address	rlukens@worwic.edu	ejohnson2@umes.edu
Telephone Number	410-334-2800	410-651-6038

Should the staff person or position change, the institution will promptly provide new contact information to the partner institution and inform the Maryland Higher Education Commission of the change.

Additional contact information:

Direct Points of Contact for Articulation Agreement	Wor-Wic Community College	University of Maryland Eastern Shore
Other staff person responsible for oversight	Dr. Patsy Riley	Dr. Willie L. Brown, Jr.
Title of staff person	Dean of General Education	Vice Provost for Faculty Affairs
Email address	priley@worwic.edu	wlbrown@umes.edu
Telephone Number	410-334-2853	410-651-6038

4. If the Qualifying Student is using federal Title 38 VA Education Benefits (GI Bill® Education Benefits), the Institutions shall adhere to all applicable U.S. Department of Veterans Affairs' regulations, including the regulations governing the awarding prior credit, as regulated under Title 38, Code of Federal Regulations, Sections 21.4253(d)(3) and 21.4254(c)(4).
5. Each Institution shall adhere to all applicable transfer requirements set forth in the Annotated Code of Maryland and the Code of Maryland Regulations.
6. Each Institution shall advise students regarding transfer opportunities under this Agreement, and shall advise students of financial aid opportunities and implications associated with the transfer.
7. Should either Institution makes changes to program requirements, the institution will inform the partner institution immediately. The articulation agreement should be updated to reflect the changes and forwarded to the Maryland Higher Education Commission.

C. Term and Termination

1. This Agreement shall become effective on the date it is signed by the appropriate and authorized representatives of each Institution.
2. The initial term of this Agreement shall be five (5) years from the effective date. Thereafter, the Agreement shall automatically renew for successive five (5)-year terms unless either Institution provides written notice of termination at least thirty (30) days prior to the expiration of the then-current term.

3. Either Institution may, at its sole discretion, terminate this Agreement by delivering thirty (30) days' written notice to the other Institution and the Maryland Higher Education Commission. If this Agreement is terminated prior to the end of the initial five (5)-year term, it shall automatically renew unless both Institutions mutually agree in writing to forego the renewal.
4. Both Institutions agree to meet once every two (2) years to review the terms of this Agreement and assess its effectiveness.

D. Amendment

1. This Agreement constitutes the entire understanding and agreement of the Institutions with respect to their rights and obligations in carrying out the terms of the Agreement, and supersedes any prior or contemporaneous agreements or understandings.
2. This Agreement may be modified only by a written amendment executed by both Institutions.

E. Governing Law

This Agreement shall be governed by, and construed in accordance with, the laws of the State of Maryland.

F. Counterparts

This Agreement may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same agreement.

G. Notice of Agreement

1. The Institutions agree to provide a copy of this Agreement, with any amendments, to the Maryland Higher Education Commission.
2. The Institutions agree to provide copies of this Agreement to all relevant individuals and departments of the Institutions, including but not limited to students, academic department chairs participating in the transfer, offices of the president, registrar's offices, and financial aid offices.

H. No Third-Party Beneficiaries

There are no third-party beneficiaries to this Agreement.

I. Representations and Warranties of the Parties

Both Institutions represent and warrant that the following shall be true and correct as of the Effective Date of this Agreement, and shall continue to be true and correct during the term of this Agreement:

1. The Institutions are and shall remain in compliance with all applicable federal, state, and local statutes, laws, ordinances, and regulations relating to this Agreement, as amended from time to time.
2. Each Institution has taken all action necessary for the approval and execution of this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

Signatures:

University of Maryland Eastern Shore

By: RE Allen
Dr. Rondall Allen, Provost and
Vice-President for Academic Affairs

04 / 28 / 2025

Date

TOPIC: University of Maryland Eastern Shore proposal for Bachelor of Science in Private Club and Resort Management

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: May 15, 2025

SUMMARY: The University of Maryland Eastern Shore (UMES) is pleased to present a proposal for establishing a Bachelor of Science in Private Club and Resort Management in the School of Business and Technology. The proposed degree provides prospective students an academic program with strong foundations and advanced knowledge in club operations, resort, and event venue management. UMES is the only post-secondary institution on the Eastern Shore of Maryland that offers a Bachelor of Science degree in Hospitality and Tourism Management. The proposed degree will expand and strengthen the capability of UMES, addressing an underserved educational niche that has significant employment potential. It will also diversify the pipeline of talent entering club and resort management leadership positions. This program will contribute to the economic growth of the State of Maryland, especially in the Eastern Shore region. The program directly supports the mission of UMES by expanding academic offerings in hospitality management and preparing graduates to lead in a growing and specialized sector of the industry. The degree specifically addresses UMES's mission to provide educational opportunities that reflect industry trends and workforce needs.

The degree requires 120-credit comprised of 38 general education courses, 52 major core course credits, 18 professional hospitality and tourism courses, and 12 additional electives that can be selected from hospitality and tourism courses as well as business management courses, allowing students to tailor their studies to their desired specialized career.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fee revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the University of Maryland Eastern Shore proposal for a Bachelor of Science in Private Club and Resort Management.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn 301-445-1992

awrynn@usmd.edu



UNIVERSITY OF MARYLAND EASTERN SHORE
Office of the President

May 1, 2025

Dr. Jay Perman, Chancellor
University System of Maryland
701 E. Pratt St.
Baltimore, MD 21202

RE: Bachelor of Science degree in Private Club and Resort Management

Dear Chancellor Perman:

The University of Maryland Eastern Shore hereby submits a new program proposal to begin offering a Bachelor of Science degree in Private Club and Resort Management (PCRM) within the School of Business, Engineering, Applied Sciences, Technology, and Tourism Management (School of Business and Technology).

Consistent with its mission, UMES seeks to expand its capacity to offer unique and/or critical degree programs. The creation of the bachelor's degree in Private Club and Resort Management directly supports this mission by expanding academic offerings in hospitality management and preparing graduates to lead in a growing and specialized sector of the industry. This program strengthens UMES's commitment to discovery, innovation, and engagement in fields central to its land-grant identity and institutional priorities. UMES seeks to expand its capacity to offer unique and/or critical degree programs. As such, UMES has developed a Bachelor of Science in Private Club and Resort Management (PCRM). This new program will be established in the Department of Hospitality and Tourism Management and will complement the university's current undergraduate programs in Hospitality and Tourism Management. The proposed Bachelor of Science degree will provide students with advanced knowledge in club and resort management, promote innovation and leadership development in an emerging field while contributing to the workforce in the State of Maryland.

The proposed degree specifically addresses UMES's mission to provide educational opportunities in hospitality management by expanding specialization options that reflect industry trends and workforce needs. The BS in Private Club and Resort Management will enhance UMES's academic offerings with a specialized, industry-relevant curriculum that addresses a growing segment of the hospitality industry. The program will provide accessible education in a specialized field with strong employment prospects, creating pathways to success for students from diverse backgrounds. The proposed BS directly addresses the workforce needs of club and resort management, a growing segment with documented demand for specialized education.

The program will prepare students to serve in management positions in a rapidly growing segment of the hospitality industry, particularly relevant to the Eastern Shore's tourism economy. The proposed degree program will position UMES at the forefront of educational innovation in tourism related academic programs.

The UMES campus is in Somerset County, Maryland. The PCRM will expand the educational opportunities for educationally disadvantaged students by developing a high-quality and innovative academic program that aligns with the educational needs of the region and the state of Maryland. The mission of the proposed BS is to provide students or working professionals with advanced knowledge in club and resort management, promote innovation and leadership development in the emerging field of private club and resort operations for UMES academic enterprise and contribute to the economic growth in the State of

Maryland, especially in the Eastern Shore region, where learning opportunities in specialized hospitality management are severely lacking.

The attached proposal has undergone the established UMES curriculum approval process, and I fully support the proposed program.

Thank you for your consideration.

Sincerely,

A handwritten signature in dark ink, appearing to read "Heidi M. Anderson". The signature is fluid and cursive, with the first name "Heidi" being more prominent.

Heidi M. Anderson, Ph.D., FAPhA
President

Copy:

Dr. Rondall Allen, Provost and Vice President for Academic Affairs

Dr. Erinn Tucker-Oluwale, Department Chair, Department of Hospitality and Tourism Management

Dr. Derrek Dunn, Dean, School of Business, Engineering, Applied Sciences, Technology, and Tourism Management

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

Title of Proposed Program

FALL 2025
Projected Implementation Date

52.0906

Proposed CIP Code

Dr. Erinn D. Tucker-Oluwole

Department Contact

edtucker@umes.edu

Contact E-Mail Address

05-01-2025

Date

Proposal for New Undergraduate Degree Program Bachelor of Science in Private Club and Resort Management

A. Centrality to Institutional Mission and Planning Priorities:

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

The Department of Hospitality and Tourism proposes to establish a Bachelor of Science degree in Private Club and Resort Management within the School of Business and Technology (SBT) at the University of Maryland Eastern Shore. The proposed Bachelor of Science in Private Club and Resort Management program is comprised of 120 credits. The mission of the proposed BS is to provide students or working professionals with advanced knowledge in club and resort management, promote innovation and leadership development in the emerging field of private club and resort operations for UMES academic enterprise, and contribute to the economic growth in the State of Maryland, especially in the Eastern Shore region, where learning opportunities in specialized hospitality management are limited.

The objective of the proposed degree program aligns with UMES' mission. The UMES's mission statement states, "As a public 1890 land-grant Historically Black University that embraces diversity, UMES is committed to serving first-generation and underserved students and providing educational, research, and community engagement opportunities to transform the lives of its students who will impact the state, region, and the world." The creation of the bachelor's degree in Private Club and Resort Management directly supports this mission by expanding academic offerings in hospitality management and preparing graduates to lead in a growing and specialized sector of the industry. This program strengthens UMES's commitment to discovery, innovation, and engagement in fields central to its land-grant identity and institutional priorities.

This BS specifically addresses UMES's mission to provide educational opportunities in hospitality management by expanding specialization options that reflect industry trends and workforce needs. The program will prepare students to serve in management positions in a rapidly growing segment of the hospitality industry, particularly relevant to the Eastern Shore's tourism economy.

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

Consistent with its mission, UMES seeks to expand its capacity to offer unique and/or critical certificate and degree programs. As such, the University has been working towards the development of a BS in Private Club and Resort Management to complement its undergraduate programs in Hospitality and Tourism Management, Engineering Technology with a concentration in Electrical/Electronic Engineering Technology, Computer Science, and Engineering with specializations in Electrical and Computer, and Business program which offers bachelor's degrees in accounting, Business Administration, Finance, and Marketing.

The proposed undergraduate program supports the institution's strategic goals. According to the UMES Strategic Plan (<https://wwwcp.umes.edu/president/strategic-plan/>), the proposed undergraduate program will support the following priorities:

- **Priority 1: Academic Excellence and Innovation** - The BS in Private Club and Resort Management will enhance UMES's academic offerings with a specialized, industry-relevant curriculum that addresses a growing segment of the hospitality industry.
- **Priority 2: Access, Affordability, and Achievement** - The program will provide accessible education in a specialized field with strong employment prospects, creating pathways to success for students from diverse backgrounds.
- **Priority 3: Workforce and Economic Development**—The proposed BS directly addresses the workforce needs of club and resort management, a growing segment with documented demand for specialized education.
- **Priority 4: Research and Community Engagement** - Students will engage with industry professionals through internships and experiential learning, strengthening UMES's ties to the hospitality sector.
- **Priority 5: Diversity, Equity, and Inclusion** - This program will help diversify leadership in club and resort management, an industry that historically has lacked diversity at upper management levels.

The proposed BS will substantially help the institution achieve its strategic goals. Additionally, Strategic Plan Goal 1.1 aims to "attract, retain and graduate more aspiring students at the undergraduate levels," which aligns perfectly with this program's goal of providing curriculum and competencies for students interested in working in the club and resort industry, regardless of athletic inclination. Goal 3.4 specifically calls for developing "new, revised, and enhanced existing academic programs" to remain current with evolving workforce demands, which this BS directly addresses.

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

UMES will provide the proposed program with adequate resources, facilities, and faculty, as it currently does for its other Department of Hospitality and Tourism Management academic programs. Also, the proposed program will receive funding from the Maryland HBCU lawsuit settlement to support the hiring of new faculty. The program will leverage existing infrastructure, faculty expertise, and academic resources to minimize additional costs while ensuring program quality.

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

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

This degree program is created by leveraging, in part, the existing faculty and staff in the Department of Hospitality and Tourism Management and the PGA Golf Management Program at UMES. The internal approval procedure for programmatic modification indicates UMES' commitment to ongoing administrative, financial, and technical support of the proposed program. The proposed BS program in Private Club and Resort Management has been vetted by the faculty in the Department of Hospitality and Tourism Management, the faculty in the PGA Golf Management Program, the chairperson for the Department of Hospitality and Tourism Management, the Dean of the School of Business and Technology, Faculty Assembly Curriculum Committee, UMES Faculty Assembly (institution-wide shared governance body), the Provost and Vice President for Academic Affairs, as well as UMES President - indicating that the institution has affirmed the proposed program. Technical support from the UMES Office of Information Technology has been ongoing for several decades, and no change is expected in the established processes for the proposed academic programs needing IT support.

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

UMES is committed to supporting the program with sufficient time for enrolled students to complete the BS in Private Club and Resort Management. To satisfactorily achieve strategic goals and maintain quality and excellence, the continuous support of the Private Club and Resort Management program (e.g., students) through graduation is essential to the UMES mission and goals.

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

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

a) *The need for the advancement and evolution of knowledge*

By working with experienced faculty, student advancement and evolution of knowledge will occur via a mentor/mentee relationship. Students can work closely with club and resort management faculty members with years of experience in business management, club operations, and hospitality leadership. The proposed BS program faculty members are committed to fostering diversity and social justice throughout the hospitality industry and society in general, and to addressing underrepresentation and issues of racism within hospitality organizations, particularly in the club management sector, which has historically lacked diversity at executive levels.

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

According to the United States Census Bureau, UMES is in Maryland's Somerset County is among the poorest counties in the state (<https://www.census.gov/quickfacts/somersetcountymaryland>). UMES offers the only undergraduate HTM degree program on the Eastern Shore of Maryland, and there is a strong demand for undergraduate education in club and resort management in the region.

Offering the proposed BS is critical to the local economy's needs. The need for a BS in Private Club and Resort Management in the Eastern Shore region will allow students at secondary institutions to enroll in a program that will serve a fast-growing field and, hence, the societal and economic needs of the Eastern Shore of Maryland and the State of Maryland in general.

According to the Club Management Association of America (CMAA), the private club industry in the US represents a \$23.5 billion market, with demand for specialized education in this field growing steadily. This BS will provide educational opportunities that prepare students for careers in this lucrative sector, with particular attention to expanding access for minority students currently underrepresented in club management leadership roles.

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

UMES is the only post-secondary institution on the Eastern Shore of Maryland that offers HTM bachelor's degree programs. The proposed BS in Private Club and Resort Management will significantly strengthen and expand the capability of UMES, one of the four HBIs in the state, which provides students with high-quality and unique educational experiences.

This program addresses an underserved educational niche that has significant employment potential. Club management education has historically been concentrated at predominantly white institutions, and this program will help diversify the pipeline of talent entering club and resort management leadership positions.

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

The proposed program aligns well with the 2022 Maryland State Plan for Postsecondary Education in all three areas: Access, Success, and Innovation.

Access – Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

The bachelor's program is intended to prepare highly trained club and resort managers in an emerging area that is becoming increasingly important and relevant to our society. However, club and resort management is a specialized field with many student access barriers. The proposed BS will provide equitable access and quality education to all Maryland residents, including those with disadvantaged backgrounds, to develop a robust hospitality management workforce for the state.

This program creates explicitly new educational pathways for students interested in the hospitality industry. It provides specialized training that can lead to higher-paying management positions without requiring athletic ability or prior golf experience, which has traditionally been a barrier to entry in this field.

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

The proposed BS practices and policies align with all existing policies at the University, ensuring student success. By providing a carefully developed curriculum, sufficient facilities and equipment, and adequate faculty members for advising and teaching, the proposed BS will help ensure student graduation and successful job placement.

Specifically related to *Priority 6, which is improving systems for timely completion*, the proposed BS is designed innovatively, taking advantage of new frameworks and leveraging existing synergies. This allows the degree program to be completed in a typical four years. The timeframe is achieved through targeted curriculum design and scheduling to maximize efficiency. Additionally, the program will provide robust advising and support systems to ensure students stay on track for on-time completion. The program's student-centered design will promote practices and policies for student success and timely completion.

Innovation – Foster innovation in all aspects of Maryland higher education to improve access and student success

Specifically, the proposed BS aligns with the goal of "Innovation" of the State Plan, which aims to "foster innovation in all aspects of Maryland higher education to improve access and student success." The proposed program will help achieve the goal of "Economic Growth and Vitality," which is centered on supporting a knowledge-based economy through increased education and training and is to ensure that Historically Black Institutions are "competitive, both in terms of program and infrastructure," with Maryland's other state institutions. Ultimately, the proposed program will prepare highly qualified club and resort managers to contribute to Maryland's economic growth and vitality by providing them with new knowledge and skill sets in specialized hospitality management to maintain the skills they need to succeed in the workforce.

The proposed BS strongly aligns with *Priority 8 of promoting a risk-taking culture*. The program fosters innovation in higher education curriculum and instruction by designing an industry-aligned curriculum that prepares students for emerging roles in club and resort management. Additionally, the focus is on an in-demand field that is not the traditional domain of 4-year University programs. The proposal reflects a willingness to take calculated risks in developing a non-traditional program that leverages regulatory changes and industry trends.

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

The global golf tourism market was valued at USD 21.74 billion in 2021 and is projected to expand at a compound annual growth rate (CAGR) of 7.6% from 2022 to 2030. Club and resort management has emerged as a professional, amateur, & leisure activity in recent years involving considerable business complexity. The growth of the global market is primarily driven by the rising number of international and domestic tournaments, considerable spending on the setup of enhanced sporting infrastructure, and an enormous rise in private club memberships across the globe. In addition, sports authorities and governments worldwide are arranging domestic and international tournaments and making heavy investments to attract visitors and boost the local economy.

The club and resort industry represents a significant economic sector. According to the Club Management Association of America (CMAA), the private club industry in the US alone represents a \$23.5 billion market. Golf clubs and country clubs employ over 365,000 people in the US, with management positions growing at 5.2% annually, according to Bureau of Labor Statistics data from 2023-2024.

Regional Insights

North America accounted for the largest revenue share of more than 41.75% in 2021 on account of the rising number of professional tournaments and the ever-grown number of international and domestic visitors to clubs and resorts in the U.S. According to the International Association of Golf Tour Operators (IAGTO), the U.S. market has significant capacity for growth and is expected to develop as an attractive market for international visitors across the globe. To attract golfers and luxury travelers worldwide, U.S. sports authorities and associations are taking significant initiatives and considering tourism a key opportunity to rejuvenate the country's tourism industry. This is further expected to boost the regional market in the coming years.

In 2021, Maryland clubs and resorts reported a 10-fold increase in participation; therefore, the need for more qualified labor in this sector is imperative. (CBS News.com, August 31, 2021). Alternative forms of golf and recreation, such as Topgolf and similar entertainment venues, have helped push the industry's overall participant base past 41 million (up from 32 million in 2016), while the traditional, on-course visitor pool now has a higher proportion of females and people of color than any time in history.

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

Graduates of the Private Club and Resort Management program will be prepared for various roles across the hospitality industry, with a particular focus on:

- **Private Club Management:** Graduates can work in operations, membership services, and events management at country clubs, city clubs, yacht clubs, and athletic clubs.
- **Resort Operations:** Positions at luxury resorts, including operations management, guest services, and recreational programming.
- **Golf Facility Management:** Roles in managing golf operations, tournaments, merchandising, and facility maintenance at both private and public courses.
- **Event Venue Management:** Positions managing event spaces, coordinating functions, and overseeing catering operations.
- **Food and Beverage Management:** Specialized management roles focusing on dining operations within clubs and resorts.

According to 2024 data from the Hospitality Compensation Exchange, entry-level management positions in clubs and resorts currently offer starting salaries averaging \$68,500, approximately 22% higher than comparable positions in standard hotels.

Over one million people have direct employment ties to the U.S. club and resort industry, with a total wage income of more than \$80 billion. Most of these employees work in facility operations, averaging approximately 43 per facility—from management and the standard professional staff to the outside services team, food and beverage staff, and maintenance department.

Tourism is the second-biggest driver of direct employment within the industry, with the majority being resort staff, travel company operators, and associated personnel.

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

The club and resort management industry are experiencing significant growth and demand for qualified professionals. According to the 2024 State of the Industry Report produced by Bobby Jones Links, roughly 2,500 of the approximately 14,000 golf properties in the United States are operated or owned by professional club management companies. The scope of opportunities is a \$100 billion industry, driving 2 million jobs and \$66 billion in wages and benefits.

LinkedIn's 2024 Emerging Jobs Report shows that "Resort Experience Manager" and "Club Operations Director" appeared among the top 30 fastest-growing job titles. Additionally, 72% of job postings for club management positions now list a bachelor's degree as a minimum requirement, up from 51% in 2018, according to the CMAA Industry Report.

The National Golf Foundation reports that of the 14,033 facilities in the U.S., 3,674 are private, 2,551 are municipal, and the balance, 7,808, are public courses. Each facility requires skilled management personnel with specialized club and resort operations knowledge.

According to the Industry Education Council Survey, graduates with specialized education in club management reported 91% employment rates within 6 months of graduation, compared to 82% for general hospitality graduates. The industry's economic impact is substantial. According to the 2023 American Golf Industry Coalition Economic Impact Report, in 2023, the industry generated nearly \$200 billion in annual activity when tourism and other related businesses are considered.

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

According to the Hospitality Executive Search Firm Survey (2024), employers are willing to pay a 28% premium for candidates with specialized education in club or resort management versus general hospitality degrees. This premium reflects the specialized knowledge and skills required for successful club and resort management.

According to the Higher Education Research Institute (2023), hospitality degree programs have seen enrollment increases of 12-15% at universities that offer specialized tracks in luxury management or club operations. This indicates growing student interest in specialized hospitality education.

According to the Club Benchmarking Survey, private club membership has increased by 18% since 2020, with younger demographics (35-45) representing the fastest-growing segment at 23% growth. This demographic shift suggests continued growth and evolution in the sector, requiring new management approaches and specialized knowledge.

The average annual spending per member at private clubs increased from \$9,200 in 2019 to \$12,400 in 2023, indicating a willingness to pay for premium experience and creating demand for skilled managers who can deliver such experiences.

According to STR Global, luxury resorts reported an average revenue per available room (RevPAR) growth of 15.2% in 2023, outpacing the broader hospitality sector by 8.7%. This growth drives demand for specialized management talent.

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

The specialized nature of club and resort management education means there is currently a limited supply of graduates with specific training in this field, particularly from HBCUs. Most existing programs are at predominantly white institutions, creating an opportunity for UMES to address an educational gap.

Based on current enrollment trends in the Department of Hospitality and Tourism Management and projections for the new BS, we anticipate the following graduate numbers:

- Year 1: 15 students
- Year 2: 20 students
- Year 3: 25 students
- Year 4: 25 students
- Year 5: 25 students

These projections are conservative and based on current department capacity, with potential for growth as the program becomes established and attracts additional students interested in this specialized field.

D. Reasonableness of Program Duplication:

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

No universities in Maryland currently offer a specific degree or concentration in Club and Resort Management or Private Club Management. Several schools in Maryland offer general Hospitality and Tourism Management degrees, but none with the specialized focus of this proposed BS.

Outside of Maryland, Florida State University offers a BS in Global Club Management & Leadership, University of South Carolina offers a BS in Hospitality Management with a private club component, and Norfolk State University offers a BS in Tourism and Hospitality Management with private clubs and golf resorts component.

The most similar academic program related to the proposed BS offered in Maryland is the existing BS in PGA Golf Management at UMES. However, the proposed Club and Resort Management BS differs significantly from the PGA Golf Management Program in several key ways:

1. The PGA Golf Management Program focuses heavily on golf instruction and playing ability, while the proposed BS focuses on business operations and club and resort facilities management.
2. The Club and Resort Management BS will be accessible to students regardless of golf playing ability, opening career paths in the industry to a broader range of students.
3. The new BS includes broader hospitality components, including event management, food and beverage operations, and resort management beyond golf facilities.
4. The proposed program emphasizes business management and leadership principles specifically tailored to private clubs and resort properties.

2) Provide justification for the proposed program.

The proposed program is justified based on several factors:

1. **Unique Offering:** This would be the only program in Maryland that fills an educational gap for students interested in club and resort management careers.
2. **Industry Demand:** The club and resort sectors are growing rapidly, and there is documented demand for specialized management talent.
3. **Higher Employment Outcomes:** Graduates with specialized education in club management achieve higher employment rates and starting salaries than general hospitality graduates.
4. **Diversity Initiative:** The program will help increase diversity in club management leadership, where minorities are currently underrepresented.
5. **Alignment with Regional Economy:** The Eastern Shore's tourism economy includes numerous clubs and resorts that would benefit from a specialized talent pipeline.
6. **Complementary to Existing Programs:** The BS complements UMES's existing hospitality programs while offering a distinct specialization that appeals to different student populations.

Through the emphasized experiential learning methods, the BS at the University of Maryland Eastern Shore will be the second hospitality-focused program on the Eastern Shore in the State of Maryland. The offerings will benefit the Eastern Shore community, the State, and the Nation as the geographical area welcomes the opportunity to promote interdisciplinary teachings, research, and service in an underserved educational niche with significant employment potential.

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

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

The proposed high-demand program at the University of Maryland Eastern Shore is unique in that it is the first academic program within the School of Business and Technology to have an interdisciplinary approach that directly impacts the effectiveness of educational program operational efficiency to advance innovation involving HBCUs. As a result, the multidisciplinary approach to implementing and maintaining current offerings reveals the need to explore such efforts at underrepresented minority institutions.

The program will enhance UMES's position as a leader in hospitality education among HBCUs by adding a specialized concentration in a growing field with strong employment prospects. Rather than competing with existing programs at other HBCUs, this BS complements current offerings and creates opportunities for collaboration across institutions.

The program addresses a documented educational gap in specialized club and resort management education at HBCUs, as most existing programs in this field are at predominantly white institutions. By establishing this program, UMES will be at the forefront of preparing diverse students for leadership roles in an industry historically lacking executive-level diversity.

Our findings do not present a bachelor-level program offering keyword titles including club, resort, and management within the State of Maryland at other HBCUs. This is vital to the education trend in assessing and implementing to maintain high-demand programs at HBCUs.

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

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

The relevance of the University of Maryland Eastern Shore as a Historically Black 1890 land-grant institution serves a distinctive identity for HBCUs in the State of Maryland. As such, the University of Maryland Eastern Shore is the State of Maryland's only Historically 1890 Land-grant with programs unique to the State as a four-year serving institution. The University of Maryland Eastern Shore mentioned the mission of a student-centered, doctoral research degree-granting university known for its nationally accredited undergraduate and graduate programs, applied research, and highly valued graduates: to prepare graduates to address challenges in a global knowledge-based economy while maintaining its commitment to meeting the workforce and economic development needs of the Eastern Shore, the state, the nation, and the world.

The proposed program enhances UMES's identity as an institution that prepares students for careers in growing industries while maintaining its commitment to accessibility and diversity. By entering the specialized field of club and resort management education where minorities are currently underrepresented in leadership positions, UMES reinforces its role in creating pathways to success for underrepresented students.

This program aligns with UMES's land-grant mission by addressing practical workforce needs while maintaining academic rigor and research opportunities. It strengthens UMES's identity as an institution that responds to evolving industry needs while maintaining its commitment to serving diverse student populations.

The proposed program is vital to meeting anticipated higher education demands. It will benefit the University of Maryland Eastern Shore by promoting research, teaching, and service.

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

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

How Was the Proposed Program Established?

The decision to develop a BS in Private Club and Resort Management was made after thoroughly analyzing industry trends, employment opportunities, and student interest. This process involved consultation with industry professionals, examining similar programs at other institutions, and assessing the existing resources and expertise within the Department of Hospitality and Tourism Management.

The program was developed through a collaborative process involving faculty from the Department of Hospitality and Tourism Management and the PGA Golf Management Program, with input from industry professionals and alumni working in the club and resort sector. The curriculum balances theoretical knowledge with practical skills, ensuring that graduates are prepared for club and resort management challenges.

As recommended by Sumayah Arcusa, PGA, an alumna and current the manager for Student Development with the Club Management Association of America (CMAA), the program title "Private Club and Resort Management" accurately reflects the program's scope and focus, encompassing both private clubs and resort operations.

Describe the Faculty Who Will Oversee the Program

The proposed program will be overseen and supported by full-time and part-time faculty from the Department of Hospitality and Tourism Management. It will be led by Dr. Erinn Tucker-Oluwole, Department Chair and Associate Professor, with significant contributions from the faculty of the PGA

Golf Management Program and other faculty members with expertise in various aspects of hospitality and club management.

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

In terms of **educational objectives**, the goal of the proposed program is to:

- Recruit diverse and talented students interested in club and resort management careers
- Develop students into committed hospitality professionals with specialized knowledge of club and resort operations
- Provide a comprehensive and progressive educational program designed to prepare students for a life-long career in club and resort management
- Help students gain valuable work experience through industry internships and experiential learning
- Foster student understanding of membership-based business models and luxury service delivery
- Develop students' financial acumen specific to club and resort operations
- Prepare graduates to be ethical leaders who understand the importance of diversity and inclusion in the club industry
- Aspire to be a premier club and resort management program that upholds the highest professional standards

Learning Outcomes:

Upon completion of the program, students will be able to:

1. Apply specialized knowledge of club and resort operations to real-world management scenarios
2. Demonstrate competency in financial management practices specific to membership-based organizations
3. Implement effective marketing and member relations strategies for private clubs and resorts
4. Design and execute successful events and programming in club and resort settings
5. Apply leadership and management principles to supervise staff in a hospitality environment effectively
6. Analyze and resolve ethical dilemmas in club and resort management contexts
7. Integrate technology solutions to improve club and resort operations and member experiences
8. Demonstrate an understanding of the legal and governance structures unique to private clubs and resorts

3) *Explain how the institution will:*

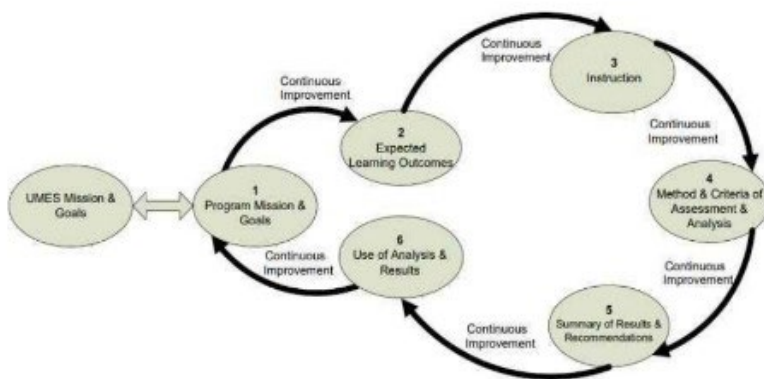
- a) *provide for assessment of student achievement of learning outcomes in the program*

Periodic assessment of the impact of the proposed program will be monitored as part of the institutional assessment process, and an evaluation program operation against budget and enrollment projects will be included, with primary benchmarks dictated by the parameters of the semester and academic year. Data on the program's processes (enrollment, student-credit-hour production, expenses, and revenue), included in an annual assessment report, will be used to improve the quality and relevance of educational opportunities offered by the School of Business and Technology at UMES.

Assessment methods for student achievement and student learning outcomes will be based on established school and departmental standards and will include the following:

- Assess written and oral student presentations, written assignments, and research projects
- Evaluate student performance on exams, quizzes, and assignments in required major courses
- Assess internship performance through supervisor evaluations and student reflections
- Evaluate student capstone projects or business plans related to club and resort management
- Track student participation in professional development activities and industry events
- Collect and analyze data from graduating student exit interviews and alumni surveys

The Student Learning Outcomes Assessment Process (SLOAP) is the degree program's procedure for determining whether the program's mission, objectives, and learning outcomes are being met. It explains the required assessment data to be collected, the frequency of collection, and the evaluation methods to be used to examine whether the performance criteria, which have been discussed previously and below, are being met.



b) *document student achievement of learning outcomes in the program*

The proposed program will document student achievement of the learning outcomes similarly to other currently accredited School of Business and Technology programs. Assessment Methods based on

previously established educational objectives and learning outcomes for the proposed program would include the following:

- Maintain a portfolio of student work demonstrating achievement of each learning outcome
- Track internship placement rates and supervisor evaluations
- Document student participation in industry events and professional organization activities
- Maintain records of student certifications and additional credentials earned
- Track employment placement rates and starting salaries of graduates
- Conduct regular alumni surveys to assess career progression and program relevance
- Maintain records of student capstone projects and their evaluation

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

Program Core Courses (55 credits):

BUAD 132: Introduction to Business (3 credits) *Foundational course providing an overview of the business environment, including key functions such as management, marketing, finance, and operations.*

HMGT 101: Introduction to Hospitality Industry (3 credits) *Overview of the hospitality industry including hotels, restaurants, clubs, and tourism; contemporary issues and career opportunities in the global hospitality business environment.*

HMGT 197: Professional Development I (1 credit) *First in a series of professional development courses focusing on industry exposure, resume building, and professional etiquette.*

HMGT 297: Professional Development II (1 credit) *Continuation of professional development focusing on industry networking and professional organization involvement.*

HMGT 397: Professional Development III (1 credit) *Advanced professional development focusing on leadership skills and career planning.*

HMGT 497: Professional Development IV (1 credit) *Capstone professional development course focusing on job search strategies and interview preparation.*

HMGT 398: Hospitality Internship (3 credits) *Supervised work experience in the hospitality industry with emphasis on training and application of management principles.*

PGMT 222: PGM I: Facilities Management I (3 credits) *Introduction to club and recreation facilities management with emphasis on operations, maintenance, and safety.*

TMGT 130: Analysis of Travel/Tourism (3 credits) *Study of the travel and tourism industry, including components, supply, demand, and marketing; emphasis on the economic and social impacts of tourism.*

HMGT 220: Hospitality Technology (3 credits) *Introduction to technology systems used in the hospitality industry with emphasis on reservation systems, point-of-sale, and club management software.*

HMGT 308: Events Planning & Management (3 credits) *Principles and practices of planning, implementing, and evaluating special events in hospitality settings.*

HMGT 305: Entrepreneurship (3 credits) *Study of entrepreneurship concepts, strategies, and business plan development with application to hospitality ventures.*

PGMT 322: PGM II: Facilities Management II (3 credits) *Advanced study of facilities management with emphasis on budgeting, capital improvements, and long-term planning.*

HMGT 340: Hospitality Accounting (3 credits) *Accounting principles and practices specific to the hospitality industry, with emphasis on club and resort accounting methods.*

HMGT 360: Hospitality Leadership & Ethics (3 credits) *Examination of leadership theories, styles, and ethical considerations specific to hospitality management.*

FMGT 301: Food & Beverage Management (3 credits) *Management of food and beverage operations in various hospitality settings with emphasis on menu planning, purchasing, cost control, and service delivery.*

HMGT 350: Hospitality Marketing (3 credits) *Principles and practices of marketing as applied to the hospitality industry with special emphasis on membership marketing and retention strategies for clubs.*

HMGT 440: Financial Analysis Hospitality (3 credits) *Analysis of financial statements, investment decisions, and working capital management specific to hospitality enterprises with a focus on membership models.*

HMGT 441: Resort and Hotel Operations Management (3 credits) *Management of daily operations within resorts and hotels, including front office, housekeeping, and guest services.*

HMGT 411: Supervision and Leadership (3 credits) *Principles of supervising and leading hospitality staff with emphasis on motivation, performance evaluation, and team building.*

HMGT 401: Hospitality Law (3 credits) *Legal aspects of operating hospitality businesses with emphasis on private club governance, liability issues, and regulatory compliance.*

Professional Courses (18 credits):

FMGT 322: Foodservice Operations (3 credits) *Advanced food service operations with emphasis on fine dining service standards and implementation.*

HMGT 310: Festival and Special Events (3 credits) *Specialized study of festival and special event planning, promotion, and execution with application to club settings.*

HMGT 420: Event Management Practicum (3 credits) *Hands-on application of event management principles through the planning and execution of a real event.*

HMGT 321: Food and Beverage Management (3 credits) *Advanced food and beverage management with emphasis on wine programs, specialty dining, and high-end service delivery.*

HMGT 460: Private Club Management (3 credits) *Comprehensive study of private club operations emphasizing membership structures, service standards, and strategic club management.*

HMGT 470: Global Club Operations & Governance (3 credits) *Examination of international private club models, governance practices, and cultural considerations impacting global club operations.*

Electives (9 credits - Students take 3 courses from the list below):

BUAD 422: Principles of Supply Chain Management (3 credits) *Management of the flow of goods and services in hospitality operations, including procurement strategies.*

BUAD 420: International Business (3 credits) *Study of international business practices in global hospitality operations and multicultural management.*

HMGT 410: Revenue Management (3 credits) *Strategies to optimize revenue in hospitality operations with application to membership pricing and tiered access models.*

BUAD 410: Production Management (3 credits) *Production and operations management techniques applied to service environments.*

BUAD 411: Operations Research/Decision (3 credits) *Quantitative approaches to management decision-making with application to hospitality scenarios.*

BUAD 364: Managerial Economics (3 credits) *Application of economic theory and methods to business and administrative decision-making.*

Program Requirements:

1. Complete 120 credit hours, including general education requirements (38 credits), program core requirements (55 credits), professional courses (18 credits), and electives (9 credits).
2. Maintain a minimum GPA of 2.0 in all major coursework.
3. Complete at least one industry-relevant internship (HMGT 398).

4. Participate in required professional development activities throughout the program, including industry events and networking opportunities.
5. Complete a capstone project or comprehensive business plan for club or resort management in the senior year.

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

Students enrolled in the Bachelor of Science in Private Club and Resort Management will fulfill general education requirements as part of the degree program following UMES guidelines. (GEP 38 credits. <https://wwwcp.umes.edu/gep/>)

Curriculum Area 1: Arts and Humanities (6 credits)

Students take 1 course from any of the courses within Arts, Languages, and Literature. Students take Speech.

1.1 Arts, Languages, and Literature

- ARTS 101 Exploration of Visual Arts (3 credits)
- ARTS 310 African American Art History (3 credits)
- ARAB 101 Fundamentals of Arabic I (3 credits)
- ARAB 102 Fundamentals of Arabic II (3 credits)
- ASLS 203 American Sign Language I (3 credits)
- ASLS 204 American Sign Language II (3 credits)
- CHIN 101 Fundamentals of Chinese I (3 credits)
- CHIN 102 Fundamentals of Chinese II (3 credits)
- ENGL 204 Introduction to Fiction (3 credits)
- ENGL 205 Introduction to Drama (3 credits)
- ENGL 206 Introduction to Poetry (3 credits)
- ENGL 207 Introduction to Creative Writing (3 credits)
- FREN 101 Fundamentals of French I (3 credits)
- FREN 102 Fundamentals of French II (3 credits)
- HIND 101 Fundamentals of Hindi I (3 credits)
- HIND 102 Fundamentals of Hindi II (3 credits)
- HONR 101 Honors Freshman Seminar: Selves and Others
- JAPN 101 Fundamentals of Japanese I (3 credits)
- JAPN 102 Fundamentals of Japanese II (3 credits)
- PORT 101 Fundamentals of Portuguese I (3 credits)
- PORT 102 Fundamentals of Portuguese II (3 credits)
- SPAN 101 Fundamentals of Spanish I (3 credits)
- SPAN 102 Fundamentals of Spanish II (3 credits)

1.2 Speech

Students must pass ENGL 101 and ENGL 102 with grade of “C” or above before taking ENGL 203.

- ENGL 203 Fundamentals of Contemporary Speech

Curriculum Area 2: Social and Behavioral Sciences (6 credits)

Students take 2 courses from any of the courses within Social and Behavioral Sciences.

- AGE 213 Introduction to Agricultural Economics (3 credits)
- CRJS 101 Introduction to Criminal Justice (3 credits)
- ECON 201 Principles of Economics (Macro) (3 credits)
- ECON 202 Principles of Economics (Micro) (3 credits)
- GEOG 201 The World Geography I (3 credits)
- GEOG 202 The World Geography II (3 credits)
- HIST 101 History of World Civilization I (3 credits)
- HIST 102 History of World Civilization II (3 credits)
- HIST 201 History of American Civilization I (3 credits)
- HIST 202 History of American Civilization II (3 credits)
- HONR 201 Honors Sophomore Seminar: Leadership: From Theory to Practice (3 credits)
- HUEC 203 Human Development: A Lifespan Perspective (3 credits)
- HUEC 220 Perspectives on Aging (3 credits)
- HUEC 361 Contemporary Family Issues (3 credits)
- PHIL 201 Introduction to Logic (3 credits)
- POLI 200 Introduction to American Government (3 credits)
- POLI 220 Introduction to Political Behavior (3 credits)
- POLI 342 Urban Politics (3 credits)
- PSYC 100 Introduction to Psychology (3 credits)
- SOCI 101 Introduction to Sociology (3 credits)
- SOCI 201 Social Problems (3 credits)

Curriculum Area 3: Biological and Physical Sciences (7 credits)

Students take 2 science courses and 1 science laboratory course within Biological and Physical Sciences.

- ANPT 114 Introduction to Animal Science (4 credits includes lab)
- BIOL 101 Theories and Applications of Biological Sciences (3 credits)
- BIOL 103 Biological Science Laboratory (1 credit)
- CHEM 101 General Chemistry I (3 credits)
- CHEM 103 General Chemistry I Laboratory (1 credit)
- ENVS 101 Introduction to Environmental Sciences (3 credits)
- NUDT 210 Elements of Nutrition (3 credits)
- PLSC 184 Introduction to Plant Science (3 credits)
- PLSC 185 Introduction to Plant Science Laboratory (1 credit)

Majors in the STEM disciplines often require students take courses from the following list. Check the Curriculum 3 section for your STEM major to determine the science courses to take.

- BIOL 111 Principles of Biology I Credit: (3 credits)
- BIOL 113 Principles of Biology I Laboratory (1 credit)
- BIOL 112 Principles of Biology II (3 credits)

- BIOL 114 Principles of Biology II Laboratory (1 credit)
- BIOL 118 Introduction to Biology for Allied Health Programs (3 credits)
- BIOL 120 Introduction to Biology for Allied Health Laboratory (1 credit)
- CHEM 111 Principles of Chemistry I (3 credits)
- CHEM 113 Principles of Chemistry I Laboratory (1 credit)
- PHYS 121 General College Physics I (3 credits)
- PHYS 123 General College Physics I Laboratory (1 credit)
- PHYS 122 General College Physics II (3 credits)
- PHYS 124 General College Physics II Laboratory (1 credit)
- PHYS 161 General Physics I Mechanics and Particle Dynamics (3 credits)
- PHYS 163 General Physics I Laboratory (1 credit)
- PHYS 181 Introductory Physics I (3 credits)
- PHYS 183 Introductory Physics I Laboratory (1 credit)
- PHYS 182 Introductory Physics II (3 credits)
- PHYS 184 Introductory Physics Laboratory II (1 credit)

Curriculum Area 4: Mathematics (3-4 credits)

Students in non-STEM Humanities majors that do not require a College Algebra (or higher) math course, and a separate Statistics course do not have to take Math placement testing. These students take MATH 103. English, Digital Media Studies, Applied Design, and Art Education are examples.

- MATH 103 Topics for Mathematical Literacy

Students in most majors have to take the math placement testing and are placed into MATH 099 or a credit math course based on the score. Students who place into MATH 099 must take it before taking the credit math course and must pass with a grade of “C” or above before taking the credit math course. Math 099 does not meet the GEP requirement and does not apply toward graduation requirements.

- MATH 102 Applications of College Mathematics Credit (3 credits)
- MATH 109 College Algebra Credit: (3 credits)
- MATH 110 Trigonometry and Analytic Geometry (3 credits)
- MATH 111 Honors Elementary - Mathematical Analysis (4 credits)
- MATH 112 Calculus I (4 credits)

Curriculum Area 5: English Composition (9 credits)

Students take 3 composition courses.

- ENGL 101 Principles of Composition I (3 credits)
- ENGL 102 Principles of Composition II (3 credits)
- ENGL 305 Technical Writing (3 credits) **or**
- ENGL 310 Advanced Composition (3 credits)

Curriculum Area 6: Institution-Specific Courses (7 credits)

These courses are identified by the University as being essential to a full GEP for UMES students. One course from each of the 3 areas is required of all students.

6.1 Freshman Experience

- GNST 100 Freshman Experience or departmental first-year experience course (1 credit)

Examples of departmental courses that should be included are AGNR 111, ARTS 100, AVSC 100, BUED 100, CRJS 100, EDCI 100, ENGE 100, ENGL 100, EXSC 100, HUEC 100, REHA 100, SOSC 100, DNSC 100, GNST 100, PGMT 122 (3 credits), CSDP 100.

6.2 Computer Literacy

- BUAD 213 Business Software Applications
- BUED 212 Computer Concepts/ Applications 1
- ETGE 111 Technology and Society

6.3 JEDI (Justice, Equity, Diversity, Inclusion): UMES Signature Course

- BUAD 311 Justice and Diversity in Organizations
- DMST 440 African American Cinema
- ENGL 300-level number requested Afrofuturism
- ENGL 359 Writing by Women
- HUEC 230 Multicultural Perspectives on Families in the US
- HUEC 463 Food, Clothing and Culture

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

The proposed Bachelor of Science will not pursue specialized accreditation or graduate certification.

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

This section is not applicable.

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

The Bachelor of Science in Private Club and Resort Management program will ensure that students receive clear, complete, and timely information through multiple channels, including the university catalog, program website, advising sessions, and orientation materials. Detailed curriculum outlines, course descriptions, and degree requirements will be published and regularly updated to reflect changes. Faculty will engage students through scheduled office hours, email, discussion boards, and in-person or virtual meetings, ensuring meaningful faculty/student interaction throughout the program.

Expectations for technological competence and required technical skills will be clearly communicated in course syllabi and advising sessions. Support will be available through campus resources such as IT help desks and academic support centers. Any specific technical equipment needs (e.g., laptops,

software) will be outlined before the start of each semester. The university's learning management system, Canvas, will deliver course materials, manage assignments, and facilitate communication.

Academic advising, tutoring, career services, and library resources will be accessible to all program students. Information about financial aid resources, costs, and payment policies will be provided during admission and orientation and will remain accessible via the university's financial aid and student accounts offices. These assurances align with the university's commitment to transparency, student success, and high-quality educational experiences.

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

As with other academic programs offered by the University of Maryland Eastern Shore, the proposed program will ensure that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available. In addition, the program will be advertised alongside other academic graduate programs within the School of Business and Technology at UMES. Proper venues include Public Radio, WESM 91.3, and social media such as the UMES Facebook page, the University Key, the UMES alumni association, and other professional societies.

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

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

The Hospitality and Tourism Management Department has articulation agreements with various community colleges. The proposed BS has articulation agreements with Wor-Wic Community College and more information regarding the agreement may be found [HERE](#).

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

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

Faculty	Rank	Degree	Title/Rank	Status	Classes
Dr. Erinn Tucker-Oluwole	Assoc. Prof	Ph.D.	Department Chair, Interim PGA Golf Mngt Director	FT	HMGT 101, 197, 297, 398

Dr. Katherine Quinn	Assoc. Prof	Ph.D.	Faculty	FT	FMGT 301, HMGT 220, 321, 340, 440, 410, 441, 4XX
Dr. George Ojie-Ahamiojie	Assoc. Prof	Ph.D.	Faculty	FT	FMGT 322, HMGT 308, 411, 397, 497, 4XX
Chef Paul Suplee	Lecturer	Masters	Faculty	FT	Optional Electives
Mrs. Kathleen Davis-Bierman	Lecturer	Masters, Current PhD. Student, ORLD	Faculty	FT	HMGT 305, 3XX, 310, 340, 350, 420, 440, 410 TMGT130
Mr. Hyppolite Mouaffo Teumo	Lecturer	Masters, Current PhD. Student, ORLD	Faculty	FT	HMGT 397, 497, 308, 401, 4XX
Ms. Jamila Johnson	PGA Golf Mngt Internship Coordinator / Lecturer	Masters, Current DBA Candidate, UMGC	Faculty	FT	PGMT 222, 322
Coach Jerel Walker	Lecturer / Coach	ABD	Faculty	FT	Optional electives as needed
Open Position: Director of PGM	Professor	Ph.D.	Faculty	FT	PGMT 222, 322
Mr. Sunny Aqualambeng	Lecturer	Masters, Current PhD. Student, ORLD	Faculty	FT	BUAD 132
Dr. Ayodele Alade	Professor	Ph.D.	Faculty	FT	BUAD 410
Dr. Dinesh Sharma	Professor	Ph.D.	Faculty	FT	BUAD 411
Dr. Mohammad Ali	Professor	Ph.D.	Faculty	FT	BUAD 364, 420
Dr. Bryant Mitchell	Associate Professor	Ph.D.	Faculty	FT	BUAD 422

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

a) ***Pedagogy that meets the needs of the students***

The Center for Teaching Excellence (CTE) provides ongoing pedagogy training for faculty in evidence-based best practices to support high-impact pedagogy practices to meet the needs of UMES students. To accomplish its mission of ensuring expanding and enhancing faculty pedagogy training, CTE has developed three broad program areas to support faculty teaching success, including evaluation of teaching techniques, professional development of faculty as it relates to pedagogy, and recognition of faculty who have demonstrated outstanding pedagogy methodology.

The evaluation of the teaching techniques program includes using student experience of learning surveys, peer observation of teaching, and open classroom week. The professional development of the faculty program provides funding to attend pedagogy conferences, faculty workshops, FACTE working groups, seminar series for new faculty, and innovation in teaching & learning conferences. Lastly, CTE's faculty recognition program includes student choice for teaching excellence e-badge, CTE website – faculty spotlights, and SOTL publication opportunities.

b) ***The learning management system***

The Center for Instructional Technology and Online Learning (CITOL) at UMES supports developing, designing, and delivering online and hybrid programs, classes, and workshops focusing on flexibility, resiliency, equity, accessibility, privacy, and safety (FREAPS). CITOL assists faculty, staff, and students in all digital teaching and learning aspects concerning pedagogy and technology. This includes using the Canvas Learning Management System, Starfish, Microsoft Office 365, YuJa, YuJa Engage, and YuJa Verity.

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

The Center for Instructional Technology and Online Learning (CITOL) at UMES supports developing, designing, and delivering online and hybrid programs, classes, and workshops focusing on flexibility, resiliency, equity, accessibility, privacy, and safety (FREAPS). CITOL assists faculty, staff, and students in all digital teaching and learning aspects concerning pedagogy and technology. This includes using the Canvas Learning Management System, Starfish, Microsoft Office 365, YuJa, YuJa Engage, and YuJa Verity. Other services offered by the Center for Instructional Technology and Online Learning include supporting Canvas Learning Management System (LMS) and other instructional software, which can be found on the CITOL website; new resources; providing ongoing professional development through virtual workshops; conducting Course Quality Review; developing interactive and assessment materials for classes; and helping troubleshoot student problems on LMS.

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

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

The Frederick Douglass Library is the only library on the University of Maryland Eastern Shore (UMES) campus. As a member of the University System of Maryland and Affiliated Institutions (USMAI) consortium, it is affiliated with 17 public universities and colleges in Maryland. The integrated library system ALEPH allows patrons 24/7 access to USMAI library collections and electronic resources. In-person visits to the library are available 91.5 hours per week, including weekends.

The Frederick Douglass Library has the following resources available and/or the measures to be taken to ensure resources are adequate to support the proposed programs:

Books, periodicals, and other reference materials may be located and obtained for patron usage online via the library catalog, online databases, interlibrary loan, inter-campus loan, or by visiting the library.

The ILLIAD (Interlibrary Loan) service allows students, faculty, and staff to access millions of items from other universities that are unavailable at the Frederick Douglass Library.

Interlibrary Loan allows the borrower to request items (books and articles) from non-University of Maryland System libraries. The average time to receive an article is two weeks, and the average time to receive a book is three weeks. Rapid Interlibrary Loan (Rapid ILL) is where most articles may be received within 24 hours.

The FDL staff emails borrowers to remind them to pick up items from the Interlibrary Loan service desk. Many articles requested will be received electronically and available to be accessed within ILLIAD.

Inter-campus loans may be requested from another University of Maryland System Library and delivered to the FDL for patron pick-up. The average time to receive a book is 3-5 days.

Databases, e-books, and e-journals are available electronically via the Frederick Douglass webpage. Open Education Resource Textbooks is a search interface that allows faculty to retrieve OER resources for course materials at no cost to students.

There are over 140 research databases in 17 subject areas.

Databases By Subject

Agriculture	Health & Medicine
Business Management & Accounting	History
Computer Science & Engineering Technology	Hospitality & Tourism Management
Criminal Justice & Government	Human Ecology
Education	Life Sciences

Engineering & Aviation Science & Built Environment	Pharmacy
English & Modern Languages	Physical Sciences
Fine Arts	Physician Assistant
	Social Sciences

Print books and periodicals are on the Frederick Douglass Library's three floors. Periodicals are housed on the Lower Level. Reference books are on the first floor, and circulation and Special Collections books are on the second floor.

To ensure that resources are adequate to support the proposed programs, the library director and library liaisons will network and collaborate with program faculty to select resources to be housed in the library. A one-credit Library Information Literacy class is taught each semester in winter and summer sessions. Individual classroom library sessions are also taught upon request by the instructor. This instruction can range from basic research and knowledge of the library to the highest level of research for those seeking graduate degrees.

The University assures that institutional library resources meet the new program's needs. Library resources for the proposed degree program typically include textbooks, reference books, and technical papers. Although UMES does not have the IEEE Digital Library IEEE Xplore, technical papers could be accessed through Interlibrary Loan (ILL) services.

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

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

The Department of Hospitality and Tourism Management is in the Richard A. Henson Conference Center and Hotel. The building houses all the specialized spaces dedicated to the proposed BS program. Five **private faculty offices** are allocated to the HTM Department on the second floor of the Richard A. Henson Conference Center. The **HTM Computer Lab**, located on the first floor near the kitchen area, was redesigned to enhance student learning in 2023. The lab accommodates 20 student workstations, six tables with chairs seating 10 students for tutoring or other study requirements, and two large whiteboards. All the computers were replaced in the fall of 2021 with updated software and hardware. **Henson Culinary Labs** are full-scale banquet kitchens designed to support banquet production in the banquet rooms. Ninety percent of the kitchen equipment was replaced in the summer of 2022, creating a state-of-the-art modern cooking facility. The kitchen facilities include a Cold Kitchen, Hot Kitchen, and Bake Shop.

The **Bailey-Thomas Banquet Room** is a separate self-contained room with a non-stocked bar, seating up to 50 guests. This room is used for current Hospitality and Tourism Management classes and will be used for the proposed degree. This room is also used for more significant events requiring

a full-service bar, carving stations, and Hors D'oeuvre stations. The **Henson Center Hotel** includes twenty-four guest rooms, standard double or king, one executive suite, a wet bar, and a full kitchen with a dining area. Current HTM students have worked as clerks or night auditors at the front desk which has provided experiential learning opportunities for many students in the proposed new degree program.

UMES provides access to physical and learning resources for all program students and faculty. These include computer labs in Waters Hall, the Frederick Douglas Library, the Center for Access and Success, and the Foreign Language labs. There are four computer labs in Waters Hall. The labs are available for walk-in use and can be reserved through the Helpdesk. The campus-wide university Wi-Fi (HawkNet) and a separate Visitor log-in are available for students, faculty, and staff. (There are over 20 Wireless Everywhere Print Anywhere (WEPA) locations on campus for students to print documents, including the Henson Center. The IT department hosts a 24/7 Public Knowledge Database to assist UMES students with technology-related issues.

The campus-wide university Wi-Fi (HawkNet) is available for students, faculty, and staff, along with a separate Visitor log-in. (There are over 20 Wireless Everywhere Print Anywhere (WEPA) locations on campus for students to print documents, including the Henson Center. The IT department hosts a 24/7 Public Knowledge Database to assist UMES students with technology-related issues.

The library renders academic support, shared resources, and multiple services to students, faculty, staff, and the university community for teaching, research, scholarship, and lifelong learning in a diverse, equitable, and inclusive environment. As a member of the University System of Maryland and Affiliated Institutions (USMAI) consortium, the library is affiliated with seventeen academic libraries to share library resources. The integrated library system, ALEPH, allows our patrons 24/7 access to the library catalog, USMAI collections, and electronic resources. These [digital resources](#) from the library's website include over 100 research databases that provide access to e-books and full-text coverage of thousands of scholarly journals, magazines, and newspapers.

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

a) An institutional electronic mailing system, and

All students admitted and enrolled at UMES are assigned a Microsoft email and have access to the Microsoft Teams video conferencing systems

b) A learning management system that provides the necessary technological support for distance education

The Information Technology Department, Center for Instructional Technology and Online Learning (CITOL), and Academic Computing Unit professionals provide faculty support for development and instructions. The learning management system (LMS) is available for instructional design, software development, educational research, Canvas Learning Management System (LSM), etc. These technologies and opportunities ensure that students are enrolled in courses and faculty development for teaching, which includes adequate access to learning resources.

In addition, the Center for Instructional Technology and Online Learning (CITOL) at UMES assists faculty and students in all aspects of e-learning, including hosting, training, development, and support of the Canvas Learning Management System, Microsoft Office 365, and Yuja. UMES' web portal is a single sign-on allowing students, faculty, and staff access to:

- HawkWeb is a system where student enrollments and registrations, class rosters, and administrative functions related to academics are located.
- Canvas - the learning management system where course content can be published, and students' entire online course experience is managed.
- Web Help Desk: This is the Information Technology Help Desk system where you can create a ticket to request assistance for your computer, networking, and telephone needs.

The UMES campus has wireless networking access points to allow network access from a wireless-enabled device like a laptop, smartphone, or tablet.

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

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

TABLE 1: RESOURCES					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds ¹	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue ² (c+g below)	\$169,020	\$220,680	\$274,390	\$280,835	\$287,495
a. # FT Students	15	20	25	25	25
b. # Annual Tuition/Fee Rate	\$9,300	\$9,486	\$9,676	\$9,869	\$10,067
c. Annual / Full Time Revenue (a x b)	\$139,500	\$189,720	\$241,900	\$246,725	\$251,675

d. # PT Students	5	5	5	5	5
e. Credit Hour Rate	\$328	\$344	\$361	\$379	\$398
f. Annual Credit Hours	18	18	18	18	18
g. Total Part Time Revenue (d x e x f)	\$29,520	\$30,960	\$32,490	\$34,110	\$35,820
3. Grants, Contracts & Other External Sources ³	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$169,020	\$220,680	\$274,390	\$280,835	\$287,495

Narrative Rationale for Resources

Reallocated Funds

An FTE faculty position will not be reallocated from existing programs.

Tuition and Fee Revenue

We assumed that in-state tuition and fees would increase for the next five years (\$9,300, \$9,486, \$9,676, \$9,869, and \$10,067). The in-state part-time tuition rate per credit hour is currently \$328 per credit. This value was used in calculating the revenue, assuming 15 credits per semester for full-time students and 18 credits per academic year for part-time students.

Grants and Contracts

No additional sources of funding are expected at this time.

Other Sources

No additional sources of funding are expected at this time.

Total Year: A 5-year estimate is provided.

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

TABLE 2: EXPENDITURES					
Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)

1. Total Faculty Expenses (b + c below)	\$95,900	\$191,800	\$191,800	\$191,800	\$191,800
a. # FTE	1	2	2	2	2
b. Total Salary	\$70,000	\$140,000	\$140,000	\$140,000	\$140,000
c. Total Benefits (37%)	\$25,900	\$51,800	\$51,800	\$51,800	\$51,800
2. Total Administrative Staff Expenses (b + c) below	\$0	\$0	\$0	\$0	\$0
a. # FTE	\$0	\$0	\$0	\$0	\$0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
3. Total Support Staff Expenses (b + c) below	\$0	\$0	\$0	\$0	\$0
a. # FTE	\$0	\$0	\$0	\$0	\$0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 7)	\$95,900	\$191,800	\$191,800	\$191,800	\$191,800

Narrative Rationale for Expenditure

Faculty (FTE, Salary, and Benefits)

Over the next five years, the program will employ 2 FTE faculty members (with backgrounds in the proposed program course) to operate the program. The proposed program will receive funding from the Maryland HBCU settlement funds to support the hiring of new faculty. There will be no need for

additional administrative staff. The existing departments and school administrative staff will be sufficient to run the program.

Support Staff (FTE, Salary and Benefits)

None

Equipment

None.

Library

None.

New and/or Renovated Space

Not needed

Other Expenses

None.

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

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

Course Evaluation

The University of Maryland Eastern Shore has a comprehensive course and program evaluation process. Each course syllabus has a set of written student learning outcomes. The course learning outcomes are assessed through embedded questions on tests, assignments, and portfolios that address specific course outcomes. Data is collected to analyze results and improve course curriculum and pedagogy.

Periodic assessment of the impact of the proposed program will be monitored as part of the institutional assessment process, and an evaluation program operation against budget and enrollment projects will be included, with primary benchmarks dictated by the parameters of the semester and academic year. Data on the program's processes (enrollment, student-credit-hour production, expenses, and revenue), included in an annual assessment report, will be used to improve the quality and relevance of educational opportunities offered by the School of Business and Technology at UMES.

Assessment methods for student achievement and student learning outcomes will be based on established school and departmental standards and will include the following:

- Assess written and oral student presentations, written assignments, and research projects
- Evaluate student performance on exams, quizzes, and assignments in required major courses
- Assess internship performance through supervisor evaluations and student reflections

- Evaluate student capstone projects or business plans related to club and resort management
- Track student participation in professional development activities and industry events
- Collect and analyze data from graduating student exit interviews and alumni surveys

Faculty Evaluations

Faculty evaluations are conducted with an initial meeting at the start of each academic year, a mid-year meeting typically in January, and a final evaluation meeting in April of each academic year. The faculty evaluation process at UMES is as follows:

At the beginning of the academic year, the faculty must meet with the department chair to discuss goals and objectives for the academic year. The individual faculty objectives must reflect the following:

- Departmental, school, and university goals.
- Faculty assignment (defined as % time allocated for each category based on appointment and release time awarded for that year).
 - Note: Faculty who are on 100% teaching lines with no approved release time are expected to have the following % breakdown: 50% teaching, 35 % scholarship, and 15% service; and
- Faculty members' professional development.

During the academic year, the department chair is informed of any major changes made to the objectives. If necessary, the department chair shares information with the faculty members regarding the areas of concern. In January, the faculty will meet with the chair to review progress toward the objectives.

Each faculty member will submit the evaluation document to the department chair in April. The Department Chair will review the information and discuss his/her evaluation with the faculty member. Students' evaluations of instruction will be utilized in this discussion between the Chair and faculty members. Copies of the summary evaluations should be attached as they become available. Note: Peer review of teaching will be included if done.

Student Learning Outcome Evaluation

Based on established school standards, we will establish an ongoing program evaluation where we,

- Assess samples of student performance on computer-based problems and projects.
- Assess samples of the use of technology in student presentations.
- Assess samples of the group and individual case studies.
- Assess written and oral student presentations, written assignments, and research projects.
- Track analytical performance in courses.

- Evaluate student performance in exams, quizzes, and assignments in elective courses.
- Assess comprehensive final exams in core courses.

Assessment instruments include graded student work, the evaluation of written project papers, and presentations. The achievement levels are determined using the rubrics developed separately for each outcome.

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

Assessment of Student Learning Outcomes:

The Student Learning Outcomes Assessment Process (SLOAP) is the degree program's procedure for determining whether the program's mission, objectives, and learning outcomes are being met. It explains the required assessment data to be collected, the frequency of collection, and the evaluation methods to be used to examine whether the performance criteria, which have been discussed previously and below, are being met. Due to this, academic programs that have program-level accreditation have undergone rigorous reviews of their processes of assessing student learning outcomes. These processes and standards will be extended to the proposed educational program. The school departments conduct an annual assessment of student learning outcomes and faculty evaluations. The departments have developed and implemented a comprehensive assessment plan that contains all the components required for this intent. All faculty members in the school's departments participate in the student learning outcomes assessment process and the faculty evaluation process.

In addition to previously discussed learning outcomes, the proposed program will have three (3) additional Program-level Learning Outcomes. All Faculty reviewed and agreed upon the outcomes. The Program Learning Outcomes are:

1. Students will demonstrate foundation knowledge and skills in their program areas (concentrations).
2. Students will demonstrate problem-solving, critical thinking, oral and written communication, and leadership skills.
3. Students will integrate theory, discovery, and technology into practice.

The School of Business and Technology departments use assessment data to make informed curriculum decisions regarding improving teaching and learning processes. The school departments are intensely engaged in the assessment of student learning outcomes. The school faculty has a well-developed assessment plan to ensure that we use the data to improve student learning. In addition, academic program assessment takes place on a six-year cycle. Data regarding program enrollment, retention, and graduation rates are collected by the Office of Decision Sciences and Visualization in conjunction with the program faculty. The data are analyzed against program outcomes, and results are used to improve the program.

Student Retention:

The University of Maryland Eastern Shore is committed to student retention. The Center for Access and Academic Success (CAAS) provides dedicated advisors for first-year students and works with academic programs to ensure adequate academic advising. CAAS also provides support to students at all levels of enrollment. The educational programs in the school have well-established advising processes and have developed a handbook for faculty advisors. Another important aspect of student retention is ensuring the high quality of the program. Excellent programs will be attained through hiring highly qualified and experienced faculty members. The curriculum will be regularly updated to ensure relevance to current and future trends. The learning environment will be positive and supportive of students. The academic programs will ensure that all the resources needed are provided promptly. Student engagement activities will be conducted to increase cohesion and pride in belonging to the degree program.

Student and Faculty Satisfaction:

Student satisfaction will be measured using course evaluation and exit interview surveys. Faculty satisfaction will be measured through the annual evaluation process, including a planning and goal-setting session in the fall, a mid-year review in February, and a final evaluation session at the end of the spring semester. An academic climate survey will also assist in assessing faculty satisfaction. Additionally, informal feedback from faculty will be used to determine faculty and student satisfaction, and adjustments will be made accordingly.

Cost-Effectiveness:

The proposed academic program will build upon existing undergraduate and graduate programs offered by the School of Business and Technology. The foundational resources, faculty, and facilities needed to start the program are already in place. The new program's visibility will attract more students and ensure sustainability and cost-effectiveness. Based on projected program enrollment, the new degree will produce enough revenue to be self-sustaining.

Faculty Evaluation:

In addition, every faculty member is evaluated each year. The evaluation process includes an assessment of faculty teaching, faculty research record and productivity, and school-wide and department service. To receive a high evaluation, a faculty member must demonstrate effective teaching, active scholarly activities, publications, etc. There is also a provision for the administration to set out an improvement plan for faculty members who have not done well in teaching. Tenured faculty will undergo a five-year post-tenure review.

Program assessment takes place in a six-year cycle. The Office of Decision Sciences and Visualization collects data regarding program enrollment, retention, and graduation rates in conjunction with the program coordinator. The data are analyzed against program outcomes, which are used to improve the program.

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

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

The University of Maryland's Eastern Shore mission is compatible with the State of Maryland's minority achievement goals. The University of Maryland Eastern Shore is an 1890 land grant HBCU. Our programs attract diverse students, with most of the student population being African American, multiethnic, and multicultural. The University actively recruits a minority population for all undergraduate and graduate-level degrees. Special attention is also provided to recruit diverse groups into the STEM and multidisciplinary programs at all degree levels, including undergraduate, master's, and doctoral. The same attention will be given to the proposed program.

As part of UMES Strategic Plan Subgoal 4.1: Improve structure for attracting, developing, and retaining high-quality and diverse students, UMES takes pride in the diversity of its faculty, staff, and students with representation from 37 states and 47 countries. UMES values people of different ethnicities, orientations, cultures, and perspectives. The University of Maryland Eastern Shore has one of the most racially and ethnically diverse student populations in the University System of Maryland. Based on fall 2017 data, UMES faculty were 56% African American, 27% White, 5% Asian, 1% American Indian, and 5% international. Student race and ethnicity statistics from fall 2017 reflect a student population of 69.7% African American, 12.3% White, 8.8% two or more races, 3.6% Hispanic, 1.2% Asian, and 3.8% international.

UMES offers the most competitive tuition rates in Maryland compared to other institutions, which improves minority student access. Our program appeals to minority students, as evidenced by the high proportion of minority student enrollment in UMES degree programs. We support educationally disadvantaged minority students by offering remediation and mentoring relationships.

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

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

The proposed Bachelor of Science is unrelated to a low-productivity program identified at UMES.

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

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

At UMES, we are committed to continually improving our online courses and distance education programs. UMES participates in the State Authorization Reciprocity Agreement. Some benefits for students of our institutional participation in SARA include greater access to online programs, improved quality of distance education, and reduced institutional costs (which keep everyone's costs lower). Currently, 47 states and the District of Columbia participate in SARA. "The State

Authorization Reciprocity Agreement is voluntary among its member states and U.S. territories. It establishes comparable national standards for interstate offering postsecondary distance-education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state” (NC-SARA.org).

Any new instructors recruited to teach online must meet the same qualifications as the current faculty. All faculty teaching in the online version of the program will be required to complete UMES Online Learning Training, and the School of Business and Technology recommends Quality Matters training, Online Learning Consortium, or other comparable training for its instructors.

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

UMES’ commitment to online teaching is demonstrated by the resources of its Center for Instructional Technology and Online Learning (CITOL), founded in 2006, which provides a faculty computer lab, course development, and instructional and technical support to new and current faculty. The Center for Instructional Technology and Online Learning (CITOL) at UMES supports developing, designing, and delivering online and hybrid programs, classes, and workshops focusing on flexibility, resiliency, equity, accessibility, privacy, and safety (FREAPS). CITOL assists faculty, staff, and students in all digital teaching and learning aspects concerning pedagogy and technology. This includes using the Canvas Learning Management System, Starfish, Microsoft Office 365, Yuja, YuJa Engage, and YuJa Verity. C-RAC 2021 requires programs to provide details about practices to engage and assist distance education students. CITOL facilitates student-centered training and workshops, provides student mentoring and help desk support, and hosts a repository of student-centered LMS and online learning resources. The School of Business and Technology and the Center for Instructional Technology and Online Learning will ensure the degree program adheres to C-RAC Guidelines for Evaluating Distance Education.

For the club and resort management online components specifically, we will ensure:

- Regular and substantive interaction between instructors and students
- Technology support specific to specialized club management software
- Virtual networking opportunities with industry professionals
- Integration of industry case studies and simulations appropriate for online learning
- Training for faculty on creating engaging online content related to the club and resort management

Conclusion

The proposed Bachelor of Science in Private Club and Resort Management addresses a significant need in the hospitality industry and higher education landscape. By leveraging UMES's existing strengths in hospitality education and its status as an HBCU, this program will create new opportunities for students, particularly those from underrepresented backgrounds, to enter leadership positions in the growing club and resort management field.

The program is designed to be financially sustainable, aligned with industry needs, and consistent with UMES's mission and strategic goals. Through a combination of specialized curriculum, experiential learning opportunities, and industry partnerships, graduates will be well-prepared for successful careers in club and resort management, an industry with strong employment prospects and growth potential.

Market data indicates significant demand for specialized professionals in this field, with employers willing to pay a premium for candidates with dedicated club and resort management education. With private club membership growing by 18% since 2020 and management positions in the field increasing at 5.2% annually, graduates will enter a robust job market with opportunities for advancement.

The University of Maryland Eastern Shore respectfully requests approval of this Bachelor of Science in Private Club and Resort Management to enhance its academic offerings and continue fulfilling its mission of providing high-quality, accessible education that prepares graduates to address challenges in a global knowledge-based economy while meeting the workforce needs of the Eastern Shore, the state, the nation, and the world.

TOPIC: University of Maryland Global Campus proposal for a Master of Science in Applied Artificial Intelligence

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: May 15, 2025

SUMMARY: The Master of Science (M.S.) in Applied Artificial Intelligence is a 30-credit program that provides graduate learners with both the necessary technical foundation in AI and the opportunity to study the application of AI in a selected area of specialized interest. The 30-credit, ten-course M.S. program is structured as follows:

- AI Foundations (9 credits, 3 courses): These courses provide a broad-based technical introduction to AI, discuss ethical issues in the use of AI, and explore contemporary issues in AI. Learners who complete these 9 credits will earn a badge in AI Foundations.
- Learners will then choose one of two elective areas (18 credits, 6 courses):
 - Computer Vision and Natural Language Processing; OR
 - AI and Cybersecurity

Some of these elective courses will be taken from well-established existing UMGC programs in adjacent areas (e.g., M.S. programs In Cyber Operations, Cloud Computing Systems, or Data Analytics) when they provide the necessary background in the selected domain, or when they already provide in-depth discussion in how AI is applied to achieve better outcomes. New courses for this program will be developed as needed.

- Learners will complete a capstone course (3 credits) in the selected elective area, demonstrating their proficiency in applying AI in the chosen domain.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fee revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the UMGC proposal to offer a Master of Science in Applied Artificial Intelligence.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn 301-445-1992

awrynn@usmd.edu



**UNIVERSITY OF MARYLAND
GLOBAL CAMPUS**

OFFICE OF THE CHIEF ACADEMIC OFFICER

May 1, 2025

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

Dear Chancellor Perman:

On behalf of the University of Maryland Global Campus (UMGC), this letter serves as an official request for a new MS Applied Artificial Intelligence (HEGIS: 0701.XX; CIP: 11.0102). In accordance with COMAR 13B.02.03, the following proposal is submitted for your review.

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

Sincerely,

Blakely R. Pomietto, EdD
Senior Vice President and Chief Academic Officer

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

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland Global Campus

Institution Submitting Proposal

Applied Artificial Intelligence

Title of Proposed Program

Master of Science

Fall 2026

Award to be Offered

Projected Implementation Date

0701.XX

11.0102

Proposed HEGIS Code

Proposed CIP Code

**School of Cybersecurity and Information
Technology**

Dr. S. Bhaskar

Department in which program will be located

Department Contact

+1 240 6842840

s.bhaskar@umgc.edu

Contact Phone Number

Contact E-Mail Address



5/1/25

**Academic Program Proposal
University of Maryland Global Campus**

Request for a New Master of Science in Applied Artificial Intelligence

The University of Maryland Global Campus (UMGC) is proposing an MS in Applied Artificial Intelligence (AI) as a 30-credit program which is designed to equip graduate learners with both essential technical AI foundations and specialized application skills in either Computer Vision/Natural Language Processing (CV/NLP) or AI and Cybersecurity. The program's stackable credential structure allows students to earn a badge while progressing toward their full degree, culminating in a capstone project that demonstrates their ability to apply AI solutions to real-world problems.

A. Centrality to Institutional Mission and Planning Priorities

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

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

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

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

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

Authentic online education is fundamentally different from courses and programs originating at traditional institutions and taught remotely in the same way as face-to-face classes. Instead, authentic online education is a distinctive educational architecture intentionally designed for virtual teaching, learning, and assessment, with technology tools strategically deployed for engagement and outcomes,

as well as wraparound services that provide support throughout the online student life cycle. These features set UMGC apart in the higher education landscape.

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

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

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

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

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

UMGC's new [2024-2030 Strategic Plan](#) establishes priorities and strategies guiding the university to achieve its vision of becoming the learner-centric, data-driven, and skills-based school of choice for adults and businesses. This plan is rooted in foundational commitments reflecting UMGC's history and mission and establishes a series of strategic priorities that advance the university's vision and position us for the future. The five key priorities established in this plan are:

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

learners

5) Intentional study of and investment in our people's needs

This proposal contributes directly to two of the five strategic priorities in UMGC's new strategic plan, utilizing "market-responsive portfolio management that continuously adapts to learner and employer needs" and employing "a skills architecture that can be translated between educational and work experiences." Successful portfolio management requires a focus on university-wide agility, effective resource utilization, and market-responsiveness, all of which were key considerations driving UMGC's decision to develop this program.

Further, the innovative curriculum in this program will provide opportunities for learners to develop core skills in artificial intelligence, machine learning, deep learning, data engineering, computer vision, natural language processing, AI ethics, and specialized applications such as cybersecurity and software engineering that are explicitly aligned with their current needs and interests, while also transferable to a broad range of careers and professional experiences.

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

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

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

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

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

- Help@UMGC provides support services for the learning management system (online learning platform). UMGC's learning management system is Desire2Learn (D2L); its internal adaptation is called LEO. A specialized technical support team for LEO questions and problems is available 24 hours a day, 7 days a week, 365 days a year. In addition, UMGC trains faculty to handle some LEO troubleshooting; publishes LEO FAQs; and provides chat, phone, and e-mail access to a Help Center.
- MyUMGC is a self-service portal that provides access to UMGC administrative functions and student records. UMGC has designed this portal to ensure that students around the world can complete administrative tasks and view their academic records at their convenience.
- The Integrative Learning Design unit within Academic Affairs provides instructional-design support and consultation to Help Desk staff and program leadership to optimize the learning environment across delivery modes and resolve challenges or obstacles students and faculty may encounter in online classrooms.
- Success Coaches and Military Education Coordinators are committed to partnering with

students as they navigate their UMGC journey through thought provoking and supportive conversations, empowering students to make informed degree planned decisions, connecting them with the right resources at the right time, and celebrating the student's successful milestones and educational goals.

- Students receive support in educational technology from UMGC's Virtual Lab Assistants team. Team members are well-versed in the content of the courses they support and can quickly help a struggling student.
- The Effective Writing Center (EWC) offers many writing-related services to students, including resources for improving writing skills, citing and referencing resources, and supporting research activities. The EWC is directly accessible through a link within each online classroom.
- Turnitin has been integrated directly into all online courses as a developmental tool for students to assist with achieving authenticity in their writing. TII's Draft Coach is another tool available to students to help with writing and citing skills.
- UMGC's Library is directly accessible through a link within each online classroom. UMGC's librarians help educate students in the use of library and information resources and services and develop and manage UMGC's extensive online library collection.
- First Term Experience provides high engagement, mentorship, and relevant content in first-term courses, including PACE (Program and Career Exploration), to propel students into their chosen academic programs.
- Free subject matter tutoring is available in select courses. Subject matter tutors can help define and explain concepts, clarify examples from course content, and guide students toward understanding a particular topic. Students can connect with a subject matter tutor by accessing a link in their online classroom. Students can choose to connect at once or schedule a meeting with a tutor at another time. Group sessions are scheduled for certain subject areas, and every student has access to tutoring for Reading Comprehension and Technology skills.
- The Office of Accessibility Services arranges accommodations for students with medical conditions protected under the Americans with Disabilities Act. Students can register with this office via an online form and work with staff to receive appropriate accommodation for their courses.
- Free, anonymous mental health support is offered to students via an online peer-to-peer support service, a 24/7 wellness line supported by licensed clinicians, and a self-service online provider directory.
- Student Engagement and Programming offers students a chance to connect virtually via UMGC's various [clubs and organizations](#) (co-curricular clubs, honor societies, and affinity groups). All official student clubs have a faculty advisor to support student leaders. These groups provide professional growth opportunities, leadership development, and academic recognition. Additionally, students have the opportunity to connect with global peers with a newly acquired online social platform called InScribe.
- UMGC is invested in helping students who are facing other challenges in life that impact finances and basic needs. For example, the [SAFER Program](#) offers emergency funding to students demonstrating distress. We are continuously looking for ways to better serve our students and to connect them to resources that support equitable access.
- The Office of Career Services and its CareerQuest portal provide quality resources and services to assist students and alumni with their career planning and job search needs, including the Community Connect mentorship and InternPLUS programs. Career Services supports students transitioning from one career field to another or looking to advance in their current career, in addition to those entering the workforce for the first time.
- The Tuition Planning team provides students with all-inclusive consultative financial support for all UMGC payment methods, with a focus on comprehensive funding and tuition planning to

- help guide students from their first class to graduation.
- The Financial Aid Office helps students understand and navigate the process of applying for financial aid. Staff members have expertise with a variety of financial aid options, as UMGC students may be using employer assistance, military or veterans' benefits, or other aid that is more common among adult student populations.

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

Not applicable as this program is new.

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

- 1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:**
 - a) The need for the advancement and evolution of knowledge**
 - b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education**
 - c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs**

As an open-access institution, UMGC plays a pivotal role in meeting societal needs through making educational opportunities and choices available for all students within the State of Maryland, including minority students, first generation students, and military-affiliated and working-adult students. In February 2023, UMGC was designated as a Minority Serving Institution by the U.S. Department of Education Office of Postsecondary Education.

The university currently enrolls some 24,000 African American undergraduate and graduate students, 13,000 Hispanic/Latino students, 5,000 Asian students, and 15,000 students who self-identify as Native American, Hawaiian or Pacific Islander, Multiracial, or Other. Currently, more than 50% of all UMGC degrees and certificates are granted to minority students.

In the School of Cybersecurity and Information Technology, where the MS in Applied AI will be housed, the average age of all graduate students is 34. A majority of these students (54%) are enrolled at UMGC on a part-time basis. In AY 2024-2025, 21% of these students were military-affiliated, and 16% of these military-affiliated students were on active duty. Graduate students in the School of Cybersecurity and Information Technology are also geographically dispersed, with only 38% residing in Maryland. African American students constitute 38% of all current graduate students in the School of Cybersecurity and Information Technology, and 11% identify as Hispanic/Latino, 7% as Asian, and .7% as Native American, Hawaiian or Pacific Islander, Multiracial, or Other.

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

- 2. Provide evidence that the perceived need is consistent with the 2022 [Maryland State Plan for Higher Education](#).**

The MS in Applied AI is designed to meet the needs of our students, the demands of employers, and to support present and future postsecondary priorities of the State, as identified in the [2022 Maryland State Plan for Higher Education](#). This program supports the goals and priorities in the State Plan in the following ways:

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

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

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

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

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

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

UMGC students are employed in a variety of industries such as healthcare, human resources, social services, finance, manufacturing, government, IT, cybersecurity, consulting, education, defense industries, and the military. The typical student at UMGC is a working adult with 10+ years of work experience. Almost two-thirds of undergraduate students and one-third of graduate students are in the military or are transitioning from the military to a civilian career.

The MS in Applied AI is expected to prepare graduates for growing market demand across multiple industries including cybersecurity and software engineering, with industry trends showing 34% growth in AI job postings and median salaries of \$133,000, preparing graduates for mid-to-senior level roles such as AI Engineer, Machine Learning Engineer, Data Scientist, and AI Solutions Architect.

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

Table 1: Aligned Occupations for Graduates of UMGC's Proposed MS in Applied AI

SOC Code	Occupational Title
15-1299	Computer Occupations, All other
15-1252	Software Developers
15-2051	Data Scientists
15-1243	Database Architects
15-1242	Database Administrators

Using the SOC codes identified in Table 1, Table 2 below presents 2022-2032 employment projections for these target occupations from the Maryland Department of Labor.

Table 2: Maryland Occupational Projections 2022-2032

SOC Code	Occupational Title	Employment			
		2022	2032	# Change	% Change
15-1299	Computer Occupations, All other	22,759	26,979	4,220	18.54%
15-1252	Software Developers	34,970	45,887	10,917	31.22%
15-2051	Data Scientists	2,396	3,338	942	39.32%
15-1243	Database Architects	777	876	99	12.74%
15-1242	Database Administrators	2,119	2,373	254	11.99%
Total		63,021	79,453	16,432	26.07%

Data Source: Maryland Department of Labor Long Term Occupational Projections

<https://www.dllr.state.md.us/lmi/iandoproj/>

As evident from the data presented in Table 2, occupations that are at the core of the proposed program are in strong demand and are projected to grow over the next decade. An additional 16,432 employment opportunities will be created within these core occupational categories in Maryland between 2022 and 2032, a 26% increase in newly created positions. This growth outlook is also apparent in the national demand landscape for specialists within these occupations. Table 3 below presents the 2022-2032 national occupational projections for these same SOC codes from the U.S. Bureau of Labor Statistics.

Table 3: National Occupational Projections 2022-2032

SOC Code	Occupational Title	Employment 2022	Employment 2032	Employment # Change 2022-2032	Employment % Change 2022-2032	Occupational Openings 2022-2032 Annual Average
15-1221	Computer and Information Research Scientists	36.6	46	9.4	25.6%	3.4
15-1252	Software Developers	1,692.1	1,995.7	303.7	17.9%	125.1
15-2051	Data Scientists	202.9	276	73.1	36%	20.8
15-1243	Database Architects	61.4	68.0	6.6	10.8%	4.2
15-1242	Database Administrators	80.5	87.1	6.6	8.2%	5.3
Total		2073.5	2472.8	399.4	19.3%	158.8

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

Table 3 illustrates strong demand nationally for occupations that match the skillset for MS in Applied AI graduates, with expected aggregate growth across these occupations of more than 19%, corresponding to over 399,400 newly created employment opportunities between 2022 and 2032.

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

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

The labor market analysis presented in Table 4 below represents the number of job openings in Maryland and nationwide from March 2023 to March 2025, using Lightcast data for the top five program-aligned job categories. Table 5 presents an analysis from a skills perspective, rather than a job title perspective. It is evident from this analysis that the program-aligned skills desired by Maryland employers mirror the skills sought nationwide.

Further analysis of the data reveals several notable patterns. Maryland shows a significantly higher demand for Systems Engineering skills (26%) compared to the national average (11%), likely reflecting the state's concentration of defense, aerospace, and government contractors. This presents a distinctive opportunity for UMGC's Applied AI program to specifically address this regional skills gap. Additionally, while job titles show similar patterns between Maryland and national markets, Systems Engineer positions are proportionally more prevalent in Maryland, again highlighting the state's unique industry composition.

The data also demonstrates a consistent demand for core technical skills like Python programming and Computer Science fundamentals across both markets, validating UMGC's curriculum design with its strong technical foundation. The comparable percentages for Agile Methodology skills (27% MD vs. 24% nationwide) indicate employers' emphasis on practical implementation methodologies, which aligns with UMGC's focus on applied learning and real-world projects. Finally, when examining trends over the two-year period (March 2023 - March 2025), the data suggests sustained or growing demand

in all key categories, supporting the long-term viability of the proposed program.

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

Job Title	Maryland Unique Postings Mar 2023 – Mar 2025	% of Postings	Nationwide Unique Postings Mar 2023 – Mar 2025	% of Postings
Software Engineer	601	37%	23,664	36%
Data Scientist	502	55%	23,137	44%
Systems Engineer	763	36%	10,651	40%
Data Engineer	117	56%	8,554	45%
Data Analyst	125	48%	7,685	45%

Data Source: Lightcast <https://lightcast.io/>

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

Skills	Maryland Unique Postings 2022 - 2032	% of Postings	Nationwide Unique Postings 2022 - 2032	% of Postings
Computer Science	8,306	55%	345,002	54%
Python	5,332	35%	216,009	34%
Agile Methodology	4,102	27%	157,422	24%
Systems Engineering	3,914	26%	67,778	11%
Software Engineering	3,829	25%	143,326	22%
Java	3,227	21%	104,567	16%

Data Source: Lightcast <https://lightcast.io/>

Further market analysis of emerging AI-specific skills reveals substantial projected growth over the next five years, reinforcing the timeliness and value of the proposed MS Applied AI. Machine Learning is projected to increase by 34.7% over the next five years, supported by an overall market CAGR of 34.8% that will reach \$503.40 billion by 2030 ([Statista, 2025](#)). Most notably, Deep Learning shows dramatic growth projections at 84%, while Python (21.6%), Tableau (28.2%), Artificial Intelligence (24.8%), and Natural Language Processing (22.8%) all demonstrate strong projected demand increases ([Itransition, 2025](#)). This growth is being driven by widespread AI adoption across multiple sectors, with the global AI market expected to reach \$826.70 billion by 2030 ([Statista, 2025](#)).

These projections align with and extend the Lightcast data presented in Tables 4 and 5, particularly regarding the high demand for Python skills. Organizations are increasingly prioritizing AI training and upskilling initiatives, with 42% of employers planning to focus on AI training by 2027 and 36% expecting to upskill existing employees for AI adaptation ([Analytics Vidhya, 2025](#); [Dice, 2025](#)). The percentage of job postings requiring AI skills rose to 1.8% in the United States in 2024, up from 1.4% in 2023, with Machine Learning Engineers, Data Scientists, AI Researchers, and AI Product Managers being the most sought-after roles ([IEEE Spectrum, 2025](#); [CEPR, 2024](#)). Although Python remains the dominant programming language in this field, appearing in 78% of data scientist job postings, demand for specialized AI skills like Natural Language Processing has surged from 5% in 2023 to 19% in 2024 ([365 Data Science, 2024](#)). These trends strongly support the strategic emphasis on applied AI within the proposed program curriculum and its alignment with both current and projected labor market needs.

Table 6: Projected 5-Year Growth Rate of Key AI Skills

Skill	Projected Growth Rate
Deep Learning	84.0%
Machine Learning	34.7%
Tableau	28.2%
Artificial Intelligence	24.8%
Natural Language Processing	22.8%
Python	21.6%

Data Sources: Statista (2025), Itransition (2025), IEEE Spectrum (2025), CEPR (2024), and 365 Data Science (2024)

In Appendix A of Maryland's Workforce Needs Analysis, the closely related area of Data Science is identified as an in-demand occupation with an estimated 2,636 job openings during the period 2022 through 2032, and as an area of emerging workforce need, with 39% growth during the same period (Appendix C). Appendix B of the same report identifies AI and Data Science as academic programs which address existing high-demand job needs. Additionally, AI has the potential to enhance and affect a very large number of the current in-demand and emerging job needs, even if these jobs do not use AI at the present time.

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

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

Table 7: Maryland Occupational Projections Total Openings 2022-2032, Including New Positions, Exits, and Transfers

SOC Code	Occupational Title	Position Changes	Position Exits	Position Transfers	Total Projected Openings
15-1221	Computer and Information Research Scientists	502	638	971	2,111
15-1252	Software Developers	10,917	6,938	14,461	32,316
15-2051	Data Scientists	942	651	1,043	2,636
15-1243	Database Architects	99	209	265	573
15-1242	Database Administrators	254	568	721	1,543
Total		12,714	9,004	17,461	39,179

Data Source: Maryland Department of Labor Long Term Occupational Projections

<https://www.dllr.state.md.us/lmi/iandoproj/>

The projections in Table 6 show that the total number of openings across all program-aligned job

categories will yield approximately 39,000 employment opportunities in Maryland alone over the next 10 years (when factoring in job growth, exits, and transfers), or an estimated 3,900 positions annually. When considering the current and projected graduate supply in these fields as presented in the next section, job demand in these occupations far exceeds Maryland’s current pipeline of graduates.

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

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

Table 8: MS in AI Completions at Maryland Colleges and Universities, In Rank Order of 2023 Degrees Granted

Maryland Institution	2020 Program Completions	2021 Program Completions	2022 Program Completions	2023 Program Completions
Johns Hopkins University	0	0	4	19
Capitol Technical University	0	0	0	0
Total	0	0	4	19

Data Source: [TRENDS IN DEGREES AND AWARDS BY PROGRAM 2023.pdf \(maryland.gov\)](#)

D. Reasonableness of Program Duplication

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

A program title and CIP search performed on April 11, 2025, of MHEC’s online Academic Program Inventory found three active programs in Maryland with potential similarities to UMGC’s proposed program and three proposed programs. Six of these programs are offered by Maryland public four-year institutions. Table 8 below provides a comparative summary of major program features. Unlike other programs currently offered in Maryland, UMGC’s proposed MS in Applied AI is fundamentally distinctive in the following ways:

- Stackable credential structure allowing students to earn an AI Badge (9 credits), and full MS degree (30 credits) with clear entry and exit points
- Fully online asynchronous delivery format designed specifically for working professionals with no on-campus requirements
- Affordable tuition structure at \$544 per credit hour, significantly lower than competitors (\$630-\$1,757 per credit)
- Open enrollment approach without strict prerequisites or specific undergraduate degree requirements
- Balanced curriculum combining technical AI foundations with practical and specific applications

- Cross-disciplinary elective options in high-demand areas (Cybersecurity, Computer Vision/NLP) rather than purely technical focus
- Integration with existing UMGC programs allowing for unique industry-aligned specialization pathways
- Program design specifically targeting working adults seeking to apply AI in their existing career

Table 9: Comparison of MS in AI Programs at Maryland Colleges and Universities

Maryland Colleges and Universities	Program Attributes	Differentiation from UMGC's Proposed Program
Capitol Technical University	<p>Program Title: Master of Research (MRes) in Artificial Intelligence CIP: 11.0102 Total Credits: 30 Modality: Online Professional Focus/Distinctive Features:</p> <ul style="list-style-type: none"> • Research-intensive degree program • 5 core courses (6 credits each) • Culminates in a master's dissertation • Opportunity to publish original research • Dedicated thesis chair guidance • Industry-expert faculty • Preparation for both industry roles and PhD programs 	<ul style="list-style-type: none"> • Research-oriented focus vs. UMGC's application-oriented approach • 6 credit course structure vs. UMGC's 3 credit structure • Includes dissertation component while UMGC offers project-based learning • Sequential course structure with 2 courses per semester maximum • Fixed curriculum pathway vs. UMGC's flexible options • Different tuition structure at \$630 per credit hour (standard rate)
Capitol Technical University	<p>Program Title: Master of Philosophy (MPhil) in Artificial Intelligence CIP: 11.0102 Total Credits: 30 Modality: Online Professional Focus/Distinctive Features:</p> <ul style="list-style-type: none"> • Combines theoretical AI knowledge with hands-on implementation skills to solve real-world challenges • Emphasizes ethical considerations and societal impacts alongside technical expertise • Cultivates specialized domain knowledge while maintaining adaptability in a rapidly evolving field • Balances academic research experience with practical project management capabilities • Fosters original contributions to AI advancement through both published research and innovative 	<ul style="list-style-type: none"> • Research-intensive, and theory-based program, vs. UMGC's focus on applications. • Program acts as a precursor to the doctoral program in AI (an AI Doctoral Defense is among the listed requirements for the MPhil program) • Mix of 3- and 6-credit classes, vs UMGC's 3-credit classes • Single-track program, vs. UMGC's flexible options • Different tuition structure at \$630 per credit hour (standard rate)

Maryland Colleges and Universities	Program Attributes	Differentiation from UMGC's Proposed Program
	solutions	
Johns Hopkins University	<p>Program Title: Master of Science in Artificial Intelligence CIP: 11.0102 Total Credits: 30 Modality: Fully online with some in-person options Professional Focus/Distinctive Features:</p> <ul style="list-style-type: none"> • Developed with Johns Hopkins Applied Physics Lab • 4 required core courses and 6 electives • Multiple specialization options (ML, NLP, Robotics, Computer Vision, etc.) • Taught by active industry professionals and researchers • Proficiency exam options to opt-out of prerequisites • Independent study options 	<ul style="list-style-type: none"> • Different tuition structure (\$52,700 total program cost) • Focus on deep technical specialization in core AI disciplines • Emphasis on theoretical foundations and advanced research • Curriculum designed for technical depth in specialized AI fields • Includes prerequisite knowledge requirements with opt-out options • Structured for students with strong technical backgrounds
University of Baltimore	<p>Program Title: Master of Science in Artificial Intelligence for Business CIP: 52.1399 Total Credits: 30 Modality: In-person Professional Focus/Distinctive Features:</p> <ul style="list-style-type: none"> • Business-focused AI degree housed in School of Business • Focus on business ethics and regulatory perspectives • Emphasis on practical application across business functions • Elective options in entrepreneurship, finance, HR, marketing, operations 	<ul style="list-style-type: none"> • Narrower focus specifically on business applications • Higher tuition at \$875/credit (in-state), \$1,209/credit (out-of-state) • Less technical depth in AI foundations • Limited technical specialization options • Less flexibility in curriculum choices • No stackable credential structure
Letters of Intent		
University of Maryland	Program Title: Master of Science in Artificial Intelligence for Drug Development	<ul style="list-style-type: none"> • Specialized focus on pharmaceutical industry

Maryland Colleges and Universities	Program Attributes	Differentiation from UMGC's Proposed Program
Baltimore	(LOI) CIP: 51.2006 Total Credits: 30 Modality: Asynchronous Professional Focus/Distinctive Features: <ul style="list-style-type: none"> • Highly specialized focus on pharmaceutical applications • 2-year program with 8 required courses • Interdisciplinary program combining AI with pharmaceutical sciences • Focus on AI-enabled Predictive Analytics for drug development • Designed for pharmaceutical industry professionals 	applications <ul style="list-style-type: none"> • Fixed curriculum pathway with predetermined courses • Domain-specific concentration in drug development processes • Traditional degree structure without stackable options • Tailored for pharmaceutical industry workflows and methodologies • Designed specifically for professionals in pharmaceutical and regulatory sectors
University of Maryland College Park	Program Title: Master of Science in Artificial Intelligence CIP: not specified in LOI Total Credits: 30 Modality: Both in-person and online versions will be available Professional Focus/Distinctive Features: <ul style="list-style-type: none"> • Non-thesis interdisciplinary graduate program • 21 credits of required core courses and 9 elective credits • Core coursework includes probability and statistics, data science, machine learning, computing systems for AI, human-centered approaches, AI and society, and safe and trustworthy AI • Electives in specialized topics like natural language processing, robotics, AI for cybersecurity, AI for healthcare, generative AI, and AI policy • Connected to UMD's Artificial Intelligence Interdisciplinary Institute (AIM) • Focus on both technical training and understanding of societal context • Scheduled for proposal submission in Fall 2025 	<ul style="list-style-type: none"> • Both in-person and online modality options vs. UMGC's fully online approach • Structured with 21 credits of required core courses and 9 elective credits • Connection to UMD's research institute (AIM) • UMD's program places much greater emphasis on the core (21 credits), with only 9 credits given to the electives. UMGC's program takes the reverse approach, starting with a small core (9 credits) which gives both electives the fundamental knowledge required by both, and gives a larger number of credits (21) towards developing depth within the elective area. • Different curriculum structure with specialized electives in areas like robotics, NLP, healthcare, and AI policy.
University of Maryland Baltimore County	Program Title: Master of Science in Artificial Intelligence CIP: not specified in LOI Total Credits: 30 (thesis option) or 33	<ul style="list-style-type: none"> • Exclusively in-person delivery vs. UMGC's fully online format • Different credit requirements (30-33) based on thesis/non-

Maryland Colleges and Universities	Program Attributes	Differentiation from UMGC's Proposed Program
	<p>(non-thesis option) Modality: In-Person Professional Focus/Distinctive Features:</p> <ul style="list-style-type: none"> • Housed in Computer Science and Electrical Engineering Department • Research-focused approach with thesis and non-thesis options • Core courses in AI principles and machine learning • AI-focused electives in NLP, neural networks, and robotics • Designed for students with CS, IS, or EE backgrounds • Targets future AI researchers, academics, and doctoral candidates • Anticipated submission in Fall 2025 	<p>thesis option</p> <ul style="list-style-type: none"> • Stronger research orientation targeting future academics and researchers • More specific undergraduate background requirements • Different program structure with thesis option available • Focus on theoretical expertise rather than cross-domain applications • Located in Baltimore-Washington tech corridor

2. Provide justification for the proposed program.

The MS in Applied AI program addresses a critical and growing market demand, as evidenced by industry trends showing 34% growth in AI job postings and median salaries of \$133,000. The program's unique stackable credential structure (9-credit AI Badge, 30-credit MS degree) provides flexible entry and exit points that specifically serve working professionals who need to upskill while maintaining employment. Unlike research-oriented programs at other institutions or those with narrower domain focus, UMGC's approach delivers a balanced combination of technical AI foundations and practical application skills, preparing graduates for mid-to-senior level roles across multiple industries.

UMGC is uniquely positioned to deliver this program through its established expertise in online education, affordable tuition structure (\$544 per credit compared to competitors ranging from \$630-\$1,757), and flexible asynchronous format designed specifically for working adults. The program's options in areas like Cybersecurity and Computer Vision/NLP represent a significant departure from the Maryland market norm, where 83% of competitor programs focus primarily on technical specializations. While other institutions require rigid prerequisites or specific undergraduate backgrounds, UMGC's open enrollment approach expands access to AI education for professionals seeking to apply AI in their existing domains rather than only those pursuing purely technical roles.

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

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

A program title and CIP search performed on April 11, 2025, of MHEC's online Academic Program Inventory found no MS in Applied AI programs currently offered at Historically Black Institutions in Maryland. This includes the three HBIs in the University System of Maryland (Bowie State University, Coppin State University, and University of Maryland Eastern Shore) and Morgan State University.

UMGC's proposed program will, therefore, have no impact on the implementation or maintenance of high-demand programs at Maryland's HBIs.

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

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

A program title and CIP search performed on April 11, 2025, of MHEC's online Academic Program Inventory found no MS in Applied AI programs currently offered at Historically Black Institutions in Maryland. This includes the three HBIs in the University System of Maryland (Bowie State University, Coppin State University, and University of Maryland Eastern Shore) and Morgan State University. UMGC's proposed program will, therefore, have no impact on the uniqueness and institutional identities and missions of Maryland's HBIs.

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

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

The MS in Applied AI was developed in response to the growing market demand for AI professionals, with industry trends showing 34% growth in job postings and median salaries of \$133,000. The program was established through a formal product management review process, beginning with a concept approval on December 4, 2024, and a recent approval from UMGC's Academic Affairs Curriculum Council. The program is scheduled for launch in Fall 2026.

The program provides comprehensive technical and strategic foundations in AI through core coursework in machine learning, deep learning, data engineering, and systems design, while emphasizing ethical AI development and practical applications. It features a stackable credential structure beginning with three foundational courses (9 credits open to any graduate learner) resulting in an AI Digital Credential ("AI Badge") and culminating in the full master's degree (30 credits, which includes the AI Badge).

The program is housed within the School of Cybersecurity & Information Technology (CIT) under the Information Technology department and will be overseen by Portfolio Director Elena Gortcheva. Faculty oversight will be provided by subject matter experts with both academic credentials and industry experience in artificial intelligence, machine learning, data engineering, and domain-specific applications. Initially, the program will require approximately 20 new faculty hires, with recruitment prioritizing professionals who can bridge theoretical foundations with practical applications across various industries.

The curriculum was developed in consultation with data science and AI industry advisors, other Schools in UMGC, and the CIT Advisory Board to ensure alignment with employer needs and industry standards. Program learning goals were developed with UMGC's Integrative Learning Design unit to ensure they meet UMGC's institutional learning goals and academic standards.

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

The MS in Applied AI is designed to equip graduate learners with both essential technical AI foundations and specialized application skills. The program balances theoretical knowledge with practical implementation through its fully online asynchronous delivery modality, which is specifically designed to accommodate working professionals.

The program's objectives and learning outcomes reflect the interdisciplinary nature of AI applications across various sectors, with a particular focus on ethical considerations and practical implementation. The program has established the following learning goals:

1. Analyze the foundational concepts and principles of data-driven AI in the context of real-world applications and case studies.
2. Evaluate the potential applications and implications of AI in various industries, identifying strategic opportunities and risks.
3. Design and implement appropriate data, technology and AI-driven processes and techniques to extract insights from data, address business challenges and achieve desired outcomes.
4. Analyze the ethical, global and human-centered implications of AI technologies to promote responsible design, development and use.
5. Develop specialized knowledge, skills and capabilities regarding artificial intelligence in the chosen elective courses, with the ability to apply these AI techniques to real-world challenges.
6. Communicate clearly in various forms, meeting expectations for content, purpose, organization, audience, and format.

The curriculum is structured in two main components: a 9-credit AI foundational core (resulting in an AI Badge), and 21 credits of elective courses which address the application of AI in two proposed elective areas: Computer Vision / Natural Language Processing, and AI & Cybersecurity. The elective courses include (i) those which provide essential background knowledge of the proposed application areas, (ii) those which discuss how AI can be applied effectively in the two specialization areas, and (iii) a capstone course within each elective area, for students to demonstrate mastery in applying AI-based solutions to real-world problems.

3. Explain how the institution will:

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

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

Once the program learning goals have been validated through mapping to the DQP and institutional learning goals, the program learning goals are mapped to the courses in the program. This step ensures that all program learning goals are addressed in the curriculum and provide guidance in the development of courses to ensure that each course contributes to the program learning goals without unnecessary duplication of outcomes across courses. Through these mappings, key assignments are

identified in courses for use in assessing student achievement of program learning goals. Periodically, a random sample of student artifacts for these identified key assignments are collected and reviewed by faculty to assess how effectively students are meeting the program learning goals.

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

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

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

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

The MS in Applied AI is a comprehensive 30-credit program structured as a stackable credential pathway. The program follows a carefully designed sequence that allows students to build expertise progressively while earning credentials at key milestones along their educational journey.

The curriculum begins with three foundational AI courses (9 credits), consisting of:

- Introduction to AI (ARIN 610)
- AI Ethics (ARIN 615)
- Contemporary Topics in AI (ARIN 620).

These foundational courses require no prerequisites and collectively result in an AI Badge credential, providing students with the essential knowledge needed to complete the specialization courses.

Learners will then select one of two 21-credit elective areas: Computer Vision & Natural Language Processing OR AI and Cybersecurity. Each elective area will include the following types of courses: those that provide the background needed in that area (Computer Vision & Natural Language Processing, OR Cybersecurity), those which discuss how AI can be effectively applied to that area, and a capstone course in which the student can demonstrate their mastery in the application of AI to each of the two elective areas.

The courses which comprise the elective areas are primarily existing courses, but a few courses will be newly developed for this program.

Elective Courses for Computer Vision & Natural Language Processing (21 Credits):

- DATA 605 Decision Analytics
- DATA 635 Data Management
- DATA 645 Machine Learning
- ARIN 655 Deep Learning & Neural Networks
- DATA 660 Advanced Machine Learning
- ARIN 665 Computer Vision & NLP
- ARIN 690A Natural Language Processing and Computer Vision Capstone

Elective Courses for AI & Cybersecurity (21 Credits):

- DATA 645 Machine Learning
- CYOP 605 Introduction to Cyber Operations
- CLCS 645 Cloud Infrastructure Planning and Design
- ARIN 655 Deep Learning & Neural Networks
- CYOP 655 AI-Enabled Cyber Operations
- CLCS 660 AI-Based Cloud Automation and Scripting
- ARIN 690B AI-Cyber Capstone

All courses are delivered in an 8-week, fully online asynchronous format designed to accommodate working professionals. The program can typically be completed in 10 sessions (approximately 5 semesters) if taking one course per session, with the option to accelerate completion by taking two courses simultaneously when feasible.

Table 10: Course Descriptions

ARIN 610 - Introduction to AI (3 credits)
A comprehensive introduction to the foundational principles, terminology, and concepts of artificial intelligence (AI). Designed for students from diverse backgrounds with emphasis on the knowledge and skills needed to understand, evaluate, and collaborate effectively on AI initiatives within an organization. Topics include machine learning, deep learning, foundation models, and generative AI as well as their applications in different domain areas.
ARIN 615 - AI Ethics (3 credits)
An overview of current ethical issues in artificial intelligence (AI) and data science arising throughout the analytics life cycle. The goal is to create ethically driven and responsible AI solutions that enhance human problem-solving and decision-making, identify the sources of bias and discrimination in machine learning, and build models that promote trust in data. Topics include established and emerging guiding principles for AI ethics, such as explainability, fairness, robustness, transparency, accountability, inclusiveness, and privacy.
ARIN 620 - Contemporary Topics in AI (3 credits)
A project-based study of cutting-edge concepts, tools, and techniques in the rapidly evolving field of artificial intelligence. Designed to keep pace with current developments, explores a curated set of contemporary topics that reflect the latest trends and innovations in AI. Emphasis is on hands-on projects for real-world applications, responsible development, and interdisciplinary use cases across industries. Topics include generative AI, foundation models, multimodal learning, AI ethics and governance, autonomous systems, edge AI, and advancements in natural language processing and computer vision.
ARIN 655 - Deep Learning & Neural Networks (3 credits)
Prerequisite: DATA 645. A practical exploration of the fundamental concepts, architectures, and applications of deep learning in the field of artificial intelligence. The goal is to develop deep learning

models and apply them to solve real-world problems in a wide range of domains, such as healthcare, finance, marketing, and cybersecurity. Topics include backpropagation, convolutional networks, recurrent networks, and generative adversarial networks, and their applications.
ARIN 665 Computer Vision & NLP (3 credits)
Prerequisite or corequisite: ARIN 655. A comprehensive overview of artificial intelligence with a specific focus on Natural Language Processing (NLP), Computer Vision, Recommender Systems, and Anomaly Detection. The aim is to develop AI applications relevant to real-world scenarios in multiple disciplines and domains. Topics include text and images classification, sentiment analysis, natural language and image generation, and content-based filtering. Discussions explore fraud detection, network intrusion detection, and system health monitoring.
ARIN 690A Natural Language Processing and Computer Vision Capstone (3 credits)
A project based, practical application of the knowledge, technical skills, and critical thinking skills acquired during previous study designed to showcase the student's expertise in artificial intelligence focusing on the application of natural language processing and computer vision. Topics are selected from student-affiliated organizations or employers, special government/private agency requests, or other faculty-approved sources in a wide range of domains.
ARIN 690B AI-Cyber Capstone (3 credits)
A comprehensive, project-driven exploration of artificial intelligence applications in cybersecurity. Students will integrate knowledge from across the specialization to address real-world challenges, demonstrating their ability to apply AI techniques to enhance the security of information systems and to safeguard AI-driven systems themselves. Emphasis is placed on practical implementation, critical thinking, and aligning solutions with organizational security needs and objectives
DATA 605 Decision Analytics (3 credits)
A project-driven study of the processes and technology designed to enhance data-driven decision-making, integrating artificial intelligence with human decision-making. The goal is to apply creative methods to ask better questions, identify core problems, develop models, interpret results, and convey findings to various audiences. Topics include the use of commercial software to manage, analyze, and report on data and create actionable insights across a range of contexts, including societal, business, political, intelligence, healthcare, and media/entertainment. Discussions explore best practices for the long-term success of an analytics project in terms of project management and communications, with an emphasis on the analytics life cycle.
DATA 635 Data Management (3 credits)
A project-based study of the concepts, principles, and techniques of managing data throughout its life cycle for effective data-driven decision-making. The aim is to apply best practices for data design, data integrity, data quality, and data governance. Topics include SQL and NoSQL; distributed and cloud databases; data lakes and data warehousing; extract, transform, and load (ETL) processing; and metadata management. Students may receive credit for only one of the following courses: DATA 620 or DATA 635.
DATA 645 Machine Learning (3 credits)
A project-based study of the fundamental concepts and algorithms of machine learning. The aim is to evaluate different algorithms and methods and build models that learn from past data to find underlying patterns useful for prediction, classification, and exploratory data analysis and that can be applied to make informed business decisions. Topics include supervised and unsupervised machine learning techniques, naïve Bayes classifiers, regression, decision trees, and cluster analysis. Discussion explores significant tasks in real-world applications, including handling missing data, evaluating classifiers, and measuring precision. Major software tools are used to apply machine learning methods in a wide range of domains, such as healthcare, finance, marketing, and government.
DATA 660 Advanced Machine Learning (3 credits)
Prerequisite: DATA 645. A project-based study of advanced concepts in predictive modeling and techniques to discover patterns in data. The aim is to identify variables with the most predictive power and to develop, assess, compare, and explain complex predictive models. Topics include advanced statistical and machine learning algorithms, support vector machines (SVM), ensemble models, and reinforcement learning. Discussion explores high-performance modeling and best practices for selecting methods and

tools to explore large data sets using industry-standard software and cloud applications, such as Apache Spark ML, Amazon Kinesis, and Google BigQuery.
CYOP 605 Introduction to Cyber Operations (3 credits)
A hands-on introduction to the strategies, principles, and technologies essential to defending modern networks and information systems. The objective is to evaluate and maintain systems that are resilient and trustworthy in a dynamic threat landscape and to meet specific mission security objectives. An overview of cyber defense is provided. Topics include fundamental principles of cybersecurity and vulnerabilities and risk management of information systems. Students may receive credit for only one of the following courses: COP 610 or CYOP 605.
CYOP 655 AI-Enabled Cyber Operations (3 credits)
A hands-on introduction to the integration of artificial intelligence (AI) in cyber operations to enhance both defensive and offensive cybersecurity processes. The aim is to demonstrate expertise in using AI tools and techniques to identify vulnerabilities, analyze threats, and mitigate risks. Discussion covers the technical, ethical, and legal dimensions of AI-driven cybersecurity, including the automation of threat detection, response, and anomaly analysis within a security operations center (SOC) environment. The emphasis is on the development of practical skills in implementing secure network protocols, conducting compliance checks, and utilizing AI to automate tasks, such as log analysis, threat intelligence, and risk management. Topics also include the impact of AI on cyber threat intelligence; vulnerability identification; and the development of offensive and defensive tactics, techniques, and procedures (TTPs), as well as the implications of cloud computing environments on AI-enabled cyber operations. Students may receive credit for only one of the following courses: COP 630 or CYOP 655
CLCS 645 Cloud Infrastructure Planning and Design (3 credits)
A comprehensive exploration of the principles, methodologies and best practices of planning and designing cloud-based infrastructure. Discussion covers the factors influencing cloud infrastructure decisions, including scalability, performance, cost-effectiveness, security, and reliability. Topics also include cloud architecture patterns, capacity planning, disaster recovery, and compliance frameworks. Hands-on exercises and experience with cloud infrastructure tools reinforce theoretical concepts and provide preparation for real-world challenges. Students may receive credit for only one of the following courses: CLCS 645 or CCS 630.
CLCS 660 AI-Based Cloud Automation and Scripting (3 credits)
Prerequisite: CLCS 645. A study of the automation of cloud infrastructure and processes using scripting languages. The objective is to leverage scripting to streamline tasks, improve efficiency, and reduce manual errors. Topics include popular scripting languages (e.g., Python, Bash), cloud APIs (Application Programming Interfaces), AI, and automation tools. Hands-on labs provide practical experience in automating cloud resource provisioning, configuration management, and deployment pipelines. Students may receive credit for only one of the following courses: CLCS 660 or CCS 640

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

Not Applicable

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

Not Applicable

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

Not Applicable

8. Provide assurance and any appropriate evidence that the proposed program will provide

students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management systems, availability of academic support services and financial aid resources, and costs and payment policies.

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

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

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

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

H. Adequacy of Articulation

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

Not Applicable

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

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

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

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

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

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

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

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

Table 11: Faculty Resources (see next page)

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

Faculty Name	Appointment Type and Rank	Graduate Degree(s) and Field(s)	Status (FT/PT)	Course(s) to be Taught
Elena Gortcheva	Academic Portfolio Director/Collegiate Professor	PhD, Computer Engineering	FT	DATA 645 ARIN 620, 655, 665, 690A
Kate Goldberg	Collegiate Associate Professor	DBA, Doctor of Business Administration	FT	DATA 605, 635 ARIN 610, 615, 620
Christopher Schultz	Collegiate Professor	PhD, MBA, MS in Applied Computer Science	FT	DATA 605, 645 ARIN 610, 615, 620
Charles Knode	Adjunct Professor	PhD, Industrial Technology	PT	DATA 605, 660 ARIN 615, 620, 690A
Caroline Beam	Adjunct Professor	Ph.D. in Industrial Engineering	PT	DATA 635 ARIN 610, 620
Jon McKeeby	Adjunct Professor	PhD in Computer & Info Science	PT	ARIN 665, 690A/B
Edward Herranz	Adjunct Associate Professor	PhD. Computer Science	PT	DATA 645, 660 ARIN 615, 655, 665
Firdu Batti	Adjunct Professor	PhD, Computer Science	PT	DATA 645 ARIN 620, 655, 665
Ami Gates	Adjunct Professor	PhD, Computer Engineering	PT	DATA 645 ARIN 615, 655, 665
Jeremy Bolton	Adjunct Professor	PhD, Computer Engineering	PT	ARIN 615, 620, 655, 665
Solomon Britto	Adjunct Assistant Professor	DBA, Doctor of Business Administration	PT	DATA 605 ARIN 610, 615
Prahlad Gopalakrishna	Adjunct Associate Professor	PhD, Biomedical Engineering	PT	DATA 645 ARIN 615, 620, 655; 690A and B
Chaojie Duan	Adjunct Professor	Doctor in Management	PT	ARIN 615, 620, 655, 665
Goran Trajkovski	Adjunct Associate Professor	PhD, Computer Science	PT	DATA 605, 635 ARIN 610, 615
Matthew Holmes	Adjunct Associate Professor	PhD in Electrical Engineering	PT	DATA 635 ARIN 610, 615
Brian Holbert	Adjunct Professor	PhD Computer Science	PT	DATA 645, ARIN 615, 620, 655
Sounak Chakraborty	Adjunct Professor	PhD Statistics	PT	DATA 660 ARIN 615, 655
Sze Wing Wong	Adjunct Associate Professor	PhD, Computer Science	PT	DATA 635, ARIN 610

Christopher Wrightson	Adjunct Assistant Professor	PhD, Education	PT	DATA 635 ARIN 615, 620
Jason Pittman	Collegiate Faculty	D.Sc. Cybersecurity	FT	ARIN 690B
Rony Thakur	Portfolio Director	PhD Computer Science	FT	ARIN 690B
Jimmy Robertson	Portfolio Director	EdD Distance Education, MS EO Engineering	FT	CYOP 605, CYOP 655, ARIN 690B, CLCS 660
Alla Webb	Adjunct Assistant Professor	PhD Systems Engineering	PT	CYOP 605, CYOP 655, ARIN 690B, CLCS 660
Jamy Klien	Adjunct Assistant Professor	MS Information Science	PT	CYOP 605, CYOP 655, ARIN 690B, CLCS 660
Patrick Appiah-Kubi	Portfolio Director	PhD Computer Science	FT	CLCS 645, ARIN 690B
Alan Carswell	Adjunct Professor	PhD Computer Science	PT	CLCS 645, ARIN 690B
Charles Heinen	Adjunct Assistant Professor	MS Cyber Policy	PT	CYOP 605, CYOP 655, CLSC 660
Jason Cohen	Adjunct Associate Professor	PhD Information Technology	PT	CYOP 605, CYOP 655, CLSC 660

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

a) Pedagogy that meets the needs of the students

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

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

and resources for students through UMGC's Library, Effective Writing Center, Office of Academic Integrity & Accountability, and Office of Accessibility Services.

b) The learning management system

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

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

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

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

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

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

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

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

The UMGC Library provides research assistance in developing search strategies, selecting relevant databases, and evaluating and citing sources in a variety of formats, including online webinars offered globally. A discovery tool allows simultaneous searching of scholarly articles, books, and other research resources via a single search engine of most of the databases to which the UMGC Library subscribes. Students also have access to full-text dissertations and theses via the *ProQuest Dissertations and Theses* database. Resources on the UMGC Library website provide a list of resource guides for academic subject areas and topics, including relevant databases, websites, books, and other resources along with technical and citation assistance.

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

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

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

- 2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:**
 - a) An institutional electronic mailing system, and**
 - b) A learning management system that provides the necessary technological support for distance education**

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

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

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

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

As shown in Table 12 below, the MS in Applied AI is expected to be self-supporting from inception. No new General Funds are required for the implementation of this program. If necessary, resources will be reallocated internally within the department during the first year.

The credit hour tuition rate listed is a weighted average of in-state, out-of-state, and military graduate tuition rates, based on the anticipated makeup of the student cohorts. Consistent with UMGC's demographics and student enrollment patterns, Table 12 assumes that all students will be enrolled part-time, completing an average of 6.76 credits per year. Enrollment and revenue projections are based on new students entering the program.

Table 12: Resources (MHEC Table 1)

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c + g below)	\$254,829	\$692,108	\$1,187,905	\$1,616,880	\$1,847,336
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	\$0	\$0	\$0	\$0	\$0
c. Total F/T Revenue (a x b)	\$0	\$0	\$0	\$0	\$0
d. Number of P/T Students	90	196	310	439	476
e. Credit Hour Rate	\$524	\$524	\$524	\$524	\$524
f. Annual Credit Hour Rate	5.4	6.7	7.3	7.0	7.4
g. Total P/T Revenue (d x e x f)	\$254,829	\$692,108	\$1,187,905	\$1,616,880	\$1,847,336
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	\$254,829	\$692,108	\$1,187,905	\$1,616,880	\$1,847,336

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

UMGC's existing base of FTE faculty and administrative and support staff will support and serve the program. The faculty category in Table 13 includes 1 full-time Collegiate Faculty beginning in year 2

and a second full-time Collegiate Faculty beginning in year 3. Adjunct faculty will teach the remaining scheduled courses, with 1 FTE = 30 adjunct-taught credit hours. The adjunct per credit hour rate is calculated at \$1,202 per credit, the rate for an associate professor with a terminal degree at longevity Step 1 in UMGC's adjunct faculty pay scale. This is the median rate for faculty anticipated to be in the pool of faculty eligible to teach courses in the program. The administrative staff category includes a portfolio director who will support this program in addition to UMGC's BS in Artificial Intelligence program, while the support staff category factors in support from the Faculty Affairs and Scheduling Team and dean's office staff. Salaries are shown with benefits at current standard rates of 37% for full-time faculty and administrative staff and 8% for adjunct faculty.

Technology services in Row 4 include UMGC's LMS platform licensing, student information system, student relationship management system, and student software and support, at a rate of \$5.50/student credit hour. Library services are estimated at a cost of \$2.14 per student credit hour. No new or renovated physical space (6) will be needed for this program. Other expenses (Row 7) in year 1 include \$288,000 of course development and maintenance to create the new program. The remaining expenses in row 7 include academic administration, admissions, advising and student support services, and marketing and advertising, proportional to the number of credit hours anticipated to be earned by students in the program each year.

Table 13: Program Expenditures (MHEC Table 2)

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$37,432	\$135,629	\$239,699	\$304,295	\$345,926
a. Number of FTE	1.04	3.05	5.29	7.05	8.04
b. Total Salary	\$34,659	\$118,926	\$209,163	\$268,664	\$305,686
c. Total Benefits	\$2,773	\$16,704	\$30,536	\$35,631	\$40,239
2. Admin. Staff (b + c below)	\$48,819	\$39,809	\$38,213	\$39,141	\$43,700
a. Number of FTE	0.42	0.34	0.33	0.34	0.38
b. Total Salary	\$35,634	\$29,058	\$27,893	\$28,570	\$31,898
c. Total Benefits	\$13,185	\$10,751	\$10,320	\$10,571	\$11,802
3. Support Staff (b + c below)	\$103,836	\$105,913	\$108,031	\$110,192	\$112,396
a. Number of FTE	0.89	0.91	0.93	0.95	0.97
b. Total Salary	\$75,793	\$77,309	\$78,855	\$80,432	\$82,041
c. Total Benefits	\$28,043	\$28,604	\$29,176	\$29,760	\$30,355

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
4. Technical Support and Equipment	\$2,675	\$7,264	\$12,468	\$16,971	\$17,782
5. Library	\$1,043	\$2,832	\$4,861	\$6,617	\$7,560
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	\$288,000	\$177,105	\$378,139	\$551,886	\$581,469
TOTAL (Add 1 – 7)	\$481,805	\$468,553	\$781,411	\$1,029,101	\$1,108,832

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

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

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

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

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

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

UMGC's faculty, academic administrators, and Office of Academic Quality collaborate to implement assessment activities, monitor ongoing developments, review results, and make appropriate curricular or other modifications. Annually, student performance across learning demonstrations is evaluated to determine where improvements may be required. Portfolio Directors and Collegiate Faculty visit online classrooms regularly to track faculty performance and take any necessary corrective actions proactively. Class observations are documented and used in subsequent faculty staffing decisions.

Changes are also made to the curriculum and/or student support models, as needed. Additional evaluation includes tracking of student retention, grade distributions, and cost-effectiveness. Regular academic program reviews consider all factors related to academic quality, curriculum currency and relevance, student support, and adequacy of program infrastructure and resources. These processes all support a continuous cycle of improvement.

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

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

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

O. Relationship to Low Productivity Programs Identified by the Commission

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

Not Applicable

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

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

UMGC is approved to offer distance education by the Middle States Commission on Higher Education (MSCHE) and maintains compliance with COMAR 13B.02.03.22. UMGc's approval to offer distance education as an alternative delivery method is included within its scope of institutional accreditation, as evidenced in the university's MSCHE [Statement of Accreditation Status](#). Further, UMGc has been an approved institutional participant in the State Authorization Reciprocity Agreement (SARA) since 2016 and is authorized to offer distance education in all SARA states. Among its many recognitions, UMGc has received five Sloan Consortium (now Online Learning Consortium) Excellence Awards for online program quality and three IMS Global Learning Consortium awards for technology integration in the classroom environment.

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

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

UMGC's distance education offerings are in full compliance with [C-RAC's 2011 Guidelines](#).

Appendix A
Full-Time Faculty and Library Waiver



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

MEMORANDUM

DATE: January 6, 2005
TO: Dr. Nicholas H. Allen
Provost and Chief Academic Officer, UMUC
FROM: Michael J. Kiphart, Ph.D. *MAK*
Assistant Secretary for Planning and Academic Affairs
SUBJECT: UMUC Waiver of Full-Time Faculty and Library/Learning Resources Center

Office of the Provost
UMUC

JAN 10 2005

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 Faculty 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

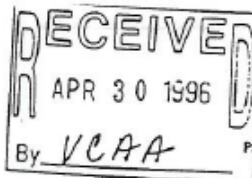
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cc: as files

Forwarded Memo
for appropriate
action
VCA
Comm. on ED
Policy

April 23, 1996



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 Metzgerott Road
Adelphi, MD 20783

RECEIVED

APR 29 1996

OFFICE OF THE CHANCELLOR
THE UNIVERSITY OF MARYLAND
SYSTEM

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.
(cr)

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



TOPIC: University System of Maryland III-6.10 Policy on Course Numbers

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: May 15, 2025

SUMMARY: The University System of Maryland (USM) Policy on Course Numbers (III-6.10) aligns with State policy on the numbering of developmental non-degree courses, as well as with the expectations and practices of institutions across the country. Since the policy was written in the 1990s, student information systems (SIS) have evolved. These SIS manage course catalogs and registrations. Some institutions in the state and across the country, both two-year and four-year, have moved to SIS that require four-digit course numbers. In addition, large institutions that have very large programs that might offer many course options, some that are temporary special topics, will use many course numbers. As curricula evolve, more course numbers are used.

The attached proposed amendments to the policy allow for USM institutions to use SIS that require four digits. The amendments continue to align with State policy and practice, as well as with registrar practices across the country. At least one Maryland community college has moved to a similar system and uses the same numbering logic.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fee revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal to amend the Policy on Course Numbers as indicated in the attached.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn 301-445-1992

awrynn@usmd.edu

USM Bylaws, Policies and Procedures of the Board of Regents

UNIVERSITY SYSTEM OF MARYLAND

III-6.10 - POLICY FOR THE NUMBERING OF ACADEMIC COURSES

(Approved by the Board of Regents, January 11, 1990; Technical amendments by the Board, December 12, 2014); [amended \[June\], 2025.](#)

Academic courses offered at institutions in the University System of Maryland shall be numbered according to [one of](#) the following schemes, [depending on institutional preferences](#):

[Option One:](#)

000-099	Non-degree-credit Courses
100-299	Lower-Division Courses, primarily for Freshmen and Sophomores
300-499	Upper-Division Courses, primarily for Juniors and Seniors; 400-499 courses may be available for credit toward some graduate degrees
500-899	Post-baccalaureate Courses
900-999	Post-doctoral Courses

[Option Two:](#)

0000 - 0999	Non-degree-credit Courses
1000 - 2999	Lower-Division Courses, primarily for Freshmen and Sophomores
3000 - 4999	Upper-Division Courses, primarily for Juniors and Seniors; 4000-4999 courses may be available for credit toward some graduate degrees
5000 - 8999	Post-baccalaureate Courses
9000 - 9999	Post-doctoral Courses

-

Replacement for: BOT XI-F

~~III-6.10~~

TOPIC: University System of Maryland III-5.00 Policy on Academic Calendar**COMMITTEE:** Education Policy and Student Life and Safety**DATE OF COMMITTEE MEETING:** May 15, 2025

SUMMARY: The University System of Maryland (USM) Policy on Academic Calendar has not been updated for over 20 years. During that time, there have been federal regulatory changes that provide some additional flexibility in academic scheduling, which helps universities that have a fall commencement complete the semester before December 23 without starting in mid-August. There have also been changes in course delivery; “distributed learning” is a much broader umbrella now, and many campus-based, largely in-person courses have online components. The 2001 policy fundamentally exempted most UMGC courses by excluding distributed learning courses from the policy, but UMGC programs have much more company now in various distance education spaces.

The recommended policy amendments bring the policy in line with current technology, as well as with USM implementation practice. In some years, for example, there have been Option A and B start dates to accommodate universities’ differences because they have or do not have fall commencement. While two options may not be needed, the amendment would formally allow this practice. Fall recess has been intensely discussed on USM campuses, but different campus needs have meant there is no universal desire for fall recess; however, universities would like it to be allowed by policy rather than exception. More generally, the policy as proposed balances the benefits of a common calendar with flexibility to meet university needs.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fee revenue.

CHANCELLOR’S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal to amend the Policy on Academic Calendar as indicated in the attached.

COMMITTEE RECOMMENDATION:**DATE:**

BOARD ACTION:**DATE:**

SUBMITTED BY: Alison M. Wrynn 301-445-1992**awrynn@usmd.edu**

III-5.00 - POLICY ON ACADEMIC CALENDAR

(Approved by the Board of Regents, January 11, 1990; Amended by the Board of Regents, June 10, 1994; amended December 1, 1995; amended April 6, 2001; amended [June, 2025])

1. All institutions of the University System of Maryland will follow a common academic calendar to assist student planning, facilitate joint and cooperative programs and appointments, simplify student and faculty movement among institutions, and facilitate use of distance education technologies throughout the System.

2. The common academic calendar will provide sufficient time for instruction and examinations as recommended by the Middle States Commission on Higher Education Association and as may be stipulated by state and federal regulations. ~~the Maryland Higher Education Commission.~~
Within the common framework, each president shall be authorized to adjust class time to meet instructional needs.

3. The features of the common calendar will include:

- a) a fall semester that~~which~~ begins before Labor Day; ~~except in~~
~~those calendar years when a start after Labor Day can also~~
~~accommodate the requirements for class meeting time, interrupted~~
~~by a recess for Thanksgiving and that has its f~~. The annual examination period ~~will~~
conclude ing on or before December 23; institutions may opt to offer a brief fall recess;
- b) a minimum of fourteen instructional days over a three-week period in January available for institutions to use for an academic winter session or, for those institutions which do not plan to offer coursework, an extended winter holiday; and
- c) a spring semester interrupted by a one-week common spring
break and. ~~The~~ with a annual examination period that~~will~~ concludes s prior to

Memorial Day.

4. The particular dates for each year's common calendar will be recommended by the Presidents' Council and approved by the Chancellor for publication and dissemination. The academic calendar will be adopted at least two to /three years in advance.
5. The Law School at the University of Baltimore, the professional programs in the schools of the University of Maryland, Baltimore, and UMGC, distributed learning and cohort programs are exempted from this policy. Institutions may also exempt fully online programs from this policy. Each president shall be authorized to designate the programs to be exempted and adjust class time to meet instructional needs. However, all programs not otherwise constrained by the requirements of professional accrediting bodies or designated as an exempt distributed learning or cohort program should be on the USM common academic calendar.
6. The Presidents Council and Chancellor may allow an Option A and an Option B calendar to be used so institutions have similar calendars but with slight adjustments to accommodate institutional needs.

76. By April 1 ~~June 1~~ of each year, each institution will provide for the offices of the Office of the Chancellor a copy of its detailed academic calendar for the upcoming academic year, including information such as registration periods, drop/add periods, and commencement dates as well as dates for summer sessions. Professional schools, and online distributed learning and cohort programs exempted from the common academic calendar under provision 5 will provide copies of their academic calendars to the Chancellor's office on the same schedule.

Replacement for: BOR I-5.00 and VI-19; BOT XIII-Y

TOPIC: Proposed Amendment to USM Policy VIII-2.70 Policy on Student Classification for Admission and Tuition Purposes

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: May 15, 2025

SUMMARY: An amendment to the Policy on Student Classification for Admission and Tuition Purposes is recommended to reflect a change in State law based on the recently passed Educational Equality for Service Members Act (SB 276/HB 600). The new law expands State benefits now reserved for the Armed Forces of the United States to the Uniformed Services, which comprises the Armed Forces, the Public Health Service, and the National Oceanographic and Atmospheric Administration. In parallel, the law alters the definition of veteran. The law also aimed to make citations to Federal law within State law more consistent.

The USM Office of Academic and Student Affairs worked with the Office of the Attorney General to draft the proposed amendments. Legal citations and formal definitions have also been updated. Lastly, the policy has been updated to reflect UMGC policy where it is noted.

These proposed amendments will be presented to the Finance Committee on June 4 for consideration and action.

ALTERNATIVE(S): Information only

FISCAL IMPACT: Information only

CHANCELLOR'S RECOMMENDATION: Information only

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst 301-445-1923
Alison Wrynn 301-445-1992

ehrbst@usmd.edu
awrynn@usmd.edu

VIII-2.70—POLICY ON STUDENT CLASSIFICATION FOR ADMISSION AND TUITION PURPOSES

(Approved by the Board of Regents August 28, 1990; Amended July 10, 1998; Amended November 27, 2000; Amended April 11, 2003; Amended June 23, 2006; Amended February 15, 2008; Amended October 24, 2014; Amended April 10, 2015; Amended February 17, 2017; Amended June 16, 2017; Amended April 19, 2019; Amended June 17, 2021; Amended June 17, 2022; Amended June 16, 2023; Amended June 14, 2024; [Amended June 13, 2025](#)).

I. POLICY

A. Purpose

To extend the benefits of its system of higher education while encouraging the economical use of the State's resources,¹ it is the policy of the Board of Regents of the University System of Maryland (USM) to recognize the categories of in-state and out-of-state residency for the purpose of admission and assessing tuition at USM institutions.

B. Qualification for In-State Status

Generally, to qualify for in-state status, prospective, returning, or current students must demonstrate that they are permanent Maryland residents. Under certain circumstances, as set forth in this Policy, students who are not permanent Maryland residents may qualify temporarily for in-state status. Students who do not qualify for in-state status under this Policy shall be assigned out-of-state status for admission and tuition purposes.

C. Standard of Proof

Students seeking in-state status shall have the burden of proving by clear and convincing evidence that they satisfy the requirements and standards set forth in this Policy. Assignment of in-state or out-of-state status will be made by each USM institution upon a review of the totality of facts known by the institution or presented to it by the student.

II. DETERMINATION OF RESIDENCY STATUS

A. Criteria for Determination of Residency Status

An initial determination of residency status will be made at the time of admission and readmission based upon information provided by the student with the signed application certifying that the information provided is complete and correct. Additional information may be requested by the institution to clarify facts presented. To qualify for in-state status, the student must demonstrate that for at least 12 consecutive months immediately prior to and including the last date available to register for courses for the semester/term for which the student seeks in-state status, the student had the continuous intent to reside in Maryland indefinitely and for a primary purpose other than that of attending an educational institution in Maryland. The student will demonstrate the requisite intent by satisfying all the following requirements for the 12-month period (or shorter period indicated):

¹ Annotated Code of Maryland, Educ. § 12-101.

- 1) Has continuously maintained primary living quarters in Maryland.
- 2) Has substantially all personal property, such as household effects, furniture, and pets, in Maryland.
- 3) Has paid Maryland income tax on all taxable income, including all taxable income earned outside Maryland, and has filed a Maryland Resident Tax Return. If the student is a dependent for tax purposes, then the person who claims the student as a dependent shall have paid Maryland income tax on all taxable income, including all taxable income earned outside Maryland, and have filed a Maryland Resident Tax Return.
- 4) Has registered all owned or leased motor vehicles in Maryland for at least 12 consecutive months, if previously registered in another state. Students who have lived in Maryland for at least 12 consecutive months but who have had their motor vehicle(s) registered in Maryland for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their owned or leased motor vehicle(s) was (were) registered in Maryland within 60 days after moving to the state in accordance with Maryland Motor Vehicle Administration requirements.
- 5) Has possessed a valid Maryland driver's license for at least 12 consecutive months, if previously licensed to drive in another state. Students who have lived in Maryland for at least 12 consecutive months but who have held a Maryland driver's license for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their driver's license was issued in Maryland within 60 days after moving to the state in accordance with Maryland Motor Vehicle Administration requirements.
- 6) Receives no public assistance from a state other than the State of Maryland or from a city, county, or municipal agency other than one in Maryland.
- 7) Has the ability under Federal and Maryland law to live permanently and without interruption in Maryland.

B. Presumption of Out-of-State Status

Either of the following circumstances raises a presumption that the student is residing in the State of Maryland primarily for the purpose of attending an educational institution and, therefore, does not qualify for in-state status under this Policy:

- 1) A student is attending school or living outside Maryland at the time of application for admission to a USM institution, or
- 2) A student is Financially Dependent on a person who is not a resident of Maryland. A student will be considered Financially Independent if the student provides 50 percent or more of the student's own living and educational expenses and has not been claimed as a dependent on another person's most recent tax returns.

III. CHANGE IN CLASSIFICATION FOR TUITION PURPOSES

A. Petition for Change in Classification for Tuition Purposes

After the initial determination is made, a student seeking a change to in-state tuition status must submit a Petition for Change in Classification for Tuition Purposes that includes all the information the student wishes the institution to consider. All information must be submitted by the institution's deadline for submitting a petition before or within the semester for which the student seeks reclassification. Only one Petition may be filed per semester.

B. Criteria for Changes in Tuition Status

A student seeking reclassification from out-of-state to in-state tuition status must demonstrate, by clear and convincing evidence, that for at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses for the semester/term for which the student seeks in-state tuition status, the student had the continuous intent to

- a) make Maryland the student's permanent home;
- b) abandon the student's former home state;
- c) reside in Maryland indefinitely; and
- d) reside in Maryland primarily for a purpose other than that of attending an educational institution in Maryland.

A student will demonstrate the requisite intent by satisfying all the following requirements for a period of at least twelve (12) consecutive months (or for the shorter period of time indicated) immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status. Evidence of intent must be clear and convincing and will be evaluated not only by how completely the criteria are addressed, but also based upon the reliability, authenticity, credibility, and relevance of the evidence and the totality of facts known to the institution. The student must demonstrate (providing appropriate documentation as necessary) that for the relevant period the student:

- 1) Continuously maintained primary living quarters in Maryland.
- 2) Has substantially all personal property, such as household effects, furniture, and pets, in Maryland.
- 3) Has paid Maryland income tax on all taxable income including all taxable income earned outside the state and has filed a Maryland Resident Tax Return. If the student is a dependent for tax purposes, then the person who claims the student as a dependent shall have paid Maryland income tax on all taxable income, including all taxable income earned outside Maryland, and have filed a Maryland Resident Tax Return.
- 4) Has registered all owned or leased motor vehicles in Maryland for at least 12 consecutive months, if previously registered in another state. Students who have lived in Maryland for at least 12 consecutive months but who have had their motor vehicle(s) registered in Maryland for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their owned or leased motor vehicle(s) was (were) registered in Maryland within 60 days after moving to the state in accordance with Maryland Motor Vehicle Administration requirements.
- 5) Has possessed a valid Maryland driver's license for at least 12 consecutive months, if previously licensed to drive in another state. Students who have lived in Maryland for at least 12 consecutive months but who have held a Maryland driver's license for less than 12 months

will be deemed to have satisfied this requirement if they can show evidence that their driver's license was issued in Maryland within 60 days after moving to the state in accordance with Maryland Motor Vehicle Administration requirements.

- 6) Receives no public assistance from a state other than the State of Maryland or from a city, county, or municipal agency other than one in Maryland.
- 7) Has the ability under Federal and Maryland law to live permanently without interruption in Maryland.
- 8) Has either not raised the presumption set forth in Section II.B above; or alternatively, if the student's circumstances have raised the presumption set forth in Section II.B above, the student has rebutted that presumption.

C. Rebuttal Evidence to Support a Change in Tuition Status

If the information received by the institution about the student has raised the presumption set forth in Section II.B, the student bears the burden of rebutting the presumption set forth in Section II.B by presenting additional evidence of objectively verifiable conduct to rebut the presumption and show the requisite intent. Rebuttal evidence of intent must be clear and convincing and will be evaluated not only by how completely the criteria are addressed, but also based upon the reliability, authenticity, credibility and relevance of the evidence and the totality of facts known to the institution.

Evidence that does not document a period of at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status is generally considered an unfavorable factor under this Policy. The absence of objective, relevant evidence is generally considered an unfavorable factor. A student's statement of intent to remain in Maryland in the future is generally not considered to be objective evidence under this Policy.

For purposes of rebutting the presumption, additional evidence that will be considered includes, but is not limited to:

- 1) Source of financial support:
 - a. Maryland employment and earnings history through sources beyond those incident to enrollment as a student in an educational institution, e.g., beyond support provided by work study, scholarships, grants, stipends, aid, student loans, etc. (Tuition costs will be considered as a student expense only to the extent tuition exceeds the amount of any educational scholarships, grants, student loans, etc.), or
 - b. Evidence the student is Financially Dependent, for the previous 12 months, upon a person who is a resident of Maryland.
- 2) Substantial participation as a member of a professional, social, community, civic, political, athletic, or religious organization in Maryland, including professionally related school activities that demonstrate a commitment to the student's community or to the State of Maryland.
- 3) Registration as a Maryland resident with the Selective Service, if applicable.
- 4) Evidence that the student is married to a Maryland resident.
- 5) Evidence that the student attended schools in Maryland for grades K-12.

- 6) Evidence showing the student uses the student's Maryland address as the sole address of record for all purposes, including, for example, on health and auto insurance records, bank accounts, tax records, loan and scholarship records, school records, military records, leases, etc.
- 7) An affidavit from a person unrelated to the student that provides objective, relevant evidence of the student's conduct demonstrating the student's intent to reside in Maryland primarily for a purpose other than that of attending an educational institution in Maryland.
- 8) Evidence of life and employment changes that caused the student to relocate to Maryland for reasons other than primarily educational purposes (e.g., divorce, family relocation, taking care of a sick family member, etc.)
- 9) Voter registration in Maryland.

D. Appeal

A student may appeal an adverse decision on a Petition for Change in Classification.

E. Change in Circumstances Altering In-State Status

A student shall notify the USM institution in writing within fifteen (15) days of any change in circumstances which may alter in-state status. Failure to do so could result in retroactive charges for each semester/term affected.

F. Incomplete, Untimely, False or Misleading Information

If necessary information is not provided by the institution's deadline, the USM institution may, at its discretion, deny or revoke in-state status. In the event incomplete, false, or misleading information is presented, the USM institution may, at its discretion, revoke in-state status and take disciplinary action provided for by the institution's policies. Such action may include suspension or expulsion. In such cases, the institution reserves the right to retroactively assess all out-of-state charges for each semester/term affected.

IV. CRITERIA FOR TEMPORARY QUALIFICATION OF NON-RESIDENTS FOR IN-STATE STATUS

Non-residents with the following status shall be accorded the benefits of in-state status for the period in which they hold such status, if they provide clear and convincing evidence through documentation, by the institution's deadline for the semester for which they seek in-state status, showing that they fall within one of the following categories:

- A. A full-time or part-time (at least 50 percent) regular employee of USM or a USM institution.

- B. The spouse or Financially Dependent child of a full-time or part-time (at least 50 percent) regular employee of USM or a USM institution.
- C. An Active duty Service Member, or the spouse or financially dependent child of an Active Service member, members of the Uniformed Services Armed Forces of the United States as defined in 38 U.S.C. § 3319/37 USC §101 as the Commissioned Corps of the National Oceanic and Atmospheric Administration and of the Public Health Service and the Armed Forces of the United States as defined in 38 U.S. C. 101(10) 10 USC §101 as the United States Army, Navy, Marine Corps, Air Force, Space Force, and Coast Guard, including the reserve components thereof, who are is stationed in Maryland, reside currently residing in Maryland, or are is domiciled in Maryland, or their spouse or financially dependent children,² as provided in § 15-106.4 of the Education Article, Annotated Code of Maryland. Spouses and children who qualify for exemptions under this provision will retain in- state status for tuition purposes as long as they are continuously enrolled, regardless of whether the active-duty member's Active Service Member's station assignment, residence, or domicile remains in Maryland.³
- D. Veterans currently residing in or domiciled in Maryland of the Armed Forces of the United States who provide documentation that they were honorably discharged and currently reside or are domiciled in Maryland, as provided in § 15-106.4 of the Education Article, Annotated Code of Maryland.⁴
- E. Veterans who live in currently residing in Maryland and were discharged from a period of at least 90 days of service in the active military, naval, space, or air service and are pursuing a course of education with educational assistance under the Montgomery G.I. Bill § 306 (38 U.S.C. Ch. 30) or the Post-9/11 G.I. Bill® (38 U.S.C. Ch. 33), pursuant to 38 U.S.C. § 3679(c). 2 A veteran so described will continue to retain in-state status if the veteran is using educational benefits under either chapter 30 or chapter 33 of title 38, United States Code, and remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school.
- F. Anyone who lives in Maryland, and:
- 1) Is using transferred Post-9/11 G.I. Bill® benefits (38 U.S.C. § 3319) and enrolls after the transferor's discharge or release from a period of at least 90 days of service in the active military, naval or air service; or
 - 2) Is using transferred Post-9/11 G.I. Bill® benefits (38 U.S.C. § 3319) and the transferor is a member of the uniformed services who is serving on active duty;
 - 3) Is using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9)) ;

² See Md. Code, Education § 15-106.4.

³ See Md. Code, Education § 15-106.4.

⁴ See Md. Code, Education § 15-106.4.

⁵ GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.

⁶ GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.

- 4) Is using benefits through the Survivors' and Dependents' Educational Assistance Program (DEA), (38 U.S.C. chapter 35) or
- 5) Is entitled to rehabilitation under 38 U.S.C. § 3102(a).

An individual as described in this Section IV.F will continue to retain in-state status if the individual is using educational benefits under chapter 30, 31, 33, or 35 of title 38, United States Code, and remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school.

- G. A member of the Maryland National Guard, as defined in the Public Safety Article of the Annotated Code of Maryland, who joined or subsequently serves in the Maryland National Guard to: (i) provide a critical military occupational skill; or (ii) be a member of the Air Force Critical Specialty Code as determined by the National Guard. (Maryland National Guard members may also qualify if they meet the criteria in section IV.C. above.)⁷
- H. For UMGC, only, ~~a full-time active member of the Armed Forces of the United States on active duty~~any Active Service member, or their spouse or financially dependent child.
- I. A graduate assistant appointed through a USM institution for the semester/term of the appointment. Except through prior arrangement, this benefit is available only for enrollment at the institution awarding the assistantship.
- J. A full-time public school teacher in the first year of employment by a Maryland local education agency, who resides in Maryland and meets the criteria for a residency waiver in § 15-106.2 of the Education Article, Annotated Code of Maryland.
- K. The child of a Maryland public safety employee who is eligible for the Edward T. Conroy and Joan B. Cryor Scholarship under § 18-601(d)(3)(ii) of the Education Article, Annotated Code of Maryland.
- L. A person who has completed all service hours in an AmeriCorps Program in Maryland or who has completed a service program under the Maryland Corps Program, pursuant to Title 9, subtitle 28 of the State Government Article, Annotated Code of Maryland, as provided in § 15-106.9 of the Education Article, Annotated Code of Maryland.
- M. A person who has been certified by the Director of the Peace Corps as having served satisfactorily as a Peace Corps volunteer and who is domiciled in Maryland, as provided in § 15 106.11 of the Education Article, Annotated Code of Maryland.
- N. Individuals, including undocumented immigrants, who do not meet the definition of nonimmigrant alien within the meaning of 8 U.S.C. § 1101(a)(15) and who meet all the criteria in § 15-106.8 of the Education Article, Annotated Code of Maryland.
- O. Members of the U.S. Foreign Service who are on active duty for a period of more than 30 days and whose domicile or permanent duty station is in Maryland, and their spouses and dependents. Members and their spouses and dependents who qualify for in-state status will continue to hold

⁷ See Md. Code, Education § 15-106.4.

in-state status while continuously enrolled at the institution, notwithstanding a subsequent change in the permanent duty station of the member to a location outside Maryland.

- P. Citizens of the Federated States of Micronesia, the Republic of the Marshall Islands, or the Republic of Palau, as provided in the Consolidated Appropriations Act, 2024, Pub. L. No. 118-42, Div. G, Title II, § 209(b)(1)(E).

V. ADDITIONAL PROCEDURES

Each USM institution shall develop and publish additional procedures to implement this Policy. Procedures shall provide that upon request, the institution's President or designee has the authority to waive any of the requirements in Sections II or III if it is determined that its application creates an unjust result. These procedures shall be filed with the Office of the Chancellor. The institution may require that a student file a petition under Section III.A and complete the petition process before requesting a waiver under this section.

VI. DEFINITIONS

A. Active Duty means full-time duty in the active service of a uniformed service, and includes full-time training duty, annual training duty, full-time National Guard duty, and attendance, while in the active service, at a school designated as a service school by law or by the Secretary concerned.⁸

B. Active Service Member means an individual who is:

- 1) an Active Duty member of the Uniformed Services; or
- 2) serving in a Reserve Component of the Uniformed Services on Active Duty orders.⁹

C. Armed Forces means the Army, Navy, Air Force, Marine Corps, Space Force, and Coast Guard.¹⁰

~~A-D.~~ Child: A child is a natural child or a child legally adopted pursuant to a court order recognized under the laws of Maryland.

~~B-E.~~ Financially Dependent: For the purposes of this Policy, a financially dependent student is one who has been claimed as a dependent on another person's prior year tax returns or is a ward of the State of Maryland.

F. Financially Independent: For the purposes of this Policy, a financially independent student is one who provides 50 percent or more of the F. own living and educational expenses and has not been claimed as a dependent on another person's most recent tax returns.

G. Foreign Service means:

⁸ 37 U.S.C. § 101.

⁹ Md. Code, State Gov't §9-901.

¹⁰ 10 USC § 101.

- i. Chiefs of mission, appointed under section 3942(a)(1) of this title or assigned under section 3982(c) of this title.
- ii. Ambassadors at large, appointed under section 3942(a)(1) of this title.
- iii. Members of the Senior Foreign Service, appointed under section 3942(a)(1) or 3943 of this title, who are the corps of leaders and experts for the management of the Service and the performance of its functions.
- iv. Foreign Service officers, appointed under section 3942(a)(1) of this title, who have general responsibility for carrying out the functions of the Service.
- v. Foreign Service personnel, United States citizens appointed under section 3943 of this title, who provide skills and services required for effective performance by the Service.
- vi. Foreign national employees, foreign nationals appointed under section 3943 of this title, who provide clerical, administrative, technical, fiscal, and other support at Foreign Service posts abroad.
- vii. Consular agents, appointed under section 3943 of this title by the Secretary of State, who provide consular and related services as authorized by the Secretary of State at specified locations abroad where no Foreign Service posts are situated.¹¹

~~Guardian: A guardian is a person so appointed by a court order recognized under the laws of the State of Maryland.~~

~~Regular Employee: A regular employee is a person employed by USM or a USM institution who is assigned to a State budget line or who is otherwise eligible to enroll in a State retirement system. Examples of categories NOT considered regular employees are graduate students, contingent employees, and independent contractors.~~

~~H.~~

I. Reserve Component means:

- i. the Army National Guard of the United States;
- ii. the Army Reserve;
- iii. the Navy Reserve;
- iv. the Marine Corps Reserve;
- v. the Air National Guard of the United States;
- vi. the Air Force Reserve;
- vii. the Coast Guard Reserve; or
- i. ~~the Reserve Corps of the Public Health Service.~~¹²

~~Parent: A parent may be a natural parent, or, if established by a court order recognized under the laws of the State of Maryland, an adoptive parent.~~

~~Guardian: A guardian is a person so appointed by a court order recognized under the laws of the State of Maryland.~~

J. Spouse: A spouse is a partner in a legally contracted marriage.

~~J.~~

¹¹ 22 U.S.C. § 3903.

¹² 37 U.S.C. § 101.

~~Child: A child is a natural child or a child legally adopted pursuant to a court order recognized under the laws of Maryland.~~

~~Regular Employee: A regular employee is a person employed by USM or a USM institution who is assigned to a State budget line or who is otherwise eligible to enroll in a State retirement system. Examples of categories NOT considered regular employees are graduate students, contingent employees, and independent contractors.~~

~~Continuous Enrollment for undergraduate, graduate, and professional students is defined by the institution in accordance with institutional and program requirements.~~

K.

~~K. — Armed Forces of the United States: As defined in 38 U.S.C. § 101(10), the United States Army, Navy, Marine Corps, Air Force, Space Force, and Coast Guard, including the reserve components thereof.~~

~~L. — Uniformed Services of the United States: means the Armed Forces and the Commissioned Corps of the National Oceanic and Atmospheric Administration and of the Public Health Service.¹³~~

~~J. —~~

~~Foreign Service of the United States: as defined in 22 U.S.C. § 3903.~~

L.

Veteran has the meaning stated in 38 U.S.C. § 101, which is person who served in the active military naval, air, or space service, and who was discharged or released therefrom under conditions other than dishonorable. Under this Policy, “Veteran” shall also include an individual who served on Active Duty in the Uniformed Services and was honorably discharged.

¹³ 37 U.S.C. § 101.

TOPIC: Policy on Refunds to Students who Withdraw from All Courses or the Institution for Extenuating Circumstances

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: May 15, 2025

SUMMARY: In 2024, the General Assembly passed the Cameron Carden Act, (Education Article, Anno. Code of MD, Section 15–138). The law requires each degree-granting institution to have a policy that authorizes a student to withdraw from all courses at the institution for a certain semester, or to withdraw from the institution, under extenuating circumstances. That policy must provide, if warranted, for the student to receive a refund for tuition and fees paid by the student for the semester in which the withdrawal occurs if the extenuating circumstances inhibit the student’s ability to acquire an education at the institution.

The attached draft policy conforms to the requirements of the law and provides a framework for USM institutions to have their own policies and procedures. Among other things, the policy requires that students provide documentation of the extenuating circumstances that impact the student’s ability to acquire an education.

This policy received extensive feedback during the drafting process, and all language has been reviewed by counsel in the Office of the Attorney General.

This proposed policy will be presented to the Finance Committee on June 4 for consideration and action.

ALTERNATIVE(S): Information Only

FISCAL IMPACT: Information Only

CHANCELLOR’S RECOMMENDATION: Information Only

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst
Alison M. Wrynn

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awrynn@usmd.edu

VIII—22.00—POLICY ON REFUNDS TO STUDENTS WHO WITHDRAW FROM ALL COURSES OR THE INSTITUTION FOR EXTENUATING CIRCUMSTANCES

(Approved by the Board of Regents _____).

- I. In compliance with the Cameron Carden Act of 2024 (Education Article, Anno. Code of MD, Section 15–138), each degree-granting institution within the University System of Maryland (USM) shall have a policy that authorizes a student to withdraw from all courses at the institution for a certain semester, or withdraw from the institution, under extenuating circumstances and that provides, if warranted, for the student to receive a refund for tuition and fees paid by the student for the semester in which the withdrawal occurs if the extenuating circumstances inhibit the student’s ability to acquire an education at the institution.
- II. Definitions:
 - a. “Extenuating circumstances” include serious illness, injury, hospitalization, and impairments to the mental health or wellness of the student.
 - b. “Inhibit a student’s ability to acquire an education at the institution” means, in the semester of withdrawal, a student is not able to complete any of the credits in which the student was enrolled because of extenuating circumstances. This does not include situations in which the student is able to complete one or more credits or courses through an incomplete.
 - c. “Paid by the student” means funds provided by the student or on behalf of the student from sources other than grants, scholarships, tuition remission, or other third-party student support contract payments as referenced in BOR VIII-2.20.
 - d. “Tuition and fees” means “tuition” as defined in BOR VIII-2.01, and “fees” means fees required to be paid by all students as described in BOR VII-2.50.
- III. Each institution’s policy or procedures shall ensure the following:
 - a. That the student who withdraws provides relevant documentation, as determined by the institution, of the extenuating circumstances that inhibit the student’s ability to acquire an education at the institution;
 - b. Publication of the process the student must follow to initiate a withdrawal and to request a refund based on extenuating circumstances that inhibit the student’s ability to acquire an education at the institution;
 - c. Minimization of the negative financial impact on students for withdrawing under extenuating circumstances that inhibit the student’s ability to acquire an education at the institution; and

- d. Provision of a mechanism for students whose tuition would have been covered by tuition remission to appeal a charge based on extenuating circumstances;
- IV. Each institution shall develop an appeal process as part of policy implementation.

DRAFT

TOPIC: Campus Safety and Security – Report

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: Thursday, May 15, 2025

SUMMARY: Campus safety and security are daily concerns for students, faculty, staff, and families across the nation. The USM has recently addressed this issue during a state-wide safety summit, the BOR retreat, and safety vignettes during full Board of Regents meetings. The compiling and sharing of the following data add to our knowledge base.

The data included in this report are required by the Clery Act and the Higher Education Opportunity Act and are submitted annually by all postsecondary institutions that receive Title IV (federal student aid programs) funding. Additionally, the Department of Education requires that, by October 1 of each year, these institutions publish and distribute an annual campus security report to all current students and employees. The statistics represent alleged criminal offenses reported to campus security authorities and/or local police agencies and do not necessarily reflect prosecutions or convictions. And although the crime data reported by the institutions have not been subjected to independent verification, at this time, this is an important measure of campus safety and security.

The tables on crime reports by institution include criminal offenses, arrests, and campus disciplinary actions for violations that occurred in the following Clery geography: on-campus, noncampus, and public property. In addition to total number of reported incidents, the tables provide a rate that reflects the total number of incidents per 1,000 students. A trend table showing five years of system-wide data (total number of incidents in each category) is also included.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only

DATE: May 15, 2025

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn 301-445-1992

awrynn@usmd.edu

2025 Campus Crime Report
May 15, 2025
Summary

Campus safety and security are perennial topics of concern for those on college and university campuses, prospective families and students, and other stakeholders. The extent to which one will be or feel safe on campus is a factor many weigh when deciding where and whether they or their loved ones will pursue a postsecondary education. Safety is also inextricably tied to student success.

The United States Department of Education provides data to help keep the public informed. The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (1990) requires all postsecondary institutions that receive Title IV (federal student aid programs) funding to disclose campus crime statistics and security information. These publicly available data represent alleged criminal offenses reported to campus security authorities and/or local police agencies and do not necessarily reflect prosecutions or convictions. The Department of Education also requires that, by October 1 of each year, these institutions publish and distribute an annual campus security report to all current students and employees.

The University System of Maryland (USM) Campus Crime Report compiles and presents those data as one measure of the safety and security of our institutions. The following tables offer statistics on a variety of criminal offenses, arrests, and campus disciplinary actions for violations that occurred on-campus, as well as in noncampus settings and on public property adjacent to campus as reported under Clery. In addition to the total number of reported incidents, the tables provide rates that reflect the number of incidents per 1,000 students. The following report includes:

- A trend table showing system-wide data from 2020 through 2023
- Information by institution for the most recent three years available – 2023, 2022, and 2021

National* and USM Data Comparisons of 2023 to 2022 and Pre-Pandemic (2019) Levels
(*5,673 institutions)

Criminal Offenses (murder/non-negligent manslaughter, negligent manslaughter, rape, fondling, incest, statutory rape, robbery, aggravated assault, burglary, motor vehicle theft, and arson)

Nationally

- Increase over 2022
- Highest since 2011
- Above pre-pandemic level

USM

- Increase over 2022
 - Specific increases over 2022: murder/non-negligent manslaughter, rape, fondling, robbery, motor vehicle theft, arson
- Highest in at least five years
- Above pre-pandemic level

Arrests and Disciplinary Actions for weapons, drug, and liquor law violations

Nationally

- Decrease from 2022; steady decreases annually since 2005
- Well below pre-pandemic level

Sources:

<https://rems.ed.gov/IHECleryAct.aspx>
<https://ope.ed.gov/campusafety/#/>

USM

- Decrease from 2022
 - Liquor law violations significant decrease; drug abuse violations slight decrease; weapons violations slight increase
- Well below pre-pandemic level

Hate Crimes

Nationally

- Significant increase over 2022 (from 2,076 to 2,676)
- Well above pre-pandemic level
- Highest since 2005 (previous high in 2016 with 1,309 hate crimes)

USM

- Increase over 2022 (from 4 to 11)
- Above pre-pandemic level; second highest in last 10 years (14 in 2016)

Violence Against Women Act Violations (VAWA; domestic violence; dating violence; stalking)

Nationally and USM

- Increase over 2022
- Above pre-pandemic level

As the Department of Education notes on its website, these crime data are reported by the institutions and have not been subjected to independent verification. However, the Department conducts audits into institutions' compliance with Clery. Reviews are initiated when a complaint is received, a media event raises concerns, a school's independent audit identifies areas of noncompliance, or for other reasons. Institutions found out-of-compliance (often after lengthy investigations) can be assessed fines and lose federal funding. Reporting requirements include, but are not limited to:

1. Collecting and sharing crime statistics and disclosing security-related policies;
 2. The issuance of campus alerts (timely warnings and emergency notifications);
 3. The publication of an annual security report;
- and
4. Maintenance of a daily crime log.

In addition to these federal safeguards, the USM Office of Internal Audit conducts audits to verify that our institutions are in compliance with Clery/Department of Education guidelines. Since 2021, Internal Audit has completed Jeanne Clery Act audits or follow-ups on five (5) institutions. Three (3) are currently in process, and another is planned for 2025. When conducting audits, where there are violations, the auditors conduct follow-up audits to determine the institutions' responses to recommendations and annually assess each institution's need for another full audit. This information is provided in detailed reports to the Chancellor and summarized reports for the Audit Committee of the Board of Regents.

These layers of review are important to the process. Ultimately, administrators know that Clery Act compliance is crucial, and keeping up with it is a year-round obligation. Campus officials work consistently to ensure the safety and security of our campus communities while appropriately tracking, disclosing, submitting, and publishing the information required by law and due to the public.

Sources:

<https://rems.ed.gov/IHECleryAct.aspx>
<https://ope.ed.gov/campusafety/#/>

System-Wide Attention to Campus Safety and Security

Maryland Higher Education Commission Campus Safety Grant Program

In Spring 2024, the Maryland Higher Education Commission (MHEC) announced the availability of \$25,000,000 under the FY 2025 Campus Safety Grant Program for the award period of July 1, 2024 to June 30, 2025. This program was designed to provide Maryland colleges and universities with support to make security enhancements to their campuses. Application requests ranged from \$100,000 to a maximum of \$5,000,000 for FY 2025 for one-time funding for the purpose of implementing or enhancing campus safety and security initiatives. Applications were due in May 2024, and in August, it was announced that \$18.75 million was distributed to 36 institutions, including all 12 USM institutions. A report of outputs and outcomes will be shared during the 2025-2026 academic year.

USM Stakeholder Groups

Campus safety and security are regular agenda items for many stakeholder groups convened by University System of Maryland Office staff. Those stakeholder groups include, but are not limited to university presidents, provosts, vice presidents for student affairs, chiefs of police, and enterprise risk management leadership. Formally, USM's Policy on Enterprise Risk Management requires that, "Management periodically assesses potential risks and exposures, evaluates the probability and the impact of each and where appropriate, adopts risk mitigation strategies" and expects that USM institutions, "Establish an ongoing system of risk management appropriate to the institution's mission and strategic initiatives. The policy also sets periodic reporting expectations and processes for reporting key risk items". Risks to safety and security are considered and addressed by these stakeholders.

Stop Campus Hazing Act

The [Stop Campus Hazing Act](#) amends a portion of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and also changes the name of the act to the "Jeanne Clery Campus Safety Act", representing the Act's evolution in addressing broad campus safety needs. The amendment requires each institution of higher education to disclose hazing incidents that were reported to campus security authorities or local police agencies in its annual security report. The act defines the term *hazing* to mean any intentional, knowing, or reckless act committed by a person (whether individually or in concert with other persons) against another person or persons regardless of the willingness of such other person or persons to participate, that (1) is committed in the course of an initiation into, an affiliation with, or the maintenance of membership in, a student organization (e.g., a club, athletic team, fraternity, or sorority); and (2) causes or creates a risk, above the reasonable risk encountered in the course of participation in the institution or the organization, of physical or psychological injury. Additionally, each institution must include in its annual security report (1) a statement of current policies relating to hazing, how to report hazing incidents, the process used to investigate hazing incidents, and information on applicable laws on hazing; and (2) a statement of policy regarding prevention and awareness programs relating to hazing that includes a description of prevention programs. Further, if an institution has a finding of a hazing violation, the institution must develop a campus hazing transparency report that summarizes findings concerning any student organization found to be in violation of the IHE's standards of conduct relating to hazing.

In place before these recent federal changes, Maryland's anti-hazing law (§3-607) makes hazing a misdemeanor punishable by up to 6 months in prison, a fine of up to \$500, or both. USM institutions already had important and effective anti-hazing policies, procedure, and education in place, and they are ensuring their work complies with federal law.

Sources:

<https://rems.ed.gov/IHECleryAct.aspx>

<https://ope.ed.gov/campusafety/#/>

Crime Report Summary Data ~ 2020-2023
University System of Maryland Totals

Criminal Offenses - On-Campus, Noncampus, and Public Property

	2020		2021		2022		2023	
USM Population	170,180		164,851		162,622		166,798	
	Number and Rate per 1,000 Across the USM							
	No.	Rate	No.	Rate	No.	Rate	No.	Rate
Murder/Non-Negligent Manslaughter	1	0.01	0	0.00	0	0.00	2	0.01
Negligent Manslaughter	0	0.00	0	0.00	0	0.00	0	0.00
Rape*	38	0.22	54	0.32	56	0.34	67	0.40
Fondling*	21	0.12	28	0.16	33	0.20	41	0.25
Incest*	0	0.00	0	0.00	0	0.00	0	0.00
Statutory Rape*	0	0.00	0	0.00	0	0.00	0	0.00
Robbery	35	0.20	9	0.05	15	0.10	19	0.11
Aggravated Assault	37	0.21	36	0.22	70	0.43	52	0.31
Burglary	79	0.46	70	0.42	46	0.28	34	0.20
Motor Vehicle Theft	69	0.40	54	0.32	78	0.48	235	1.41
Arson	2	0.01	8	0.04	4	0.02	5	0.03
Criminal Offenses Totals	282	1.66	259	1.57	302	1.86	455	2.73
Weapons Possession Violations	24	0.14	18	0.11	24	0.15	28	0.17
Drug Abuse Violations	134	0.78	127	0.77	182	1.12	174	1.04
Liquor Law Violations	523	3.07	725	4.40	519	3.19	395	2.37
Weapons, Drug Abuse, and Liquor Law Arrests and Disciplinary Actions	681	4.00	870	5.28	725	4.46	597	3.58
Hate Crimes (All Offenses)	5	0.02	6	0.03	4	0.02	11	0.07
VAWA Offenses** (domestic violence; dating violence; stalking)	59	0.34	96	0.58	107	0.66	138	0.83

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.

*Starting with 2014 statistics, these offenses replaced “forcible” and “non-forcible” sex offenses.

**Collection of VAWA offenses began with the 2014 statistics and includes domestic violence, dating violence, and stalking.

***Totals include all Clery geography: on-campus, noncampus, and public property.

Incidents Reported in Campus Crime Reports 2023***

Criminal Offenses - On-Campus, Noncampus, and Public Property

		Murder & Non- Negligent Manslaughter		Negligent Manslaughter		Rape*		Fondling*		Incest*		Statutory Rape*		Robbery		Aggravated Assault		Burglary		Motor Vehicle Theft		Arson	
Institution	Fall HC Enrollment	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate
BSU	6,408	0	0.00	0	0.00	2	0.31	3	0.47	0	0.00	0	0.00	3	0.47	10	1.56	4	0.62	3	0.47	0	0.00
CSU	2,101	0	0.00	0	0.00	1	0.48	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.48	6	2.86	0	0.00
FSU	4,075	1	0.25	0	0.00	4	0.98	2	0.49	0	0.00	0	0.00	0	0.00	4	0.98	0	0.00	0	0.00	0	0.00
SU	7,030	0	0.00	0	0.00	3	0.43	6	0.85	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	3	0.43
TU	19,527	0	0.00	0	0.00	10	0.51	7	0.36	0	0.00	0	0.00	2	0.10	11	0.56	5	0.26	6	0.30	1	0.05
UBalt	3,101	1	0.32	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.32	2	0.64	1	0.32	14	4.51	0	0.00
UMB	6,667	0	0.14	0	0.00	3	0.45	0	0.00	0	0.00	0	0.00	3	0.45	11	1.65	0	0.00	45	6.75	0	0.00
UMBC	14,148	0	0.00	0	0.00	15	1.06	7	0.49	0	0.00	0	0.00	0	0.00	0	0.00	6	0.42	19	1.34	0	0.00
UMCP	40,813	0	0.00	0	0.00	25	0.61	15	0.37	0	0.00	0	0.00	8	0.20	9	0.22	12	0.29	141	3.45	1	0.02
UMES	2,844	0	0.00	0	0.00	4	1.41	1	0.35	0	0.00	0	0.00	1	0.35	4	1.41	5	1.76	0	0.00	0	0.00
UMGC	60,084	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.02	1	0.02	0	0.00	1	0.02	0	0.00

Arrests and Disciplinary Actions - On-Campus, Noncampus, and Public Property

		On-Campus Arrests							Disciplinary Actions					
		Weapons Possession		Drug Abuse Violations		Liquor Law Violations			Weapons Possession		Drug Abuse Violations		Liquor Law Violations	
Institution	Fall HC Enrollment	No.	Rate	No.	Rate	No.	Rate		No.	Rate	No.	Rate	No.	Rate
BSU	6,408	1	0.16	21	3.28	1	0.16		2	0.31	61	9.52	6	0.94
CSU	2,101	0	0.00	0	0.00	0	0.00		0	0.00	17	8.09	9	4.29
FSU	4,075	1	0.25	0	0.00	0	0.00		7	1.72	42	10.31	31	7.61
SU	7,030	0	0.00	0	0.00	0	0.00		3	0.43	0	0.00	117	16.6
TU	19,527	1	0.05	3	0.15	4	0.20		0	0.00	12	0.61	57	2.92
UBalt	3,101	5	1.61	1	0.32	0	0.00		0	0.00	0	0.00	0	0.00
UMB	6,667	5	0.75	2	0.30	0	0.00		0	0.00	0	0.00	0	0.00
UMBC	14,148	0	0.00	1	0.07	0	0.00		0	0.00	0	0.00	59	4.17
UMCP	40,813	3	0.07	2	0.05	1	0.02		0	0.00	6	0.15	101	2.47
UMES	2,844	0	0.00	0	0.00	0	0.00		0	0.00	6	2.11	9	3.16
UMGC	60,084	0	0.00	0	0.00	0	0.00		0	0.00	0	0.00	0	0.00

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.

*Starting with 2014 statistics, these offenses replaced “forcible” and “non-forcible” sex offenses.

**Collection of VAWA offenses began with the 2014 statistics and includes domestic violence, dating violence, and stalking.

***Totals include all Clery geography: on-campus, noncampus, and public property.

Incidents Reported in Campus Crime Reports 2023 (con't)***

Hate Crimes - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	All Offenses	
		No.	Rate
BSU	6,408	0	0.00
CSU	2,101	0	0.00
FSU	4,075	0	0.00
SU	7,030	0	0.00
TU	19,527	1	0.05
UBalt	3,101	0	0.00
UMB	6,667	0	0.00
UMBC	14,148	2	0.14
UMCP	40,813	8	0.20
UMES	2,844	0	0.00
UMGC	60,084	0	0.00

Hate crime offenses include murder/non-negligent manslaughter, rape, fondling, incest, statutory rape, robbery, aggravated assault, burglary, motor vehicle theft, arson, simple assault, larceny-theft, intimidation, and destruction/damage/vandalism of property.

VAWA Offenses - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	All Offenses	
		No.	Rate
BSU	6,408	9	1.40
CSU	2,101	6	2.86
FSU	4,075	5	1.23
SU	7,030	10	1.42
TU	19,527	18	0.92
UBalt	3,101	1	0.32
UMB	6,667	9	1.35
UMBC	14,148	33	2.33
UMCP	40,813	38	0.93
UMES	2,844	9	3.16
UMGC	60,084	0	0.00

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.

*Starting with 2014 statistics, these offenses replaced “forcible” and “non-forcible” sex offenses.

**Collection of VAWA offenses began with the 2014 statistics and includes domestic violence, dating violence, and stalking.

***Totals include all Clery geography: on-campus, noncampus, and public property.

Incidents Reported in Campus Crime Reports 2022***

Criminal Offenses - On-Campus, Noncampus, and Public Property

		Murder & Non-Negligent Manslaughter		Negligent Manslaughter		Rape*		Fondling*		Incest*		Statutory Rape*		Robbery		Aggravated Assault		Burglary		Motor Vehicle Theft		Arson	
Institution	Fall HC Enrollment	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate
BSU	6,275	0	0.00	0	0.00	3	0.48	3	0.48	0	0.00	0	0.00	0	0.00	27	4.30	12	1.91	0	0.00	0	0.00
CSU	2,006	0	0.00	0	0.00	1	0.50	0	0.00	0	0.00	0	0.00	1	0.50	6	2.99	1	0.50	0	0.00	0	0.00
FSU	4,067	0	0.00	0	0.00	1	0.24	3	0.73	0	0.00	0	0.00	1	0.24	1	0.24	0	0.00	0	0.00	0	0.00
SU	7,123	0	0.00	0	0.00	7	0.48	5	0.70	0	0.00	0	0.00	0	0.00	0	0.00	2	0.28	1	0.14	0	0.00
TU	19,793	0	0.00	0	0.00	11	0.56	3	0.15	0	0.00	0	0.00	1	0.05	4	0.20	11	0.56	5	0.25	0	0.00
UBalt	3,288	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2	0.61	1	0.30	0	0.00	2	0.61	0	0.00
UMB	6,931	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	6	0.87	9	1.30	1	0.14	12	1.73	1	0.14
UMBC	13,991	0	0.00	0	0.00	11	0.79	8	0.57	0	0.00	0	0.00	1	0.07	2	0.14	4	0.29	1	0.07	2	0.14
UMCP	40,792	0	0.00	0	0.00	19	0.47	10	0.25	0	0.00	0	0.00	2	0.05	18	0.44	11	0.27	53	1.30	1	0.02
UMES	2,518	0	0.00	0	0.00	2	0.79	1	0.40	0	0.00	0	0.00	0	0.00	0	0.00	2	0.79	0	0.00	0	0.00
UMGC	55,838	0	0.00	0	0.00	1	0.02	0	0.00	0	0.00	0	0.00	1	0.02	2	0.04	2	0.04	4	0.07	0	0.00

Arrests and Disciplinary Actions - On-Campus, Noncampus, and Public Property

		On-Campus Arrests							Disciplinary Actions					
		Weapons Possession		Drug Abuse Violations		Liquor Law Violations			Weapons Possession		Drug Abuse Violations		Liquor Law Violations	
Institution	Fall HC Enrollment	No.	Rate	No.	Rate	No.	Rate		No.	Rate	No.	Rate	No.	Rate
BSU	6,275	0	0.00	0	0.00	0	0.00		7	1.12	83	13.23	28	4.46
CSU	2,006	2	1.00	0	0.00	0	0.00		1	0.50	15	7.48	7	3.49
FSU	4,067	2	0.49	0	0.00	0	0.00		0	0.00	50	12.29	25	6.15
SU	7,123	1	0.14	0	0.00	2	0.28		1	0.14	0	0.00	137	19.23
TU	19,793	2	0.10	4	0.20	0	0.00		0	0.00	3	0.15	81	4.09
UBalt	3,288	1	0.30	0	0.00	0	0.00		0	0.00	1	0.30	0	0.00
UMB	6,931	5	0.72	2	0.29	0	0.00		0	0.00	0	0.00	0	0.00
UMBC	13,991	1	0.07	0	0.00	0	0.00		0	0.00	0	0.00	43	3.07
UMCP	40,792	1	0.02	13	0.32	0	0.00		0	0.00	1	0.02	186	4.56
UMES	2,518	0	0.00	0	0.00	0	0.00		0	0.00	10	3.97	10	3.97
UMGC	55,838	0	0.00	0	0.00	0	0.00		0	0.00	0	0.00	0	0.00

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.

*Starting with 2014 statistics, these offenses replaced "forcible" and "non-forcible" sex offenses.

**Collection of VAWA offenses began with the 2014 statistics and includes domestic violence, dating violence, and stalking.

***Totals include all Clery geography: on-campus, noncampus, and public property.

**Incidents Reported in Campus Crime Reports
2022 (con't)*****

Hate Crimes - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	All Offenses	
		No.	Rate
BSU	6,275	0	0.00
CSU	2,006	0	0.00
FSU	4,067	0	0.00
SU	7,123	1	0.14
TU	19,793	1	0.05
UBalt	3,288	0	0.00
UMB	6,931	0	0.00
UMBC	13,991	1	0.07
UMCP	40,792	1	0.02
UMES	2,518	0	0.00
UMGC	55,838	0	0.00

Hate crime offenses include murder/non-negligent manslaughter, rape, fondling, incest, statutory rape, robbery, aggravated assault, burglary, motor vehicle theft, arson, simple assault, larceny-theft, intimidation, and destruction/damage/vandalism of property.

VAWA Offenses - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	All Offenses	
		No.	Rate
BSU	6,275	12	1.91
CSU	2,006	4	1.99
FSU	4,067	5	1.23
SU	7,123	5	0.70
TU	19,793	24	1.21
UBalt	3,288	2	0.61
UMB	6,931	7	1.01
UMBC	13,991	27	1.92
UMCP	40,792	15	0.37
UMES	2,518	6	2.38
UMGC	55,838	0	0.00

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.

*Starting with 2014 statistics, these offenses replaced “forcible” and “non-forcible” sex offenses.

**Collection of VAWA offenses began with the 2014 statistics and includes domestic violence, dating violence, and stalking.

***Totals include all Clery geography: on-campus, noncampus, and public property.

Incidents Reported in Campus Crime Reports 2021***

Criminal Offenses - On-Campus, Noncampus, and Public Property

		Murder & Non-Negligent Manslaughter		Negligent Manslaughter		Rape*		Fondling*		Incest*		Statutory Rape*		Robbery		Aggravated Assault		Burglary		Motor Vehicle Theft		Arson	
Institution	Fall HC Enrollment	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate
BSU	6,308	0	0.00	0	0.00	5	0.79	5	0.79	0	0.00	0	0.00	0	0.00	0	0.00	11	1.74	1	0.15	0	0.00
CSU	2,101	0	0.00	0	0.00	2	0.95	0	0.00	0	0.00	0	0.00	2	0.95	0	0.00	5	2.37	2	0.95	0	0.00
FSU	4,449	0	0.00	0	0.00	2	0.44	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
SU	7,568	0	0.00	0	0.00	2	0.26	6	0.79	0	0.00	0	0.00	1	0.13	4	0.53	8	1.01	0	0.00	0	0.00
TU	20,856	0	0.00	0	0.00	10	0.47	5	0.23	0	0.00	0	0.00	0	0.00	5	0.23	12	0.58	0	0.00	0	0.00
UBalt	3,710	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2	0.53	0	0.00	0	0.00	0	0.00
UMB	7,244	0	0.00	0	0.00	1	0.13	1	0.13	0	0.00	0	0.00	5	0.69	7	0.96	1	0.13	9	1.24	0	0.00
UMBC	13,638	0	0.00	0	0.00	9	0.65	2	0.14	0	0.00	0	0.00	0	0.00	0	0.00	13	0.95	2	0.14	3	0.21
UMCP	41,271	0	0.00	0	0.00	20	0.48	8	0.19	0	0.00	0	0.00	0	0.00	2	0.04	11	0.26	34	0.82	5	0.12
UMES	2,384	0	0.00	0	0.00	3	1.25	1	0.41	0	0.00	0	0.00	0	0.00	2	0.83	3	1.25	0	0.00	0	0.00
UMGC	55,323	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.01	14	0.25	6	0.10	6	0.10	0	0.00

Arrests and Disciplinary Actions - On-Campus, Noncampus, and Public Property

		On-Campus Arrests							Disciplinary Actions					
		Weapons Possession		Drug Abuse Violations		Liquor Law Violations			Weapons Possession		Drug Abuse Violations		Liquor Law Violations	
Institution	Fall HC Enrollment	No.	Rate	No.	Rate	No.	Rate		No.	Rate	No.	Rate	No.	Rate
BSU	6,308	0	0.00	1	0.15	0	0.00		0	0.00	37	5.86	0	0.00
CSU	2,101	0	0.00	0	0.00	0	0.00		0	0.00	14	6.65	7	0.00
FSU	4,449	0	0.00	1	0.22	0	0.00		0	0.00	46	10.33	25	0.00
SU	7,568	0	0.00	0	0.00	0	0.00		3	0.39	0	0.00	271	35.8
TU	20,856	2	0.09	6	0.29	0	0.00		0	0.00	0	0.00	97	4.65
UBalt	3,710	0	0.00	0	0.00	0	0.00		0	0.00	0	0.00	0	0.00
UMB	7,244	1	0.13	0	0.00	0	0.00		0	0.00	0	0.00	0	0.00
UMBC	13,638	0	0.00	0	0.00	0	0.00		0	0.00	0	0.00	24	1.75
UMCP	41,271	5	0.12	12	0.29	0	0.00		0	0.00	0	0.00	291	20.6
UMES	2,384	0	0.00	1	0.41	0	0.00		0	0.00	4	1.67	9	3.77
UMGC	55,323	7	0.12	5	0.09	1	0.02		0	0.00	0.00	0.00	0	0.00

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.

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***Totals include all Clery geography: on-campus, noncampus, and public property.

**Incidents Reported in Campus Crime Reports
2021 (con't)*****

Hate Crimes - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	All Offenses	
		No.	Rate
BSU	6,308	0	0.00
CSU	2,101	0	0.00
FSU	4,449	0	0.00
SU	7,568	0	0.00
TU	20,856	2	0.09
UBalt	3,710	0	0.00
UMB	7,244	1	0.14
UMBC	13,638	1	0.07
UMCP	41,271	4	0.09
UMES	2,384	0	0.00
UMGC	55,323	0	0.00

Hate crime offenses include murder/non-negligent manslaughter, rape, fondling, incest, statutory rape, robbery, aggravated assault, burglary, motor vehicle theft, arson, simple assault, larceny-theft, intimidation, and destruction/damage/vandalism of property.

VAWA Offenses - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	All Offenses	
		No.	Rate
BSU	6,308	10	1.58
CSU	2,101	0	0.00
FSU	4,449	8	1.80
SU	7,568	10	1.32
TU	20,856	14	0.67
UBalt	3,710	0	0.00
UMB	7,244	8	1.10
UMBC	13,638	10	0.73
UMCP	41,271	20	0.48
UMES	2,384	6	2.51
UMGC	55,323	10	0.18

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.

*Starting with 2014 statistics, these offenses replaced “forcible” and “non-forcible” sex offenses.

**Collection of VAWA offenses began with the 2014 statistics and includes domestic violence, dating violence, and stalking.

***Totals include all Clery geography: on-campus, noncampus, and public property.

2025 Campus Crime Report May 15, 2025

Glossary

Aggravated Assault

An unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. This type of assault usually is accompanied by the use of a weapon or by means likely to produce death or great bodily harm.

Arrest

Persons processed by arrests, citation, or summons.

Arson

Any willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, personal property of another, etc.

Burglary

The unlawful entry of a structure to commit a felony or a theft.

Dating Violence

Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition:

- Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
- Dating violence does not include acts covered under the definition of domestic violence

Domestic Violence

A felony or misdemeanor crime of violence committed:

- By a current or former spouse or intimate partner of the victim;
- By a person with whom the victim shares a child in common;
- By a person who is or has cohabitated with the victim as a spouse or intimate partner; and
- By a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

Drug Abuse Violations

The violation of laws prohibiting the production, distribution and/or use of certain controlled substances and the equipment or devices utilized in their preparation and/or use. The unlawful cultivation, manufacture, distribution, sale, purchase, use, possession, transportation or importation of any controlled drug or narcotic substance. Arrests for violations of state and local laws, specifically those relating to the unlawful possession, sale, use, growing, manufacturing and making of narcotic drugs. The relevant substances include: opium or cocaine and their derivatives (morphine, heroin, codeine); marijuana; synthetic narcotics - manufactured narcotics which can cause true addiction (Demerol, Methadone); and dangerous nonnarcotic drugs (barbiturates, Benzedrine).

Fondling

The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

Hate Crime

A criminal offense that manifests evidence that the victim was intentionally selected because of the perpetrator's bias against the victim. For the purposes of Clery, the categories of bias include the victim's actual or perceived race, religion, gender, gender identify, sexual orientation, ethnicity, national origin, and disability.

Incest

Non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Liquor Law Violations

The violation of state or local laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or use of alcoholic beverages, not including driving under the influence and drunkenness. Include in this classification: the manufacture, sale, transporting, furnishing, possessing, etc., of intoxicating liquor; maintaining unlawful drinking places; bootlegging; operating still; furnishing liquor to a minor or intemperate person; underage possession; using a vehicle for illegal transportation of liquor; drinking on train or public conveyance; and attempts to commit any of the above.

Motor Vehicle Theft

The theft or attempted theft of a motor vehicle.

Murder and Non-Negligent Manslaughter

The willful (non-negligent) killing of one human being by another.

Negligent Manslaughter

The killing of another person through gross negligence.

Noncampus Building or Property

(1) Any building or property owned or controlled by a student organization that is officially recognized by the institution; or (2) Any building or property owned or controlled by an institution that is used in direct support of, or in relation to, the institution's educational purposes, is frequently used by students, and is not within the same reasonably contiguous geographic area of the institution.

On-Campus

(1) Any building or property owned or controlled by an institution within the same reasonably contiguous geographic area and used by the institution in direct support of, or in a manner related to, the institution's educational purposes, including residence halls; and (2) Any building or property that is within or reasonably contiguous to paragraph (1) of this definition, that is owned by the institution but controlled by another person, is frequently used by students, and supports institutional purposes (such as a food or other retail vendor).

Public Property

All public property, including thoroughfares, streets, sidewalks, and parking facilities, that is within the campus, or immediately adjacent to and accessible from the campus.

Rape

The penetration, no matter how slight, of the vagina or anus, with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

Referred for Disciplinary Action

The referral of any person to any official who initiates a disciplinary action of which a record is kept and which may result in the imposition of a sanction.

Robbery

The taking or attempting to take anything of value from the care, custody, or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear.

Statutory Rape

Non-forcible sexual intercourse with a person who is under the statutory age of consent.

VAWA (Violence Against Women Act) Offenses

Domestic violence, dating violence, and stalking.

Weapons: Carrying, Possessing, etc.

The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, concealment, or use of firearms, cutting instruments, explosives, incendiary devices or other deadly weapons. This classification encompasses weapons offenses that are regulatory in nature. Include in this classification: manufacture, sale or possessions of deadly weapons; carrying deadly weapons, concealed or openly, using manufacturing, etc. of silencers; furnishing deadly weapons to minors; aliens possessing deadly weapons; and attempts to commit any of the above.

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: 2025-2026 EPSLS Brainstorming

COMMITTEE: Committee on Education Policy and Student Life and Safety

DATE OF MEETING: May 15, 2025

SUMMARY: The annual agenda for the committee on Education Policy and Student Life and Safety includes many standard reports, new academic program proposals, and other anticipated action and information items. As we conclude the Committee's business this year and in preparation for next year, the regents have the opportunity to suggest the addition of items that may warrant particular attention by the Board.

ALTERNATIVE(S): Information item

FISCAL IMPACT: Information item

CHANCELLOR'S RECOMMENDATION: Information item

COMMITTEE ACTION:

DATE: May 15, 2025

BOARD ACTION:

DATE:

SUBMITTED BY: Alison Wrynn, awrynn@usmd.edu; 301-445-1992



UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS
COMMITTEE ON FINANCE

May 12, 2025

Meeting via Video and Conference Call

DRAFT

Minutes of the Public Session

Regent Fish called to order the meeting of the Finance Committee of the University System of Maryland Board of Regents at 2:02 p.m., welcoming participants joining via video and teleconference.

Regents participating in the session included: Ms. Fish, Ms. Gooden, Mr. Breslin, Mr. Gonella, Mr. Hasan, Ms. Lewis, Mr. McMillen, Mr. Mirani, Mr. Pope, and Mr. Wood. Also participating were: Chancellor Perman, Ms. Herbst, Dr. Wrynn, Ms. Lawrence, Dr. Masucci, Mr. Sandler, Ms. Wilkerson, Assistant Attorney General Bainbridge, Assistant Attorney General Palkovitz, Assistant Attorney General Stover, Mr. Beck, Ms. Denson, Mr. Hickey, Ms. Norris, Ms. McMann, and other members of the USM community and the public.

1. Convening Closed Session

Regent Fish read the Convene to Close Statement.

“The Open Meetings Act permits public bodies to close their meetings to the public in circumstances outlined in §3-305 of the Act and to carry out administrative functions exempted by §3-103 of the Act. The Committee on Finance will now vote to reconvene in closed session. The agenda for the public meeting today includes a written statement with a citation of the legal authority and reasons for closing the meeting and a listing of the topics to be discussed. The statement has been provided to the regents and it is posted on the USM’s website.”

The Chancellor recommended that the Committee on Finance vote to reconvene in closed session.

(Regent Fish moved recommendation, seconded by Regent Wood; approved)

Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

Regent Fish thanked everyone for joining. The public meeting was adjourned at 2:05 p.m.

Respectfully submitted,

Ellen R. Fish
Chair, Committee on Finance



**BOARD OF REGENTS
COMMITTEE ON FINANCE**
May 12, 2025
Meeting via Video Conference

DRAFT

Minutes of the Closed Session

Regent Fish called the meeting of the Finance Committee of the University System of Maryland Board of Regents to order in closed session at 2:07 p.m. a.m. via video conference.

Regents participating in the session included: Ms. Fish, Ms. Gooden, Mr. Breslin, Mr. Gonella, Mr. Hasan, Ms. Lewis, Mr. McMillen, Mr. Mirani, Mr. Pope, and Mr. Wood. Also participating were: Chancellor Perman, Ms. Herbst, Ms. Lawrence, Dr. Masucci, Dr. Wrynn, Mr. Sandler, Ms. Wilkerson, Assistant Attorney General Bainbridge, Assistant Attorney General Palkovitz, Assistant Attorney General Stover, Mr. Beck, Ms. Bucko, Ms. Denson, Mr. Hickey, Ms. Norris, Ms. Auburger, Mr. Li, Mr. Muntz, Ms. Sule, Ms. Perry, and Ms. McMann. President Fowler, Mr. Sergi, Mr. Lockett, Mr. Trierweiler, Mr. Zain, Ms. Klein, President Pines, Mr. Reuning, President Jarrell, Dr. Rhodes, Mr. Mowbray, President Breaux, Mr. Kumar, Mr. Williford, President Ginsberg, Mr. Jones, Mr. McCann, President Anderson, Mr. Henley, Mr. Gosnell, Interim President Smith, Mr. Donoway, Mr. Brewer, President Jenkins, Mr. Danik, Mr. Patterson, President Schmoke, Ms. Aughenbaugh, Ms. Amyot, President Lepre, Ms. Edenhart-Pepe, Mr. Berkheimer, President Sheares Ashby, Mr. Petree, Mr. Zahor, President Miralles-Wilhelm, and Mr. Nemazie also participated in part of the session.

1. The committee discussed the awarding of new contracts for advertising and marketing services (§3-305(b)(14)).

(Regent Fish moved recommendation, seconded by Regent Wood; approved)

Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

2. The committee discussed the submission of the proposed capital budget (§3-305(b)(13)). This item was presented for information purposes; there were no votes on this item.

The session was adjourned at 4:50 p.m.

Respectfully submitted,

Ellen R. Fish
Chair, Committee on Finance



UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS
COMMITTEE ON FINANCE

June 4, 2025

Meeting via Video and Conference Call

DRAFT

Minutes of the Public Session

Regent Fish called to order the meeting of the Finance Committee of the University System of Maryland Board of Regents at 10:32 a.m., welcoming participants joining by video conference and teleconference.

Regents participating in the session included: Ms. Fish, Ms. Gooden, Mr. Gonella, Mr. Hasan, Mr. Pope, and Mr. Wood. Also participating were: Chancellor Perman, Ms. Herbst, Dr. Wrynn, Ms. Lawrence, Dr. Masucci, Mr. Sandler, Ms. Wilkerson, Assistant Attorney General Langrill, Assistant Attorney General Palkovitz, Assistant Attorney General Stover, President Anderson, President Fowler, Ms. Aughenbaugh, Mr. Bitner, Mr. Danik, Ms. Edenhart-Pepe, Mr. Henley, Mr. Kumar, Mr. Lockett, Mr. Lowenthal, Mr. Nemazie, Mr. Petree, Mr. Oler, Mr. Reuning, Dr. Rhodes, Mr. Sergi, Mr. Keeney, Ms. Murphy, Mr. Olen, Ms. Latimer, Ms. Sampson, Dr. Marinopoulos, Ms. Watson, Ms. Peartree, Mr. Rose, Dr. Allison, Ms. Hewett, Mr. Atkins, Mr. Jost, Dr. Caraco, Ms. Auburger, Mr. Chanen, Ms. Denson, Mr. Eismeier, Mr. Hickey, Mr. Li, Mr. Muntz, Ms. Norris, Ms. Sule, Ms. Bucko, Mr. Brown, Mr. Deeney, Mr. Lurie, Ms. McMann, and other members of the USM community and the public.

1. Fiscal Year 2026 Schedule of Tuition and Mandatory Fees (action)

Regent Fish introduced the item, noting that the Board's annual review of tuition and mandatory fee schedules is a core element of its oversight responsibility. The Finance Committee reviewed the proposed fiscal year 2026 schedules submitted by University System of Maryland institutions. In the current budget climate, marked by reduced state funding, modest rate increases have been proposed across all institutions.

For resident undergraduate students, tuition increases will not exceed 4.0 percent at any institution, with most increases ranging between 2.0 and 3.0 percent. Specifically, five institutions—Bowie State University, Coppin State University, the University of Baltimore, Salisbury University, and Frostburg State University—proposed increases of 2.0 percent or slightly above. Towson University, the University of Maryland Eastern Shore, and the University of Maryland Baltimore County proposed 3.0 percent increases. The University of Maryland Global Campus proposed a 1.9 percent increase. The University of Maryland, College Park proposed an increase of 4.0 percent. In all cases, the year-over-year increase in total resident undergraduate costs, including tuition and mandatory fees, will not exceed 4.5 percent. Nonresident undergraduate tuition increases will not exceed 5.0 percent, with total costs rising no more than 5.1 percent. Graduate tuition rates will increase no more than 5.1 percent.

The proposed schedule also includes differential tuition rate requests under Section II.B. of the Board’s tuition policy. These requests are based on factors such as program modality and geographic considerations. Towson University proposed market-based differential tuition for nine online graduate programs, aiming to align pricing with competitor institutions and improve affordability for out-of-state students. The University of Maryland, Baltimore requested in-state tuition eligibility for Washington, D.C. residents applying to select programs in the School of Nursing at the Shady Grove location and at the Maryland Carey School of Law.

Mandatory fees, which fund activities and services not typically supported by tuition or general funds—including student unions, recreation centers, and athletics—are also proposed for adjustment. These fee increases reflect the rising costs of employee wages and benefits and the need to maintain and improve programming in the face of inflation and operational cost increases. In accordance with Board policy, each institution engages with student representatives as part of its review process, and a summary of this engagement is included in the meeting materials.

In response to a question from Regent Wood regarding the potential effect of these increases on enrollment, Senior Vice Chancellor Herbst indicated that institutions proposing tuition increases above 2 percent worked closely with USMO staff to evaluate possible enrollment impacts. Each confirmed that its existing enrollment projections, previously shared with the Board, remain unchanged and are not expected to be negatively affected by the proposed increases.

Regent Hasan posed several questions. He asked whether the institutions had considered budget cuts in light of the current fiscal challenges. Senior Vice Chancellor Herbst confirmed that institutions sustained approximately a 7 percent reduction in state funding and that internal cuts were considered as part of the broader approach to balancing institutional budgets. Regent Hasan also raised a concern about the “average increase” as shown in the materials. Staff confirmed that the chart reflects a straight average calculation, as opposed to a weighted average based on enrollment. Finally, Regent Hasan inquired about communication with the governor’s office and other elected officials. Chancellor Perman confirmed that system leadership has maintained ongoing communications with state officials regarding tuition planning.

The Finance Committee recommended that the Board of Regents approve the tuition and mandatory fees schedule as submitted, with the Chancellor authorized to make appropriate changes consistent with existing policies and guidelines. Any such changes will be in consultation with and reported to the Board.

(Regent Fish moved recommendation, seconded by Regent Gooden; approved)

Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

2. University System of Maryland: FY 2026 Operating Budget (action)

Regent Fish noted that throughout the year, Senior Vice Chancellor Herbst and Chancellor Perman have kept the Board well informed on the strategic direction and developments related to the operating budget. As a result of those regular updates, there were no surprises in the budget as presented. The fiscal year 2026 operating budget, as approved by the General Assembly during the legislative session, includes an overall 3.4 percent decrease in state funding—approximately \$80 million—compared to the fiscal year 2025 base. This reduction consists of a \$111.1 million cut in the enacted fiscal year 2026 budget, along with an additional \$44.4 million reduction included in the state’s Supplemental Budget No. 2. Total state-supported funding for the USM in fiscal year 2026 is approximately \$2.3 billion. That total includes \$2.1 billion in general funds, \$183.8 million from the Higher Education Investment Fund,

and \$34.3 million in general funds associated with the HBCU settlement. Additional detail is provided in the charts accompanying the item.

The Finance Committee recommended that the Board of Regents approve the FY 2026 operating budget as submitted, with the Chancellor authorized to make appropriate changes consistent with existing board policies and guidelines. Any such changes will be in consultation with and reported back to the Board.

(Regent Fish moved recommendation, seconded by Regent Wood; approved)

Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

3. FY 2026 System Funded Construction Program Request (action)

Regent Fish introduced the item and recognized Mr. Olen, executive director of planning and construction at the University of Maryland, College Park, and Ms. Latimer, executive director of design and construction at the University of Maryland, Baltimore, who were present on behalf of the USM service centers. The committee considered the proposed fiscal year 2026 System Funded Construction Program, which includes \$88.75 million in projects supported by auxiliary bonds and institutional cash. This marks the first year of a proposed five-year plan totaling nearly \$200 million, as required by Board policy. Most projects in the program will rely on external borrowing and each project is supported by institutional revenue streams to ensure repayment.

Although no new public-private partnership (P3) projects are being brought forward for approval at this time, existing and potential P3 arrangements were included in the materials for information, given their potential effect on the system's overall debt capacity. Senior Vice Chancellor Herbst and her team will continue to monitor these proposals and present any formal requests for approval as the projects reach maturity. Regent Fish noted that student housing remains an area of frequent concern raised by university presidents, particularly with respect to availability and facility condition. The USM Office is working with the institutions to assess needs based on market demand, financial capacity, and institutional priorities.

The Finance Committee recommended that the Board of Regents approve the FY 2026 System Funded Construction Program request with the conditions listed in the attached materials and authorize the Chancellor to make appropriate changes consistent with existing Board policies and guidelines. Any such changes will be reported to the Committee on Finance.

(Regent Fish moved recommendation, seconded by Regent Pope; approved)

Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

4. USM: Forty-Seventh Bond Resolution—Auxiliary Facility and Tuition Revenue Bonds (action)

Following the committee's recommendation of the fiscal year 2026 System Funded Construction Program, the next item was a request to authorize the issuance of USM revenue bonds totaling just under \$96 million. The authorization covers auxiliary projects approved in the FY 2026 SFCP and academic projects approved by the General Assembly during the 2025 session. The resolution includes \$30 million for two academic projects, including facilities renewal, and just under \$66 million for four auxiliary projects. Bonds are typically issued in February following completion of the system's financial statement audit. Over a twenty-year term, annual debt service will increase by approximately \$6.7 million, offset by bonds retiring this year. The system remains well within the state's \$1.7 billion debt cap and maintains a conservative debt profile with strong financial ratios.

Regent Hasan asked whether the state's recent credit rating downgrade would affect the system. Senior Vice Chancellor Herbst responded that USM's ratings had been affirmed by all three major agencies prior to Moody's downgrade of the state, and that the other two agencies have held the state's rating. She noted it is not yet clear how the downgrade will affect borrowing costs, but system leadership will continue to monitor the situation.

The Finance Committee recommended that the Board of Regents approve the Forty-Seventh Bond Resolution.

(Regent Fish moved recommendation, seconded by Regent Pope; approved)

Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

5. USM: Official Intent Resolution on Reimbursement of System Cash Balances Spent on Revenue Bond-Authorized Projects (action)

The committee next considered a resolution that satisfies an IRS requirement for governing boards to actively assert their intent to reimburse cash balances used for capital projects with revenue bond proceeds. The resolution allows the system and its institutions a moderate degree of flexibility in estimating project spending by permitting the use of institutional cash for bond-authorized projects, with the intent to reimburse those expenditures from bond funds at a later date. The resolution was developed in consultation with the system's bond counsel, Miles & Stockbridge, and reviewed by the Office of the Attorney General.

The Finance Committee recommended that the Board of Regents approve the resolution to enable the spending of System cash balances on revenue bond-authorized projects to be reimbursed from the proceeds of the next bond issue.

(Regent Fish moved recommendation, seconded by Regent Pope; approved)

Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

6. University of Maryland Global Campus: Reintegration of Ventures and AccelerEd (information)

Regent Fish welcomed President Fowler and colleagues from the University of Maryland Global Campus for the next item, which addressed the planned reintegration of UMGC Ventures and AccelerEd into the university. UMGC Ventures was originally approved by the Board in 2016 as a High Impact Economic Development Activity (HIEDA). In response to findings issued by the Office of Legislative Audits in 2024, the university engaged a consultant to evaluate options for the future of UMGC Ventures and AccelerEd. Based on that review, UMGC has concluded that the most appropriate path forward is to bring these functions back under direct university management. A companion action item will extend the current contract with UMGC Ventures to ensure continuity of IT services during the transition. President Fowler explained that the university reviewed several options and shared its analysis with the Chancellor and members of the Board. He noted that reintegration will provide greater direct control and agility and is expected to take 12 to 18 months to complete. The proposed contract extension will allow operations to continue uninterrupted during that time. Regent Wood offered his congratulations on this progress.

The committee received the item for informational purposes.

7. University of Maryland Global Campus: Information Technology Contract Extension (action)

The committee reviewed a request from UMGC to approve an eighteen-month contract extension with UMGC Ventures for the continued provision of information technology services. The extension, totaling \$69 million, will provide the university with sufficient time to complete the planned reintegration of IT functions into UMGC. The contract extension does not require approval from the Board of Public Works.

The Finance Committee recommended that the Board of Regents approve for the University of Maryland Global Campus the eighteen-month extension of its contract with UMGC Ventures, Inc. as described.

(Regent Fish moved recommendation, seconded by Regent Pope; approved)

Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

Regent Fish introduced the next group of items, noting that each comes from the Office of Academic and Student Affairs and involves either a new policy or amendments to an existing one. She explained that the proposed changes are intended to reflect updates to state or federal law, align policies with current practice, or address identified compliance issues. Regent Fish acknowledged the presence of Senior Vice Chancellor Wrynn and Associate Vice Chancellor Caraco, and expressed appreciation to their team for their work in developing the proposals in coordination with institutional stakeholders and the Office of the Attorney General.

8. Proposed Policy VIII-23.00—Policy on Tuition Remission as Other Financial Assistance (action)

The committee reviewed a proposed policy that formalizes how tuition remission must be treated in financial aid packaging. The policy addresses an identified compliance gap related to students who do not receive federal or state aid, in which cases tuition remission has not consistently been treated as “other financial assistance” or subtracted from the cost of attendance. The proposal responds to recommendations from auditors and is intended to promote consistency and compliance across institutions. No fiscal impact is anticipated. There were no questions.

The Finance Committee recommended that the Board of Regents approve the proposed amendments to the policy.

(Regent Fish moved recommendation, seconded by Regent Gooden; approved)

Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

9. Proposed Policy VIII-22.00—Policy on Refunds to Students who Withdraw from all Courses or the Institution for Extenuating Circumstances (action)

The committee reviewed a proposed policy to implement the 2024 Cameron Carden Act, which requires each degree-granting institution to establish withdrawal and refund provisions for students facing extenuating circumstances. The policy creates a Systemwide framework while allowing each institution to develop its own procedures. Under the policy, students will be required to provide documentation supporting the circumstances that prevented them from continuing their education. The proposal is not expected to result in a significant fiscal impact, as institutions already address similar cases under existing procedures.

In response to a question from Regent Hasan about the types of extenuating circumstances that would qualify, Associate Vice Chancellor Caraco noted that medical and mental health situations would certainly be considered, and that the policy provides a standard baseline while allowing institutions the flexibility to tailor procedures to the needs of their student populations. Regent Fish added that it would be difficult to capture every possible situation in a single policy, and emphasized the importance of institutional discretion in supporting students.

The Finance Committee recommended that the Board of Regents approve the proposed policy.

(Regent Fish moved recommendation, seconded by Regent Pope; approved)

Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

10. Proposed Amendment to USM Policy VIII-2.70—Policy on Student Classification for Admission and Tuition Purposes (action)

The committee reviewed proposed amendments to the policy on student classification for admission and tuition purposes. This policy undergoes regular review to ensure alignment with changes in state and federal law and to address common questions from students and families. The current amendments respond to recent changes enacted through the Educational Equality for Service Members Act, which expands eligibility for state benefits beyond members of the Armed Forces to include all branches of the Uniformed Services, including the Public Health Service and the National Oceanic and Atmospheric Administration. In response, the policy has been revised to reflect the expanded eligibility, update the definition of “veteran” in accordance with state and federal law, and modernize outdated citations and terminology to ensure consistency.

In response to a question from Regent Wood, it was noted that no significant fiscal impact is anticipated. Any cost would depend on the number of students who may newly qualify under the revised definitions. Regent Fish acknowledged and expressed appreciation for the detailed comparison chart included in the materials, which distinguishes between structural reorganization and substantive changes and summarizes the purpose and impact of each revision.

The Finance Committee recommended that the Board of Regents approve the proposed amendments to the policy.

(Regent Fish moved recommendation, seconded by Regent Pope; approved)

Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

Regent Fish introduced the next set of items, noting that each relates to human resources policy. She explained that the items include either new policies or amendments to existing ones, intended to align with current practice, address compliance requirements, or reflect recent changes in state or federal law. Regent Fish acknowledged Associate Vice Chancellor Chanen and his team in the USM Office of Human Resources for their work in developing the proposals in close collaboration with the Office of the Attorney General and institutional representatives.

11. Proposed Amendments to Policy II-2.10—Policy on Transitional Terminal Leave for Faculty (action)

The committee reviewed a proposed amendment to the faculty policy on transitional terminal leave. The amendment clarifies the length of time a faculty member on a nine- or ten-month contract may remain in paid status during an approved period of transitional terminal leave. Specifically, it defines

“academic year” to mean the faculty member’s normal contract period, thereby ensuring consistent application of the policy across institutions. The existing policy permits leave not to exceed a full academic year at full pay or two academic years at half pay; the amendment is intended to remove ambiguity regarding the applicable timeframe.

The Finance Committee recommended that the Board of Regents approve the proposed amendments to the policy.

(Regent Fish moved recommendation, seconded by Regent Gonella; approved)

Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

12. Proposed Amendments to USM Policy II-2.30—Policy on Sick and Safe Leave for Faculty and Policy II-2.40—Annual Leave for Faculty (action)

The committee reviewed proposed amendments to the faculty sick and safe leave and annual leave policies. The amendments are intended to align faculty leave provisions with recent updates to staff policies approved by the Board in November 2024, following a review of collective bargaining agreements. Three key changes are proposed: institutions may now establish sick leave donation or sick leave bank programs; the annual leave carryover limit for 12-month faculty increases from 50 to 60 days; and the policy expands the maximum level of annual leave payout. In response to a question regarding the carryover liability and payout limits, Senior Vice Chancellor Herbst clarified that upon separation, up to 50 days (400 hours) of carried-over annual leave may be paid out, in addition to any leave accrued in the current calendar year.

The Finance Committee recommended that the Board of Regents approve the proposed amendments to the policies.

(Regent Fish moved recommendation, seconded by Regent Gonella; approved)

Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

13. Proposed Amendments to the Policy on Disaster Service Leave and Establishment of New Policies on Parental Bereavement Leave and Organ Donation Leave (action)

The committee reviewed a set of leave policy proposals developed in response to recent changes in Maryland law. The item includes one amended policy and two proposed new policies, all of which apply to University System of Maryland employees, including temporary employees. First, the disaster service leave policy is amended to increase the amount of available leave from 15 to 30 days annually and to update the list of qualifying service organizations, consistent with the Time to Serve Act of 2024. Second, the proposed parental bereavement leave policy establishes a new, standalone category of paid leave in accordance with state law. The policy provides up to 60 days of paid leave for an employee who experiences a stillbirth or the death of an infant under six months of age, and up to 10 days of paid leave for the death of a child between six months and 27 years of age. Third, the proposed organ donation leave policy provides up to 7 days of paid leave per year for bone marrow donation and up to 30 days of paid leave per year for organ donation.

The Finance Committee recommended that the Board of Regents approve the proposed amendment to and adoption of the proposed policies.

(Regent Fish moved recommendation, seconded by Regent Wood; approved)

Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

14. University of Maryland, College Park: Modification to Student Health Insurance Contract (action)

Regent Fish welcomed Vice President Reuning and his colleagues for the next item, which concerned a request from the University of Maryland, College Park to modify its student health insurance contract by changing carriers from United Healthcare to Aetna. Although premium rates under both carriers are the same, the university identified several performance advantages with Aetna, including improved customer service, fewer claim denials, stronger processing performance, and metrics-based standards that include financial penalties for underperformance. The estimated first-year cost of the contract is \$14.2 million and covers approximately 5,000 participants. The second year includes a 9.6 percent rate cap. All contract costs are covered by student participants. Board of Public Works approval is not required for this modification.

The Finance Committee recommended that the Board of Regents approve the University of Maryland, College Park's request to modify the Student Health Insurance Program contract by changing the insurance carrier to Aetna.

(Regent Fish moved recommendation, seconded by Regent Gonella; approved)

Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

15. Approval of FY 2026 Annual Contract between the University System of Maryland on behalf of University of Maryland, Baltimore and the University of Maryland Medical System Corporation (action)

Before the item was introduced, Regent Fish stated that she also serves as chair of the Audit and Compliance Committee of the University of Maryland Medical System Corporation (UMMS) Board and, because that committee will be reviewing the agreement, she would recuse herself from both the discussion and the vote. Regent Gonella introduced the item on behalf of the University of Maryland, Baltimore, noting that, pursuant to Section 13-306 of the Education Article of the Annotated Code of Maryland, the annual affiliation agreement between UMB and the UMMS must be submitted to the Board of Regents for consideration, any modification, and approval, upon the recommendation of the UMB president. The proposed agreement has been reviewed by the Office of the Attorney General for form and legal sufficiency. Regent Gonella then recognized Senior Vice President and Chief Business and Finance Officer Rhodes, who was joined by Ms. Peartree, senior associate dean and chief operating officer of the School of Medicine.

Dr. Rhodes noted that the proposed agreement is typical and reflects a net transfer of \$195 million. She explained that the total is modestly lower than in prior years, attributed to a reduction in mission support funding, which has been offset by a corresponding rate adjustment. Dr. Rhodes also clarified that a sentence in the third paragraph of the item summary—regarding support and service reductions—was included in error and should be removed from the record.

The Finance Committee recommended that the Board of Regents authorize the President of UMB to execute the FY 2026 Annual Contract.

(Regent Gonella moved recommendation, seconded by Regent Pope; approved)

Vote Count = Yeas: 5 Nays: 0 Abstentions: 1 – Regent Fish

16. Proposed Amendments to Policy VIII-12.00—Policy on Debt Management (action)

Regent Fish introduced the proposed revision to the University System of Maryland's debt policy and turned the item over to Senior Vice Chancellor Herbst to provide an overview. She was joined by Associate Vice Chancellor Denson and Director of Financial Planning and Analysis Norris. Senior Vice Chancellor Herbst explained that the revisions reflect changes in financial policies and practices in recent years that affect how the System evaluates and maintains its financial health. The update focuses in part on the treatment of financing arrangements that, while not classified as direct debt, still influence key financial metrics. In developing the proposal, staff reviewed recent accounting changes, benchmarking data, and the evolving methodologies used by credit rating agencies. They also examined debt policies from peer institutions and consulted with the System's financial advisors at PFM. Based on this comprehensive review, the revised policy includes an update to the System's key financial ratio to more accurately reflect its financial position and align with current evaluation practices used by the rating agencies.

The Finance Committee recommended that the Board of Regents approve the proposed amendments to the policy.

(Regent Fish moved recommendation, seconded by Regent Pope; approved)

Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

17. Financial Condition and Financial Results of Intercollegiate Athletics Programs (information)

The committee received, for information purposes, the annual financial report of each institution's intercollegiate athletics program. The financial condition and operating results of the System's athletics programs were reviewed in detail by the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare (ICA-SAHW) at its April 7 meeting. Regent Fish invited Senior Vice Chancellor Herbst to highlight key aspects of the report. Senior Vice Chancellor Herbst began by acknowledging the strong working relationships between the System Office and institutional athletics departments and noted the distinct financial and operational challenges facing each program. She explained that while most programs require institutional support during the year, this is not uncommon nationally, as fewer than 30 NCAA athletics programs are considered fully self-supporting.

She emphasized that last year's amendments to Board policy were designed to strengthen transparency and oversight. These changes spell out requirements for institutions to obtain presidential sign-off for institutional support, notify the Chancellor in writing when certain funding thresholds are met, and, in cases of significant shortfalls, develop and report operating plans for improving financial results. The System Office monitors reporting methodology year over year for consistency and reviews changes in approach to ensure they remain appropriate. Senior Vice Chancellor Herbst expressed appreciation to Regents Gonella and Wood for their support in strengthening the reporting process and noted that all eight intercollegiate athletics programs reported a positive direct margin for the year, with several also contributing to the indirect cost recovery pool.

In response to a question from Regent Fish about trends, Senior Vice Chancellor Herbst stated that no strong trend line has emerged due to ongoing uncertainty at the NCAA level. She noted that these uncertainties are affecting institutions across all divisions, not just Division I, and that a clearer trend line is unlikely to emerge until the broader national landscape stabilizes.

During the discussion that followed, Regent Wood referenced a question raised by Regent McMillen at the recent meeting of the ICA-SAHW regarding the estimated accumulated gap between athletics program revenues and expenses, excluding institutional transfers. He asked what is being done to address the issue and whether progress could be demonstrated. Senior Vice Chancellor Herbst clarified that the estimate includes both operating and capital expenses and offered to provide a breakdown that isolates ongoing operating costs. Regent Gonella, chair of the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare, confirmed that institutions are working with Senior Vice Chancellor Herbst and her team to develop plans related to the reduction.

The committee received the item for informational purposes.

18. Convening Closed Session

Regent Fish read the Convene to Close Statement.

“The Open Meetings Act permits public bodies to close their meetings to the public in circumstances outlined in §3-305 of the Act and to carry out administrative functions exempted by §3-103 of the Act. The Committee on Finance will now vote to reconvene in closed session. The agenda for the public meeting today includes a written statement with a citation of the legal authority and reasons for closing the meeting and a listing of the topics to be discussed. The statement has been provided to the regents and it is posted on the USM’s website.”

The Chancellor recommended that the Committee on Finance vote to reconvene in closed session.

(Regent Fish moved recommendation, seconded by Regent Gonella; approved)

Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

Regent Fish thanked everyone for joining. The public meeting was adjourned at 11:57 a.m.

Respectfully submitted,

Ellen R. Fish
Chair, Committee on Finance



UNIVERSITY SYSTEM
of MARYLAND

**BOARD OF REGENTS
COMMITTEE ON FINANCE**

June 4, 2025

Meeting via Video Conference

DRAFT

Minutes of the Closed Session

Regent Fish called the meeting of the Finance Committee of the University System of Maryland Board of Regents to order in closed session at 12:01 p.m. via video conference.

Regents participating in the session included: Ms. Fish, Ms. Gooden, Mr. Gonella, Mr. Hasan, Mr. Pope, and Mr. Wood. Also participating were: Chancellor Perman, Ms. Herbst, Dr. Masucci, Mr. Sandler, Dr. Wrynn, Ms. Wilkerson, Assistant Attorney General Palkovitz, Assistant Attorney General Stover, Ms. Bucko, Mr. Chanen, Ms. Denson, Mr. Hickey, Ms. Norris, and Ms. McMann. Mr. Olen, Ms. Latimer, President Anderson, Mr. Henley, Dr. Allison, Mr. Kumar, Ms. Hewett, Mr. Atkins, Mr. Jost, Mr. Reuning, Ms. Watson also participated in part of the session.

1. The committee discussed the proposed FY 2027 Capital Budget submission (§3-305(b)(13)).
(Regent Fish moved recommendation, seconded by Regent Pope; approved)
Vote Count = YEAs: 6 NAYs: 0 Abstentions: 0
2. The committee discussed the acquisition of property in the City of Princess Anne (§3-305(b)(3)).
(Regent Fish moved recommendation, seconded by Regent Wood; approved)
Vote Count = Yeas: 6 Nays: 0 Abstentions: 0
3. The committee discussed the awarding of a new contract for dining services (§3-305(b)(14)).
(Regent Fish moved recommendation, seconded by Regent Pope; approved)
Vote Count = Yeas: 6 Nays: 0 Abstentions: 0
4. The committee discussed the awarding of a new contract for compensation consulting services (§3-305(b)(14)).
(Regent Fish moved recommendation, seconded by Regent Gonella; approved)
Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

The session was adjourned at 12:17 p.m.

Respectfully submitted,

Ellen R. Fish
Chair, Committee on Finance

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: FY 2026 System Funded Construction Program Request

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 4, 2025

SUMMARY: This is a request for approval of the FY 2026 System Funded Construction Program in the amount of \$88,753,000 that is the first year of the proposed FY 2026-2030 System Funded Construction Program of \$199,753,000, as indicated in the attachment.

The USM Auxiliary Bond portion of the total is \$66,059,000 for FY 2025 and a five-year total of \$161,059,000. Other than those already approved by the Board, no new projects for public/private partnership (P3) financing are being considered for formal approval this cycle, though the existing (and potential future) agreements are presented here for information because P3 projects typically impact USM debt capacity. P3 projects may come to the Board separately, at a later date.

The SFCP request includes projects that are proposed for planning, construction and/or equipment funding in FY 2025. While the Board's approval is for the single, asking-year budget, a full five-year plan is required by Board policy. The plan outlines the intended progression of each project over time and places the current year's allocation, for the Board's information, in context with any remaining phases of funding. Some recommendations in the SFCP may be conditional upon satisfactory completion of other projects or activities. These are noted in the attachment or will be part of concurrent discussion with the Board.

As noted above, most projects are recommended for funding through external borrowing in whole or in part. Approval is being requested concurrently and/or at a later date for borrowing authority for those specific projects. There may be changes at that time because of timing, cost, fee change implications, or other considerations. Each project is a part of an institutional program that will produce the revenue required for repaying the debt.

ALTERNATIVE(S): Each project could be reviewed separately and accepted, modified, or rejected. The institutional requirement and financial viability for each project were evaluated separately.

FISCAL IMPACT: The impact of the program focuses on the effect of each project on the institution's operating budget and varies with the plan for setting the charges required to repay the debt.

CHANCELLOR'S RECOMMENDATION: That the Committee on Finance recommend that the Board of Regents approve the FY 2026 System Funded Construction Program request with the conditions listed herein (and within the attached materials) and authorize the Chancellor to make appropriate changes consistent with existing Board policies and guidelines. Any such changes will be reported to the Committee on Finance.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 6/4/25

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

PROPOSED SFCP: FOR BOARD OF REGENTS												
BOARD OF REGENTS FY2026-2030 SYSTEM FUNDED CONSTRUCTION PROGRAM (SFCP) -- \$'000'S												
Revised 5/13/2025			Budgeted Costs Pending Final Review by Service Center Estimators					(Yellow) New Requests for FY26				
			FUNDING CALENDAR							Total Project Cost '000s		
INST'N	PROJECTS		Prior	FY 2026		FY 2027		FY 2028	FY 2029		FY 2030	
USM Auxiliary Bonds												
UMCP	Ellicott Comm Res Halls HVAC & Infrastr Renov (See Cash)		8,350	20,000	C	20,000	C				48,350	
UMCP	South Campus Housing Utility and Infrastr Upgrade (See Cash)		14,000	C	6,000	C					20,000	
BSU	Refurbish Tubman Hall (see new cash below)		10,050	PCE							10,050	
CSU	Student Ctr & Res Complex (SCRC) Ph 1 (See "Note A" Below)		9,000	c	35,059	CE					44,059	
SU	Guerrieri Student Union Renovation			5,000	P	5,000	PC	27,000	C	33,000	CE	70,000
UMBC	The Commons Courtyard Enclosure (see cash below)		5,000	PC		10,000	C					15,000
Subtotal: USM Bonds/Direct Debt RECOMMENDED				66,059		35,000		27,000		33,000		0
FIVE YEAR SUBTOTAL BONDS (USM DEBT)												161,059
Note A State contribution to Coppin Housing project is \$19M (already appropriated)												
FOR INFORMATION ONLY: Potential impact on USM Debt of requested Public/Private Partnerships and Leases												
UMCP	New Graduate Housing (700 beds) \$176M Total Debt		176,000	\$20M State Funds(Prior years)							176,000	
UMCP	Next Gen Energy Project (Estimated Debt Impact)		392,000								392,000	
BSU	Gateway Parcel Project (599 Beds) \$84M Total Debt		84,000									
SU	Lease Agreement with Tidal Health (Proposed Facility)		TBD								0	
TOTAL IMPACT ON DEBT - PPP				0		0		0		0		
5 YR NEW TOTAL POTENTIAL IMPACT ON DEBT - BONDS & PPP											161,059	
Cash or Institutional Funding												
UMCP	South Campus Housing Utility and Infrastructure Upgrade		700	C							700	
UMCP	Ellicott Diner: Renov Portion for Dept. of Residential Facilities		2,000	state		6,000	CE				8,000	
BSU	Refurbish Tubman Hall				2,194	CE					2,194	
SU	Commons Building Kitchen HVAC Replacement		9,500	PCE	2,500	CE					12,000	
SU	Student Recreation Center		5,000	PC	10,000	CE					15,000	
SU	St Martin Residence Hall Renovations		7,000	PC	8,000	CE					15,000	
UMBC	The Commons Courtyard Enclosure							10,000	C		10,000	
Subtotal: USM Cash/Institutional Funds RECOMMENDED				22,694		6,000		10,000		0	0	
FIVE YEAR SUBTOTAL (CASH)											38,694	
ANNUAL TOTAL SFCP PROGRAM (BONDS, CASH); NOT INCL PPP				88,753		41,000		37,000		33,000	0	
FIVE YEAR TOTAL SFCP (BONDS CASH); NOT INCL PPP											199,753	
KEY: A = Acquisition; P = Planning; C = Construction; E = Equipment												
END OF SFCP RECOMMENDATIONS												

INST'N		PROJECTS	FUNDING CALENDAR										Total Project Cost '000s	
			Prior	FY 2026		FY 2027		FY 2028		FY 2029		FY 2030		
REQUESTS FOR NEW HOUSING STILL UNDER REVIEW (REQUIRING FURTHER CONSIDERATION)*														
TU	Phase V Housing (500 Beds and 300 parking spaces)	Bonds				12,000	P	60,000	PC	65,000	CE		137,000	
UMES	Renovation of 6 Student Apartment Complex	Bonds		1,800	P	7,500	CE	7,500	CE	7,500	CE		24,300	
UMES	New Residence Hall	Bonds		TBD**									0	
CSU	New Residence Hall #2	Bonds						4,500	P	28,765	C	32,115	CE	65,380
SU	Dogwood Village Modular Housing Replacement	Bonds		2,500	P	25,000	CE						27,500	
Subtotal: Requests for Housing Projects (still under review)				4,300		44,500		72,000		101,265		32,115		
** The General Assembly appropriated \$1M for predevelopment activities related to a new residence hall for UMES. This could include a market study, pre-design, and cost estimating														
BOND REQUESTS STILL UNDER REVIEW (REQUIRING FURTHER CONSIDERATION):														
UMCP	Parking Garages: New					3,500	P	27,700	C	4,000	P	39,000	C	74,200
CSU	PEC Parking Garage					2,450	P	16,000	C	16,500	CE			34,950
SU	New Parking Garage					5,000	P	25,000	C					30,000
Subtotal: Bond Requests Still Under Review				0		10,950		68,700		20,500		39,000		
CASH REQUESTS STILL UNDER REVIEW (REQUIRING FURTHER CONSIDERATION):														
UMCP	IBBR Building: Center for Biomeas & Bilomanufac Innov			10,000	PCE									10,000
UMCP	Glenn L. Martin Wind Tunnel Renovation			22,000	PCE									22,000
UMES	School of Vet Med - Part 1 Renovations + The Stable			12,000	PC									12,000
SU	Bookstore and Fitness Center Relocations and Renovations			10,000	PCE									10,000
Subtotal: Cash Requests Still Under Review				54,000		0		0		0		0		
ENERGY PERFORMANCE CONTRACTS (For Information Only)														
Energy Upgrades If Proposed														0
Subtotal				0		0		0		0				
*Note: Potential Public/Private Partnership projects are typically brought to the Board individually for consideration. Other housing requests will be evaluated against available debt capacity, financial viability and the potential to leverage private funding.														

**SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION**

TOPIC: University System of Maryland: Forty-Seventh Bond Resolution—Auxiliary Facility and Tuition Revenue Bonds

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 4, 2025

SUMMARY: The Board of Regents has previously adopted forty-six bond resolutions, with amendments, authorizing the issuance of University System of Maryland Auxiliary Facility and Tuition Revenue Bonds. The proposed Resolution authorizes the issuance of Revenue Bonds to finance \$96,059,000 of academic and auxiliary facilities projects.

The Auxiliary Facilities Projects submitted in this Forty-Seventh Bond Resolution may be subject to adjustments in order to align it with the FY 2026 System Funded Construction Program Request to be considered and adopted by the Board on June 13, 2025. Any changes to this Resolution will be reported to the Committee on Finance. The total amount of bonds authorized will not exceed \$96,059,000.

Academic Facilities Projects

- University of Maryland, College Park: Infrastructure Project \$5,000,000
- System-wide Capital Facilities Renewal \$25,000,000

Auxiliary Facilities Projects

- University of Maryland, College Park: Ellicott Community Residence Halls HVAC & Infrastructure Renovation \$20,000,000
- University of Maryland, College Park: South Campus Housing Utility and Infrastructure Upgrade \$6,000,000
- Coppin State University: Student Center & Residential Complex (SCRC) Phase 1 \$35,059,000
- Salisbury University: Guerrieri Student Union Renovation \$5,000,000

BOND COUNSEL: Miles & Stockbridge P.C.

ALTERNATIVE(S): The projects may be delayed without this authorization.

FISCAL IMPACT: Issuance of \$96,059,000 of bonds would result in debt service of approximately \$6.7 million per year for 20 years at 5.0%.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the Forty-Seventh Bond Resolution.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 6/4/25

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

FORTY-SEVENTH BOND RESOLUTION

OF THE BOARD OF REGENTS OF THE

UNIVERSITY SYSTEM OF MARYLAND

AUTHORIZING THE ISSUANCE AND SALE OF UP TO

\$96,059,000 UNIVERSITY SYSTEM OF MARYLAND

AUXILIARY FACILITY AND TUITION

REVENUE BONDS

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**FORTY-SEVENTH BOND RESOLUTION
OF THE BOARD OF REGENTS OF THE
UNIVERSITY SYSTEM OF MARYLAND
AUTHORIZING THE ISSUANCE AND SALE OF UP TO
\$96,059,000 UNIVERSITY SYSTEM OF MARYLAND
AUXILIARY FACILITY AND TUITION
REVENUE BONDS**

RECITALS

WHEREAS, pursuant to Title 19 of the Education Article of the Annotated Code of Maryland (as the same may be amended or supplemented from time to time, "Title 19"), the University System of Maryland (the "System") is authorized to issue bonds for the purpose of financing or refinancing all or any part of the costs of the acquisition, construction, reconstruction, equipment, maintenance, repair, renovation and operation of one or more "projects," as such term is defined in Title 19, of the System;

WHEREAS, pursuant to the authority provided in Title 19, and pursuant to a Resolution of the System adopted May 3, 1989, the System approved the Original Indenture (as hereinafter defined) providing for the issuance of one or more series of bonds from time to time for the purposes described in Title 19;

WHEREAS, pursuant to the authority provided in Title 19, and pursuant to a Resolution of the System adopted June 14, 1995, the System approved the Supplemental Indenture (as hereinafter defined) supplementing and amending the Original Indenture in furtherance of the purposes described in Title 19;

WHEREAS, pursuant to the authority provided in Title 19, the System desires to issue and sell up to \$96,059,000 aggregate principal amount of its University System of Maryland Auxiliary Facility and Tuition Revenue Bonds on one or more Issuance Dates (as hereinafter defined) in one or more series from time to time, subject to the terms and conditions of this Forty-Seventh Bond Resolution (as amended or supplemented from time to time, this "Resolution" or "Forty-Seventh Bond Resolution") and the Indenture (as hereinafter defined) and secured by and payable from the Trust Estate pledged under the Indenture;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF MARYLAND THAT:

ARTICLE I

DEFINITIONS

Section 1.01. Terms Defined in the Indenture. Except as provided in Section 1.02, all initially capitalized terms contained in the Indenture when used in this Resolution shall have the same meaning herein as set forth in the Indenture.

Section 1.02. Additional Definitions. In addition to the words and terms defined in the Indenture and elsewhere defined herein, the following words and terms as used herein shall have the following meanings unless the context or use clearly indicates another or different meaning or intent:

“Academic Facilities Projects” means, collectively, those projects constituting “academic facilities” as such term is defined in Title 19 which are defined as such in Section 2.04 of this Resolution, and individually, each of the projects so defined therein, and those projects which pursuant to Section 5.04 hereof are added as Projects.

“Accreted Amount” means the principal amount of any Capital Appreciation Bond as of the date of delivery, plus accrued interest (including compounded interest to the immediately preceding Interest Payment Date), if any.

“Arbitrage Compliance Agreement” means each Arbitrage Compliance Agreement (if any) or such other arbitrage or tax certification respecting payment of arbitrage rebate executed with respect to the Forty-Seventh Resolution Bonds issued on any Issuance Date.

“Authorized Denomination” means \$5,000 or any integral multiple thereof, or such greater amount or multiple as may be set forth in a System Order.

“Auxiliary Facilities Projects” means, collectively, the projects constituting “auxiliary facilities” as such term is defined in Title 19 which are defined as such in Section 2.04 of this Resolution, and individually, each of the projects so defined therein, and those projects which pursuant to Section 5.04 hereof are added as Projects.

“Bond Resolution(s)” means each and all of the Resolutions of the Board which authorize the issuance of Bonds.

“Bonds” has the meaning given that term in the Indenture.

“Capital Appreciation Bonds” are described in Section 2.02 of this Resolution.

“Current Interest Bonds” are described in Section 2.02 of this Resolution.

“Escrow Deposit Agreement” means each agreement by and between the System and the Trustee executed and delivered in accordance with Section 2.07 of this Resolution.

“Fixed Rate Bond” means a Forty-Seventh Resolution Bond bearing interest at a rate which is fixed to the maturity of such Forty-Seventh Resolution Bond.

“Forty-Seventh Resolution Bonds” means the Bonds of the System authorized by this Resolution.

“Forty-Seventh Resolution Rebate Fund” means the fund established pursuant to Section 6.01 of this Resolution and Section 7.01 of the Indenture.

“Indenture” means the Original Indenture, as supplemented and amended by the Supplemental Indenture and as further amended or supplemented from time to time.

“Interest Payment Date” means April 1 and October 1 of each calendar year or such other date or dates as may be prescribed in a System Order and for any Forty-Seventh Resolution Bond paid in full, the date of payment in full of such Forty-Seventh Resolution Bond.

“Issuance Date” means each date on which all or any portion of the Forty-Seventh Resolution Bonds are exchanged for the purchase price thereof.

“Liquidity Facility” means a Credit Facility which shall provide for the payment of the purchase price of Variable Rate Bonds tendered by the holders thereof for purchase as provided in a System Order regarding the issuance of such Variable Rate Bonds but shall not provide for the payment of the principal due on any such Variable Rate Bond at maturity or earlier redemption.

“Liquidity Provider” means the Person who provides a Liquidity Facility.

“Mandatory Sinking Fund Payment” is defined in Section 3.01 of this Resolution.

“Original Indenture” means the Indenture of Trust, dated as of May 1, 1989, by and between the System and the Trustee as approved by the Board of Regents pursuant to the 1989 Series A Bond Resolution of the System adopted May 3, 1989.

“Projects” means, collectively, the Academic Facilities Projects, the Auxiliary Facilities Projects and any other projects for which the proceeds of the Forty-Seventh Resolution Bonds are authorized to be used.

“Record Date” means (a) with respect to Forty-Seventh Resolution Bonds which are Fixed Rate Bonds or which are Variable Rate Bonds then bearing interest at a rate which is fixed for a period of one year or longer, the 15th day of the calendar month immediately preceding an Interest Payment Date, whether or not such day is a Business Day, and (b) with respect to all other Forty-Seventh Resolution Bonds, the Business Day immediately preceding an Interest Payment Date.

“Refunding Bonds” means (i) Forty-Seventh Resolution Bonds of the System authorized by Section 2.06 of this Resolution or (ii) any Bonds issued under the authority of any other Bond Resolution to refund Bonds previously issued to finance any Project or to refund any prior issue of Bonds, including refunding Bonds.

“Sinking Fund Redemption Date” is defined in Section 3.01 of this Resolution.

“Supplemental Indenture” means the First Supplemental Indenture of Trust dated June 14, 1995, by and between the System and the Trustee, which Supplemental Indenture supplements and amends the Original Indenture.

“System Order” means the separate written order with respect to the Forty-Seventh Resolution Bonds issued on any Issuance Date executed by an Authorized System's Representative.

“Variable Rate Bond” means a Forty-Seventh Resolution Bond bearing interest at a rate which is not fixed to the maturity of such Forty-Seventh Resolution Bond.

ARTICLE II

FORTY-SEVENTH RESOLUTION BONDS

Section 2.01. Authorized Amount of Forty-Seventh Resolution Bonds; Designation and Series; Purpose; Security.

(a) In order to provide sufficient funds to carry out the purposes described in this Section 2.01, and according and subject to the terms, conditions and limitations established in the Indenture and this Resolution, Forty-Seventh Resolution Bonds in an aggregate principal amount not to exceed \$96,059,000 are hereby authorized to be issued on one or more Issuance Dates from time to time as may be prescribed in a System Order regarding each issuance of Forty-Seventh Resolution Bonds, all of which shall be issued for the purposes of financing the Projects. The Forty-Seventh Resolution Bonds shall consist of Current Interest Bonds or Capital Appreciation Bonds or any combination thereof and may be issued from time to time on any Issuance Date. For the purposes of this Section 2.01, the principal amount of Capital Appreciation Bonds shall be the Accreted Amount as of the Issuance Date of such Capital Appreciation Bonds. Each System Order regarding each Issuance Date of the Forty-Seventh Resolution Bonds shall specify the aggregate principal amount of Forty-Seventh Resolution Bonds to be issued. In addition to the title “University System of Maryland Auxiliary Facility and Tuition Revenue Bonds,” each such System Order may prescribe or the Trustee may add to or incorporate into the general title or numerical designation of any Forty-Seventh Resolution Bonds, any words, figures or letters designed to distinguish Forty-Seventh Resolution Bonds issued on a particular Issuance Date from any other Forty-Seventh Resolution Bonds or any other series of Bonds issued on such Issuance Date.

(b) The proceeds from the issuance and sale of the Forty-Seventh Resolution Bonds shall be used for the purposes of financing or refinancing the cost of the Projects described in Section 2.04 hereof.

(c) The intended source of payment for the Forty-Seventh Resolution Bonds designated for Academic Facilities Projects shall be Tuition Revenues and the intended source of payment for the Forty-Seventh Resolution Bonds not designated for Academic Facilities Projects shall be Auxiliary Facilities Fees; provided, however, such intention as to source of payment shall in no way limit the lien of the Trust Estate or the right of the System to use any other source legally available for payment of any of the Forty-Seventh Resolution Bonds.

(d) The Forty-Seventh Resolution Bonds shall be secured as provided in the Indenture.

Section 2.02. General Terms of Forty-Seventh Resolution Bonds.

(a) The Forty-Seventh Resolution Bonds shall be dated as of the date or dates prescribed in a System Order.

(b) The Current Interest Bonds shall bear interest from their date, until paid, at the rate or rates set forth in, or determined in the manner provided in, a System Order (computed on the basis of (a) a 360-day year, composed of twelve 30-day months, in the case of Forty-Seventh Resolution Bonds which are Fixed Rate Bonds or which are Variable Rate Bonds then bearing interest at a rate which is fixed for a period of one year or longer or (b) a 365- or 366-day year, as appropriate, for the number of days elapsed in the case of all other Forty-Seventh Resolution Bonds) payable on each Interest Payment Date, and shall mature on such date or dates as may be prescribed in a System Order, but in no event shall the latest maturity be later than thirty-three (33) years from the Issuance Date of the applicable series of Forty-Seventh Resolution Bonds. Interest on the Capital Appreciation Bonds shall accrue from their date of delivery at the rate or rates and in accordance with the method set forth in a System Order, shall be compounded on April 1 and October 1 of each year or as set forth in a System Order and shall be payable at maturity or earlier on any redemption date, or on such date or dates as may be prescribed in a System Order, but in no event shall the latest maturity be later than thirty-three (33) years from the Issuance Date of the applicable series of Forty-Seventh Resolution Bonds.

(c) The Forty-Seventh Resolution Bonds shall be issuable as registered bonds without coupons in any Authorized Denomination. The Forty-Seventh Resolution Bonds initially shall be issued only in book entry form and an Authorized System's Representative is hereby authorized to enter into such agreements with a Depository as may be necessary or appropriate to issue the Forty-Seventh Resolution Bonds only in book entry form.

(d) The principal of and premium (if any) on the Current Interest Bonds and the principal of, and premium (if any) and interest due at maturity on, the Capital Appreciation Bonds shall be payable at the principal office or the principal corporate trust office of the Trustee, upon surrender of such Bonds at such principal office.

(e) Interest on the Current Interest Bonds shall be paid on each Interest Payment Date for the period from and including the immediately preceding Interest Payment Date for which interest has not theretofore been paid to but excluding the Interest Payment Date on which such payment is to be made. Subject to the terms of any agreement with a Depository and except as otherwise provided in a System Order, interest on the Current Interest Bonds shall be payable by check drawn upon the Trustee and mailed to the Persons in whose names such Current Interest Bonds are registered on the Bond Register as of the close of business on the Record Date immediately before the relevant Interest Payment Date; provided that the payment of interest on any such Current Interest Bonds in an aggregate principal amount equal to or greater than \$1,000,000 registered in the name of one Bondholder may, at the option of such Bondholder, be paid on any Interest Payment Date by wire transfer in federal reserve funds to any bank in the United States of America specified by such Bondholder, upon receipt by the Trustee of written notice on or before the Record Date immediately prior to the first Interest Payment Date upon which such a wire transfer is to be made. If any Bondholder shall elect to receive payment of interest by wire transfer, such election shall remain effective for all subsequent Interest Payment Dates until written notice revoking such election is received by the Trustee on or before the Record Date immediately prior to the Interest Payment Date for which notice of revocation is to be effective.

(f) As provided in the Indenture, the obligation of the System to pay the principal of, and premium (if any) and interest on, the Forty-Seventh Resolution Bonds, shall be secured by and satisfied solely from the Trust Estate.

Section 2.03. Form of Forty-Seventh Resolution Bonds. The Forty-Seventh Resolution Bonds shall be in the form as may, consistent with the Indenture and this Resolution, be approved in a System Order, and shall be executed and delivered as provided in Section 2.09 of the Indenture. Execution of any Forty-Seventh Resolution Bonds consistent with Section 2.09 of the Indenture shall be conclusive evidence of the System's approval thereof.

Section 2.04. Use of Proceeds; Projects Authorized. The following "academic facilities" and "auxiliary facilities" are hereby approved as projects, the costs of which may be paid from the proceeds from the issuance and sale of Bonds:

(a) up to \$5,000,000 of the Forty-Seventh Resolution Bonds for the costs of the following constituting Academic Facilities Project:

University of Maryland, College Park (Prince George's County)
Infrastructure Project

(b) up to \$25,000,000 of the Forty-Seventh Resolution Bonds for the costs of those Capital Facilities Renewal Projects identified in the Capital Improvement Program approved by the Board for Fiscal Year 2026, as those Projects, from time to time, may be amended, modified, or supplemented by the Board.

(c) the following auxiliary facilities (the “Auxiliary Facilities Projects”) which are further identified and described in the System Funded Construction Program approved by the Board for Fiscal Year 2026, as those Projects, from time to time, may be amended, modified, or supplemented by the Board:

- (1) University of Maryland, College Park (Prince George’s County)
Ellicott Community Residence Halls HVAC & Infrastructure Renovation
- (2) University of Maryland, College Park (Prince George’s County)
South Campus Housing Utility and Infrastructure Upgrade
- (3) Coppin State University (Baltimore City)
Student Center and Residential Complex (SCRC) Phase 1
- (4) University of Maryland, Baltimore County (Baltimore County)
The Commons Courtyard Enclosure

In accordance with Section 102(d) of Title 19, and pursuant to Chapter 123 of the 2022 Laws of Maryland, each of the Academic Facilities Projects specified in subsection (a) and (b) above were approved by the Maryland General Assembly as a project for an academic facility. The aggregate amount of Bonds (of all series) designated for Academic Facilities Projects, as provided in Section 6.03 of the Indenture, shall not exceed the amounts specified in (a) and (b) above for the Academic Facilities Projects specified in such Sections.

Section 2.05. Deposit of Forty-Seventh Resolution Bond Proceeds. The System shall direct the payment of the net proceeds of the Forty-Seventh Resolution Bonds, in the following order:

- (a) accrued interest, if any, on those Forty-Seventh Resolution Bonds that are Current Interest Bonds, from their dated date to but excluding the date of delivery thereof, shall be paid to the Trustee and deposited in the Interest Account of the Consolidated Bond Fund;
- (b) proceeds of those Forty-Seventh Resolution Bonds designated as CBF Bonds which are Refunding Bonds shall be applied in accordance with Section 2.07 below; and
- (c) proceeds of those Forty-Seventh Resolution Bonds designated as CBF Bonds which are not Refunding Bonds shall be deposited in the General Construction Fund, in such accounts as may be designated in a System Order.

Section 2.06. Refunding Bonds.

(a) Authority to Issue Refunding Bonds. In addition to the Forty-Seventh Resolution Bonds authorized pursuant to this Resolution, and pursuant to the authority provided in Section 19-108 of Title 19 and Section 2.07(c) of the Indenture, the System is authorized to issue from time to time on any Issuance Date, additional Forty-Seventh Resolution Bonds, as may be prescribed in a System Order, to refund any Forty-Seventh Resolution Bonds or any other Refunding Bond. The terms and provisions of Section 2.01(a), 2.02 and 2.03 of this Resolution

shall govern the terms and provisions of any Refunding Bonds. Proceeds of any Forty-Seventh Resolution Bonds or any other Refunding Bonds may be used for the purpose of paying (i) the principal of, and premium (if any) and interest on any Forty-Seventh Resolution Bonds or any other Refunding Bonds previously issued under authority of this Forty-Seventh Bond Resolution or any other Bond Resolution, and (ii) any costs of issuance of such Forty-Seventh Resolution Bonds or any other Refunding Bonds.

(b) Allocation of Refunding Bonds. Any Refunding Bonds issued pursuant to the authority of this Forty-Seventh Bond Resolution shall be allocated to the Bond Resolution under which such Bonds to be refunded were originally issued without taking into account any premiums or discounts received in connection with the sale of such Bonds or the principal amount of such Refunding Bonds to be applied to pay the principal of, and premium (if any) and interest on any Bonds to be refunded or the costs of issuance of such Refunding Bonds.

Section 2.07. Escrow Deposit Agreements.

(a) On each Issuance Date of Refunding Bonds, the System and the Trustee, if advised by Bond Counsel, may execute and deliver an Escrow Deposit Agreement satisfying the requirements of this Section 2.07 and containing such other terms and conditions as the System may deem necessary or appropriate.

(b) Amounts held by the Trustee pursuant to an Escrow Deposit Agreement shall constitute part of the Trust Estate. If, and to the extent that, any Escrow Deposit Agreement provides for the disbursement of amounts for the purpose of paying the principal of, and premium (if any) and interest on, Forty-Seventh Resolution Bonds being refunded, then such amounts shall not be deemed to be held by the Trustee for the benefit of the Refunding Bonds but only for the benefit of the Forty-Seventh Resolution Bonds being refunded, all at such times and with respect to such amounts as may be specified in such Escrow Deposit Agreement. Except as provided in the preceding sentence, or as may be provided in an Escrow Deposit Agreement, amounts held by the Trustee pursuant to such Escrow Deposit Agreement shall be held for the benefit of only the Refunding Bonds issued on such Issuance Date.

(c) The System, pursuant to an Escrow Deposit Agreement, is hereby authorized to require the Trustee to establish from time to time one or more additional funds, accounts or subaccounts under this Resolution.

(d) Amounts held pursuant to an Escrow Deposit Agreement shall be disbursed by the Trustee pursuant to the terms of such Escrow Deposit Agreement for the purpose of paying the principal of, and premium (if any) and interest on, Forty-Seventh Resolution Bonds being refunded and Refunding Bonds identified in such Escrow Deposit Agreement, on or prior to the maturity date thereof.

(e) A single Escrow Deposit Agreement may be executed in connection with the issuance of Refunding Bonds and other Bonds of the System, the proceeds of which are to be used to refund Outstanding Bonds under the Indenture.

Section 2.08. Consolidation of Bonds. Refunding Bonds (a) may be designated as CBF Bonds under the Indenture and (b) may be consolidated with, and issued together with, any other Bonds authorized to be issued under the Indenture. The proceeds of any Refunding Bonds may be consolidated and commingled with the proceeds of other Bonds issued to refund Outstanding Bonds under the Indenture as part of any Escrow Deposit Agreement that otherwise complies with Section 2.07 of this Resolution.

Section 2.09. Records for Academic Facilities and Auxiliary Facilities. The System shall maintain such books and records and shall make such allocations of the principal amount of Refunding Bonds and the payment of the principal of, and premium (if any) and interest on, such Refunding Bonds, as may be required from time to time in order to comply with the provisions of Section 19-102(e) of Title 19.

ARTICLE III

REDEMPTION OF FORTY-SEVENTH RESOLUTION BONDS

Section 3.01. Redemption Dates and Prices.

(a) The Forty-Seventh Resolution Bonds shall be subject to redemption, in whole or in part at any time, at the option of the System or on such date or dates and at such price or prices as may be set forth in a System Order. The principal value of any Capital Appreciation Bonds as of any date of redemption shall equal the Accreted Amount.

(b) The Current Interest Bonds or certain of such Current Interest Bonds shall be subject to mandatory redemption, on such date or dates as may be prescribed in a System Order (each such date being a “Sinking Fund Redemption Date”), in such principal amount or amounts and at such price or prices as may be prescribed in a System Order (each such amount being a “Mandatory Sinking Fund Payment”).

Section 3.02. Redemption Amounts.

(a) The System may reduce the amount of any Mandatory Sinking Fund Payment payable on any Sinking Fund Redemption Date by an amount equal to the principal amount of Current Interest Bonds subject to such Mandatory Sinking Fund Payment that shall be surrendered uncanceled by the System to the Trustee for such purpose not less than sixty (60) days prior to such Sinking Fund Redemption Date.

(b) In the case of any partial redemption of Current Interest Bonds at the option of the System, the System may select for redemption (i) any one or more subsequent maturities of Current Interest Bonds, and (ii) if any maturity of Current Interest Bonds is subject to Mandatory Sinking Fund Payment, any one or more subsequent Mandatory Sinking Fund Payments to be credited as being paid, provided that the System shall have delivered to the Trustee, not less than sixty (60) days before such maturity date or Sinking Fund Redemption Date (or such lesser period of time as the Trustee may allow), a System Request stating its election to redeem such Current

Interest Bonds in such manner. In such case, the Trustee shall reduce the amount of Current Interest Bonds to be redeemed on the Sinking Fund Redemption Date specified in such System Request by the principal amount of Current Interest Bonds so purchased or redeemed. In the absence of any such direction, the Trustee shall reduce subsequent maturities and Mandatory Sinking Fund Payments proportionately, in increments of the minimum Authorized Denomination, to the extent reasonably practicable.

(c) Any credit given to any Mandatory Sinking Fund Payments shall not affect any remaining or subsequent Mandatory Sinking Fund Payments which shall remain payable as otherwise provided herein, unless and until another credit is given in accordance with the provisions hereof.

(d) In the case of any partial redemption of Forty-Seventh Resolution Bonds, the particular Forty-Seventh Resolution Bonds or portions thereof to be redeemed shall be selected by the Trustee in proportion to the principal amount of Forty-Seventh Resolution Bonds then outstanding, to the maximum extent practicable, and in such manner as the Trustee shall deem fair and equitable; provided, however, that so long as the Forty-Seventh Resolution Bonds are registered in book-entry form with a Depository, the particular Forty-Seventh Resolution Bonds or portions thereof to be redeemed shall be selected by the Depository in such manner as the Depository shall determine. If any Forty-Seventh Resolution Bonds to be redeemed are selected by lot, such method shall be conclusively deemed fair and equitable. In the case of any partial redemption of Forty-Seventh Resolution Bonds, in selecting Forty-Seventh Resolution Bonds for redemption the Bond Registrar shall treat each Forty-Seventh Resolution Bond as representing that number of Forty-Seventh Resolution Bonds as is obtained by dividing the principal amount of such Forty-Seventh Resolution Bond by the minimum Authorized Denomination. If it is determined that one or more, but not all, of the units of the minimum Authorized Denomination of face value represented by any Forty-Seventh Resolution Bond are to be redeemed, then upon notice of intention to effect such redemption, the Holder of such Forty-Seventh Resolution Bond shall forthwith surrender such Forty-Seventh Resolution Bond to the Trustee (i) for payment of the redemption price (including accrued interest thereon on the date fixed for redemption) of the portion thereof called for redemption and (ii) for exchange for Forty-Seventh Resolution Bonds in any Authorized Denomination or Denominations in the aggregate principal amount of the unredeemed portion of such Forty-Seventh Resolution Bond, which shall be issued to the Holder thereof without charge therefor. If the Holder of any such Forty-Seventh Resolution Bond to be redeemed in part shall fail to present such Forty-Seventh Resolution Bond to the Trustee for payment and exchange, as aforesaid, such Forty-Seventh Resolution Bond shall, nevertheless, become due and payable on the date fixed for redemption to the extent of the unit or units of the minimum Authorized Denomination of principal amount called for redemption (and to that extent only).

ARTICLE IV

CONSOLIDATED BOND FUND; ADDITIONAL FUNDS

Section 4.01. Payments into Consolidated Bond Fund.

(a) Subject to the provisions of Section 4.01(b) hereof, moneys transferred from

the Revenue Fund in respect of the Forty-Seventh Resolution Bonds shall be deposited in the order and amount set forth in Section 5.02 of the Indenture.

(b) In connection with the issuance of any Variable Rate Bonds, the Trustee shall establish such additional accounts within the Consolidated Bond Fund as shall be directed in a System Order relating to such Variable Rate Bonds. Moneys transferred from the Revenue Fund in respect of any Variable Rate Bonds may be deposited in any such additional accounts established within the Consolidated Bond Fund, and the amounts, times and order of priority of deposits to the Interest Account, the Principal Account and any such additional accounts established within the Consolidated Bond Fund with respect to such Variable Rate Bonds shall be as set forth in such System Order.

Section 4.02. Disbursements from Consolidated Bond Fund.

(a) Subject to the provisions of Section 4.02(b) hereof, the Trustee is hereby authorized and directed to withdraw and disburse moneys in the Consolidated Bond Fund in the order and amount, and for the purposes, set forth in Section 5.03 of the Indenture.

(b) In connection with the issuance of any Variable Rate Bonds, the Trustee shall be authorized and directed to withdraw and disburse moneys in the Principal Account, the Interest Account and any additional accounts established pursuant to Section 4.01(b) hereof within the Consolidated Bond Fund in the order and amounts, and for the purposes, set forth in the System Order relating to such Variable Rate Bonds.

Section 4.03. Establishment of Additional Funds or Accounts.

(a) In addition to any accounts established by the Trustee pursuant to Section 4.01(b) and 4.02(b) hereof, there may be established within the Consolidated Bond Fund, pursuant to the System Order regarding the issuance of any series of the Forty-Seventh Resolution Bonds or as requested by the Authorized System's Representative, such additional trust accounts as shall be necessary or convenient in connection therewith and as shall be permitted pursuant to Section 5.01 of the Indenture. Deposits to and payments from such separate funds or accounts shall be as set forth in such System Order, subject in all events to the provisions of the Indenture.

ARTICLE V

GENERAL CONSTRUCTION FUND

Section 5.01. Deposit to General Construction Fund. Upon receipt by the Trustee of the moneys specified in Section 2.05(c) hereof, such moneys shall be deposited in the Academic Facilities Project Account and the Auxiliary Facilities Project Account of the General Construction Fund, in such amounts as may be specified in a System Order.

Section 5.02. Deposit of Moneys Transferred from the Forty-Seventh Resolution Rebate Fund. Any moneys transferred from the Forty-Seventh Resolution Rebate Fund to the General Construction Fund shall be deposited in the Academic Facilities Project Account and the Auxiliary Facilities Project Account in such amounts as may be specified in a System Request.

Section 5.03. Disbursements

(a) Proceeds of the Forty-Seventh Resolution Bonds deposited in the Academic Facilities Project Account and the Auxiliary Facilities Project Account of the General Construction Fund shall be disbursed in accordance with the provisions of Section 6.03 of the Indenture for the Costs of the Projects.

(b) Upon completion of the Projects, any moneys remaining in the General Construction Fund (other than moneys retained to pay costs, expenses and interest not then due and payable) shall be transferred to the Excess Proceeds Account and shall be held and disbursed by the Trustee in accordance with Section 6.04 of the Indenture.

Section 5.04. Additions to and/or Deletions from the Academic Facilities Projects and the Auxiliary Facilities Projects to be Financed.

(a) The System, without the consent of the Trustee or the Holders of the Forty-Seventh Resolution Bonds, may from time to time amend Section 2.04 hereto to include as a Project any “academic facilities” as such term is defined in Title 19, to be constructed by the System and items of equipment to be acquired or installed by the System for which the use of Forty-Seventh Resolution Bond proceeds is authorized pursuant to Title 19, as confirmed by an approving opinion of Bond Counsel, or to delete from Section 2.04 any Academic Facility Project listed therein; provided, however, that each item shall have been approved by the General Assembly of the State of Maryland pursuant to Section 19-102(d) of Title 19. In connection with any such amendment of Section 2.04, the System shall deliver to the Trustee the amended Section 2.04 together with a System Certificate approving such amendment and certifying that each item set forth in Section 2.04, as so amended, qualifies as such an academic facility.

(b) The System, without the consent of the Trustee or the Holders of the Forty-Seventh Resolution Bonds, may from time to time amend Section 2.04 hereto to include as an Auxiliary Facilities Project any other “auxiliary facilities,” as such term is defined in Title 19, to be constructed by the System and items of equipment to be acquired or installed by the System for which the use of Forty-Seventh Resolution Bond proceeds is authorized pursuant to Title 19, as confirmed by an approving opinion of Bond Counsel or to delete from Section 2.04 auxiliary facility projects listed therein to be acquired or constructed by the System and items of equipment to be acquired and installed by the System. In connection with any such amendment of Section 2.04 the System shall deliver to the Trustee the amended Section 2.04 together with a System Certificate approving such amendment and certifying that each item set forth in Section 2.04, as so amended, qualifies as such an auxiliary facility.

Section 5.05. Authorization for Use of Proceeds of Forty-Seventh Resolution Bonds for Other Projects. As provided in the Indenture, all monies in the General Construction Fund may be disbursed to pay for the costs of any Auxiliary Facilities Project and any Academic Facilities Project. The proceeds of the Forty-Seventh Resolution Bonds deposited in the General Construction Fund are hereby authorized to be used for any Projects authorized pursuant to prior Bond Resolutions and any Projects authorized pursuant to this Forty-Seventh Bond Resolution. In addition, the proceeds of the Forty-Seventh Resolution Bonds deposited in the General

Construction Fund are hereby authorized to be used for any Projects authorized pursuant to subsequent Bond Resolutions without amending any other Bond Resolution and without the necessity of any amendment to this Forty-Seventh Bond Resolution or the consent of the Trustee or any Holder of the Forty-Seventh Resolution Bonds.

Section 5.06. Authorization for Use of Proceeds of Bonds from Prior Bond Resolutions for Projects. As provided in the Indenture, all monies in the General Construction Fund may be disbursed to pay for the costs of any Auxiliary Facilities Project and any Academic Facilities Project. The proceeds of any Bonds heretofore or hereafter issued under any prior Bond Resolutions and deposited in the General Construction Fund are hereby authorized to be used for any Projects authorized pursuant to this Forty-Seventh Bond Resolution.

ARTICLE VI

REBATE FUND

Section 6.01. Rebate Fund. The Trustee if directed shall establish such Rebate Fund in connection with the Forty-Seventh Resolution Bonds as shall be directed in a System Order relating to any such Forty-Seventh Resolution Bonds and as provided in the Indenture. To the extent not inconsistent with the provisions of the Indenture, such System Order may restrict such Rebate Fund for use in connection with the Forty-Seventh Resolution Bonds or may permit the use of such Rebate Fund in connection with other series of Bonds hereafter issued under the Indenture. Deposits shall be made to, and disbursements may be made from, such Rebate Fund as provided in such System Order, to the extent not inconsistent with the provisions of the Indenture.

ARTICLE VII

ADDITIONAL PERMITTED INVESTMENTS

Section 7.01. Additional Permitted Investments. As permitted by clause (i) of the definition of Permitted Investments of the Indenture, the following are added as Permitted Investments for the investment of the proceeds of the Forty-Seventh Resolution Bonds and all Funds established by this Resolution:

(a) Repurchase, resale and other similar agreements with any person provided (i) such agreements are continuously collateralized with Government Obligations, (ii) the market value of the collateral is not less than one hundred two percent (102%) of the repurchase price (including interest), (iii) the Trustee or a third party acting as agent or custodian of the collateral solely for the Trustee has possession of the collateral, (iv) the collateral is free and clear of all liens and encumbrances, (v) the Trustee shall be entitled to liquidate the collateral if the requirement of subclauses (i) and (ii) are not continuously satisfied and (vi) the Trustee shall have a first priority perfected security interest in the collateral;

(b) Investment agreements, the provider of which is rated in one of the two highest rating categories (without regard to qualification, numerical or otherwise) by two Rating Agencies; and

- (c) Investment agreements issued by any provider:
- (i) that is rated in one of the two highest rating categories (without regard to qualification, numerical or otherwise) of a Rating Agency, or
 - (ii) whose obligations under such investment agreements are unconditionally guaranteed by parent entities or other third parties that are rated in one of the two highest rating categories (without regard to qualification, numerical or otherwise) from a Rating Agency, or
 - (iii) who satisfies the rating requirements of clause (i) or (ii) above and whose obligations under such investment agreements are collateralized by obligations described in clauses (a), (b), (d) or (e) under the definition of “Permitted Investments” in the Indenture or in clauses (a) or (b) above of this Article VII and which are delivered to the Trustee, or registered in the name of the Trustee, or are supported by a safekeeping receipt issued by a depository satisfactory to the Trustee, provided that such investment agreements must provide that the value of such obligations collateralizing such investment agreements shall be maintained at a current market value (determined not more frequently than monthly) of not less than 102% of the aggregate amount of the obligations of such financial institution, insurance company or financial services firm;

provided, however, that any investment agreement, at the time it is entered into, must meet and comply with the requirements of clause (i), (ii) or (iii) above.

ARTICLE VIII

MISCELLANEOUS

Section 8.01. Supplemental Resolutions. The System may, without the consent of, or notice to, any of the Bondholders, enter into a resolution or resolutions supplemental hereto which shall not be inconsistent with the terms and provisions hereof, provided that, in the opinion of Counsel to the Trustee, the change effected thereby is not to the prejudice of the interests of the Trustee or the Bondholders as permitted by Section 13.01 of the Indenture.

Section 8.02. Limitation of Rights. With the exception of the rights herein expressly conferred, nothing expressed or mentioned in or to be implied from this Resolution or the Forty-Seventh Resolution Bonds is intended or shall be construed to give to any Person other than the System, the Trustee and the Holders of the Forty-Seventh Resolution Bonds, any legal or equitable right, remedy or claim under or in respect to this Resolution or any agreements, conditions and provisions herein contained; this Resolution and all of the agreements, conditions and provisions hereof being intended to be and being for the sole and exclusive benefit of the System, the Trustee and the Holders of the Forty-Seventh Resolution Bonds as herein provided.

Section 8.03. Severability. If any provision of this Resolution shall be invalid, illegal or unenforceable because it conflicts with any constitution or statute or rule of public policy or for any other reason, such circumstances shall not have the effect of rendering the provision in question invalid, inoperative or unenforceable in any other case or circumstance, or of rendering any other provisions herein contained invalid, inoperative, or unenforceable to any extent whatever.

Section 8.04. Immunity of Regents and Officers. No recourse for the payment of the principal of or premium (if any) or interest on, any Forty-Seventh Resolution Bond or for any claim based thereon or otherwise in respect thereof or of this Resolution shall be had against any member of the Board of Regents or officers or employees of the System whether past, present or future, whether by virtue of any constitution, statute or rule of law, all such liability (if any) being hereby expressly waived and released as a condition of and in consideration of the issuance of the Forty-Seventh Resolution Bonds.

Section 8.05. Private Use of the Projects. The System covenants that it will not make, or (to the extent the System exercises control or direction) permit to be made, any use of the Projects, or any portion thereof, by any other Person, if such use would cause those Forty-Seventh Resolution Bonds to be "private activity bonds" within the meaning of Section 141 of the Code, unless the System and the Trustee receive an opinion of Bond Counsel to the effect that such use does not adversely affect the exclusion from gross income for federal income tax purposes of the interest on the Forty-Seventh Resolution Bonds, if any.

Section 8.06. Sale of Forty-Seventh Resolution Bonds. As permitted by Title 19, the Board of Regents hereby finds and determines that the best interests of the System will be served by selling each issuance of the Forty-Seventh Resolution Bonds at either a public competitive sale or a private (negotiated) sale as the Chancellor of the System deems to be in the best interest of the System at such prices, which may be at, above or below par, as the Chancellor of the System deems to be in the best interest of the System. In the event that two bidders offer to purchase an issue of the Forty-Seventh Resolution Bonds at the same lowest true interest cost at a public competitive sale, the Chancellor of the System shall determine in his sole discretion to which of the bidders such issue of the Forty-Seventh Resolution Bonds will be awarded. In the event of a private (negotiated) sale the Chancellor of the System shall select the purchaser of such issue of the Forty-Seventh Resolution Bonds which the Chancellor of the System deems to be in the best interest of the System.

Section 8.07. Official Statement. There is hereby authorized to be prepared and distributed, in conjunction with each issuance and sale of the Forty-Seventh Resolution Bonds, both a preliminary and a final official statement (the "Official Statement"). The preliminary official statement and the final official statement shall be in the form approved by either of the Chairperson of the Board of Regents or the Chancellor of the System whose execution by either of them shall be conclusive evidence of the approval thereof. The Chairperson of the Board of Regents and the Chancellor of the System, acting jointly or individually, are hereby authorized to execute by their manual or facsimile signatures and to deliver in the name of and on behalf of the System the Official Statement regarding each issuance of the Forty-Seventh Resolution Bonds and to deem the Official Statement as final for the purposes of Securities Exchange Act Rule 15c2-12, as amended or supplemented from time to time, or any successor law, rule or regulation ("Rule 15c2-12").

Section 8.08. Continuing Disclosure. The Chairperson of the Board of Regents and the Chancellor of the System, acting jointly or individually, are hereby authorized to enter into one or more continuing disclosure agreements with respect to information contained in, or matters relating to, the Official Statement for any Forty-Seventh Resolution Bonds and any other Bonds of the System. Any person designated as an “Authorized System’s Representative” under the Indenture is hereby authorized to prepare and file with the Municipal Securities Rulemaking Board such financial or other information as may be required to comply with the requirements of Rule 15c2-12, and to delegate the preparation and filing of any such information to any other officer or employee of the System. The System’s bond counsel is also designated as an agent for the System for purposes of preparing and filing any such information.

Section 8.09. Absence of Chairperson or Chancellor. If the Chairperson of the Board of Regents is unable to act or unavailable for any reason, or such position is vacant, the Chairperson of the Finance Committee of the Board of Regents is hereby authorized and empowered to act in place of the Chairperson of the Board of Regents, and if the Chancellor of the System is unable to act or unavailable for any reason, or such position is vacant, the Vice Chancellor for Administration and Finance is hereby authorized and empowered to act in place of the Chancellor of the System.

Section 8.10. Further Actions. The Chairperson of the Board of Regents, the Chairperson of the Finance Committee, the Secretary and Assistant Secretary of the Board of Regents of the System, the Chancellor of the System, and the Vice Chancellor for Administration and Finance of the System and other officials of the System are hereby authorized and empowered to do all acts and things and execute such instruments, documents and certificates (including all necessary closing certificates) and otherwise take all action necessary, proper or expedient in connection with each issuance, sale and delivery of the Forty-Seventh Resolution Bonds.

Section 8.11. Validity of Signatures. In the event any Regent or officer of the System who has executed any bond, document, certificate or other matter ceases to be a Regent or officer before delivery, the signature is valid and sufficient for all purposes as if the Regent or officer had remained in office until delivery.

Section 8.12. Declaration of Official Intent. Any person designated as an “Authorized System’s Representative” under the Indenture is hereby authorized to adopt a declaration of official intent (within the meaning of Treasury Regulations Section 1.150-2) to reimburse the costs of any project with the proceeds of any bonds or other obligations issued by the System under the authority of Title 19 or any other provision of the laws of Maryland.

Section 8.13. Liberal Construction. The terms of this Forty-Seventh Bond Resolution are not intended to be restrictive or technical. Accordingly, this Forty-Seventh Bond Resolution shall be liberally construed in order to carry out and effectuate the purposes set forth herein and in Title 19.

AND BE IT FURTHER RESOLVED BY THE BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF MARYLAND THAT this Resolution shall be effective on the date of its adoption by the Board of Regents.

ADOPTED, this 13th day of June, 2025.

Ellen Herbst
Sr. Vice Chancellor for Administration and Finance

**SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION**

TOPIC: University System of Maryland: Official Intent Resolution on Reimbursement of System Cash Balances Spent on Revenue Bond-Authorized Projects

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 4, 2025

SUMMARY: The University System authorizes capital projects to be funded from revenue bond proceeds on an annual basis. Debt issuances are sized to provide approximately one year's worth of bond proceeds for projected spending on these authorized revenue bond projects. Because of debt issuance timing and project estimates changing, the System often uses Cash Funding to pay for project costs, with the intent of reimbursing itself with Bond Funds when they become available. IRS rules require this resolution for reimbursement of advance payments from future bond issuances.

In the event bond funds become fully depleted prior to the next debt issuance, the System will use Cash Funding to bridge the gap until the next bond issuance. The process and record-keeping infrastructure necessary to facilitate initially paying the project costs from System cash balances and then reimbursing the amounts spent from the proceeds of the next bond issue have been formalized and are in place.

The attached Exhibit A represents all of the projects authorized for revenue bond funding which may potentially utilize System cash balances over the next several months. Based on the Current Project Authorization Balances in Exhibit A, we anticipate System cash will be spent on costs eligible for reimbursement prior to the next issuance.

BOND COUNSEL: Miles & Stockbridge P.C.

ALTERNATIVE(S): The Board of Regents could decide to not spend System cash balances temporarily pending the next bond issuance, and advance the issuance process immediately. This would potentially delay the projects.

FISCAL IMPACT: There is no known fiscal impact associated with this resolution.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the attached resolution to enable the spending of System cash balances on revenue bond-authorized projects to be reimbursed from the proceeds of the next bond issue.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL**DATE: 6/4/25**

BOARD ACTION:**DATE:**

SUBMITTED BY: Ellen Herbst (301) 445-1923

OFFICIAL INTENT RESOLUTION
UNDER TREASURY REGULATION SECTION 1.150-2

WHEREAS, University System of Maryland (the "Issuer") proposes to make certain capital expenditures in connection with the construction of certain capital projects as listed on Exhibit A attached hereto and made a part hereof (collectively, the "Capital Project").

WHEREAS, the Issuer intends to issue tax-exempt bonds (the "Bonds") to finance all or a portion of the purchase price, acquisition and installation expenses, costs of related construction and improvements and issuance costs of the Capital Project, all constituting capital expenditures (collectively referred to as the "Project Costs").

WHEREAS, the Issuer reasonably expects that a portion of the Project Costs will be paid by the Issuer prior to the issuance of the Bonds and that certain proceeds of the Bonds will be used to reimburse the Issuer for the Project Costs paid by the Issuer prior to the issuance of the Bonds.

NOW, THEREFORE, THE ISSUER MAKES THE FOLLOWING DECLARATION OF OFFICIAL INTENT:

1. BE IT RESOLVED, that the Issuer reasonably expects that a portion of the Project Costs will be paid by the Issuer prior to the issuance of the Bonds and that certain proceeds of the Bonds will be used to reimburse the Issuer for those Project Costs incurred and paid by the Issuer prior to the issuance of the Bonds. The Bonds will be issued in a total principal amount not to exceed \$150,000,000.

2. BE IT FURTHER RESOLVED, that the Issuer intends that the adoption of this Resolution shall be and constitute an "official intent resolution" within the meaning of Section 1.150-2 of the Income Tax Regulations prescribed by the U.S. Treasury Department.

AND BE IT FURTHER RESOLVED BY THE BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF MARYLAND THAT this Resolution shall be effective on the date of its adoption by the Board of Regents.

ADOPTED, this 13th day of June, 2025

Ellen Herbst
Sr. Vice Chancellor for Administration and Finance
University System of Maryland

Res	Project Type	Project Name	Original	Allocation USM Emergency	Adjusted Authorization	Balance to be Financed	FY2025 Activity
Various		Systemwide Facilities Renewal:	112,189,562		112,189,562	70,928,590	15,523,557
47	Acad	UMCP Infrastructure Project	5,000,000		5,000,000	5,000,000	
47	Aux	UMCP Ellicott Comm Res Halls HVAC & Infrastr Renov	20,000,000		20,000,000	20,000,000	
47	Aux	UMCP South Campus Housing Utility and Infrastr Upgrade	6,000,000		6,000,000	6,000,000	
47	Aux	CSU Student Ctr & Res Complex (SCRC) Ph 1	35,059,000		35,059,000	35,059,000	
47	Aux	SU Guerrieri Student Union Renovation	5,000,000		5,000,000	5,000,000	
46	Acad	UMCP Infrastructure Project	5,000,000		5,000,000	4,999,938	
46	Aux	UMCP S Campus Housing Utility and Infrastructure	6,000,000		6,000,000	6,000,000	
46	Aux	BSU Refurbish Tubman Hall	10,050,000		10,050,000	9,968,133	81,867
46	Aux	UMES Athletic Fields Upgrade	4,900,000		4,900,000	6,279,742	1,020,258
46	Aux	CSU Student Center & Residential Complex Ph I	9,000,000		9,000,000	9,000,000	
46	Aux	UMBC The Commons Courtyard Enclosure	5,000,000		5,000,000		
45	Acad	UMCP Infrastructure Project	5,000,000		5,000,000	2,093,246	2,496,394
45	Acad	USG Campus Building Improvement	431,976		431,976	431,976	
45	Acad	USM-H Building/System Improvement	45,627		45,627	45,627	
45	Acad	USMSM Building/System Improvement	59,858		59,858	59,858	
45	Aux	UMCP S Campus Housing Utility and Infrastructure	8,000,000		8,000,000	7,910,593	89,131
45	Aux	TU 401 Washington Renovation	10,000,000		10,000,000	10,000,000	
44	Acad	UMCP Infrastructure Project	2,500,000		2,500,000	573,911.14	334,905
44	Acad	UMES Campus Flood Mitigation Project	2,192,000		2,192,000	1,108,363	1,083,637
44	Aux	UMCP High Rise Residence Halls Renovation PH	6,850,000		6,850,000	6,850,000	
44	Aux	TU Glen Towers Addition and Renovation	9,046,000		9,046,000	5,560,801	3,485,199
44	Aux	TU 401 Washington Renovation	5,000,000		5,000,000	4,635,148	112,316
43	Acad	UMCP Infrastructure Project	5,000,000		5,000,000	938,295	437,238
43	Aux	TU University Union Expansion and Renovation	8,000,000		8,000,000	535,838	82,211
43	Aux	UMB Saratoga Garage Structural & Building System Repairs	2,700,000		2,700,000	2,700,000	
43	Aux	FSU Residence Hall Renovations	1,000,000		1,000,000	1,000,000	
42	Acad	UMCP Campuswide Building and Infrastructure	5,000,000		5,000,000	2,410,014	739,607
42	Acad	UMES Flood Mitigation	10,000,000		10,000,000	4,500,445	1,076,129
42	Acad	FSU Education & Health Sciences	5,000,000		5,000,000	3,405,628	4,749
42	Aux	TU Union Addition/Renovation	25,100,000		25,100,000	40,909	
41	Acad	UMES Pharmacy and Health Professions	5,000,000		5,000,000	2,744,112	12,988
41	Aux	UMCP High Rise Residence halls Renovation	1,500,000		1,500,000	1,405,086	54,515
41	Aux	FSU New Residence Hall	13,330,000		13,330,000	12,667	
41	Aux	FSU Five Dorm Renovation	7,700,000		7,700,000	3,496,388	32,797
41	Aux	TU Union Addition/Renovation	13,000,000		13,000,000	12,881	3,000
41	Aux	TU Glen Towers Addition and Renovation	4,201,000		4,201,000	563,404	247,545
40	Acad	UMBC Interdisciplinary Life Science Building	5,000,000		5,000,000	1,370,451	
40	Acad	UMCP Chiller Replacement		130,000	130,000	130,000	
40	Acad	USMSM Concrete Replacement		88,000	88,000	88,000	
40	Aux	UMCP Rossborough Lane Parking Garage	2,000,000		2,000,000	1,528,245	

**SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION**

TOPIC: Proposed Amendments to Policy VIII-12.00—Policy on Debt Management

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 4, 2025

SUMMARY: Over the past year, staff from the University System of Maryland Office conducted a comprehensive review of the Board's existing Debt Management Policy (VIII-12.00). This effort included benchmarking against policies at peer systems and institutions, consulting with financial advisors, PFM, and engaging with institutional leadership.

The revised policy is designed to ensure responsible debt management and to align debt management with the System's long term strategic goals while maintaining a rating of Aa1/AA+. These updates also reflect the evolving economic environment and aim to enhance transparency and accountability in debt issuance and management.

A key update to the revised policy is the financial ratio used to measure financial health. There has been a shift in the market, including how rating agencies evaluate the System. The primary ratio used to measure financial health in the existing policy is Available Resources to Direct Debt; the revised policy measures financial health using Cash and Investments to Adjusted Debt.

Responsibilities and authority assigned to Institution and System leadership are clearly outlined, empowering all stakeholders to take an active role in managing System financial health. The revision addresses a variety of financing arrangements that impact System financial health, not just direct debt, to enable leadership to make informed and strategic decisions that advance our mission.

Supporting materials include a comparison grid outlining current and proposed policy changes, a redlined version showing amendments, and a final clean version of the revised policy.

ALTERNATIVE(S): The Committee could suggest additional language or further policy changes.

FISCAL IMPACT: The proposed revisions are expected to have a positive fiscal impact by keeping the System's debt policy in sync with the economic environment and encouraging all stakeholders to take an active role in managing financial health.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the proposed amendments to the policy.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 6/4/25

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

VIII-12.00 – Policy on Debt Management

Approved by the Board of Regents April 7, 1995; Amended on April 20, 2018; _____)

A. Introduction

The University System of Maryland (USM) recognizes the importance of responsible debt management to support its mission of advancing education, research, and community service. This Debt Management Policy outlines the principles, responsibilities, and guidelines for managing debt efficiently and prudently to support the financial stability and long-term success of the institutions within the USM.

B. Objectives

The objectives of this policy are to:

1. Ensure responsible management of debt to support the USM's mission.
2. Maintain a credit rating of AA+/Aa1 to ensure favorable borrowing terms.
3. Align debt management with the USM's long-term strategic goals.
4. Enhance transparency and accountability in debt issuance and management.

C. Debt Management Principles

1. Strategic Alignment

Debt issuance and management must align with the strategic priorities of the USM and its constituent institutions, promoting their long-term success and sustainability.

2. Prudent Borrowing

Debt must be incurred only when necessary and when it is in the USM's best interest, considering both current and future financial capacity.

3. Creditworthiness

The USM will maintain strong creditworthiness through sound financial practices, fiscal responsibility, and transparent financial reporting.

4. Risk Management

Proactive measures must be taken to identify, evaluate, and manage financial risks associated with debt, including interest rate, liquidity, and credit risks.

5. Transparency and Accountability

All debt-related activities and decisions will be transparent, and accountability for those decisions will be clearly defined.

D. Responsibilities

1. Board of Regents

The USM issues debt in accordance with Maryland Education Code § 19-102. The USM Board of Regents holds the ultimate responsibility for approving debt issuances and overseeing debt management practices. It will ensure that debt management aligns with the USM's strategic goals and fiscal responsibilities. The Board of Regents approves each project to be financed using the proceeds of USM Revenue Bonds through a bond resolution. Authority to spend and/or the authority to issue debt for a specific project will expire five years after the date of the authorizing resolution. Authority to spend may be extended by the Chancellor, or his designee, under special circumstances.

2. Office of the Chancellor

The Chancellor maintains authority to recommend any debt or debt-like arrangements to the Board of Regents and must be fully informed of any such arrangements prior to presentation to Regents.

The Chancellor designates authority to the Vice Chancellor for Administration and Finance ("VCAF") of the USM to oversee debt management operations, including developing and executing debt issuance strategies, ensuring compliance with state and federal regulations, and monitoring debt service payments.

The VCAF will review the debt ratios and comparison of key credit metrics reported by other public higher education institutions in the same bond rating category, annually. The Vice Chancellor for Administration and Finance will display the status of actual USM financial metrics relative to the limits and standards of this Board of Regents policy, as well as a comparison of similar ratios based on publicly available financial statements for other public higher education institutions, on its website.

The VCAF, or designee, shall assess the impact of the following types of proposed transactions on System financial health when total consideration, including options/extensions, is \$1 million or more:

- a. Leases of real property
- b. Ground Leases
- c. Public Private Partnerships
- d. Development/Pre-Development Agreements
- e. Conduit Debt Obligations
- f. Lease/leaseback and sale/leaseback arrangements.
- g. Bondable or Credit Lease Structure
- h. Indirect Subsidies of Third-Party Debt (including master leases and contingent leases)
- i. Subscription Based Information Technology Agreements
- j. Financing arrangements involving Availability Payments
- k. Power Purchase Agreements
- l. Lines of Credit

- m. Subordination of expenses
- n. Certificates of Participation
- o. Federal and State Loans
- p. Any other financial relationship not identified above between the USM and/or its constituent institutions and an external entity involving contracts, subscriptions, facilities or property.

The System will not issue bonds or other forms of debt to support the above listed financing arrangements. The transactions listed above will also be subject to any other applicable Board Policies for review.

3. USM Office

The USM Office of Administration and Finance is to be involved in any financing transaction as early as reasonably possible but must be fully briefed and involved before any legal or verbal commitment is made by an institution and before any letter of intent, memorandum of understanding or legal documents are prepared. Refer to specific procedure documents for detailed processes.

4. Institutional Leadership

Each constituent institution within the USM will be responsible for managing its own finances and seeking approval for capital projects in accordance with the System Funded Capital Program ("SFCP") and State Capital Improvement Plan ("CIP"). Any debt, lease or subscription agreements must be entered into in accordance with this policy.

5. Office of the Attorney General

The Office of the Attorney General must be consulted before any verbal or legal commitments are made to ensure compliance with all laws and to confirm all necessary documents meet proper form and legal sufficiency requirements.

E. Debt Issuance Guidelines

1. Debt issuances will be made through competitive processes whenever feasible, to obtain the most favorable borrowing terms.
2. The USM will maintain its debt portfolio in compliance with relevant State laws.
3. Debt issuances will be monitored to evaluate opportunities for refinancing when advantageous and to ensure compliance with covenants. Refinancing transactions shall be subject to the provisions of this policy.
4. The use of a non-appropriation clause does not affect whether a commitment or obligation is considered debt.
5. All debt issuances and terms will be disclosed and reported in accordance with state and federal regulations.

6. The USM will comply with all Post-Issuance Compliance in accordance with the federal tax code, including but not limited to private business use of bond funded projects and records management and reporting guidelines.

See Appendix A for Debt Management Practices

F. Financing Commitments (Replacement for Board of Regents Policy VIII–8.00—Policy on Financing Commitments).

1. Financing commitments of \$5 million or more, and financing commitments which stipulate prior approval of the Board of Regents shall be approved by the Board. Refer to the Policy on the Capital Budget of the University System of Maryland, VIII-10.20.
2. The Board delegates to the Chancellor the authority to approve all financing commitments which do not require Board approval.
3. Except as provided in paragraph D. 2, the Chancellor has authority to approve financings up to \$5 million, and may delegate to the Presidents the authority to approve financings of less than \$50,000.
4. Any financing commitments involving pledges of tuition, auxiliary enterprise revenues, or student fees require approval of the Chancellor, or designee.

APPENDIX A

Debt Management Practices

Structure and Maturity

The USM will issue bonds to finance capital projects under the provisions of trust indentures approved by the Board of Regents.

The System will employ maturity structures that correspond to the life of the facilities financed, are complementary to the overall portfolio structure and subject to limitations imposed by the State. As market dynamics change, maturity structures should be reevaluated. Call features should be structured to provide the highest degree of flexibility relative to cost.

Variable rate debt sometimes offers a lower cost of capital, but introduces additional risks. To limit this risk, variable rate debt at the time of issuance will be no more than 25% of the overall USM debt outstanding. Variable rate exposure includes exposure achieved directly through variable rate debt issuance and indirectly by entering into an interest rate swap agreement. Any deviations from traditional fixed rate debt issuances must be reviewed by the Chancellor, or designee, and by the Board of Regents for financings greater than \$5 million.

Direct Debt is the preferred financing method. If Direct Debt financing is not feasible, or Indirect Debt financing offers significant benefit to the System, Indirect Debt may be pursued. USM Indirect Debt shall not exceed 50% of USM Direct Debt at the time of issuance.

Refunding Targets

The USM will continuously monitor its outstanding debt portfolio for refunding and/or restructuring opportunities. In analyzing possible refunding opportunities, the University will consider the net present value savings as a percentage of refunded debt as well as the potential cash flow savings from the refunding. In general, the USM will consider refinancing (within Federal tax constraints) when a current or advanced refunding of debt provides a net present value debt service savings of the refunded par amount of the bonds.

The System also will consider refinancing certain obligations within a new money offering, even if savings levels are minimal, in order to reduce the administrative burden and cost of managing many small outstanding obligations.

Financial Health Benchmarks

In evaluating a future debt issuance, the USM will compare its financial profile to those of peer medians of their rating category, for each rating agency Aa1/AA+. The USM recognizes that the financial ratios are one component of the overall credit profile, and that state funding, demand, and other industry dynamics could affect the way in which the rating agencies assess the credit rating of a public higher education institution. The financial ratios, median and peer comparisons will be presented to the Board of Regents on an annual basis.

1. Debt service associated with USM direct debt at the time of issuance may not exceed 4.0% of USM operating revenues plus State Appropriations as defined by Generally Accepted Accounting Principles (GAAP), calculated using the most recent audited financial statements, using principal and interest payments reported on the Statement of Cash Flows, adjusted for any principal paid associated with refinanced debt, and divided into total operating revenues plus state appropriations.
2. Maximum Annual Debt Service ("MADS") shall not be greater than 50% of Tuition Revenues and Auxiliary Facility Fees in any Fiscal Year, as outlined in the Indenture of Trust.
3. Total Cash and Investments must be at least 90% of Total Adjusted Debt, at the time of issuance, calculated using the most recent audited financial statements, adjusted for spending and debt commitments not yet reflected in the financial statements

APPENDIX B

Definitions

- A. Conduit Debt Obligation - A conduit debt obligation is defined as a debt instrument having *all* of the following characteristics:
- i. There are at least three parties involved: (1) an issuer, (2) a third-party obligor, and (3) a debt holder or a debt trustee.
 - ii. The issuer and the third-party obligor are not within the same financial reporting entity.
 - iii. The debt obligation is not a parity bond of the issuer, nor is it cross-collateralized with other debt of the issuer.
 - iv. The third-party obligor or its agent, not the issuer, ultimately receives the proceeds from the debt issuance.
 - v. The third-party obligor, not the issuer, is primarily obligated for the payment of all amounts associated with the debt obligation (debt service payments).
- B. Direct Debt – A financing involving a legal commitment or guarantee by the USM to providers of capital, or a legal commitment or guarantee by the USM to a third party to obtain financing for a project. These financings would include but are not limited to: USM revenue bonds; USM Revolving Equipment Loan Program; installment sale arrangements; equipment lease/purchase programs; certificates of participation; leases as reported on the Balance Sheet as liabilities; sale/lease back structures, and Indirect Subsidies of Third-Party Debt.
- C. Indirect Debt – Any commitment to make payments, or any contingent future risk that the debt of others may be assumed by the USM that is not characterized as Direct Debt. Additionally, a financing in which the USM makes no legal commitments or guarantees, but retains some financial stake in the facility and/or the project is of some strategic value to the USM. Examples include, but are not limited to, public/private partnerships for student housing.
- D. Indirect Subsidies of Third Party Debt – These are transactions in which the USM has agreed (whether or not subject to appropriation and whether or not guarantees or indemnity is provided from others) either to pay or be responsible for any costs to construct or operate a facility, or to divert or permit others to have rights in, the revenues from a project which would otherwise have been payable to the USM.
- E. Total Adjusted Debt – This is a measure of overall debt, including capitalized operating leases. It is calculated as the sum of total direct debt and indirect debt.
- F. Total Cash and Investments – Measures the wealth of a university and its affiliated foundation(s). This is an important indicator of financial flexibility and resilience, and the ability to generate investment income.
- G. Variable Rate Debt – A bond that bears interest at a variable or floating rate established at specified intervals (e.g., flexible, auction, daily, weekly, monthly, or annually).

VIII-12.00 – Policy on Debt Management

Approved by the Board of Regents April 7, 1995; Amended on April 20, 2018; _____)

I. Purpose

A. Introduction

~~The purpose of this debt management policy is to establish for the~~ University System of Maryland, including all (USM) recognizes the importance of responsible debt management to support its mission of its constituent institutions (collectively the “USM”) a comprehensive advancing education, research, and prudent debt management program that is responsive to the needs community service. This Debt Management Policy outlines the principles, responsibilities, and guidelines for managing debt efficiently and prudently to support the financial stability and long-term success of the institutions within the USM.

B. Objectives

The objectives of this policy are to:

1. Ensure responsible management of debt to support the USM's mission.
2. Maintain a credit rating of AA+/Aa1 to ensure favorable borrowing terms.
3. Align debt management with the USM's long-term strategic goals.
4. Enhance transparency and accountability in debt issuance and management.

C. Debt Management Principles

1. Strategic Alignment

Debt issuance and management must align with the strategic priorities of the USM and its constituent institutions, yet allows efficient access to capital markets by: promoting their long-term success and sustainability.

- ~~• Managing USM’s overall debt level in order to maintain a minimum underlying credit rating in the “AA+” or equivalent category from all three rating agencies (Moody’s, Fitch, S & P)~~
- ~~• Limiting risk within USM’s debt portfolio by effectively balancing the goal of lowest cost of capital with the goal of managing interest rate risk.~~
- ~~• Managing outstanding debt in such a manner to take advantage of interest rate cycles and refunding opportunities.~~

2. Prudent Borrowing

Debt must be incurred only when necessary and when it is in the USM's best interest, considering both current and future financial capacity.

II. Debt Caps

~~A. Direct and Indirect debt will be managed with the objective of maintaining a rating in the “AA+” or equivalent category from the three major rating agencies (Moody’s, Fitch, and S&P).~~

~~B. Debt service associated with USM direct debt may not exceed 4.0% of USM operating revenues plus State Appropriations as defined by Generally Accepted Accounting Principles (GAAP), calculated~~

~~using the most recent audited financial statements, using principal and interest payments reported on the Statement of Cash Flows, adjusted for any principal paid associated with refinanced debt, and divided into total operating revenues plus state appropriations.~~

3. Creditworthiness

~~The USM will maintain strong creditworthiness through sound financial practices, fiscal responsibility, and transparent financial reporting.~~

4. Risk Management

~~Proactive measures must be taken to identify, evaluate, and manage financial risks associated with debt, including interest rate, liquidity, and credit risks.~~

5. Transparency and Accountability

~~All debt-related activities and decisions will be transparent, and accountability for those decisions will be clearly defined.~~

D. Responsibilities

1. Board of Regents

~~C.—The USM issues debt in accordance with Maryland Education Code § 19-102. The USM Board of Regents holds the ultimate responsibility for approving debt issuances and overseeing debt management practices. It will ensure that debt management aligns with the USM's strategic goals and fiscal responsibilities. The Board of Regents approves each project to be financed using the proceeds of USM Revenue Bonds through a bond resolution. Authority to spend and/or the authority to issue debt for a specific project will expire five years after the date of the authorizing resolution. Available Resources must be at least 90% of direct debt, calculated using the most recent audited financial statements, adjusted for spending and debt commitments not yet reflected in the financial statements. The interaction of the debt service limit in paragraph B. above, and the Available Resources to direct debt minimum is expected to maintain the System's financial strength and operating flexibility at a level comparable to other institutions with the same rating by the three major rating agencies.~~

~~D.—USM Indirect Debt may not exceed 50% of USM Direct Debt.~~

~~E.—Outstanding debt may not exceed the limits established in Section 19-102 of the Education Article of the Annotated Code of Maryland.~~

~~The Authority to spend may be extended by the Chancellor, or his designee, under special circumstances.~~

2. Office of the Chancellor

The Chancellor maintains authority to recommend any debt or debt-like arrangements to the Board of Regents and must be fully informed of any such arrangements prior to presentation to Regents.

The Chancellor designates authority to the Vice Chancellor for Administration and Finance (“VCAF”) of the USM to oversee debt management operations, including developing and executing debt issuance strategies, ensuring compliance with state and federal regulations, and monitoring debt service payments.

~~F. The VCAF will review the debt ratios and comparison with similar of key credit metrics reported by other public higher education institutions in the same bond rating category, annually. In the event of unusual financial circumstances, the VCAF may recommend to the Chancellor, and subsequently to the Board of Regents, a one-year waiver temporary suspension of the debt limitations.~~ The Vice Chancellor for Administration and Finance will display the status of actual USM financial metrics relative to the limits and standards of this Board of Regents policy, as well as a comparison of similar ratios based on publicly available financial statements for other public higher education institutions, on its website.

~~G. The Board of Regents will take these debt limitations into consideration when approving any initiative that has any impact on USM debt capacity.~~

III. Debt Management Strategies

~~A. Fixed versus variable rate allocation — Variable rate debt sometimes offers a lower cost of capital, but introduces additional risks. To limit this risk, variable rate debt will be no more than 50% of the overall USM debt outstanding. Variable rate exposure includes exposure achieved directly through variable rate debt issuance and indirectly by entering into an interest rate swap agreement.~~

~~B. Refunding Targets — The USM and its financial advisor will continually monitor and periodically review the USM’s outstanding debt portfolio for refunding and/or restructuring opportunities. In general, the USM will consider refinancing (within Federal tax constraints) when a current or advanced refunding of debt provides a net present value debt service savings of at least 3% of the refunded par amount of the bonds. Refinancing or restructuring opportunities that provide savings of less than 3%, or with negative savings, may be considered if there is a compelling policy objective such as restructuring of principal, or changing financial or legal covenants that are disadvantageous to USM.~~

~~C. Interest Rate Swaps and Derivatives — In general, swaps are utilized to reduce the cost and/or risk of existing or planned USM variable rate debt. By using swaps in a prudent manner, the USM can take advantage of market opportunities to reduce debt service cost and/or interest rate risk. Before entering into any interest rate swap agreement, the USM, shall conduct a review to include each of the following, as appropriate:~~

- ~~1. Identification of the proposed benefit and potential interest rate swap risks, which shall include, but not necessarily be limited to, those risks outlined herein.~~
- ~~2. Independent analysis of potential savings from a proposed transaction.~~

- ~~3. Comparison of fixed versus variable rate options and interest rate swap exposure before and after the proposed transaction.~~
- ~~4. Market Net Termination Exposure (as outlined herein) of the USM for all existing and proposed transactions.~~
- ~~5. The USM will consider, to the extent it deems relevant, any rating reports or criteria regarding interest rate swaps by rating agencies.~~
- ~~6. In reviewing proposed or possible interest rate swaps or options, USM shall consider each of the following types of risks, as applicable: Counterparty Risk, Termination Risk, Tax Risk, Basis Risk, Tax Exemption Risk, as defined in Appendix A.~~

~~IV. Process~~

~~A. The VCAF, or designee, shall assess the impact of the following types of proposed transactions on debt capacity:~~

~~1. Leases in which the System or an institution is the lessee, with respect to a single facility, multiple facilities, or other asset in which the cumulative (i) consideration is expected to exceed \$500,000 in any year; (ii) aggregate rent exceeds \$2System financial health when total consideration, including options/extensions, is \$1 million, or (iii) the initial lease term exceeds ten years. The USM will consider the dollar amount of the lease, the percent of the building being leased, the lease term, and any financial obligations or risks assumed by the tenant, or more:~~

~~a. Leases of real property~~

~~2.b. Ground Leases.~~

~~3.c. Public Private Partnerships~~

~~d. Development/Pre-Development Agreements~~

~~e. Conduit Debt Obligations~~

~~4.f. Lease/leaseback and sale/leaseback arrangements.~~

~~5.g. Bondable or Credit Lease Structure~~

~~6.h. Indirect Subsidies of Third-Party Debt (including master leases and contingent leases)~~

~~i. Subscription Based Information Technology Agreements~~

~~j. Financing arrangements involving Availability Payments~~

~~k. Power Purchase Agreements~~

l. Lines of Credit

m. Subordination of expenses

n. Certificates of Participation

o. Federal and State Loans

~~7.p.~~ Any other financial relationship not identified above between the USM and/or its constituent institutions and an external entity involving contracts, subscriptions, facilities or property.

~~B. The use of a non-appropriation clause does not change the characterization of the commitment or obligation for debt capacity purposes.~~

The System will not issue bonds or other forms of debt to support the above listed financing arrangements. The transactions listed above will also be subject to any other applicable Board Policies for review.

3. USM Office

~~C.~~ The USM Office of Administration and Finance ~~and the Office of the Attorney General are~~ is to be involved in any financing transaction as early as reasonably possible but must be fully briefed and involved before any legal or verbal commitment is made by an institution and before any letter of intent, memorandum of understanding or legal documents are prepared. Refer to specific procedure documents for detailed processes.

4. Institutional Leadership

Each constituent institution within the USM will be responsible for managing its own finances and seeking approval for capital projects in accordance with the System Funded Capital Program ("SFCP") and State Capital Improvement Plan ("CIP"). Any debt, lease or subscription agreements must be entered into in accordance with this policy.

5. Office of the Attorney General

The Office of the Attorney General must be consulted before any verbal or legal commitments are made to ensure compliance with all laws and to confirm all necessary documents meet proper form and legal sufficiency requirements.

E. Debt Issuance Guidelines

1. Debt issuances will be made through competitive processes whenever feasible, to obtain the most favorable borrowing terms.
2. The USM will maintain its debt portfolio in compliance with relevant State laws.

3. Debt issuances will be monitored to evaluate opportunities for refinancing when advantageous and to ensure compliance with covenants. Refinancing transactions shall be subject to the provisions of this policy.
4. The use of a non-appropriation clause does not affect whether a commitment or obligation is considered debt.
5. All debt issuances and terms will be disclosed and reported in accordance with state and federal regulations.
6. The USM will comply with all Post-Issuance Compliance in accordance with the federal tax code, including but not limited to private business use of bond funded projects and records management and reporting guidelines.

See Appendix A for Debt Management Practices

~~D. The Board of Regents approves each project to be financed using the proceeds of USM Revenue Bonds through a bond resolution. Authority to spend and/or the authority to issue debt for a specific project will expire five years after the date of the authorizing resolution. Authority to spend may be extended by the VCAF under special circumstances.~~

V. Financing Commitments (Replacement for Board of Regents Policy VIII—8.00 – Policy on Financing Commitments).

1. Financing commitments of \$5 million or more, and financing commitments which require specific stipulate prior approval of the Board of Regents as a condition of the financing shall be approved by the Board. Refer to the Policy on the Capital Budget of the University System of Maryland, VIII-10.20.

~~A.~~

~~B.2.~~ The Board delegates to the Chancellor the authority to approve all financing commitments which do not require Board approval.

~~C.3.~~ Except as provided in paragraph ~~4D. 2~~, the Chancellor has authority to approve financings up to \$5 million, and may delegate to the Presidents the authority to approve financings of less than \$50,000.

~~D.4.~~ Any financing commitments involving pledges of tuition, auxiliary enterprise revenues, or student fees require approval of the Chancellor, or designee.

~~Refinancing transactions shall be subject to~~

APPENDIX A

Debt Management Practices

Structure and Maturity

The USM will issue bonds to finance capital projects under the provisions of trust indentures approved by the Board of Regents.

The System will employ maturity structures that correspond to the life of the facilities financed, are complementary to the overall portfolio structure and subject to limitations imposed by the State. As market dynamics change, maturity structures should be reevaluated. Call features should be structured to provide the highest degree of flexibility relative to cost.

E- Variable rate debt sometimes offers a lower cost of capital, but introduces additional risks. To limit this risk, variable rate debt at the time of issuance will be no more than 25% of the overall USM debt outstanding. Variable rate exposure includes exposure achieved directly through variable rate debt issuance and indirectly by entering into an interest rate swap agreement. ~~policy~~Any deviations from traditional fixed rate debt issuances must be reviewed by the Chancellor, or designee, and by the Board of Regents for financings greater than \$5 million.

Direct Debt is the preferred financing method. If Direct Debt financing is not feasible, or Indirect Debt financing offers significant benefit to the System, Indirect Debt may be pursued. USM Indirect Debt shall not exceed 50% of USM Direct Debt at the time of issuance.

Refunding Targets

The USM will continuously monitor its outstanding debt portfolio for refunding and/or restructuring opportunities. In analyzing possible refunding opportunities, the University will consider the net present value savings as a percentage of refunded debt as well as the potential cash flow savings from the refunding. In general, the USM will consider refinancing (within Federal tax constraints) when a current or advanced refunding of debt provides a net present value debt service savings of the refunded par amount of the bonds.

The System also will consider refinancing certain obligations within a new money offering, even if savings levels are minimal, in order to reduce the administrative burden and cost of managing many small outstanding obligations.

Financial Health Benchmarks

In evaluating a future debt issuance, the USM will compare its financial profile to those of peer medians of their rating category, for each rating agency Aa1/AA+. The USM recognizes that the financial ratios are one component of the overall credit profile, and that state funding, demand, and other industry dynamics could affect the way in which the rating agencies assess the credit rating of a public higher education institution. The financial ratios, median and peer comparisons will be presented to the Board of Regents on an annual basis.

Debt service associated with USM direct debt

Appendix A

1. at the time of issuance may not exceed 4.0% of USM operating revenues plus State Appropriations as defined by Generally Accepted Accounting Principles (GAAP), calculated using the most recent audited financial statements, using principal and interest payments reported on the Statement of Cash Flows, adjusted for any principal paid associated with refinanced debt, and divided into total operating revenues plus state appropriations.
2. Maximum Annual Debt Service ("MADS") shall not be greater than 50% of Tuition Revenues and Auxiliary Facility Fees in any Fiscal Year, as outlined in the Indenture of Trust.
3. Total Cash and Investments must be at least 90% of Total Adjusted Debt, at the time of issuance, calculated using the most recent audited financial statements, adjusted for spending and debt commitments not yet reflected in the financial statements

APPENDIX B

Definitions

~~Available Resources—Unrestricted Net Assets of the USM + Unrestricted Net Assets of the USM Affiliated Foundations + Accrued Vacation Liabilities as defined by Generally Accepted Accounting Principles (GAAP).~~

~~A. Conduit Debt Obligation - A conduit debt obligation is defined as a debt instrument having all of the following characteristics:~~

- ~~i. There are at least three parties involved: (1) an issuer, (2) a third-party obligor, and (3) a debt holder or a debt trustee.~~
- ~~ii. The issuer and the third-party obligor are not within the same financial reporting entity.~~
- ~~iii. The debt obligation is not a parity bond of the issuer, nor is it cross-collateralized with other debt of the issuer.~~
- ~~iv. The third-party obligor or its agent, not the issuer, ultimately receives the proceeds from the debt issuance.~~
- ~~v. The third-party obligor, not the issuer, is primarily obligated for the payment of all amounts associated with the debt obligation (debt service payments).~~

~~A-B.~~ Direct Debt – A financing involving a legal commitment or guarantee by the USM to providers of capital, or a legal commitment or guarantee by the USM to a third party to obtain financing for a project. These financings would include, but are not limited to: USM revenue bonds; USM Revolving Equipment Loan Program; installment sale arrangements; equipment lease/purchase programs; certificates of participation; leases as reported on the Balance Sheet as liabilities; sale/lease back structures, and Indirect Subsidies of Third-Party Debt.

~~C.~~ Indirect Debt – Any commitment to make payments, or any contingent future risk that the debt of others may be assumed by the USM that is not characterized as Direct Debt. Additionally, a financing in which the USM makes no legal commitments or guarantees, but retains some financial stake in the facility and/or the project is of some strategic value to the USM. Examples include, but are not limited to, public/private partnerships for student housing.

~~B-D.~~ Indirect Subsidies of Third Party Debt – These are transactions in which the USM has agreed (whether or not subject to appropriation and whether or not guarantees or indemnity is provided from others) either to pay or be responsible for any costs to construct or operate a facility, or to divert or permit others to have rights in, the revenues from a project which would otherwise have been payable to the USM.

~~C.~~ Interest Rate Swap— A contract between two parties (referred to as “counterparties”) to exchange interest rate payments at specified dates in the future. The interest rate payments for a given counterparty equal the product of an interest rate (swap rate) and a principal amount. Usually, the swap rate for one counterparty is a fixed rate, while the swap rate for the other counterparty is a variable rate, although an Interest Rate Swap can also involve two variable rates (known as a “basis swap”). The principal amount by which the swap rates are multiplied is generally referred to as the “notional” amount. That is, principal payments are not swapped, paid or

~~exchanged. The notional principal amount is only an arithmetic device to calculate swap payments.~~

~~D. Interest Rate Swap Risks — One or more of the following risks may be associated with an Interest Rate Swap, depending on the floating index used in the transaction:~~

~~1. Counterparty Risk — The risk of a payment default on a swap by the other Counterparty.~~

~~2. Termination Risk — (a) The risk that a swap has a negative value and the issuer owes a “settlement or termination” fee if the contract is terminated due to either the occurrence of a termination event or a decision to voluntarily terminate the swap; and or (b) the loss of the hedge resulting from the involuntary termination.~~

~~3. Tax Risk — A mismatch between changes in the rate or price on an issuer’s underlying bonds and the swap caused by a reduction or elimination of the benefits of the tax exemption for interest on state and local government bonds (e.g., a tax cut) that results in an increase in the ratio of tax-exempt to taxable yields, which is not matched by the swap index.~~

~~4. Basis Risk — A mismatch between the rate on an issuer’s underlying bonds and the rate paid under the swap; e.g., a tax-exempt variable rate issue which trades at percentage of BMA while the issuer receives payment based on a percentage of LIBOR under the swap; this risk can be exacerbated by a drop in income tax rates because the BMA Index is then closer to LIBOR and the counterparty is paying a fixed percentage of LIBOR.~~

~~5. Tax Exemption Risk — The risk that the transaction may make the issuer’s related bonds taxable.~~

~~E. Total Adjusted Debt – This is a measure of overall debt, including capitalized operating leases. It is calculated as the sum of total direct debt and indirect debt.~~

~~F. Total Cash and Investments – Measures the wealth of a university and its affiliated foundation(s). This is an important indicator of financial flexibility and resilience, and the ability to generate investment income.~~

~~G. Variable Rate Debt – A bond that bears interest at a variable or floating rate established at specified intervals (e.g., flexible, auction, daily, weekly, monthly, or annually).~~

<p>Current Policy</p> <p>VIII—12.00 – Policy on Debt Management</p>	<p>Revisions</p>	<p>Proposed Revised Policy</p>
<p>I. Purpose</p> <p>The purpose of this debt management policy is to establish for the University System of Maryland, including all of its constituent institutions (collectively the “USM”) a comprehensive and prudent debt management program that is responsive to the needs of the USM and its constituent institutions, yet allows efficient access to capital markets by:</p> <ul style="list-style-type: none"> • Managing USM’s overall debt level in order to maintain a minimum underlying credit rating in the “AA+” or equivalent category from all three rating agencies (Moody’s, Fitch, S & P) • Limiting risk within USM’s debt portfolio by effectively balancing the goal of lowest cost of capital with the goal of managing interest rate risk. • Managing outstanding debt in such a manner to take advantage of interest rate cycles and refunding opportunities. 	<p>Replaced by “Introduction” and “Objectives”</p>	<p>A. Introduction</p> <p>The University System of Maryland (USM) recognizes the importance of responsible debt management to support its mission of advancing education, research, and community service. This Debt Management Policy outlines the principles, responsibilities, and guidelines for managing debt efficiently and prudently to support the financial stability and long-term success of the institutions within the USM.</p> <p>B. Objectives</p> <p>The objectives of this policy are to:</p> <ol style="list-style-type: none"> 1. Ensure responsible management of debt to support the USM's mission. 2. Maintain a credit rating of AA+/Aa1 to ensure favorable borrowing terms. 3. Align debt management with the USM's long-term strategic goals. <p>Enhance transparency and accountability in debt issuance and management.</p>

<p>Current Policy <u>VIII—12.00 – Policy on Debt Management</u></p>	<p>Revisions</p>	<p>Proposed Revised Policy</p>
<p><i>New section added to Proposed Revised Policy</i></p>	<p>Added “Debt Management Principles”</p>	<p>C. Debt Management Principles 1. Strategic Alignment Debt issuance and management must align with the strategic priorities of the USM and its constituent institutions, promoting their long-term success and sustainability. 2. Prudent Borrowing Debt must be incurred only when necessary and when it is in the USM's best interest, considering both current and future financial capacity. 3. Creditworthiness The USM will maintain strong creditworthiness through sound financial practices, fiscal responsibility, and transparent financial reporting. 4. Risk Management Proactive measures must be taken to identify, evaluate, and manage financial risks associated with debt, including interest rate, liquidity, and credit risks. 5. Transparency and Accountability All debt-related activities and decisions will be transparent, and accountability for those decisions will be clearly defined.</p>
<p>II. Debt Caps</p>	<p>Moved to “<u>APPENDIX A Debt Management Practices</u>” and “D. Responsibilities”</p>	<p><i>Detailed below</i></p>
<p>A. Direct and Indirect debt will be managed with the objective of maintaining a rating in the “AA+” or equivalent category from the three major rating agencies (Moody’s, Fitch, and S&P).</p>	<p>Moved to “<u>APPENDIX A</u>, Financial Health Benchmarks”. Wording adjusted</p>	<p>In evaluating a future debt issuance, the USM will compare its financial profile to those of peer medians of their rating category, for each rating agency Aa1/AA+.</p>

<p>Current Policy</p> <p><u>VIII—12.00 – Policy on Debt Management</u></p>	<p>Revisions</p>	<p>Proposed Revised Policy</p>
<p>B. Debt service associated with USM direct debt may not exceed 4.0% of USM operating revenues plus State Appropriations as defined by Generally Accepted Accounting Principles (GAAP), calculated using the most recent audited financial statements, using principal and interest payments reported on the Statement of Cash Flows, adjusted for any principal paid associated with refinanced debt, and divided into total operating revenues plus state appropriations.</p>	<p>Moved to “<u>APPENDIX A</u>, Financial Health Benchmarks 1.”</p> <p>Added “at the time of issuance”</p> <p>Added point 2.</p>	<p>1. Debt service associated with USM direct debt at the time of issuance may not exceed 4.0% of USM operating revenues plus State Appropriations as defined by Generally Accepted Accounting Principles (GAAP), calculated using the most recent audited financial statements, using principal and interest payments reported on the Statement of Cash Flows, adjusted for any principal paid associated with refinanced debt, and divided into total operating revenues plus state appropriations.</p> <p>2. Maximum Annual Debt Service (“MADS”) shall not be greater than 50% of Tuition Revenues and Auxiliary Facility Fees in any Fiscal Year, as outlined in the Indenture of Trust.</p>
<p><i>C. Available Resources must be at least 90% of direct debt, calculated using the most recent audited financial statements, adjusted for spending and debt commitments not yet reflected in the financial statements.</i> The interaction of the debt service limit in paragraph B. above, and the Available Resources to direct debt minimum is expected to maintain the System’s financial strength and operating flexibility at a level comparable to other institutions with the same rating by the three major rating agencies.</p>	<p>Moved to “<u>APPENDIX A</u>, Financial Health Benchmarks 3.”</p> <p>Changed “Available Resources” to “Cash and Investments” to align with the industry standard practice.</p> <p>Added “at the time of issuance”</p>	<p>3. Total Cash and Investments must be at least 90% of Total Adjusted Debt, at the time of issuance, calculated using the most recent audited financial statements, adjusted for spending and debt commitments not yet reflected in the financial statements</p>
<p>D. USM Indirect Debt may not exceed 50% of USM Direct Debt.</p>	<p>Moved to “<u>APPENDIX A</u>, Structure and Maturity.”</p> <p>Added additional clarification for using indirect debt.</p>	<p>Direct Debt is the preferred financing method. If Direct Debt financing is not feasible, or Indirect Debt financing offers significant benefit to the System, Indirect Debt may be pursued. USM Indirect Debt shall not exceed 50% of USM Direct Debt at the time of issuance.</p>

<p>Current Policy <u>VIII—12.00 – Policy on Debt Management</u></p>	<p>Revisions</p>	<p>Proposed Revised Policy</p>
<p>E. Outstanding debt may not exceed the limits established in Section 19-102 of the Education Article of the Annotated Code of Maryland.</p>	<p>Moved to “D. Responsibilities, 1. Board of Regents”</p>	<p>The USM issues debt in accordance with Maryland Education Code § 19-102.</p>
<p>F. The Vice Chancellor for Administration and Finance (VCAF) will review the debt ratios and comparison with similar metrics reported by other public higher education institutions in the same bond rating category, annually. In the event of unusual financial circumstances, the VCAF may recommend to the Board of Regents a one-year waiver to the debt limitations. The Vice Chancellor for Administration and Finance will display the status of actual USM financial metrics relative to the limits and standards of this Board of Regents policy, as well as a comparison of similar ratios based on publicly available financial statements for other public higher education institutions, on its website.</p>	<p>Moved to “D. Responsibilities, 2. Office of the Chancellor”</p> <p>Changed “one-year waiver” to “periodic suspension” of debt limitations</p> <p>Removed “In the event of unusual financial circumstances, the VCAF may recommend to the Chancellor, and subsequently to the Board of Regents, a temporary suspension to the debt limitations.”</p>	<p>The VCAF will review the debt ratios and comparison of key credit metrics reported by other public higher education institutions in the same bond rating category, annually. The Vice Chancellor for Administration and Finance will display the status of actual USM financial metrics relative to the limits and standards of this Board of Regents policy, as well as a comparison of similar ratios based on publicly available financial statements for other public higher education institutions, on its website.</p>
<p>G. The Board of Regents will take these debt limitations into consideration when approving any initiative that has any impact on USM debt capacity</p>	<p>Moved to “D. Responsibilities, 1. Board of Regents”, updated wording</p>	<p>The USM Board of Regents holds the ultimate responsibility for approving debt issuances and overseeing debt management practices. It will ensure that debt management aligns with the USM's strategic goals and fiscal responsibilities.</p>
<p>III. Debt Management Strategies</p>	<p>Moved to “<u>APPENDIX A, Debt Management Practices.</u>”</p>	<p><i>Detailed below</i></p>

<p>Current Policy</p> <p>VIII—12.00 – Policy on Debt Management</p>	<p>Revisions</p>	<p>Proposed Revised Policy</p>
<p><i>A. Fixed versus variable rate allocation</i> – Variable rate debt sometimes offers a lower cost of capital, but introduces additional risks. To limit this risk, variable rate debt will be no more than 50% of the overall USM debt outstanding. Variable rate exposure includes exposure achieved directly through variable rate debt issuance and indirectly by entering into an interest rate swap agreement.</p>	<p>Moved to “<u>APPENDIX A</u>, Structure and Maturity”</p> <p>Adjusted limit from 50% to 25%</p>	<p>Variable rate debt sometimes offers a lower cost of capital, but introduces additional risks. To limit this risk, variable rate debt at the time of issuance will be no more than 25% of the overall USM debt outstanding. Variable rate exposure includes exposure achieved directly through variable rate debt issuance and indirectly by entering into an interest rate swap agreement. Any deviations from traditional fixed rate debt issuances must be reviewed by the Chancellor, or designee, and by the Board of Regents for financings greater than \$5 million.</p>
<p><i>B. Refunding Targets</i> – The USM and its financial advisor will continually monitor and periodically review the USM’s outstanding debt portfolio for refunding and/or restructuring opportunities. In general, the USM will consider refinancing (within Federal tax constraints) when a current or advanced refunding of debt provides a net present value debt service savings of at least 3% of the refunded par amount of the bonds. Refinancing or restructuring opportunities that provide savings of less than 3%, or with negative savings, may be considered if there is a compelling policy objective such as restructuring of principal, or changing financial or legal covenants that are disadvantageous to USM.</p>	<p>Moved to “<u>APPENDIX A</u>, Refunding Targets”</p> <p>Removed thresholds to allow for taking advantage of more refinancing opportunities, particularly when combining with new money issuances.</p>	<p>The USM will continuously monitor its outstanding debt portfolio for refunding and/or restructuring opportunities. In analyzing possible refunding opportunities, the University will consider the net present value savings as a percentage of refunded debt as well as the potential cash flow savings from the refunding. In general, the USM will consider refinancing (within Federal tax constraints) when a current or advanced refunding of debt provides a net present value debt service savings of the refunded par amount of the bonds.</p> <p>The System also will consider refinancing certain obligations within a new money offering, even if savings levels are minimal, in order to reduce the administrative burden and cost of managing many small outstanding obligations</p>

<p>Current Policy</p> <p>VIII—12.00 – Policy on Debt Management</p>	<p>Revisions</p>	<p>Proposed Revised Policy</p>
<p><i>C. Interest Rate Swaps and Derivatives</i> – In general, swaps are utilized to reduce the cost and/or risk of existing or planned USM variable rate debt. By using swaps in a prudent manner, the USM can take advantage of market opportunities to reduce debt service cost and/or interest rate risk. Before entering into any interest rate swap agreement, the USM, shall conduct a review to include each of the following, as appropriate:</p> <ol style="list-style-type: none"> 1. Identification of the proposed benefit and potential interest rate swap risks, which shall include, but not necessarily be limited to, those risks outlined herein. 2. Independent analysis of potential savings from a proposed transaction. 3. Comparison of fixed versus variable rate options and interest rate swap exposure before and after the proposed transaction. 4. Market Net Termination Exposure (as outlined herein) of the USM for all existing and proposed transactions. 5. The USM will consider, to the extent it deems relevant, any rating reports or criteria regarding interest rate swaps by rating agencies 6. In reviewing proposed or possible interest rate swaps or options, USM shall consider each of the following types of risks, as applicable: Counterparty Risk, Termination Risk, Tax Risk, Basis Risk, Tax Exemption Risk, as defined in Appendix A. 	<p>Removed. Interest Rate Swaps are mentioned in “<u>APPENDIX A</u>, Structure and Maturity”.</p>	<p>Variable rate exposure includes exposure achieved directly through variable rate debt issuance and indirectly by entering into an interest rate swap agreement. Any deviations from traditional fixed rate debt issuances must be reviewed by the Chancellor, or designee, and by the Board of Regents for financings greater than \$5 million.</p>

<p align="center">Current Policy VIII—12.00 – Policy on Debt Management</p>	<p align="center">Revisions</p>	<p align="center">Proposed Revised Policy</p>
<p>IV. Process</p> <p>A. The VCAF, or designee, shall assess the impact of the following types of proposed transactions on debt capacity:</p> <ol style="list-style-type: none"> 1. Leases in which the System or an institution is the lessee, with respect to a single facility, multiple facilities, or other asset in which the cumulative (i) consideration is expected to exceed \$500,000 in any year; (ii) aggregate rent exceeds \$2 million, or (iii) the initial lease term exceeds ten years. The USM will consider the dollar amount of the lease, the percent of the building being leased, the lease term, and any financial obligations or risks assumed by the tenant. 2. Ground Leases. 3. Public Private Partnerships 4. Lease/leaseback and sale/leaseback arrangements. 5. Bondable or Credit Lease Structure 6. Indirect Subsidies of Third-Party Debt 7. Any other financial relationship not identified above between the USM and/or its constituent institutions and an external entity involving facilities or property. 	<p>Changed “impact of the following types of proposed transaction on <i>debt capacity</i>” to <i>“on System financial health”</i></p> <p>Added “when total consideration, including options/extensions, is \$1 million or more”</p> <p>Removed stipulations from “1. Leases of real property” point</p> <p>Added:</p> <ol style="list-style-type: none"> d. Development/Pre-Development Agreements e. Conduit Debt Obligations <i>to h. Indirect Subsidies:</i> (including master leases and contingent leases) i. Subscription Based Information Technology Agreements j. Financing arrangements involving Availability Payments k. Power Purchase Agreements l. Lines of Credit m. Subordination of expenses n. Certificates of Participation o. Federal and State Loans <p>Added “The System will not issue bonds or other forms of debt to support the above listed financing arrangements. The transactions listed above will also be subject to any other applicable Board Policies for review”</p>	<p>The VCAF, or designee, shall assess the impact of the following types of proposed transactions on System financial health when total consideration, including options/extensions, is \$1 million or more:</p> <ol style="list-style-type: none"> a. Leases of real property b. Ground Leases c. Public Private Partnerships d. Development/Pre-Development Agreements e. Conduit Debt Obligations f. Lease/leaseback and sale/leaseback arrangements. g. Bondable or Credit Lease Structure h. Indirect Subsidies of Third-Party Debt (including master leases and contingent leases) i. Subscription Based Information Technology Agreements j. Financing arrangements involving Availability Payments k. Power Purchase Agreements l. Lines of Credit m. Subordination of expenses n. Certificates of Participation o. Federal and State Loans p. Any other financial relationship not identified above between the USM and/or its constituent institutions and an external entity involving contracts, subscriptions, facilities or property. <p>The System will not issue bonds or other forms of debt to support the above listed financing arrangements. The transactions listed above will also be subject to any other applicable Board Policies for review.</p>

<p>Current Policy <u>VIII—12.00 – Policy on Debt Management</u></p>	<p>Revisions</p>	<p>Proposed Revised Policy</p>
<p>B. The use of a non-appropriation clause does not change the characterization of the commitment or obligation for debt capacity purposes.</p>	<p>Moved to “E. Debt Issuance Guidelines”</p> <p>Updated wording to make to increase clarity.</p>	<p>4. The use of a non-appropriation clause does not affect whether a commitment or obligation is considered debt.</p>
<p>C. The USM Office of Administration and Finance and the Office of the Attorney General are to be involved in any financing transaction as early as reasonably possible but must be fully briefed and involved before any legal or verbal commitment is made by an institution and before any letter of intent, memorandum of understanding or legal documents are prepared</p>	<p>Moved to “Responsibilities, 3. USM Office”</p> <p>Office of the AG moved to separate paragraph.</p>	<p>The USM Office of Administration and Finance is to be involved in any financing transaction as early as reasonably possible but must be fully briefed and involved before any legal or verbal commitment is made by an institution and before any letter of intent, memorandum of understanding or legal documents are prepared. Refer to specific procedure documents for detailed processes.</p>
<p>D. The Board of Regents approves each project to be financed using the proceeds of USM Revenue Bonds through a bond resolution. Authority to spend and/or the authority to issue debt for a specific project will expire five years after the date of the authorizing resolution. Authority to spend may be extended by the VCAF under special circumstances</p>	<p>Moved to “D. Responsibilities, 1. Board of Regents”</p>	<p>The Board of Regents approves each project to be financed using the proceeds of USM Revenue Bonds through a bond resolution. Authority to spend and/or the authority to issue debt for a specific project will expire five years after the date of the authorizing resolution. Authority to spend may be extended by the Chancellor, or his designee, under special circumstances.</p>

<p>Current Policy VIII—12.00 – Policy on Debt Management</p>	<p>Revisions</p>	<p>Proposed Revised Policy</p>
<p><i>New section added to Proposed Revised Policy</i></p>	<p>Added “2. Office of the Chancellor”</p>	<p>2. Office of the Chancellor The Chancellor maintains authority to recommend any debt or debt-like arrangements to the Board of Regents and must be fully informed of any such arrangements prior to presentation to Regents.</p> <p>The Chancellor designates authority to the Vice Chancellor for Administration and Finance (“VCAF”) of the USM to oversee debt management operations, including developing and executing debt issuance strategies, ensuring compliance with state and federal regulations, and monitoring debt service payments.</p>
<p><i>New section added to Proposed Revised Policy</i></p>	<p>Added “4. Institutional Leadership”</p>	<p>4. Institutional Leadership Each constituent institution within the USM will be responsible for managing its own finances and seeking approval for capital projects in accordance with the System Funded Capital Program (“SFCP”) and State Capital Improvement Plan (“CIP”). Any debt, lease or subscription agreements must be entered into in accordance with this policy.</p>
<p><i>New section added to Proposed Revised Policy</i></p>	<p>Added “5. Office of the Attorney General”</p>	<p>5. Office of the Attorney General The Office of the Attorney General must be consulted before any verbal or legal commitments are made to ensure compliance with all laws and to confirm all necessary documents meet proper form and legal sufficiency requirements.</p>

<p>Current Policy <u>VIII—12.00 – Policy on Debt Management</u></p>	<p>Revisions</p>	<p>Proposed Revised Policy</p>
<p><i>New section added to Proposed Revised Policy</i></p>	<p>Added “E. Debt Issuance Guidelines”</p>	<p>1. Debt issuances will be made through competitive processes whenever feasible, to obtain the most favorable borrowing terms. 2. The USM will maintain its debt portfolio in compliance with relevant State laws. 5. All debt issuances and terms will be disclosed and reported in accordance with state and federal regulations. 6. The USM will comply with all Post-Issuance Compliance in accordance with the federal tax code, including but not limited to private business use of bond funded projects and records management and reporting guidelines.</p> <p>See Appendix A for Debt Management Practices</p>
<p>V. Financing Commitments (Replacement for Board of Regents Policy VIII—8.00 – Policy on Financing Commitments).</p>	<p>See F. Financing Commitments (Replacement for Board of Regents Policy VIII—8.00 – Policy on Financing Commitments)</p>	<p><i>Detailed below</i></p>
<p>A. Financing commitments of \$5 million or more and financing commitments which require specific approval of the Board of Regents as a condition of the financing shall be approved by the Board.</p>	<p>Changed “require specific approval” to “stipulate prior approval”</p> <p>Added “Refer to the policy on the Capital budget of the University System of Maryland, VII-10.20.</p>	<p>Financing commitments of \$5 million or more, and financing commitments which stipulate prior approval of the Board of Regents shall be approved by the Board. Refer to the Policy on the Capital Budget of the University System of Maryland, VIII-10.20.</p>
<p>B. The Board delegates to the Chancellor the authority to approve all financing commitments which do not require Board approval.</p>	<p>Unchanged</p>	<p>The Board delegates to the Chancellor the authority to approve all financing commitments which do not require Board approval.</p>

<p>Current Policy</p> <p><u>VIII—12.00 – Policy on Debt Management</u></p>	<p>Revisions</p>	<p>Proposed Revised Policy</p>
<p>C. Except as provided in paragraph 4, the Chancellor may delegate to the Presidents the authority to approve financings of less than \$50,000.</p>	<p>Added wording to clarify that the Chancellor has authority to approve financings up to \$5 million.</p>	<p>Except as provided in paragraph D. 2, the Chancellor has authority to approve financings up to \$5 million, and may delegate to the Presidents the authority to approve financings of less than \$50,000.</p>
<p>D. Any financing commitments involving pledges of tuition, auxiliary enterprise revenues, or student fees require approval of the Chancellor, or designee.</p>	<p>Unchanged</p>	<p>Any financing commitments involving pledges of tuition, auxiliary enterprise revenues, or student fees require approval of the Chancellor, or designee.</p>
<p>E. Refinancing transactions shall be subject to the provisions of this policy.</p>	<p>Moved to “E. Debt Issuance Guidelines, 3.”</p>	<p>Debt issuances will be monitored to evaluate opportunities for refinancing when advantageous and to ensure compliance with covenants. Refinancing transactions shall be subject to the provisions of this policy.</p>

<p>Current Policy VIII—12.00 – Policy on Debt Management</p>	<p>Revisions</p>	<p>Proposed Revised Policy</p>
<p><i>New section added to Proposed Revised Policy</i></p>	<p>Added APPENDIX A Debt Management Practices (some sections of this Appendix were relocated from the existing policy. The following portions are additions)</p>	<p>Structure and Maturity The USM will issue bonds to finance capital projects under the provisions of trust indentures approved by the Board of Regents.</p> <p>The System will employ maturity structures that correspond to the life of the facilities financed, are complementary to the overall portfolio structure and subject to limitations imposed by the State. As market dynamics change, maturity structures should be reevaluated. Call features should be structured to provide the highest degree of flexibility relative to cost.</p> <p>Financial Health Benchmarks The USM recognizes that the financial ratios are one component of the overall credit profile, and that state funding, demand, and other industry dynamics could affect the way in which the rating agencies assess the credit rating of a public higher education institution. The financial ratios, median and peer comparisons will be presented to the Board of Regents on an annual basis.</p>

<p>Current Policy</p> <p><u>VIII—12.00 – Policy on Debt Management</u></p>	<p>Revisions</p>	<p>Proposed Revised Policy</p>
<p>Appendix A Definitions</p>	<p>Moved to Appendix B</p> <p>Removed the following definitions: Available Resources Interest Rate Swap Interest Rate Swap Risks</p> <p>Added the following definitions: Conduit Debt Obligation Total Adjusted Debt Total Cash and Investments</p>	<p>Conduit Debt Obligation - A conduit debt obligation is defined as a debt instrument having all of the following characteristics:</p> <ul style="list-style-type: none"> i. There are at least three parties involved: (1) an issuer, (2) a third-party obligor, and (3) a debt holder or a debt trustee. ii. The issuer and the third-party obligor are not within the same financial reporting entity. iii. The debt obligation is not a parity bond of the issuer, nor is it cross-collateralized with other debt of the issuer. iv. The third-party obligor or its agent, not the issuer, ultimately receives the proceeds from the debt issuance. v. The third-party obligor, not the issuer, is primarily obligated for the payment of all amounts associated with the debt obligation (debt service payments). <p>Total Adjusted Debt – This is a measure of overall debt, including capitalized operating leases. It is calculated as the sum of total direct debt and indirect debt.</p> <p>Total Cash and Investments – Measures the wealth of a university and its affiliated foundation(s). This is an important indicator of financial flexibility and resilience, and the ability to generate investment income</p>

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Proposed Policy VIII-23.00—Policy on Tuition Remission as Other Financial Assistance

COMMITTEE: Finance Committee

DATE OF COMMITTEE MEETING: June 4, 2025

SUMMARY: Federal and State regulations governing student financial assistance require that tuition remission—whether provided by the University System of Maryland or by an external source—be treated as other financial assistance or, alternatively, that the student’s cost of attendance be reduced by the amount of the remission. However, in cases where students are not receiving federal or state financial aid, existing regulations do not mandate this treatment, resulting in a potential policy gap.

Auditors have recommended that the Board of Regents adopt formal policy language to ensure consistent treatment of tuition remission in all cases. The proposed policy addresses this recommendation by requiring that tuition remission be treated as other financial assistance or subtracted from the cost of attendance when evaluating aid eligibility and compliance with total aid limits.

ALTERNATIVE(S): The Committee could suggest revisions to the proposed policy.

FISCAL IMPACT: The proposed changes are not expected to have any fiscal impact.

CHANCELLOR’S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the proposed amendments to the policy.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 6/4/25

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923 Alison M. Wrynn awrynn@usmd.edu



VIII – 23.00 – Policy on Tuition Remission as Other Financial Assistance

Approved by the Board of Regents _____

Federal and Maryland state aid regulations require that tuition remission from USM or other sources be counted as “Other Financial Assistance” (OFA) or that the amount of the remission is removed from the tuition and fees component of students’ Cost of Attendance budgets. In circumstances when those federal and state aid requirements do not apply, USM institutions will still count tuition remission as Other Financial Assistance or subtract its value from the student’s Cost of Attendance budgets when evaluating other relevant limits on total aid.

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Proposed Policy VIII-22.00—Policy on Refunds to Students who Withdraw from all Courses or the Institution for Extenuating Circumstances

COMMITTEE: Finance Committee

DATE OF COMMITTEE MEETING: June 4, 2025

SUMMARY: In 2024, the General Assembly passed the Cameron Carden Act, (Education Article, Anno. Code of MD, Section 15–138). The law requires each degree-granting institution to have a policy that authorizes a student to withdraw from all courses at the institution for a certain semester, or to withdraw from the institution, under extenuating circumstances. That policy must provide, if warranted, for the student to receive a refund for tuition and fees paid by the student for the semester in which the withdrawal occurs if the extenuating circumstances inhibit the student’s ability to acquire an education at the institution.

The attached proposed policy conforms to the requirements of the law and provides a framework for USM institutions to have their own policies and procedures. Among other things, the policy requires that students provide documentation of the extenuating circumstances that impact the student’s ability to acquire an education.

The proposed policy received extensive feedback during the drafting process, and all language has been reviewed by counsel in the Office of the Attorney General.

ALTERNATIVE(S): The Committee could suggest revisions to the proposed policy.

FISCAL IMPACT: The proposed policy is not expected to have a significant fiscal impact, as universities already have procedures in place to address these types of circumstances.

CHANCELLOR’S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the proposed policy.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 6/4/25

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923 Alison M. Wrynn awrynn@usmd.edu

VIII—22.00—POLICY ON REFUNDS TO STUDENTS WHO WITHDRAW FROM ALL COURSES OR THE INSTITUTION FOR EXTENUATING CIRCUMSTANCES

(Approved by the Board of Regents _____).

- I. In compliance with the Cameron Carden Act of 2024 (Education Article, Anno. Code of MD, Section 15–138), each degree-granting institution within the University System of Maryland (USM) shall have a policy that authorizes a student to withdraw from all courses at the institution for a certain semester, or withdraw from the institution, under extenuating circumstances and that provides, if warranted, for the student to receive a refund for tuition and fees paid by the student for the semester in which the withdrawal occurs if the extenuating circumstances inhibit the student’s ability to acquire an education at the institution.
- II. Definitions:
 - A. “Extenuating circumstances” include serious illness, injury, hospitalization, and impairments to the mental health or wellness of the student.
 - B. “Inhibit a student’s ability to acquire an education at the institution” means, in the semester of withdrawal, a student is not able to complete any of the credits in which the student was enrolled because of extenuating circumstances. This does not include situations in which the student is able to complete one or more credits or courses through an incomplete.
 - C. “Paid by the student” means funds provided by the student or on behalf of the student from sources other than grants, scholarships, tuition remission, or other third-party student support contract payments as referenced in BOR VIII-2.20.
 - D. “Tuition and fees” means “tuition” as defined in BOR VIII-2.01, and “fees” means fees required to be paid by all students as described in BOR VII-2.50.
- III. Each institution’s policy or procedures shall ensure the following:
 - A. That the student who withdraws provides relevant documentation, as determined by the institution, of the extenuating circumstances that inhibit the student’s ability to acquire an education at the institution;
 - B. Publication of the process the student must follow to initiate a withdrawal and to request a refund based on extenuating circumstances that inhibit the student’s ability to acquire an education at the institution;
 - C. Minimization of the negative financial impact on students for withdrawing under extenuating circumstances that inhibit the student’s ability to acquire an education at the institution; and
 - D. Provision of a mechanism for students whose tuition would have been covered by tuition remission to appeal a charge based on extenuating circumstances;
- IV. Each institution shall develop an appeal process as part of policy implementation.

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Proposed Amendments to Policy VIII-2.70— Policy on Student Classification for Admission and Tuition Purposes

COMMITTEE: Finance Committee

DATE OF COMMITTEE MEETING: June 4, 2025

SUMMARY: An amendment to the Policy on Student Classification for Admission and Tuition Purposes is recommended to reflect recent changes in State law enacted through the Educational Equality for Service Members Act (SB 276/HB 600). The legislation expands eligibility for State benefits currently available to members of the Armed Forces to include all branches of the Uniformed Services, which comprise the Armed Forces, the Public Health Service, and the National Oceanic and Atmospheric Administration. It also revises the definition of “veteran” and updates references to federal law to improve consistency within State statute.

The USM Office of Academic and Student Affairs worked with the Office of the Attorney General to draft the proposed amendments. Legal citations and formal definitions have also been updated. Lastly, the policy has been updated to reflect UMGC policy where it is noted.

ALTERNATIVE(S): The Committee may offer suggestions or request additional information; however, adoption of the amendments is recommended to ensure alignment with State law.

FISCAL IMPACT: No significant fiscal impact is anticipated. Any potential cost will depend on the number of additional students who qualify and enroll under the recent statutory change.

CHANCELLOR’S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the proposed amendments to the policy.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 6/4/25

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923 Alison M. Wrynn awrynn@usmd.edu

VIII-2.70—POLICY ON STUDENT CLASSIFICATION FOR ADMISSION AND TUITION PURPOSES

(Approved by the Board of Regents August 28, 1990; Amended July 10, 1998; Amended November 27, 2000; Amended April 11, 2003; Amended June 23, 2006; Amended February 15, 2008; Amended October 24, 2014; Amended April 10, 2015; Amended February 17, 2017; Amended June 16, 2017; Amended April 19, 2019; Amended June 17, 2021; Amended June 17, 2022; Amended June 16, 2023; Amended June 14, 2024; Amended_____).

I. POLICY

A. Purpose

To extend the benefits of its system of higher education while encouraging the economical use of the State's resources,¹ it is the policy of the Board of Regents of the University System of Maryland (USM) to recognize the categories of in-state and out-of-state residency for the purpose of admission and assessing tuition at USM institutions.

B. Qualification for In-State Status

Generally, to qualify for in-state status, prospective, returning, or current students must demonstrate that they are permanent Maryland residents. Under certain circumstances, as set forth in this Policy, students who are not permanent Maryland residents may qualify temporarily for in-state status. Students who do not qualify for in-state status under this Policy shall be assigned out-of-state status for admission and tuition purposes.

C. Standard of Proof

Students seeking in-state status shall have the burden of proving by clear and convincing evidence that they satisfy the requirements and standards set forth in this Policy. Assignment of in-state or out-of-state status will be made by each USM institution upon a review of the totality of facts known by the institution or presented to it by the student.

II. DETERMINATION OF RESIDENCY STATUS

A. Criteria for Determination of Residency Status

An initial determination of residency status will be made at the time of admission and readmission based upon information provided by the student with the signed application certifying that the information provided is complete and correct. Additional information may be requested by the institution to clarify facts presented. To qualify for in-state status, the student must demonstrate that for at least 12 consecutive months immediately prior to and including the last date available to register for courses for the semester/term for which the student seeks in-state status, the student had the continuous intent to reside in Maryland indefinitely and for a primary purpose other than that of attending an educational institution in Maryland. The student will demonstrate the requisite intent by satisfying all the following requirements for the 12-month period (or shorter period indicated):

¹ Annotated Code of Maryland, Educ. § 12-101.

- 1) Has continuously maintained primary living quarters in Maryland.
- 2) Has substantially all personal property, such as household effects, furniture, and pets, in Maryland.
- 3) Has paid Maryland income tax on all taxable income, including all taxable income earned outside Maryland, and has filed a Maryland Resident Tax Return. If the student is a dependent for tax purposes, then the person who claims the student as a dependent shall have paid Maryland income tax on all taxable income, including all taxable income earned outside Maryland, and have filed a Maryland Resident Tax Return.
- 4) Has registered all owned or leased motor vehicles in Maryland for at least 12 consecutive months, if previously registered in another state. Students who have lived in Maryland for at least 12 consecutive months but who have had their motor vehicle(s) registered in Maryland for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their owned or leased motor vehicle(s) was (were) registered in Maryland within 60 days after moving to the state in accordance with Maryland Motor Vehicle Administration requirements.
- 5) Has possessed a valid Maryland driver's license for at least 12 consecutive months, if previously licensed to drive in another state. Students who have lived in Maryland for at least 12 consecutive months but who have held a Maryland driver's license for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their driver's license was issued in Maryland within 60 days after moving to the state in accordance with Maryland Motor Vehicle Administration requirements.
- 6) Receives no public assistance from a state other than the State of Maryland or from a city, county, or municipal agency other than one in Maryland.
- 7) Has the ability under Federal and Maryland law to live permanently and without interruption in Maryland.

B. Presumption of Out-of-State Status

Either of the following circumstances raises a presumption that the student is residing in the State of Maryland primarily for the purpose of attending an educational institution and, therefore, does not qualify for in-state status under this Policy:

- 1) A student is attending school or living outside Maryland at the time of application for admission to a USM institution, or
- 2) A student is Financially Dependent on a person who is not a resident of Maryland. A student will be considered Financially Independent if the student provides 50 percent or more of the student's own living and educational expenses and has not been claimed as a dependent on another person's most recent tax returns.

III. CHANGE IN CLASSIFICATION FOR TUITION PURPOSES

A. Petition for Change in Classification for Tuition Purposes

After the initial determination is made, a student seeking a change to in-state tuition status must submit a Petition for Change in Classification for Tuition Purposes that includes all the information the student wishes the institution to consider. All information must be submitted by the institution's deadline for submitting a petition before or within the semester for which the student seeks reclassification. Only one Petition may be filed per semester.

B. Criteria for Changes in Tuition Status

A student seeking reclassification from out-of-state to in-state tuition status must demonstrate, by clear and convincing evidence, that for at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses for the semester/term for which the student seeks in-state tuition status, the student had the continuous intent to

- a) make Maryland the student's permanent home;
- b) abandon the student's former home state;
- c) reside in Maryland indefinitely; and
- d) reside in Maryland primarily for a purpose other than that of attending an educational institution in Maryland.

A student will demonstrate the requisite intent by satisfying all the following requirements for a period of at least twelve (12) consecutive months (or for the shorter period of time indicated) immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status. Evidence of intent must be clear and convincing and will be evaluated not only by how completely the criteria are addressed, but also based upon the reliability, authenticity, credibility, and relevance of the evidence and the totality of facts known to the institution. The student must demonstrate (providing appropriate documentation as necessary) that for the relevant period the student:

- 1) Continuously maintained primary living quarters in Maryland.
- 2) Has substantially all personal property, such as household effects, furniture, and pets, in Maryland.
- 3) Has paid Maryland income tax on all taxable income including all taxable income earned outside the state and has filed a Maryland Resident Tax Return. If the student is a dependent for tax purposes, then the person who claims the student as a dependent shall have paid Maryland income tax on all taxable income, including all taxable income earned outside Maryland, and have filed a Maryland Resident Tax Return.
- 4) Has registered all owned or leased motor vehicles in Maryland for at least 12 consecutive months, if previously registered in another state. Students who have lived in Maryland for at least 12 consecutive months but who have had their motor vehicle(s) registered in Maryland for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their owned or leased motor vehicle(s) was (were) registered in Maryland within 60 days after moving to the state in accordance with Maryland Motor Vehicle Administration requirements.
- 5) Has possessed a valid Maryland driver's license for at least 12 consecutive months, if previously licensed to drive in another state. Students who have lived in Maryland for at least 12 consecutive months but who have held a Maryland driver's license for less than 12 months

will be deemed to have satisfied this requirement if they can show evidence that their driver's license was issued in Maryland within 60 days after moving to the state in accordance with Maryland Motor Vehicle Administration requirements.

- 6) Receives no public assistance from a state other than the State of Maryland or from a city, county, or municipal agency other than one in Maryland.
- 7) Has the ability under Federal and Maryland law to live permanently without interruption in Maryland.
- 8) Has either not raised the presumption set forth in Section II.B above; or alternatively, if the student's circumstances have raised the presumption set forth in Section II.B above, the student has rebutted that presumption.

C. Rebuttal Evidence to Support a Change in Tuition Status

If the information received by the institution about the student has raised the presumption set forth in Section II.B, the student bears the burden of rebutting the presumption set forth in Section II.B by presenting additional evidence of objectively verifiable conduct to rebut the presumption and show the requisite intent. Rebuttal evidence of intent must be clear and convincing and will be evaluated not only by how completely the criteria are addressed, but also based upon the reliability, authenticity, credibility and relevance of the evidence and the totality of facts known to the institution.

Evidence that does not document a period of at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status is generally considered an unfavorable factor under this Policy. The absence of objective, relevant evidence is generally considered an unfavorable factor. A student's statement of intent to remain in Maryland in the future is generally not considered to be objective evidence under this Policy.

For purposes of rebutting the presumption, additional evidence that will be considered includes, but is not limited to:

- 1) Source of financial support:
 - a. Maryland employment and earnings history through sources beyond those incident to enrollment as a student in an educational institution, e.g., beyond support provided by work study, scholarships, grants, stipends, aid, student loans, etc. (Tuition costs will be considered as a student expense only to the extent tuition exceeds the amount of any educational scholarships, grants, student loans, etc.), or
 - b. Evidence the student is Financially Dependent, for the previous 12 months, upon a person who is a resident of Maryland.
- 2) Substantial participation as a member of a professional, social, community, civic, political, athletic, or religious organization in Maryland, including professionally related school activities that demonstrate a commitment to the student's community or to the State of Maryland.
- 3) Registration as a Maryland resident with the Selective Service, if applicable.
- 4) Evidence that the student is married to a Maryland resident.

- 5) Evidence that the student attended schools in Maryland for grades K-12.
- 6) Evidence showing the student uses the student's Maryland address as the sole address of record for all purposes, including, for example, on health and auto insurance records, bank accounts, tax records, loan and scholarship records, school records, military records, leases, etc.
- 7) An affidavit from a person unrelated to the student that provides objective, relevant evidence of the student's conduct demonstrating the student's intent to reside in Maryland primarily for a purpose other than that of attending an educational institution in Maryland.
- 8) Evidence of life and employment changes that caused the student to relocate to Maryland for reasons other than primarily educational purposes (e.g., divorce, family relocation, taking care of a sick family member, etc.)
- 9) Voter registration in Maryland.

D. Appeal

A student may appeal an adverse decision on a Petition for Change in Classification.

E. Change in Circumstances Altering In-State Status

A student shall notify the USM institution in writing within fifteen (15) days of any change in circumstances which may alter in-state status. Failure to do so could result in retroactive charges for each semester/term affected.

F. Incomplete, Untimely, False or Misleading Information

If necessary information is not provided by the institution's deadline, the USM institution may, at its discretion, deny or revoke in-state status. In the event incomplete, false, or misleading information is presented, the USM institution may, at its discretion, revoke in-state status and take disciplinary action provided for by the institution's policies. Such action may include suspension or expulsion. In such cases, the institution reserves the right to retroactively assess all out-of-state charges for each semester/term affected.

IV. CRITERIA FOR TEMPORARY QUALIFICATION OF NON-RESIDENTS FOR IN-STATE STATUS

Non-residents with the following status shall be accorded the benefits of in-state status for the period in which they hold such status, if they provide clear and convincing evidence through documentation, by the institution's deadline for the semester for which they seek in-state status, showing that they fall within one of the following categories:

- A. A full-time or part-time (at least 50 percent) regular employee of USM or a USM institution.
- B. The spouse or Financially Dependent child of a full-time or part-time (at least 50 percent) regular employee of USM or a USM institution.

- C. An Active Service Member, or the spouse or financially dependent child of an Active Service member, who is stationed in Maryland, currently residing in Maryland, or is domiciled in Maryland.² Spouses and children who qualify for exemption under this provision will retain in-state status for tuition purposes as long as they are continuously enrolled, regardless of whether the Active Service Member's station assignment, residence, or domicile remains in Maryland.³
- D. Veterans currently residing in or domiciled in Maryland who provide documentation that they were honorably discharged.⁴
- E. Veterans currently residing in Maryland and were discharged from a period of at least 90 days of service and are pursuing a course of education with educational assistance under the Montgomery G.I. Bill[®] (38 U.S.C. Ch. 30) or the Post-9/11 G.I. Bill[®] (38 U.S.C. Ch. 33), pursuant to 38 U.S.C. § 3679(c). A veteran so described will continue to retain in-state status if the veteran is using educational benefits under either chapter 30 or chapter 33 of title 38, United States Code, and remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school.
- F. Anyone who lives in Maryland, and:
 - 1) Is using transferred Post-9/11 G.I. Bill[®] benefits (38 U.S.C. § 3319) and enrolls after the transferor's discharge or release from a period of at least 90 days of service in the active military, naval or air service; or
 - 2) Is using transferred Post-9/11 G.I. Bill[®] benefits (38 U.S.C. § 3319) and the transferor is a member of the uniformed services who is serving on active duty;
 - 3) Is using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9)) ;
 - 4) Is using benefits through the Survivors' and Dependents' Educational Assistance Program (DEA), (38 U.S.C. chapter 35) or
 - 5) Is entitled to rehabilitation under 38 U.S.C. § 3102(a).

An individual as described in this Section IV.F will continue to retain in-state status if the individual is using educational benefits under chapter 30, 31, 33, or 35 of title 38, United States Code, and remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school.

- G. A member of the Maryland National Guard, as defined in the Public Safety Article of the Annotated Code of Maryland, who joined or subsequently serves in the Maryland National Guard to: (i) provide a critical military occupational skill; or (ii) be a member of the Air Force Critical Specialty Code as determined by the National Guard. (Maryland National Guard members may also qualify if they meet the criteria in section IV.C. above.)⁶

² See Md. Code, Education § 15-106.4.

³ See Md. Code, Education § 15-106.4.

⁴ See Md. Code, Education § 15-106.4.

⁵ GI Bill[®] is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.

⁶ See Md. Code, Education § 15-106.4.

- H. For UMGC only, any Active Service member or their spouse or financially dependent child.
- I. A graduate assistant appointed through a USM institution for the semester/term of the appointment. Except through prior arrangement, this benefit is available only for enrollment at the institution awarding the assistantship.
- J. A full-time public school teacher in the first year of employment by a Maryland local education agency, who resides in Maryland and meets the criteria for a residency waiver in § 15-106.2 of the Education Article, Annotated Code of Maryland.
- K. The child of a Maryland public safety employee who is eligible for the Edward T. Conroy and Joan B. Cryor Scholarship under § 18-601(d)(3)(ii) of the Education Article, Annotated Code of Maryland.
- L. A person who has completed all service hours in an AmeriCorps Program in Maryland or who has completed a service program under the Maryland Corps Program, pursuant to Title 9, subtitle 28 of the State Government Article, Annotated Code of Maryland, as provided in § 15-106.9 of the Education Article, Annotated Code of Maryland.
- M. A person who has been certified by the Director of the Peace Corps as having served satisfactorily as a Peace Corps volunteer and who is domiciled in Maryland, as provided in § 15 106.11 of the Education Article, Annotated Code of Maryland.
- N. Individuals, including undocumented immigrants, who do not meet the definition of nonimmigrant alien within the meaning of 8 U.S.C. § 1101(a)(15) and who meet all the criteria in § 15-106.8 of the Education Article, Annotated Code of Maryland.
- O. Members of the U.S. Foreign Service who are on active duty for a period of more than 30 days and whose domicile or permanent duty station is in Maryland, and their spouses and dependents. Members and their spouses and dependents who qualify for in-state status will continue to hold in-state status while continuously enrolled at the institution, notwithstanding a subsequent change in the permanent duty station of the member to a location outside Maryland.
- P. Citizens of the Federated States of Micronesia, the Republic of the Marshall Islands, or the Republic of Palau, as provided in the Consolidated Appropriations Act, 2024, Pub. L. No. 118-42, Div. G, Title II, § 209(b)(1)(E).

V. ADDITIONAL PROCEDURES

Each USM institution shall develop and publish additional procedures to implement this Policy. Procedures shall provide that upon request, the institution's President or designee has the authority to waive any of the requirements in Sections II or III if it is determined that its application creates an unjust result. These procedures shall be filed with the Office of the Chancellor. The institution may require that a student file a petition under Section III.A and complete the petition process before requesting a waiver under this section.

VI. DEFINITIONS

- A. Active Duty means full-time duty in the active service of a uniformed service, and includes full-time training duty, annual training duty, full-time National Guard duty, and attendance, while in the active service, at a school designated as a service school by law or by the Secretary concerned.⁷
- B. Active Service Member means an individual who is:
 - 1) an Active Duty member of the Uniformed Services; or
 - 2) serving in a Reserve Component of the Uniformed Services on Active Duty orders.⁸
- C. Armed Forces means the Army, Navy, Air Force, Marine Corps, Space Force, and Coast Guard.⁹
- D. Child: A child is a natural child or a child legally adopted pursuant to a court order recognized under the laws of Maryland.
- E. Financially Dependent: For the purposes of this Policy, a financially dependent student is one who has been claimed as a dependent on another person's prior year tax returns or is a ward of the State of Maryland.
- F. Financially Independent: For the purposes of this Policy, a financially independent student is one who provides 50 percent or more of the F. own living and educational expenses and has not been claimed as a dependent on another person's most recent tax returns.
- G. Foreign Service means:
 - i. Chiefs of mission, appointed under section 3942(a)(1) of this title or assigned under section 3982(c) of this title.
 - ii. Ambassadors at large, appointed under section 3942(a)(1) of this title.
 - iii. Members of the Senior Foreign Service, appointed under section 3942(a)(1) or 3943 of this title, who are the corps of leaders and experts for the management of the Service and the performance of its functions.
 - iv. Foreign Service officers, appointed under section 3942(a)(1) of this title, who have general responsibility for carrying out the functions of the Service.
 - v. Foreign Service personnel, United States citizens appointed under section 3943 of this title, who provide skills and services required for effective performance by the Service.
 - vi. Foreign national employees, foreign nationals appointed under section 3943 of this title, who provide clerical, administrative, technical, fiscal, and other support at Foreign Service posts abroad.
 - vii. Consular agents, appointed under section 3943 of this title by the Secretary of State, who provide consular and related services as authorized by the Secretary of State at specified locations abroad where no Foreign Service posts are situated.¹⁰

⁷ 37 U.S.C. § 101.

⁸ Md. Code, State Gov't §9-901.

⁹ 10 USC § 101.

¹⁰ 22 U.S.C. § 3903.

- H. Regular Employee: A regular employee is a person employed by USM or a USM institution who is assigned to a State budget line or who is otherwise eligible to enroll in a State retirement system. Examples of categories NOT considered regular employees are graduate students, contingent employees, and independent contractors.
- I. Reserve Component means:
- i. the Army National Guard of the United States;
 - ii. the Army Reserve;
 - iii. the Navy Reserve;
 - iv. the Marine Corps Reserve;
 - v. the Air National Guard of the United States;
 - vi. the Air Force Reserve;
 - vii. the Coast Guard Reserve; or
the Reserve Corps of the Public Health Service.¹¹
- J. Spouse: A spouse is a partner in a legally contracted marriage.
- K. Uniformed Services means the Armed Forces and the Commissioned Corps of the National Oceanic and Atmospheric Administration and of the Public Health Service.¹²
- L. Veteran has the meaning stated in 38 U.S.C. § 101, which is person who served in the active military naval, air, or space service, and who was discharged or released therefrom under conditions other than dishonorable. Under this Policy, “Veteran” shall also include an individual who served on Active Duty in the Uniformed Services and was honorably discharged.

¹¹ 37 U.S.C. § 101.

¹² 37 U.S.C. § 101.

VIII-2.70—POLICY ON STUDENT CLASSIFICATION FOR ADMISSION AND TUITION PURPOSES

(Approved by the Board of Regents August 28, 1990; Amended July 10, 1998; Amended November 27, 2000; Amended April 11, 2003; Amended June 23, 2006; Amended February 15, 2008; Amended October 24, 2014; Amended April 10, 2015; Amended February 17, 2017; Amended June 16, 2017; Amended April 19, 2019; Amended June 17, 2021; Amended June 17, 2022; Amended June 16, 2023; Amended June 14, 2024; Amended).

I. POLICY

A. Purpose

To extend the benefits of its system of higher education while encouraging the economical use of the State's resources,¹ it is the policy of the Board of Regents of the University System of Maryland (USM) to recognize the categories of in-state and out-of-state residency for the purpose of admission and assessing tuition at USM institutions.

B. Qualification for In-State Status

Generally, to qualify for in-state status, prospective, returning, or current students must demonstrate that they are permanent Maryland residents. Under certain circumstances, as set forth in this Policy, students who are not permanent Maryland residents may qualify temporarily for in-state status. Students who do not qualify for in-state status under this Policy shall be assigned out-of-state status for admission and tuition purposes.

C. Standard of Proof

Students seeking in-state status shall have the burden of proving by clear and convincing evidence that they satisfy the requirements and standards set forth in this Policy. Assignment of in-state or out-of-state status will be made by each USM institution upon a review of the totality of facts known by the institution or presented to it by the student.

II. DETERMINATION OF RESIDENCY STATUS

A. Criteria for Determination of Residency Status

An initial determination of residency status will be made at the time of admission and readmission based upon information provided by the student with the signed application certifying that the information provided is complete and correct. Additional information may be requested by the institution to clarify facts presented. To qualify for in-state status, the student must demonstrate that for at least 12 consecutive months immediately prior to and including the last date available to register for courses for the semester/term for which the student seeks in-state status, the student had the continuous intent to reside in Maryland indefinitely and for a primary purpose other than that of attending an educational institution in Maryland. The student will demonstrate the requisite intent by satisfying all the following requirements for the 12-month period (or shorter period indicated):

¹ Annotated Code of Maryland, Educ. § 12-101.

- 1) Has continuously maintained primary living quarters in Maryland.
- 2) Has substantially all personal property, such as household effects, furniture, and pets, in Maryland.
- 3) Has paid Maryland income tax on all taxable income, including all taxable income earned outside Maryland, and has filed a Maryland Resident Tax Return. If the student is a dependent for tax purposes, then the person who claims the student as a dependent shall have paid Maryland income tax on all taxable income, including all taxable income earned outside Maryland, and have filed a Maryland Resident Tax Return.
- 4) Has registered all owned or leased motor vehicles in Maryland for at least 12 consecutive months, if previously registered in another state. Students who have lived in Maryland for at least 12 consecutive months but who have had their motor vehicle(s) registered in Maryland for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their owned or leased motor vehicle(s) was (were) registered in Maryland within 60 days after moving to the state in accordance with Maryland Motor Vehicle Administration requirements.
- 5) Has possessed a valid Maryland driver's license for at least 12 consecutive months, if previously licensed to drive in another state. Students who have lived in Maryland for at least 12 consecutive months but who have held a Maryland driver's license for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their driver's license was issued in Maryland within 60 days after moving to the state in accordance with Maryland Motor Vehicle Administration requirements.
- 6) Receives no public assistance from a state other than the State of Maryland or from a city, county, or municipal agency other than one in Maryland.
- 7) Has the ability under Federal and Maryland law to live permanently and without interruption in Maryland.

B. Presumption of Out-of-State Status

Either of the following circumstances raises a presumption that the student is residing in the State of Maryland primarily for the purpose of attending an educational institution and, therefore, does not qualify for in-state status under this Policy:

- 1) A student is attending school or living outside Maryland at the time of application for admission to a USM institution, or
- 2) A student is Financially Dependent on a person who is not a resident of Maryland. A student will be considered Financially Independent if the student provides 50 percent or more of the student's own living and educational expenses and has not been claimed as a dependent on another person's most recent tax returns.

III. CHANGE IN CLASSIFICATION FOR TUITION PURPOSES

A. Petition for Change in Classification for Tuition Purposes

After the initial determination is made, a student seeking a change to in-state tuition status must submit a Petition for Change in Classification for Tuition Purposes that includes all the information the student wishes the institution to consider. All information must be submitted by the institution's deadline for submitting a petition before or within the semester for which the student seeks reclassification. Only one Petition may be filed per semester.

B. Criteria for Changes in Tuition Status

A student seeking reclassification from out-of-state to in-state tuition status must demonstrate, by clear and convincing evidence, that for at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses for the semester/term for which the student seeks in-state tuition status, the student had the continuous intent to

- a) make Maryland the student's permanent home;
- b) abandon the student's former home state;
- c) reside in Maryland indefinitely; and
- d) reside in Maryland primarily for a purpose other than that of attending an educational institution in Maryland.

A student will demonstrate the requisite intent by satisfying all the following requirements for a period of at least twelve (12) consecutive months (or for the shorter period of time indicated) immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status. Evidence of intent must be clear and convincing and will be evaluated not only by how completely the criteria are addressed, but also based upon the reliability, authenticity, credibility, and relevance of the evidence and the totality of facts known to the institution. The student must demonstrate (providing appropriate documentation as necessary) that for the relevant period the student:

- 1) Continuously maintained primary living quarters in Maryland.
- 2) Has substantially all personal property, such as household effects, furniture, and pets, in Maryland.
- 3) Has paid Maryland income tax on all taxable income including all taxable income earned outside the state and has filed a Maryland Resident Tax Return. If the student is a dependent for tax purposes, then the person who claims the student as a dependent shall have paid Maryland income tax on all taxable income, including all taxable income earned outside Maryland, and have filed a Maryland Resident Tax Return.
- 4) Has registered all owned or leased motor vehicles in Maryland for at least 12 consecutive months, if previously registered in another state. Students who have lived in Maryland for at least 12 consecutive months but who have had their motor vehicle(s) registered in Maryland for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their owned or leased motor vehicle(s) was (were) registered in Maryland within 60 days after moving to the state in accordance with Maryland Motor Vehicle Administration requirements.
- 5) Has possessed a valid Maryland driver's license for at least 12 consecutive months, if previously licensed to drive in another state. Students who have lived in Maryland for at least 12 consecutive months but who have held a Maryland driver's license for less than 12 months

will be deemed to have satisfied this requirement if they can show evidence that their driver's license was issued in Maryland within 60 days after moving to the state in accordance with Maryland Motor Vehicle Administration requirements.

- 6) Receives no public assistance from a state other than the State of Maryland or from a city, county, or municipal agency other than one in Maryland.
- 7) Has the ability under Federal and Maryland law to live permanently without interruption in Maryland.
- 8) Has either not raised the presumption set forth in Section II.B above; or alternatively, if the student's circumstances have raised the presumption set forth in Section II.B above, the student has rebutted that presumption.

C. Rebuttal Evidence to Support a Change in Tuition Status

If the information received by the institution about the student has raised the presumption set forth in Section II.B, the student bears the burden of rebutting the presumption set forth in Section II.B by presenting additional evidence of objectively verifiable conduct to rebut the presumption and show the requisite intent. Rebuttal evidence of intent must be clear and convincing and will be evaluated not only by how completely the criteria are addressed, but also based upon the reliability, authenticity, credibility and relevance of the evidence and the totality of facts known to the institution.

Evidence that does not document a period of at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status is generally considered an unfavorable factor under this Policy. The absence of objective, relevant evidence is generally considered an unfavorable factor. A student's statement of intent to remain in Maryland in the future is generally not considered to be objective evidence under this Policy.

For purposes of rebutting the presumption, additional evidence that will be considered includes, but is not limited to:

- 1) Source of financial support:
 - a. Maryland employment and earnings history through sources beyond those incident to enrollment as a student in an educational institution, e.g., beyond support provided by work study, scholarships, grants, stipends, aid, student loans, etc. (Tuition costs will be considered as a student expense only to the extent tuition exceeds the amount of any educational scholarships, grants, student loans, etc.), or
 - b. Evidence the student is Financially Dependent, for the previous 12 months, upon a person who is a resident of Maryland.
- 2) Substantial participation as a member of a professional, social, community, civic, political, athletic, or religious organization in Maryland, including professionally related school activities that demonstrate a commitment to the student's community or to the State of Maryland.
- 3) Registration as a Maryland resident with the Selective Service, if applicable.
- 4) Evidence that the student is married to a Maryland resident.
- 5) Evidence that the student attended schools in Maryland for grades K-12.

- 6) Evidence showing the student uses the student's Maryland address as the sole address of record for all purposes, including, for example, on health and auto insurance records, bank accounts, tax records, loan and scholarship records, school records, military records, leases, etc.
- 7) An affidavit from a person unrelated to the student that provides objective, relevant evidence of the student's conduct demonstrating the student's intent to reside in Maryland primarily for a purpose other than that of attending an educational institution in Maryland.
- 8) Evidence of life and employment changes that caused the student to relocate to Maryland for reasons other than primarily educational purposes (e.g., divorce, family relocation, taking care of a sick family member, etc.)
- 9) Voter registration in Maryland.

D. Appeal

A student may appeal an adverse decision on a Petition for Change in Classification.

E. Change in Circumstances Altering In-State Status

A student shall notify the USM institution in writing within fifteen (15) days of any change in circumstances which may alter in-state status. Failure to do so could result in retroactive charges for each semester/term affected.

F. Incomplete, Untimely, False or Misleading Information

If necessary information is not provided by the institution's deadline, the USM institution may, at its discretion, deny or revoke in-state status. In the event incomplete, false, or misleading information is presented, the USM institution may, at its discretion, revoke in-state status and take disciplinary action provided for by the institution's policies. Such action may include suspension or expulsion. In such cases, the institution reserves the right to retroactively assess all out-of-state charges for each semester/term affected.

IV. CRITERIA FOR TEMPORARY QUALIFICATION OF NON-RESIDENTS FOR IN-STATE STATUS

Non-residents with the following status shall be accorded the benefits of in-state status for the period in which they hold such status, if they provide clear and convincing evidence through documentation, by the institution's deadline for the semester for which they seek in-state status, showing that they fall within one of the following categories:

- A. A full-time or part-time (at least 50 percent) regular employee of USM or a USM institution.

- B. The spouse or Financially Dependent child of a full-time or part-time (at least 50 percent) regular employee of USM or a USM institution.
- C. ~~An Active duty Service Member, or the spouse or financially dependent child of an Active Service member, members of the Uniformed Services Armed Forces of the United States as defined in 38 U.S.C. § 3319/37 USC §101 as the Commissioned Corps of the National Oceanic and Atmospheric Administration and of the Public Health Service and the Armed Forces of the United States as defined in 38 U.S. C. 101(10) 10 USC §101 as the United States Army, Navy, Marine Corps, Air Force, Space Force, and Coast Guard, including the reserve components thereof, who are is stationed in Maryland, reside currently residing in Maryland, or are is domiciled in Maryland, or their spouse or financially dependent children.², as provided in § 15-106.4 of the Education Article, Annotated Code of Maryland.~~ Spouses and children who qualify for exemptions under this provision will retain in-state status for tuition purposes as long as they are continuously enrolled, regardless of whether the ~~active-duty member's~~ Active Service Member's station assignment, residence, or domicile remains in Maryland.³
- D. Veterans currently residing in or domiciled in Maryland ~~of the Armed Forces of the United States~~ who provide documentation that they were honorably discharged ~~and currently reside or are domiciled in Maryland, as provided in § 15-106.4 of the Education Article, Annotated Code of Maryland.~~⁴
- E. Veterans ~~who live in~~ currently residing in Maryland and were discharged from a period of at least 90 days of service ~~in the active military, naval, space, or air service~~ and are pursuing a course of education with educational assistance under the Montgomery G.I. Bill ⁵ (38 U.S.C. Ch. 30) or the Post-9/11 G.I. Bill⁶ (38 U.S.C. Ch. 33), pursuant to 38 U.S.C. § 3679(c). ~~2~~ A veteran so described will continue to retain in-state status if the veteran is using educational benefits under either chapter 30 or chapter 33 of title 38, United States Code, and remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school.
- F. Anyone who lives in Maryland, and:
- 1) Is using transferred Post-9/11 G.I. Bill⁶ benefits (38 U.S.C. § 3319) and enrolls after the transferor's discharge or release from a period of at least 90 days of service in the active military, naval or air service; or
 - 2) Is using transferred Post-9/11 G.I. Bill⁶ benefits (38 U.S.C. § 3319) and the transferor is a member of the uniformed services who is serving on active duty;
 - 3) Is using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9)) ;

² See Md. Code, Education § 15-106.4.

³ See Md. Code, Education § 15-106.4.

⁴ See Md. Code, Education § 15-106.4.

⁵ GI Bill[®] is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.

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- 4) Is using benefits through the Survivors' and Dependents' Educational Assistance Program (DEA), (38 U.S.C. chapter 35) or
- 5) Is entitled to rehabilitation under 38 U.S.C. § 3102(a).

An individual as described in this Section IV.F will continue to retain in-state status if the individual is using educational benefits under chapter 30, 31, 33, or 35 of title 38, United States Code, and remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school.

- G. A member of the Maryland National Guard, as defined in the Public Safety Article of the Annotated Code of Maryland, who joined or subsequently serves in the Maryland National Guard to: (i) provide a critical military occupational skill; or (ii) be a member of the Air Force Critical Specialty Code as determined by the National Guard. (Maryland National Guard members may also qualify if they meet the criteria in section IV.C. above.)⁷
- H. For UMGC, only, ~~a full-time active member of the Armed Forces of the United States on active duty~~any Active Service member, or their spouse or financially dependent child.
- I. A graduate assistant appointed through a USM institution for the semester/term of the appointment. Except through prior arrangement, this benefit is available only for enrollment at the institution awarding the assistantship.
- J. A full-time public school teacher in the first year of employment by a Maryland local education agency, who resides in Maryland and meets the criteria for a residency waiver in § 15-106.2 of the Education Article, Annotated Code of Maryland.
- K. The child of a Maryland public safety employee who is eligible for the Edward T. Conroy and Joan B. Cryor Scholarship under § 18-601(d)(3)(ii) of the Education Article, Annotated Code of Maryland.
- L. A person who has completed all service hours in an AmeriCorps Program in Maryland or who has completed a service program under the Maryland Corps Program, pursuant to Title 9, subtitle 28 of the State Government Article, Annotated Code of Maryland, as provided in § 15-106.9 of the Education Article, Annotated Code of Maryland.
- M. A person who has been certified by the Director of the Peace Corps as having served satisfactorily as a Peace Corps volunteer and who is domiciled in Maryland, as provided in § 15 106.11 of the Education Article, Annotated Code of Maryland.
- N. Individuals, including undocumented immigrants, who do not meet the definition of nonimmigrant alien within the meaning of 8 U.S.C. § 1101(a)(15) and who meet all the criteria in § 15-106.8 of the Education Article, Annotated Code of Maryland.
- O. Members of the U.S. Foreign Service who are on active duty for a period of more than 30 days and whose domicile or permanent duty station is in Maryland, and their spouses and dependents. Members and their spouses and dependents who qualify for in-state status will continue to hold

⁷ See Md. Code, Education § 15-106.4.

in-state status while continuously enrolled at the institution, notwithstanding a subsequent change in the permanent duty station of the member to a location outside Maryland.

- P. Citizens of the Federated States of Micronesia, the Republic of the Marshall Islands, or the Republic of Palau, as provided in the Consolidated Appropriations Act, 2024, Pub. L. No. 118-42, Div. G, Title II, § 209(b)(1)(E).

V. ADDITIONAL PROCEDURES

Each USM institution shall develop and publish additional procedures to implement this Policy. Procedures shall provide that upon request, the institution's President or designee has the authority to waive any of the requirements in Sections II or III if it is determined that its application creates an unjust result. These procedures shall be filed with the Office of the Chancellor. The institution may require that a student file a petition under Section III.A and complete the petition process before requesting a waiver under this section.

VI. DEFINITIONS

A. Active Duty means full-time duty in the active service of a uniformed service, and includes full-time training duty, annual training duty, full-time National Guard duty, and attendance, while in the active service, at a school designated as a service school by law or by the Secretary concerned.⁸

B. Active Service Member means an individual who is:

- 1) an Active Duty member of the Uniformed Services; or
- 2) serving in a Reserve Component of the Uniformed Services on Active Duty orders.⁹

C. Armed Forces means the Army, Navy, Air Force, Marine Corps, Space Force, and Coast Guard.¹⁰

~~A-D.~~ Child: A child is a natural child or a child legally adopted pursuant to a court order recognized under the laws of Maryland.

~~B-E.~~ Financially Dependent: For the purposes of this Policy, a financially dependent student is one who has been claimed as a dependent on another person's prior year tax returns or is a ward of the State of Maryland.

F. Financially Independent: For the purposes of this Policy, a financially independent student is one who provides 50 percent or more of the F. own living and educational expenses and has not been claimed as a dependent on another person's most recent tax returns.

G. Foreign Service means:

⁸ 37 U.S.C. § 101.

⁹ Md. Code, State Gov't §9-901.

¹⁰ 10 USC § 101.

- i. Chiefs of mission, appointed under section 3942(a)(1) of this title or assigned under section 3982(c) of this title.
- ii. Ambassadors at large, appointed under section 3942(a)(1) of this title.
- iii. Members of the Senior Foreign Service, appointed under section 3942(a)(1) or 3943 of this title, who are the corps of leaders and experts for the management of the Service and the performance of its functions.
- iv. Foreign Service officers, appointed under section 3942(a)(1) of this title, who have general responsibility for carrying out the functions of the Service.
- v. Foreign Service personnel, United States citizens appointed under section 3943 of this title, who provide skills and services required for effective performance by the Service.
- vi. Foreign national employees, foreign nationals appointed under section 3943 of this title, who provide clerical, administrative, technical, fiscal, and other support at Foreign Service posts abroad.
- vii. Consular agents, appointed under section 3943 of this title by the Secretary of State, who provide consular and related services as authorized by the Secretary of State at specified locations abroad where no Foreign Service posts are situated.¹¹

~~Guardian: A guardian is a person so appointed by a court order recognized under the laws of the State of Maryland.~~

~~Regular Employee: A regular employee is a person employed by USM or a USM institution who is assigned to a State budget line or who is otherwise eligible to enroll in a State retirement system. Examples of categories NOT considered regular employees are graduate students, contingent employees, and independent contractors.~~

~~H.~~

I. Reserve Component means:

- i. the Army National Guard of the United States;
- ii. the Army Reserve;
- iii. the Navy Reserve;
- iv. the Marine Corps Reserve;
- v. the Air National Guard of the United States;
- vi. the Air Force Reserve;
- vii. the Coast Guard Reserve; or
- i. the Reserve Corps of the Public Health Service.¹²

~~Parent: A parent may be a natural parent, or, if established by a court order recognized under the laws of the State of Maryland, an adoptive parent.~~

~~Guardian: A guardian is a person so appointed by a court order recognized under the laws of the State of Maryland.~~

J. Spouse: A spouse is a partner in a legally contracted marriage.

~~J.~~

¹¹ 22 U.S.C. § 3903.

¹² 37 U.S.C. § 101.

~~Child: A child is a natural child or a child legally adopted pursuant to a court order recognized under the laws of Maryland.~~

~~Regular Employee: A regular employee is a person employed by USM or a USM institution who is assigned to a State budget line or who is otherwise eligible to enroll in a State retirement system. Examples of categories NOT considered regular employees are graduate students, contingent employees, and independent contractors.~~

~~Continuous Enrollment for undergraduate, graduate, and professional students is defined by the institution in accordance with institutional and program requirements.~~

K.

~~K. Armed Forces of the United States: As defined in 38 U.S.C. § 101(10), the United States Army, Navy, Marine Corps, Air Force, Space Force, and Coast Guard, including the reserve components thereof.~~

~~L. Uniformed Services of the United States: means -the -Armed Forces and the Commissioned Corps of the National Oceanic and Atmospheric Administration and of the Public Health Service.¹³~~

~~J. —~~

~~Foreign Service of the United States: as defined in 22 U.S.C. § 3903.~~

L.

Veteran has the meaning stated in 38 U.S.C. § 101, which is person who served in the active military naval, air, or space service, and who was discharged or released therefrom under conditions other than dishonorable. Under this Policy, "Veteran" shall also include an individual who served on Active Duty in the Uniformed Services and was honorably discharged.

¹³ 37 U.S.C. § 101.

PROPOSED REVISIONS TO VIII-2.70 – POLICY ON STUDENT CLASSIFICATION FOR ADMISSION AND TUITION PURPOSES

Section	Amendment Summary	Impact Statement
IV.C.	Replaces detailed federal definitions of military service with the broader term “Active Service Member” and updates associated eligibility language for spouses and dependent children. Simplifies structure and updates legal citations for clarity and consistency.	This amendment improves clarity and alignment with the Educational Equality for Service Members Act by using legally consistent terminology. Maintains in-state tuition access for military families while eliminating redundant or overly technical language.
IV.D.	Revises eligibility language for veterans to state that those “currently residing in or domiciled in Maryland” may qualify, replacing the more specific prior reference to veterans “of the Armed Forces of the United States.” The amended text also removes a statutory citation and other duplicative language, which has been relocated to a formal footnote.	This amendment simplifies and clarifies residency language for veterans, aligning the policy with current state law while retaining the intent of eligibility requirements.
IV.E.	The amended language removes references to “active military, naval, space, or air service” and replaces “who live in” with “currently residing in.”	This amendment aligns the policy with federal education benefit programs, streamlines outdated or redundant terminology, and improves readability. It helps institutions assess eligibility more efficiently.
IV.H.	Replaces language referring to “full-time active member of the Armed Forces on active duty” with the broader and statutorily aligned term “Active Service member.” Clarifies that eligibility extends to the spouse or financially dependent child of the service member.	This amendment updates terminology to align with state law and ensures consistent eligibility language for UMGC students.
VI.	<u>Definitions</u> : Removes the definitions of “Parent,” “Guardian,” and “Continuous Enrollment” from the policy. “Parent” and “Guardian” were previously defined by Maryland legal standards; “Continuous	“Parent” and “Guardian” are no longer referenced in the policy. These terms were previously defined with reference to natural or adoptive parents and court-appointed guardians under Maryland law. While “Continuous Enrollment” remains in use elsewhere in the policy, it is no longer formally

	Enrollment” was defined as determined by each institution.	defined. Institutions may continue to apply their own definitions as appropriate.
VI.A.	Adds a new definition for "Active Duty" aligned with federal terminology, referencing full-time service in a uniformed service, including training and attendance at designated service schools.	This amendment introduces a clear and comprehensive definition consistent with federal law, improving clarity and ensuring alignment with eligibility provisions elsewhere in the policy.
VI.B.	Adds a new definition of “Active Service Member,” encompassing individuals on active duty in the Uniformed Services and those serving in a Reserve Component under active duty orders.	This amendment expands clarity and eligibility alignment by reflecting statutory language and ensuring broader coverage of qualifying service members.
VI.C.	Relocates and simplifies the definition of “Armed Forces” by removing the federal citation and the reference to reserve components. The revised version presents the six primary service branches in plain language.	This amendment reorganizes and streamlines the definition for clarity. Removes reference to reserve components and federal statute.
VI.D.	Relocates the definition of “Child;” language is unchanged.	A structural reorganization only.
VI.E.-F.	Subsection renumbered; language is unchanged for “Financially Dependent” and “Financially Independent.”	A structural reorganization only.
VI.G.	Relocates and expands the definition of “Foreign Service.” The previous version cited 22 U.S.C. § 3903, while the revised version enumerates specific personnel categories in plain language, including chiefs of mission, ambassadors, foreign service officers, and other employees covered by the statute.	This amendment clarifies the scope of individuals eligible under “Foreign Service” by replacing a statutory citation with descriptive language. This improves accessibility and supports consistent interpretation across institutions.
VI.H.	Subsection renumbered; language is unchanged for “Regular Employee.”	A structural reorganization only.

VI.I	Adds a new definition listing seven Reserve Components, including all military branches and the Reserve Corps of the Public Health Service, as defined in federal law.	This amendment clarifies eligibility for service-connected benefits and status by explicitly identifying all relevant reserve branches.
VI.J.	Relocates the definition of “Spouse” from earlier in the policy; language is unchanged.	A structural reorganization only.
VI.K.	Relocates and simplifies the definition of “Uniformed Services” by removing the statutory citation while retaining the descriptive list of included entities: the Armed Forces, the Commissioned Corps of NOAA, and the Public Health Service.	This amendment simplifies the definition by removing the legal citation while preserving the intended scope. Supports consistency in interpretation across the policy without altering meaning.
VI.L.	Adds a new definition of “Veteran,” incorporating the federal definition from 38 U.S.C. § 101 and expanding it to include individuals who served on Active Duty in the Uniformed Services and were honorably discharged.	This amendment clarifies and expands eligibility by ensuring the term “Veteran” includes honorably discharged members of all Uniformed Services, not solely the Armed Forces. Aligns the policy with state law and federal education benefit eligibility standards.

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Proposed Amendments to Policy II-2.10—Policy on Transitional Terminal Leave for Faculty

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 4, 2025

SUMMARY: Policy on Transitional Terminal Leave for Faculty, Policy II-2.10, establishes and defines the terms of a transitional terminal leave period that terminates on the effective date of a faculty member's separation from employment with the institution.

Among other considerations, the policy defines the maximum amount of time that a faculty member, who is performing at least 25% of the faculty member's full-time commitment, may remain on payroll. For 12-month faculty, this period may not exceed either 12 months with full pay or 24 months with half pay. The current policy also defines this period for nine- and 10-month faculty, as a period not to exceed a full academic year with full pay or two academic years with half pay.

Because the length of academic year contracts varies (e.g., nine-month or 10-month), it is recommended that the policy language be amended to provide greater clarity regarding the length of a transitional terminal leave period for faculty who are on less than 12-month contracts. The recommended clarification makes the period of the leave proportional to the faculty member's normal contract period.

The proposed changes to this policy have been reviewed through the shared governance process and approved for legal form and sufficiency by the Maryland Office of the Attorney General.

ALTERNATIVE(S): The Committee could suggest additional language or further policy changes.

FISCAL IMPACT: The proposed changes are not expected to have any direct cost increases.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the proposed amendments to the policy.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 6/4/25

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

II-2.10-POLICY ON TRANSITIONAL TERMINAL LEAVE FOR FACULTY

(Approved by the Board of Regents, November 30, 1989; Amended, June 27, 2014)

I. PURPOSE

This policy is intended to establish and define the terms of a transitional terminal leave period which terminates on the effective date of a faculty member's separation from employment with the institution. Transitional terminal leaves are appropriate when beneficial to the institution and its programs.

II. TERMS

- A. The President may grant a transitional terminal leave, upon application by the faculty member, at the discretion of the institution and with the consent of the faculty member.
- B. Only tenured faculty members at the institution shall be eligible for transitional terminal leave. For the purposes of this policy, the term "tenured faculty" or "faculty member" shall include permanent status librarians.
- C. Unless otherwise provided in Section III.B, a faculty member, while on transitional terminal leave, shall:
 - 1. Remain an employee of his or her institution, and be subject to all policies of the Board of Regents and the institution;
 - 2. Receive a salary up to that which would have been accorded had he or she remained at the institution, consistent with Section III.A 1 or 2; and
 - 3. Retain eligibility for all benefits normally associated with full-time (or, where applicable, half-time) employment, with the exception of annual leave.
- D. As a condition to the grant of transitional terminal leave, the faculty member shall agree, in writing, to the conditions of the leave, waiving all claims arising out of her or his employment, other than those specified in this policy, and also waiving all claims to employment at the institution subsequent to the period of transitional terminal leave.

III. DUTIES AND DURATION

Depending upon the duties to be performed during transitional terminal leave, the transitional terminal leave period shall be of the following duration:

- A. Continued Performance of Duties During Transitional Terminal Leave: If the faculty member performs duties, as agreed upon and documented between the institution and the faculty member, at a level of at least 25% of the faculty member's full-time commitment over the prior 36 month (or as otherwise deemed by the Internal Revenue Service to constitute full-time employment) evenly throughout the entire terminal leave period, then transitional terminal leave may be granted:
 - 1. For twelve-month faculty, with up to full pay for a period not to exceed twelve months, or with up to half pay for a period not to exceed twenty-four months; or

2. For nine- and ten-month faculty, with up to full pay for a period not to exceed the faculty member's normal contract period, or with up to half pay for a period not to exceed two times the faculty member's normal contract period..
 3. For faculty members employed on a part-time basis during the academic year preceding the transitional terminal leave, "full pay" means the full rate of pay earned for such part-time service, and half pay means half of the rate of pay earned for such service.
- B. Duties not Performed During Transitional Terminal Leave: Consistent with applicable IRS requirements, if a faculty member does not meet the service requirement of Section III.A:
1. The duration of the faculty member's fully-paid transitional terminal leave will be limited to a period of time within 2.5 months of the end of the calendar year in which the faculty member and the institution entered into the transitional terminal leave agreement, using normal applicable payroll schedules.
 2. The level of compensation shall be set as set forth in Section III.A.
 3. The faculty member's active employment will cease effective on the beginning date of the transitional terminal leave period, as will eligibility for all benefits normally associated with employment.

IV. IMPLEMENTATION

Each institution shall develop procedures for implementation of this policy. These procedures shall be filed with the Chancellor.

Replacement for: BOT VII-G.6

II-2.10-POLICY ON TRANSITIONAL TERMINAL LEAVE FOR FACULTY

(Approved by the Board of Regents, November 30, 1989; Amended, June 27, 2014)

I. PURPOSE

This policy is intended to establish and define the terms of a transitional terminal leave period which terminates on the effective date of a faculty member's separation from employment with the institution. Transitional terminal leaves are appropriate when beneficial to the institution and its programs.

II. TERMS

- A. The President may grant a transitional terminal leave, upon application by the faculty member, at the discretion of the institution and with the consent of the faculty member.
- B. Only tenured faculty members at the institution shall be eligible for transitional terminal leave. For the purposes of this policy, the term "tenured faculty" or "faculty member" shall include permanent status librarians.
- C. Unless otherwise provided in Section III.B, a faculty member, while on transitional terminal leave, shall:
 - 1. Remain an employee of his or her institution, and be subject to all policies of the Board of Regents and the institution;
 - 2. Receive a salary up to that which would have been accorded had he or she remained at the institution, consistent with Section III.A 1 or 2; and
 - 3. Retain eligibility for all benefits normally associated with full-time (or, where applicable, half-time) employment, with the exception of annual leave.
- D. As a condition to the grant of transitional terminal leave, the faculty member shall agree, in writing, to the conditions of the leave, waiving all claims arising out of her or his employment, other than those specified in this policy, and also waiving all claims to employment at the institution subsequent to the period of transitional terminal leave.

III. DUTIES AND DURATION

Depending upon the duties to be performed during transitional terminal leave, the transitional terminal leave period shall be of the following duration:

- A. Continued Performance of Duties During Transitional Terminal Leave: If the faculty member performs duties, as agreed upon and documented between the institution and the faculty member, at a level of at least 25% of the faculty member's full-time commitment over the prior 36 month (or as otherwise deemed by the Internal Revenue Service to constitute full-time employment) evenly throughout the entire terminal leave period, then transitional terminal leave may be granted:
 - 1. For twelve-month faculty, with up to full pay for a period not to exceed twelve months, or with up to half pay for a period not to exceed twenty-four months; or

2. For nine- and ten-month faculty, with up to full pay for a period not to exceed the faculty member's normal contract period, or with up to half pay for a period not to exceed two times the faculty member's normal contract period. ~~full academic year, or with up to half pay for two full academic years.~~
3. For faculty members employed on a part-time basis during the academic year preceding the transitional terminal leave, "full pay" means the full rate of pay earned for such part-time service, and half pay means half of the rate of pay earned for such service.

B. Duties not Performed During Transitional Terminal Leave: Consistent with applicable IRS requirements, if a faculty member does not meet the service requirement of Section III.A:

1. The duration of the faculty member's fully-paid transitional terminal leave will be limited to a period of time within 2.5 months of the end of the calendar year in which the faculty member and the institution entered into the transitional terminal leave agreement, using normal applicable payroll schedules.
2. The level of compensation shall be set as set forth in Section III.A.
3. The faculty member's active employment will cease effective on the beginning date of the transitional terminal leave period, as will eligibility for all benefits normally associated with employment.

IV. IMPLEMENTATION

Each institution shall develop procedures for implementation of this policy. These procedures shall be filed with the Chancellor.

Replacement for: BOT VII-G.6

PROPOSED REVISIONS TO POLICY II-2.10—POLICY ON TRANSITIONAL TERMINAL LEAVE FOR FACULTY

Section	Amendment Summary	Impact Statement
III.A.2.	Revises the terminal leave provision for nine- and ten-month faculty by streamlining the language and eliminating references to “full academic year” and “two full academic years.” The amended version standardizes the maximum duration as the faculty member’s normal contract period for full pay, or twice that period for half pay.	This amendment simplifies the provision and removes inconsistent terminology. It preserves the original intent and allowable leave periods while improving clarity and alignment across faculty appointment types.

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Proposed Amendments to Policy II-2.30—Policy on Sick and Safe Leave for Faculty and Policy II-2.40—Annual Leave for Faculty

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 4, 2025

SUMMARY: On November 22, 2024, the Board of Regents approved substantive changes to leave policies pertaining to exempt and nonexempt staff based on a review of terms and conditions of employment contained in various Memoranda of Understanding (MOUs) across the system. Subsequently, the USM Office reviewed the leave provisions applicable to faculty to ensure that leave provisions for faculty were equitable and promoted administrative efficiency. As a result, the USM identified three substantive areas contained in two USM BOR policies for amendment:

- Increasing annual leave carry-over from year to year for 12-month Faculty from 50 days to 60 days. Eligibility provisions remain unchanged.
- Permitting payout of annual leave upon separation of up to 50 days (400 hours) of annual leave carried over from previous years or accrued during the year of separation as of the separation date.
- Permitting institutions to create an institutional employee leave donation or bank program.

The proposed changes to these policies have been reviewed through the shared governance process and approved for legal form and sufficiency by the Maryland Office of the Attorney General.

ALTERNATIVE(S): The Committee could suggest additional language or further policy changes.

FISCAL IMPACT: The proposed changes are not expected to have any direct cost increases.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the proposed amendments to the policies.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 6/4/25

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

II-2.30 – POLICY ON SICK AND SAFE LEAVE FOR FACULTY MEMBERS

(Approved by the Board of Regents November 30, 1989; Amended on June 21, 2013; Amended on February 14, 2014; Amended June 21, 2019; Amended September 16, 2022; Amended _____)

I. PURPOSE AND APPLICABILITY

A. The purpose of this policy is to:

1. Provide an informal system of colleague substitution for short-term incapacity of instructional faculty. This practice protects the interests of students by preventing disruptions to students' instructional programs during periods when the instructor must be on leave for illness or other reasons covered by this policy.
2. Provide a regularized and equitable basis for determining the eligibility of faculty members to be compensated when unable to work for reasons of mental or physical illness, injury, or condition, childbirth, the need to care for a newborn or adopted child or an ill family member, or bereavement; or when an absence is due to domestic violence, sexual assault, or stalking, pursuant to the Maryland Healthy Working Families Act.
3. Address the State law standards for the application of accrued sick leave to a faculty member's service credits for retirement.

B. Except as otherwise provided in III.B., this policy applies to full-time tenured and tenure-track faculty, non-tenure track instructional faculty as defined by USM BOR Policies II-1.05 and II-1.06, and other faculty whose letters of appointment expressly provide that the faculty member is eligible for sick leave.

II. COLLEGIAL SICK LEAVE

A. Underlying Principle

It is the responsibility of the institution to have an agreed-upon procedure for continuing instruction when faculty members are absent for any reason, including illness, injury, or childbirth. Once instruction is underway, it is important to have it continued with minimal interruption to protect the interests of students. Thus, when a faculty member is absent for brief periods because of illness, injury, or childbirth, the "collegial" method of accommodating faculty absence is preferred.

B. Definition

"Collegial" leave is a form of collegially supported leave in which the colleagues of the faculty member, on a voluntary basis, assume responsibilities for an absent member's classes and other essential functions, in addition to carrying on their regular work.

C. Non-Creditable Leave

Collegial leave is not credited toward retirement and cannot be carried over to a subsequent fiscal year.

D. Availability

Collegial leave is available to a faculty member as follows:

1. When practicable, it is available up to a maximum of twenty-five (25) work days for each faculty member in one fiscal year. After that time, creditable Sick and Safe Leave ("SSL") shall be charged.
2. The maximum collegially supported leave available to a faculty member during the summer is one-seventh (1/7) of the contract period. This will be included as part of the faculty member's yearly limit.
3. An eligible faculty member, appointed for at least a semester but less than an academic year, may receive no more than half of the collegial protection awarded persons who are appointed for an academic year. Faculty appointed for periods of less than one semester may not receive collegial benefits.
4. Collegially supported leaves for an individual faculty member in two fiscal years must be separated by active service of at least twenty-five (25) work days.

E. Relationship to SSL

If an absence occurs after a faculty member has utilized all available collegial leave, the faculty member's SSL or other accrued leave shall be charged.

III. SICK AND SAFE LEAVE ("SSL")

A. Definition

SSL is leave that is accrued during the faculty member's service and, subject to Maryland law, may be credited toward the faculty member's service for retirement benefit purposes. SSL does not include Collegial leave.

B. Accrual

1. SSL is accrued at the rate of 1.25 work days per month at full salary. Accrual of SSL for summer employment by academic-year faculty is determined by the institution. In no case may an individual accrue more than fifteen (15) days of SSL during any fiscal year.
2. Part-time faculty members who are employed at least 50-percent-time are eligible for SSL proportionate to the percentage of their employment.

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3. Individuals eligible to earn SSL will accrue such leave each calendar month in which they are on paid status for fifteen (15) or more days within that month. No SSL will be accrued for any month during which the individual is on paid status for less than fifteen (15) days.
4. SSL is accrued while the individual is on sabbatical leave, but not while on leave without pay.
5. When all accrued SSL has been expended, and as authorized by the Family Medical Leave Act and related USM policies and consistent with the requirements of the Americans with Disabilities Act, the individual will be removed from salaried status, except in unusual circumstances as approved by the President. The institution will assist the faculty member in evaluating the options of modified duty, disability retirement, regular retirement, or disability insurance as appropriate.
6. If there is a break in an individual's employment with the State of Maryland of less than three (3) years, any unused SSL balance will be restored.¹ A leave of absence without pay is considered a break in employment. SSL balances may be brought to the University System from another State agency.

C. SSL Creditable as a Retirement Benefit

Unused SSL may be credited toward a faculty member's service for retirement benefit calculation purposes under conditions specified in Maryland law at Md. Code Ann., State Personnel and Pensions Article § 20-206 and related statutes. Unused SSL may not be credited toward retirement for those faculty members who participate in the Optional Retirement Plan. There is no cash payment for accrued, unused SSL at the termination of employment, regardless of whether the SSL may be creditable toward retirement.

D. Use of SSL

Subject to the use limitation in Section III.D.5, in addition to using "collegial" leave, a faculty member may use accrued SSL as provided in this section.

1. Employee's Health SSL may be used:
 - a. To care for or treat the faculty member's mental or physical illness, injury, or condition; or
 - b. To obtain preventative medical care for the faculty member that cannot be scheduled during non-work hours.
2. Care of Ill Family Members

¹ Any SSL that was used to provide creditable service for any employee pursuant to Maryland Annotated Code (Md. Code Ann.), State Personnel and Pensions Article, Section 20-206 shall be treated as leave that has been used and is not eligible for restoration.

SSL may be used to care for a family member with a mental or physical illness, injury, or condition, or to obtain preventive medical care for a family member that cannot be scheduled during non-work hours. "Family member" as used in this policy means:

- a. The faculty member's:
 - i. Child, adopted child, foster child, or stepchild; a child for whom the employee has legal or physical custody or guardianship; or a child for whom the employee stands *in loco parentis*, regardless of the child's age;
 - ii. Legal guardian;
 - iii. Grandparent, adopted grandparent, foster grandparent, or step grandparent;
 - iv. Grandchild, adopted grandchild, foster grandchild, or step grandchild;
 - v. Sibling, adopted sibling, foster sibling, or step sibling; or
 - vi. Spouse; and
- b. The faculty member's or spouse's:
 - i. Parent, adoptive parent, foster parent, stepparent; or
 - ii. An individual who acted as the parent, or who stood *in loco parentis*, when the faculty member or spouse was a minor.

3. Bereavement

For the death of a close relative, a faculty member may use up to three (3) days of accrued SSL, or five (5) days if the death of a close relative requires a faculty member to travel and stay away from home overnight.

- a. "Close relative" as used in this section of the policy means: a spouse, child, stepchild, parent (or someone who took the place of a parent), mother-in-law, father-in-law, brother, sister, brother-in-law, sister-in-law, or other relative who permanently resided in the faculty member's household.
- b. A faculty member may use one (1) day of SSL for reasons related to the death of an aunt, uncle, niece, or nephew of the faculty member or his or her spouse.

4. Childbirth and Parental Leave

- a. Accrued SSL may be used for medical conditions related to pregnancy or childbirth and its immediate physical recovery.
- b. Accrued SSL may be used to care for a child within six months following the birth of a child or placement of a child with the faculty member for adoption.
- c. Accrued SSL may be used for Parental Leave, subject to the provisions of USM BOR II-2.25, Policy on Parental Leave and Other Family Supports for Faculty.

5. Safe Leave

Up to eight work days per year of SSL may be used for the following purposes: domestic violence, sexual assault, or stalking committed against the faculty member or the faculty member's family member, if the leave is being used:

- a. To obtain for the faculty member or the faculty member's family member:
 - i. Medical or mental health attention that is related to the domestic violence, sexual assault, or stalking;
 - ii. Services from a victim services organization related to the domestic violence, sexual assault, or stalking; or
 - iii. Legal services or proceedings related to or resulting from the domestic violence, sexual assault, or stalking; or
- b. During the time that the faculty member has temporarily relocated due to the domestic violence, sexual assault, or stalking.

6. Verification

A faculty member may be required to provide verification that the SSL was used for purposes provided in Section III.D (except for bereavement) if:

- a. The faculty member uses SSL for more than two consecutive work days; or
- b. The faculty member uses SSL during the period between the first 120 calendar days of employment and the employment agreement, contract, or appointment letter stipulates that such verification shall be required.

IV. LEAVE DONATION

- A. Under the authority of its President, each USM Institution may develop and implement a policy establishing a faculty leave donation or leave bank program whereby faculty members may donate accumulated and unused SSL and/or annual leave. Donated leave may be used by faculty members faced with their own or immediate family member's serious health condition as defined by the Institution's policy on Family and Medical Leave.
- B. Such a policy shall define the terms and conditions under which faculty members may participate in such a program and the procedures for doing so, and must contain the following:
 1. For a faculty member donating leave to another faculty member or to a leave bank:
 - a. A required minimum remaining leave balance after the donation; and
 - b. A maximum limit of no more than 96 hours that can be donated by each employee per calendar year.

2. For the recipient of donated leave:
 - a. A requirement that the faculty member have at least 180 days of USM or State service;
 - b. A requirement that the faculty member have exhausted all earned and available paid leave; and
 - c. A maximum limit on the number of donated leave hours an employee may receive over the lifetime of the faculty member's career.
 3. Such policy shall also contain procedures regarding treatment of any donated leave not used by the recipient.
- C. Faculty members granted accident leave or temporary total disability benefits by the Workers' Compensation Commission are not eligible to receive donated leave under such a program.

V. REPORTING

- A. Work days and leave hours used shall be recorded by all faculty members who are employed on at least a 50%-time basis, via their institution's positive or exception-based reporting method that supports the accurate accounting of leave balances, regardless of the faculty member's source of funding or retirement system in which they are enrolled. Institution policy may require faculty members who are employed on less than a 50%-time basis to record work days and leave hours.
- B. Faculty members subject to this section shall complete monthly leave reports and sign the fiscal year summary record unless an exemption has been requested by the individual faculty member and approved by the institution's President. When an exemption is approved, the faculty member thereby waives all claims from that date forward to credit any unused sick leave toward retirement benefits. , The faculty member may revoke his or her exemption with the approval of the President, and unused sick leave earned from the time of revocation forward may be credited toward retirement.

VI. IMPLEMENTATION PROCEDURES

- A. Each institution shall implement procedures approved by their President or designee on the positive or exception-based reporting method that faculty members shall use to report their monthly sick leave usage, and to review and attest to the accuracy of a year-end sick leave usage summary prepared by the institution.
- B. The institution shall retain the sick leave usage reports for each individual while they are employed by the USM, and for a period of time following their separation, as required by the USM's Records Retention policy and applicable laws and regulations.

I. PURPOSE AND APPLICABILITY

1. Provide an informal system of colleague substitution for short-term incapacity of instructional faculty. This practice protects the interests of students by preventing disruptions to students' instructional programs during periods when the instructor must be on leave for illness or other reasons covered by this policy.
2. Provide a regularized and equitable basis for determining the eligibility of faculty members to be compensated when unable to work for reasons of mental or physical illness, injury, or condition, childbirth, the need to care for a newborn or adopted child or an ill family member, or bereavement; or when an absence is due to domestic violence, sexual assault, or stalking, pursuant to the Maryland Healthy Working Families Act.
3. Address the State law standards for the application of accrued sick leave to a faculty member's service credits for retirement.

II. COLLEGIAL SICK LEAVE

It is the responsibility of the institution to have an agreed-upon procedure for continuing instruction when faculty members are absent for any reason, including illness, injury, or childbirth. Once instruction is underway, it is important to have it continued with minimal interruption to protect the interests of students. Thus, when a faculty member is absent for brief periods because of illness, injury, or childbirth, the “collegial” method of accommodating faculty absence is preferred.

“Collegial” leave is a form of collegially supported leave in which the colleagues of the faculty member, on a voluntary basis, assume responsibilities for an absent member’s classes and other essential functions, in addition to carrying on their regular work.

C. Non-Creditable Leave

Collegial leave is not credited toward retirement and cannot be carried over to a subsequent fiscal year.

D. Availability

Collegial leave is available to a faculty member as follows:

1. When practicable, it is available up to a maximum of twenty-five (25) work days for each faculty member in one fiscal year. After that time, creditable Sick and Safe Leave ("SSL") shall be charged.
2. The maximum collegially supported leave available to a faculty member during the summer is one-seventh (1/7) of the contract period. This will be included as part of the faculty member's yearly limit.
3. An eligible faculty member, appointed for at least a semester but less than an academic year, may receive no more than half of the collegial protection awarded persons who are appointed for an academic year. Faculty appointed for periods of less than one semester may not receive collegial benefits.
4. Collegially supported leaves for an individual faculty member in two fiscal years must be separated by active service of at least twenty-five (25) work days.

E. Relationship to SSL

If an absence occurs after a faculty member has utilized all available collegial leave, the faculty member's SSL or other accrued leave shall be charged.

III. SICK AND SAFE LEAVE ("SSL")

A. Definition

SSL is leave that is accrued during the faculty member's service and, subject to Maryland law, may be credited toward the faculty member's service for retirement benefit purposes. SSL does not include Collegial leave.

B. Accrual

1. SSL is accrued at the rate of 1.25 work days per month at full salary. Accrual of SSL for summer employment by academic-year faculty is determined by the institution. In no case may an individual accrue more than fifteen (15) days of SSL during any fiscal year.
2. Part-time faculty members who are employed at least 50-percent-time are eligible for SSL proportionate to the percentage of their employment.

USM Bylaws, Policies and Procedures of the Board of Regents

3. Individuals eligible to earn SSL will accrue such leave each calendar month in which they are on paid status for fifteen (15) or more days within that month. No SSL will be accrued for any month during which the individual is on paid status for less than fifteen (15) days.
4. SSL is accrued while the individual is on sabbatical leave, but not while on leave without pay.
5. When all accrued SSL has been expended, and as authorized by the Family Medical Leave Act and related USM policies and consistent with the requirements of the Americans with Disabilities Act, the individual will be removed from salaried status, except in unusual circumstances as approved by the President. The institution will assist the faculty member in evaluating the options of modified duty, disability retirement, regular retirement, or disability insurance as appropriate.
6. If there is a break in an individual's employment with the State of Maryland of less than three (3) years, any unused SSL balance will be restored.¹⁺ A leave of absence without pay is considered a break in employment. SSL balances may be brought to the University System from another State agency.

C. SSL Creditable as a Retirement Benefit

Unused SSL may be credited toward a faculty member's service for retirement benefit calculation purposes under conditions specified in Maryland law at Md. Code Ann., State Personnel and Pensions Article § 20-206 and related statutes. Unused SSL may not be credited toward retirement for those faculty members who participate in the Optional Retirement Plan. There is no cash payment for accrued, unused SSL at the termination of employment, regardless of whether the SSL may be creditable toward retirement.

D. Use of SSL

Subject to the use limitation in Section III.D.5, in addition to using "collegial" leave, a faculty member may use accrued SSL as provided in this section.

~~1.~~—Employee's Health SSL may be used:

~~1.~~

~~—a)~~ To care for or treat the faculty member's mental or physical illness, injury, or condition; or

~~a.~~

~~—1~~ ~~Any SSL that was used to provide creditable service for any employee pursuant to Maryland Annotated Code (Md. Code Ann.), State Personnel~~

¹ Any SSL that was used to provide creditable service for any employee pursuant to Maryland Annotated Code (Md. Code Ann.), State Personnel and Pensions Article, Section 20-206 shall be treated as leave that has been used and is not eligible for restoration.

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~~and Pensions Article, Section 20-206 shall be treated as leave that has been used and is not eligible for restoration.~~

- ~~b.~~ b) To obtain preventative medical care for the faculty member that cannot be scheduled during non-work hours.

2. Care of ~~III-III~~ Family Members

SSL may be used to care for a family member with a mental or physical illness, injury, or condition, or to obtain preventive medical care for a family member that cannot be scheduled during non-work hours. "Family member" as used in this policy means:

- a. The faculty member's:
 - i. Child, adopted child, foster child, or stepchild; a child for whom the employee has legal or physical custody or guardianship; or a child for whom the employee stands *in loco parentis*, regardless of the child's age;
 - ii. Legal guardian;
 - iii. Grandparent, adopted grandparent, foster grandparent, or step grandparent;
 - iv. Grandchild, adopted grandchild, foster grandchild, or step grandchild;
 - v. Sibling, adopted sibling, foster sibling, or step sibling; or
 - vi. Spouse; and

~~3.~~ The faculty member's or spouse's:

- ~~b.~~
- ~~a.~~ Parent, adoptive parent, foster parent, stepparent; or
 - ~~i.~~
 - ~~ii.~~ An individual who acted as the parent, or who stood *in loco parentis*, when the faculty member or spouse was a minor.

~~b.~~

~~4.3.~~ Bereavement

For the death of a close relative, a faculty member may use up to three (3) days of accrued SSL, or five (5) days if the death of a close relative requires a faculty member to travel and stay away from home overnight.

- ~~a.~~ "Close relative" as used in this section of the policy means: a spouse, child, stepchild, parent (or someone who took the place of a parent), mother-in-law, father-in-law, brother, sister, brother-in-law, sister-in-law, or other relative who permanently resided in the faculty member's household.

~~a.~~

- b. A faculty member may use one (1) day of SSL for reasons related to the death of an aunt, uncle, niece, or nephew of the faculty member or his or her spouse.

~~5.4.~~ Childbirth and Parental Leave

USM Bylaws, Policies and Procedures of the Board of Regents

- a. Accrued SSL may be used for medical conditions related to pregnancy or childbirth and its immediate physical recovery.
- b. Accrued SSL may be used to care for a child within six months following the birth of a child or placement of a child with the faculty member for adoption.
- c. Accrued SSL may be used for Parental Leave, subject to the provisions of USM BOR II-2.25, Policy on Parental Leave and Other Family Supports for Faculty.

~~6.5~~. Safe Leave

Up to eight work days per year of SSL may be used for the following purposes: domestic violence, sexual assault, or stalking committed against the faculty member or the faculty member's family member, if the leave is being used:

- a. To obtain for the faculty member or the faculty member's family member:
 - i. Medical or mental health attention that is related to the domestic violence, sexual assault, or stalking;
 - ii. Services from a victim services organization related to the domestic violence, sexual assault, or stalking; or
 - iii. Legal services or proceedings related to or resulting from the domestic violence, sexual assault, or stalking; or
- b. During the time that the faculty member has temporarily relocated due to the domestic violence, sexual assault, or stalking.

~~7.6~~. Verification

A faculty member may be required to provide verification that the SSL was used for purposes provided in Section III.D (except for bereavement) if:

- a. The faculty member uses SSL for more than two consecutive work days; or
- b. The faculty member uses SSL during the period between the first 120 calendar days of employment and the employment agreement, contract, or appointment letter stipulates that such verification shall be required.

~~b.~~_____

IV. LEAVE DONATION

A. Under the authority of its President, each USM Institution may develop and implement a policy establishing a faculty leave donation or leave bank program whereby faculty members may donate accumulated and unused SSL and/or annual leave. Donated leave may be used by faculty members faced with their own or

immediate family member's serious health condition as defined by the Institution's policy on Family and Medical Leave.

B. Such a policy shall define the terms and conditions under which faculty members may participate in such a program and the procedures for doing so, and must contain the following:

1. For a faculty member donating leave to another faculty member or to a leave bank:
 - a. A required minimum remaining leave balance after the donation; and
 - b. A maximum limit of no more than 96 hours that can be donated by each employee per calendar year.

2. For the recipient of donated leave:

- a. A requirement that the faculty member have at least 180 days of USM or State service;
- b. A requirement that the faculty member have exhausted all earned and available paid leave; and
- c. A maximum limit on the number of donated leave hours an employee may receive over the lifetime of the faculty member's career.

3. Such policy shall also contain procedures regarding treatment of any donated leave not used by the recipient.

C. Faculty members granted accident leave or temporary total disability benefits by the Workers' Compensation Commission are not eligible to receive donated leave under such a program.

IV.V. REPORTING

~~A.~~ Work days and leave hours used shall be recorded by all faculty members who are employed on at least a 50%-time basis, via their institution's positive or exception-based reporting method that supports the accurate accounting of leave balances, regardless of the faculty member's source of funding or retirement system in which they are enrolled. Institution policy may require faculty members who are employed on less than a 50%-time basis to record work days and leave hours.

A.

B. 4. Faculty members subject to this section shall complete monthly leave reports and sign the fiscal year summary record unless an exemption has been requested by the individual faculty member and approved by the institution's President. When an exemption is approved, the faculty member thereby waives all claims from that date forward to credit any unused sick leave toward retirement benefits. , The faculty member may revoke his or her exemption with the approval of the President, and unused sick leave earned from the time of revocation forward may be credited toward retirement.

V.VI. IMPLEMENTATION PROCEDURES

- A. Each institution shall implement procedures approved by their President or designee on the positive or exception-based reporting method that faculty members shall use to report their monthly sick leave usage, and to review and attest to the accuracy of a year-end sick leave usage summary prepared by the institution.
- B. The institution shall retain the sick leave usage reports for each individual while they are employed by the USM, and for a period of time following their separation, as required by the USM's Records Retention policy and applicable laws and regulations.

II-2.40—POLICY ON ANNUAL LEAVE FOR FACULTY

(Approved by the Board of Regents, January 11, 1990; Amended December 9, 1994; Amended February 9, 2001; Amended June 16, 2017; Amended _____)

I. FACULTY WITH CONTRACTS FOR FEWER THAN TWELVE MONTHS

- A. A faculty member serving on an academic-year contract with a term that is less than ten months is not entitled to paid annual leave.
- B. A full-time faculty member serving on a ten-month academic-year contract is entitled to fifteen calendar days of paid annual leave which shall be the last fifteen days of the ten-month contract period, unless otherwise designated at the time of appointment. Such paid annual leave time may not be carried forward into the next fiscal year.
- C. A part-time faculty member appointed on at least a 50% of full-time basis and serving on a ten-month academic-year contract is entitled to annual leave on a pro-rata basis. Such leave shall be taken as the final days of the ten-month contract period, unless otherwise designated at the time of appointment. Such paid annual leave may not be carried forward into the next fiscal year.

II. FACULTY WITH TWELVE MONTH (FISCAL-YEAR) CONTRACTS

- A. A full-time faculty member serving on a fiscal-year contract shall earn twenty-two (22) days of paid annual leave and three (3) days of personal leave per calendar year. Beginning with the twenty-first year of employment, a full-time faculty member serving on a fiscal-year contract shall earn twenty-five (25) days of paid annual leave and three (3) days of paid personal leave per calendar year.
- B. A part-time faculty member appointed on at least a 50% of full-time basis and serving on a fiscal-year contract shall earn, use, accrue, and be eligible for payment of annual and personal leave, on a pro-rata basis, on the same terms available to full-time fiscal year faculty members.
- C. The time taken as paid annual leave shall have the concurrence of the supervisor.
- D. Annual leave may be accumulated, but only a maximum of sixty (60) work days may be carried forward into a new calendar year.
- E. Faculty members who leave the University System of Maryland are entitled to compensation for up to 50 days (400 hours) of annual leave carried over from the previous year plus any unused annual leave that has been credited and is available for use during the year of separation as of the date of separation.

- F. At the end of each calendar year, a supervisor may, through appropriate channels, recommend to the institution's Chief Executive Officer or designee that a fiscal-year faculty member be paid for days of annual leave lost because of the denial of an annual leave request. The supervisor's recommendation for payment for lost annual leave shall be accompanied by a written explanation of why the lost annual leave was not taken at another time during the calendar year. Payment is at the discretion of the chief executive officer or designee. It is also limited to unused annual leave that is in excess of the maximum accumulation and that would be lost by the employee at the end of the calendar year.
- G. A fiscal-year faculty member transferring from one University System of Maryland institution to another shall be entitled to carry into the new position all unused annual leave accumulated at the time of transfer, subject to the limit of carried over leave in this Policy. Fiscal-year faculty members leaving the University System of Maryland to take another State position who are not entitled to transfer accumulated leave and fiscal-year faculty members leaving State service shall be compensated for all unused annual leave accumulated in the year of separation as of the date of separation, and any leave carried over from previous years subject to the limits in this Policy.
- H. Unused paid personal leave days may not be carried forward into the next calendar year and are not eligible for compensation upon termination.

III. EXCEPTION FOR FISCAL-YEAR FACULTY FUNDED BY GRANTS AND CONTRACTS

For fiscal-year faculty members who are paid in whole or in part from contracts or grants, constituent institutions may limit the number of days of unused annual leave for which such employees may be paid upon leaving employment in the System. Any such limit shall be made a part of the employee's written employment contract.

IV. IMPLEMENTATION PROCEDURES

- A. Each Chief Executive Officer or his/her designee shall develop procedures as necessary to implement this policy and shall forward a copy to the Chancellor.
- B. An institution may adopt procedures for payment of all or part of the value of accrued annual leave to:
 - 1. A fiscal year faculty member who loses eligibility to accrue annual leave as a result of:
 - a. changing to a 12-month appointment at less than .5 FTE, or
 - b. changing to a 10-month or 9 1/2 month faculty appointment that is not eligible to accrue annual leave; or
 - 2. A full-time or part-time fiscal year faculty member eligible to accrue annual leave who becomes eligible to earn and accrue annual leave at a reduced rate as a result of a reduction in level of effort under the faculty member's appointment.

II-2.40—POLICY -ON -ANNUAL -LEAVE -FOR -FACULTY

(Approved -by -the -Board -of -Regents, -January -11, -1990; -Amended -December -9, -1994; Amended -February -9, -2001; -Amended -June -16, -2017; Amended _____)

I. FACULTY -WITH -CONTRACTS ~~-OF -~~-FOR -LESSFEWER -THAN -TWELVE MONTHS

- A. A -faculty -member -serving -on- an -academic-year- contract- ~~-of -less~~with a term that is less -than- ten- months- is not- entitled- to- paid- annual- leave.
- B. A -full-time- faculty- member -serving -on- a ten-month- academic-year- contract is entitled- to- fifteen- calendar- days- of- paid- annual- leave- which- shall- be the- last- fifteen- days- of- the- ten-month- contract- period, -unless- otherwise designated- at- the- time- of- appointment. -Such- paid- annual- leave- time- may not- be- carried- forward- into- the- next- fiscal- year.
- C. A- part-time -faculty -member- appointed- on- at- least- a 50%- of- full-time basis- and- serving -on- a ten-month- academic-year- contract- is entitled- to annual- leave- on- a pro-rata- basis. -Such- leave- shall- be -taken- as- the- final days- of- the- ten-month- contract- period, -unless- otherwise- designated- at the- time- of- appointment. -Such- paid- annual- leave- may- not- be- carried forward- into- the- next- fiscal- year.

II. FACULTY -WITH -TWELVE -MONTH -(FISCAL-YEAR) -CONTRACTS

- A. A -full-time -faculty -member- serving -on- a fiscal-year- contract- shall- earn twenty-two- (22)- days- of- paid- annual- leave- and- three- (3)- days- of personal- leave- per- calendar- year. -Beginning -with -the- twenty-first- year of- employment, -a full-time- faculty- member- serving -on- a fiscal-year contract- shall- earn- twenty-five- (25)- days- of- paid- annual- leave- and- three (3)- days- of- paid- personal- leave- per- calendar- year.
- B. A -part-time- faculty -member -appointed -on- at- least- a 50%- of- full-time- basis and- serving -on- a fiscal-year- contract- shall- earn, -use, -accrue, -and- be eligible- for- payment- of- annual- and- personal- leave, -on- a pro-rata- basis, on- the- same- terms- available- to- full-time- fiscal year- faculty- members.
- C. The -time -taken -as -paid~~d~~ -annual- leave- shall -have -the -concurrence -of- the supervisor.
- D. Annual -leave -may -be -accumulated, -but -only- a maximum- of- ~~sixty~~fifty- (650) work- days- may -be -carried- forward- into- a new- calendar- year.

~~D.E.~~ Faculty members who leave the University System of Maryland, are entitled to compensation for up to 50 days (400 hours) of annual leave carried over from the previous year plus any unused annual leave that has been credited and is available for use during the year of separation as of the date of separation.

~~E.F.~~ At t-the- end -of- each -calendar -year,- a supervisor -may, -through -appropriate channels,- recommend- to- the -institution's- Chief- Executive- Officer- or designee- that- a fiscal-year- faculty- member- be- paid- for- days- of- annual leave- lost- because- of- the- denial- of- an- annual leave- request.- The supervisor's- recommendation- for- payment- for- lost- annual- leave- shall- be accompanied- by- a written- explanation- of- why- the- lost- annual- leave- was not- taken- at- another- time- during- the- calendar- year.- Payment - is at -the discretion- of- the- chief- executive- officer- or- designee.- It- is also- limited to- unused- annual- leave- that- is in- excess- of- the- maximum- accumulation and- that- is-would be lost- by- the- employee- at- the- end- of- the- calendar year.

~~F.G.~~ A -fiscal-year -faculty -member -transferring -from -one -University -System- of Maryland- institution- to- another- shall- be- entitled- to- carry- into- the- new position- all- unused- annual- leave- accumulated- at- the- time- of- transfer, subject to the limit of carried over leave in this Policy. -Fiscal-year -faculty members -leaving -the- University- System- of- Maryland- to- take- another State- position- who- are- not- entitled- to- transfer- accumulated- leave- and fiscal-year- faculty- members- leaving- State- service- shall- be- compensated for- all- unused- annual- leave- accumulated- up to the date of resignationin the year of separation as of the date of separation, and any leave carried over from previous years subject to the limits in this Policy.

~~G.H.~~ Unused -paid -personal- leave- days- may- not- be- carried- forward- into- the next- calendar- year- and- are- not- eligible- for- compensation- upon- termination.

III. EXCEPTION -FOR -FISCAL-YEAR -FACULTY- FUNDED- BY- GRANTS- AND CONTRACTS

~~For- fiscal-year- faculty- members- who- are- paid- in- whole- or- in- part- from- contracts or- grants,- constituent- institutions- may- limit- the- number- of- days- of- unused- annual leave- for- which- such- employees- may- be- paid- upon- leaving- employment- in- the System.- Any -such- limit- shall- be- made- a part- of- the- employee's- written- employment contract.~~

IV. IMPLEMENTATION -PROCEDURES

- A. ~~Each -Chief- Executive -Officer -or- his/her- designee- shall- develop- procedures as- necessary- to- implement- this- policy- and- shall- forward- a copy- to- the Chancellor.~~
- B. ~~An -institution -may -adopt- procedures -for -payment -of -all- or- part -of -the -value of- accrued- annual- leave- to:~~

1. ~~a~~ ~~A 12-month appointment~~ fiscal year -faculty -member- who- loses- eligibility to- accrue- annual- leave- as- a result- of:
 - a. changing -to- a 12-month -appointment- at- less- than- .5- FTE,- or
 - b. changing -to- a 10-month- or- 9 1/2- month- faculty- appointment that- is not- eligible- to- accrue- annual- leave;- or
2. ~~a~~ ~~A~~ full-time- or- part-time- ~~12-month~~ fiscal year- faculty- member- eligible to- accrue- annual- leave- who- becomes- eligible- to- earn- and- accrue annual- leave- at- a reduced- rate- as- a result- of- a reduction- in- level of- effort- under- the- faculty- member's- appointment.

**PROPOSED REVISIONS TO
POLICY VII-2.30—POLICY ON SICK AND SAFE LEAVE FOR FACULTY**

Section	Amendment Summary	Impact Statement
III.D.	<p>Revises and reorganizes the Sick and Safe Leave (SSL) section to improve clarity, update terminology, and correct numbering and formatting. Specific changes include:</p> <ul style="list-style-type: none"> • Removal of outdated or duplicative references (e.g., statutory creditable service language) • Clarification of use cases for personal and family medical care, preventive care, bereavement, childbirth, parental leave, and safe leave • Reorganization and renumbering of subsections and sub-items to improve readability and consistency with related policies 	<p>This amendment enhances clarity and usability of the Sick and Safe Leave policy by updating language, correcting numbering, and ensuring consistency with related policies on parental and safe leave. It removes outdated references, streamlines definitions and categories of eligible family members, and reinforces appropriate use and verification requirements for SSL. These changes improve alignment with System-wide leave practices while preserving the policy's original intent.</p>
IV.	<p>Adds a new section—Leave Donation—authorizing USM institutions to establish faculty leave donation or leave bank programs under presidential authority. The section outlines requirements for donor and recipient eligibility, donation limits, administrative procedures, and exclusions for faculty receiving Workers’ Compensation benefits.</p>	<p>This new section provides a structured and optional framework for institutions to support faculty during serious health-related circumstances through donated leave. By establishing clear eligibility standards and procedural safeguards, the policy encourages compassionate support among colleagues while maintaining program integrity and alignment with state benefits policies.</p>

IV.A.	Establishes the purpose of institutional leave donation programs, allowing faculty to donate unused leave for use by colleagues experiencing a serious health condition affecting themselves or an immediate family member.	Introduces the core purpose of faculty leave donation programs, providing the foundation for a broader institutional support structure that promotes flexibility and assistance in times of medical hardship.
IV.B.	Adds detailed guidance for institutional leave donation programs, specifying required conditions for faculty donors and recipients, including eligibility thresholds, donation and receipt limits, and handling of unused donated leave.	This amendment provides a clear framework for implementing faculty leave donation programs by setting minimum standards for participation and program integrity. It promotes fairness by outlining safeguards to prevent overuse while ensuring donated leave is directed to faculty members with demonstrated need.
IV.C.	Adds a provision excluding faculty members receiving accident leave or temporary total disability benefits from eligibility for donated leave under institutional leave donation programs.	This amendment prevents duplication of benefits by ensuring that faculty already receiving Workers' Compensation-related leave or payments are not eligible for additional donated leave. It aligns institutional policy with state compensation practices and preserves donated leave for those without other forms of coverage.
V. and VI.	Renumbers Sections IV and V to V and VI, respectively, with no changes to the underlying policy language.	This is a technical amendment for organizational clarity and consistency. It has no impact on policy substance or implementation.

**PROPOSED REVISIONS TO
POLICY VII-2.40—POLICY ON ANNUAL LEAVE FOR FACULTY**

Section	Amendment Summary	Impact Statement
I. I.A.	Revises the section title to replace “of less than twelve months” with “for fewer than twelve months,” correcting grammar. In Section I.A, replaces “of less” with “with a term that is less” for clarity and improved readability.	These are technical edits that improve the grammatical accuracy and clarity of the section. The meaning and policy remain unchanged.

I.D.	Increases the maximum number of annual leave days that may be carried forward into a new calendar year from fifty (50) to sixty (60) workdays.	This amendment expands the amount of unused annual leave faculty may retain from year to year, offering greater flexibility in leave planning and reflecting evolving expectations for workload and time off.
I.E.	Adds a new subsection specifying that faculty members who leave the University System of Maryland are entitled to compensation for up to 50 days (400 hours) of annual leave carried over from the previous year, plus any additional unused annual leave credited and available for use during the year of separation, as of the date of separation.	This amendment formalizes the conditions under which departing faculty are compensated for unused annual leave, providing clarity and consistency across institutions.
I.F.	Changes “is” to “would” in the final sentence of the section to reflect conditional phrasing.	This technical amendment improves clarity by better aligning the language with the conditional nature of end-of-year leave forfeiture. It helps ensure the policy is interpreted correctly.
I.G.	Clarifies that transferred or compensated annual leave is subject to the carryover limits outlined elsewhere in the policy. Also refines the description of leave eligible for payout upon separation, aligning it with language used in other sections.	This amendment improves internal consistency by explicitly linking transfer and separation provisions to the existing carryover limits. It also ensures clearer application of leave payout rules, reducing ambiguity for both institutions and departing or transferring faculty.
IV. B.1.-2.	Adds clarifying language to distinguish when a faculty member loses or gains eligibility to accrue annual leave based on appointment type or level of effort. Replaces “12-month appointment” with “fiscal year” for consistency across the policy.	Improves clarity for institutions administering leave payouts by standardizing terminology and explicitly stating eligibility scenarios.

TOPIC: Proposed Amendments to the Policy on Disaster Service Leave and Establishment of New Policies on Parental Bereavement Leave and Organ Donation Leave

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 4, 2025

SUMMARY: In response to recent Maryland statutory changes, amendments are proposed to Policy VII-7.26—Leave for Disaster Service—along with the establishment of two new policies: Organ Donation Leave and Parental Bereavement Leave. These leave policies would apply to all USM employees, including those in temporary positions.

- Policy for Disaster Service Leave for USM Employees – the proposed amendments include broadening the policy's applicability from the current regular status nonexempt and exempt staff to all USM employees, including temporary employees; updating the list of disaster service organizations an employee may be affiliated with when called to serve or support a disaster recovery effort; and increasing the amount of Disaster Service Leave a USM employee is entitled to, from up to 15 days to up to 30 days in any 12-month period. The title of the policy has been updated to reflect its expanded scope.
- Policy on Parental Bereavement Leave for USM Employees – the proposed policy establishes a new paid leave category that provides employees up to sixty days' leave if the employee experiences a stillbirth or death of an infant under 6 months of age, or up to ten days' leave for the death of a child under 27 years of age.
- Policy on Organ Donation Leave for USM Employees – the proposed policy creates a new paid leave category that provides employees with up to 7 days of leave for bone marrow donation and up to 30 days leave for organ donation in any 12-month period.

The proposed new and amended leave policies have been reviewed through the shared governance process and have been approved for legal form and sufficiency by the Maryland Office of the Attorney General. Supporting materials include a redlined and clean version of the revised policy, a comparison grid outlining current and proposed changes, and clean versions of the two new policies.

ALTERNATIVE(S): The Committee could decline to endorse the proposed policies or recommend revisions; however, USM would remain subject to applicable provisions of state law.

FISCAL IMPACT: The proposed policies have no direct fiscal impact, and any indirect productivity costs are expected to be de minimis.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the proposed amendment to and adoption of the proposed policies.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 6/4/25

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

VII-7.26 - POLICY ON LEAVE FOR DISASTER SERVICE FOR USM EMPLOYEES

(Approved by the Board of Regents on October 11, 2002; Amended October 9, 2015; Amended _____)

I. PURPOSE AND APPLICABILITY

This policy establishes the amount and use of paid leave for disaster service and applies to employees of the University System of Maryland (USM), including temporary employees, as required by the Annotated Code of Maryland, State Personnel and Pensions Article, §9-1102, which applies to all Executive, Legislative, and Judicial branches of state government, including units with an independent personnel system such as the USM.

II. GENERAL**A. Requirements for Leave with Pay**

On request, an employee may be entitled to Disaster Service Leave with pay if:

1. the employee is certified by the American Red Cross as a disaster service volunteer; and the American Red Cross requests the services of the employee during a disaster that is designated at Level II or above in the regulations and procedures of the National Office of the American Red Cross, or
2. the employee is a member of the Civil Air Patrol; the U.S. Coast Guard Auxiliary; a voluntary Reservist in the Federal Emergency Management Agency (FEMA); a Maryland voluntary organization active in a disaster; a volunteer emergency medical services department; a volunteer fire department; a volunteer rescue company or rescue squad; or a community emergency response team.
3. At the discretion of the President and subject to any requirements established by the institution, the President may approve disaster service leave for an employee whose services are requested by another bona fide service organization.

B. Amount of Leave Allowed

An employee may use up to 30 paid days of Disaster Service Leave in any 12-month period only after obtaining approval from the employee's appointing authority. The employer may deny the leave if the denial is based on the anticipated impact on the operational needs of the institution.

C. Extension of Leave for Prolonged or Recurrent Disaster

During a prolonged or recurrent disaster, the President may increase the number of days of disaster service leave that the employee may use under Section B, if an increase would be in the best interest of the citizens of the State.

D. Employment Status for Purposes of Certain Claims

For purposes of Worker's Compensation and the Maryland Tort Claims Act, while an employee is using Disaster Service Leave, the employee is deemed not to be a State employee.

IMPLEMENTATION PROCEDURES:

Each President shall identify their designee(s) as appropriate for this policy, develop procedures as necessary to implement this policy, communicate this policy and applicable procedures to their institutional community, and post it on the institutional website.

VII-7.26 - POLICY ON LEAVE FOR DISASTER SERVICE FOR ~~REGULAR STATUS NONEXEMPT AND EXEMPT STAFF USM~~ EMPLOYEES

(Approved by the Board of Regents on October 11, 2002; Amended October 9, 2015; Amended _____)

I. PURPOSE AND APPLICABILITY

This policy establishes the amount and use of paid leave for disaster service and applies to employees of the University System of Maryland (USM), including temporary employees, as required by the Annotated Code of Maryland, State Personnel and Pensions Article, §9-1102, which applies to all Executive, Legislative, and Judicial branches of state government, including units with an independent personnel system such as the USM.

II. GENERAL

A. Requirements for Leave with Pay

On request, an employee may be entitled to Disaster Service Leave with pay if:

1. the employee is certified by the American Red Cross as a disaster service volunteer; and the American Red Cross requests the services of the employee during a disaster that is designated at Level II or above in the regulations and procedures of the National Office of the American Red Cross, or
2. the employee is a member of the Civil Air Patrol; the U.S. Coast Guard Auxiliary; a voluntary Reservist in the Federal Emergency Management Agency (FEMA); a Maryland voluntary organization active in a disaster; a volunteer emergency medical services department; a volunteer fire department; a volunteer rescue company or rescue squad; or a community emergency response team.
3. At the discretion of the President and subject to any requirements established by the institution, the President may approve disaster service leave for an employee whose services are requested by another bona fide service organization.

B. Amount of Leave Allowed

An employee may use up to ~~1530~~ paid days of Disaster Service Leave in any 12-month period only after obtaining approval from the employee's appointing authority. The employer may deny the leave if the denial is based on the anticipated impact on the operational needs of the institution. ~~Employees who are appointed to work less than 100% but at least 50% time may use Disaster Service Leave on a pro rata basis.~~

C. Extension of Leave for Prolonged or Recurrent Disaster

During a prolonged or recurrent disaster, the President may increase the number of days of disaster service leave that the employee may use under Section B, if an increase would be in the best interest of the citizens of the State.

C.D. Employment Status for Purposes of Certain Claims

For purposes of Worker's Compensation and the Maryland Tort Claims Act, while an employee is using Disaster Service Leave, the employee is deemed not to be a State employee.

IMPLEMENTATION PROCEDURES:

Each President shall identify their designee(s) as appropriate for this policy, develop procedures as necessary to implement this policy, communicate this policy and applicable procedures to their institutional community, and post it on the institutional website.

PROPOSED REVISIONS TO VII-7.26 – POLICY ON LEAVE DISASTER SERVICE FOR USM EMPLOYEES

Section	Amendment Summary	Impact Statement
Title and I.	<p>Updates the policy title to apply broadly to “USM employees” rather than only “regular status nonexempt and exempt staff.”</p> <p>Expands the policy scope in Section I to include temporary employees.</p> <p>Adds a legal reference to the State Personnel and Pensions Article §9-1102, which governs disaster service leave across Maryland state government, including independent personnel systems such as USM.</p>	<p>These changes broaden the scope of the policy to cover all USM employees, including temporary staff, and align the policy with state law by explicitly referencing the relevant statute. This provides clarity on applicability and ensures consistency with broader state disaster leave provisions.</p>
II.A.1.	<p>Combines the previous subsections 1 and 2 into a single point. This consolidated language specifies that the employee must be certified by the American Red Cross and that the Red Cross must request their services during a disaster designated at Level II or higher.</p>	<p>This change improves clarity and removes redundancy by merging the certification and service request conditions into a unified requirement. It does not change eligibility.</p>
II.A.2.	<p>Adds a new subsection identifying additional qualifying organizations beyond the American Red Cross. These include federal, state, and local volunteer emergency response entities such as the Civil Air Patrol, U.S. Coast Guard Auxiliary, FEMA-affiliated units, Maryland-based volunteer organizations, and local fire, rescue, and emergency teams.</p>	<p>This new provision broadens the scope of the policy to reflect the full range of modern disaster service organizations. It ensures that employees who serve with these additional entities are also eligible for paid leave. This aligns the policy with evolving emergency response structures and expands institutional support for volunteer service.</p>

II.B.	<p>Increases the maximum amount of Disaster Service Leave from 15 to 30 days in a 12-month period.</p> <p>Removes prior language that specified pro rata access for part-time employees, simplifying the provision.</p>	<p>This amendment doubles the maximum allowable Disaster Service Leave, expanding support for employees engaged in eligible service activities.</p>
II.C.	<p>Adds a new provision allowing the President to authorize additional days of Disaster Service Leave during a prolonged or recurrent disaster, if doing so is determined to be in the best interest of the citizens of the State.</p>	<p>This amendment provides institutions with flexibility to extend Disaster Service Leave beyond the standard limit in response to prolonged or recurring disasters. It ensures that institutions can support sustained employee volunteer service when such efforts serve the broader public interest.</p>

VII-X.xx – USM POLICY ON PARENTAL BEREAVEMENT LEAVE

(Approved by the Board of Regents on _____.)

I. PURPOSE AND APPLICABILITY

This policy establishes Parental Bereavement Leave (PBL) for employees in the University System of Maryland (USM), including temporary employees, pursuant to the Annotated Code of Maryland, State Personnel and Pensions Article, §9-1109. As an Independent Personnel System, the USM is required by law to provide this leave.

II. GENERAL

- A. PBL is a standalone type of paid leave provided to USM employees, under the following circumstances:
 - 1. Within 60 days following the death of the employee's child, the employee may use up to ten (10) days of paid PBL, only after notifying their institution's Human Resources department of their intention to use PBL.
 - 2. Within 60 days following the employee experiencing a stillbirth, or the death of their infant, the employee may use up to sixty (60) days of paid PBL, only after notifying their institution's Human Resources department of their intention to use PBL.
- B. An employee is required to provide documentation to support their need for PBL within 15 days of notifying Human Resources, or as soon as practicable.
- C. An employee who uses PBR shall not be required to use any other type of paid leave that may be available to them.

III. DEFINITIONS

- A. "Child" means an adopted, biological, or foster child, a stepchild, or a legal ward who is at least six (6) months old and under the age of 27 years.
- B. "Infant" means an adopted, biological, or foster child, a stepchild, or a legal ward who is under the age of six (6) months.

IMPLEMENTATION PROCEDURES:

Each President shall identify their designee(s) as appropriate for this policy, develop procedures as necessary to implement this policy, communicate this policy and applicable procedures to his/her institutional community, and post it on its institutional website.

VII-X.xx - POLICY ON ORGAN DONATION LEAVE FOR USM EMPLOYEES

(Approved by the Board of Regents on _____)

I. PURPOSE AND APPLICABILITY

This policy establishes Organ Donation Leave for employees in the University System of Maryland (USM), including temporary employees, pursuant to the Annotated Code of Maryland, State Personnel and Pensions Article, §9-1106. As an Independent Personnel System, the USM is required by law to provide this leave.

II. GENERAL

- A. Organ Donation Leave is a standalone type of paid leave provided to USM employees, as follows:
 - 1. Up to seven (7) days of organ donation leave in any 12-month period to serve as a bone marrow donor; and
 - 2. Up to thirty (30) days of organ donation leave in any 12-month period to serve as an organ donor.
- B. Organ donation leave is available to an employee only after receiving the approval of their supervisor and the institution's Human Resources Office.
- C. An employee who uses Organ Donation Leave shall not be required to use any other type of paid leave that may be available to them.

III. APPLICATION FOR ORGAN DONATION LEAVE

- A. An employee, or their authorized representative, may request Organ Donation Leave by completing an Organ Donation Leave Request form available at their institution's Human Resources Office, which includes a form for the employee's licensed or certified medical provider to substantiate the Organ Donation Leave Request. The medical documentation should be submitted with the Request form, however, if necessary, the medical documentation may be submitted up to 15 days after the Organ Donation Leave Request form has been submitted to the institution's Human Resources Office, or as soon as practicable.
- B. If the CHRO or designee deems the medical documentation submitted to be insufficient in substantiating the need for Organ Donation Leave, the employee will be notified in

writing that they must cure the deficiency within seven (7) working days, or their Request will be denied.

- C. The institution's Chief Human Resources Officer (CHRO), as the President's designee, will review a complete Organ Donation Leave Request that includes medical documentation, and render a decision within five (5) working days of receipt the packet. If the Request did not include the required medical documentation, or if the identified deficiencies were not cured, as requested, the CHRO will deny the request for Organ Donation Leave.
- D. If an employee must make the donation before receiving approval, the leave shall be provided retroactively upon approval.
- E. Approved Organ Donation Leave may only be used for the actual donation procedure, the preparation for the donation procedure, and recovery from the donation procedure. It can be used in any increment.
- F. Medical documentation submitted with a Request for Organ Donation Leave Request shall be treated as confidential medical information and shall only be to individuals who need to know in order to review and evaluate the request, and plan for a direct-report's absence. An employee who fails to maintain the confidentiality of medical information is subject to progressive discipline, up to and including termination of employment.

IV. IMPLEMENTATION PROCEDURES

Each President shall identify their designee(s) as appropriate for this policy, develop procedures as necessary to implement this policy, communicate this policy and applicable procedures to his/her institutional community, and post it on its institutional website.

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: University of Maryland, College Park: Modification to Student Health Insurance Contract

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 4, 2025

SUMMARY: The University of Maryland, College Park (UMCP) requests approval to modify a contract with Academic Health Plans to make a change to the health insurance carrier from United Healthcare (UHC) to Aetna. The change to Aetna centers on improved customer service, a reduction in claims denials for covered services, overall improved claims processing, and metrics-based performance standards complete with financial penalties. The change in carrier is effective for one year with an option to extend with a rate cap for the second year.

UMCP evaluated offers from Aetna and UHC for the upcoming year of healthcare coverage for participating undergraduate and graduate students and determined that a change in insurance carriers would be beneficial. The switch to Aetna will result in a 12.5% premium increase for the 2025-26 academic year, with a 9.6% rate cap in place for 2026-27 to help stabilize future premiums. Both Aetna and UHC submitted the same premium rate for 2025-26. The level of coverage remains unchanged at 90 percent.

The contract with Academic Health Plans was awarded in 2022 through a competitive solicitation process and is a four-year contract. This request for approval is made pursuant to the University System of Maryland Procurement Policies and Procedures: Section VII.C.2 for procurements exceeding \$5 million.

This contract modification will not require the approval of the Board of Public Works.

VENDOR: Academic Health Plans; Grapevine TX: President, Terry Lyons (Broker)
Aetna; Hartford, CT; President, Steve Nelson

ALTERNATIVE(S): Alternatives included renewing the existing contract at current rates, despite ongoing challenges related to service performance and administrative processing; modifying the plan design by increasing deductibles or reducing coverage to lower premiums; or exploring a self-insurance model, which would require a longer implementation timeline and may not result in cost savings.

FISCAL IMPACT: The total projected cost of the contract for the upcoming year is \$14,215,196, based on 2024 academic year enrollment of 5,066 participants. All costs are covered by student participants. The 9.6% rate cap offers predictability and limits potential increases for the 2026 academic year.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the University of Maryland, College Park's request to modify the Student Health Insurance Program contract by changing the insurance carrier to Aetna.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 6/4/25

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

TOPIC: University of Maryland Global Campus: Reintegration of Ventures and AccelerEd into UMGC

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 4, 2025

SUMMARY: The USM Board of Regents approved the creation of UMGC Ventures, Inc. on June 24, 2016 in order to hold, develop, and market assets and services to educational institutions. UMGC Ventures, Inc. is organized as a charitable nonprofit “supporting organization” within the meaning of Sections 501(c)(3) and 509(a)(3) of the Internal Revenue Code of 1986, as amended, created to operate exclusively for the benefit of the UMGC.

UMGC receives information technology services from UMGC Ventures, Inc. through its wholly owned subsidiary AccelerEd, LLC. The purpose of this item is to provide the Board with information on UMGC’s plan to reintegrate Ventures and AccelerEd back in to UMGC (see companion item).

As a result of the findings from the fiscal compliance audit of UMGC, released in August 2024 from the Office of Legislative Audits (OLA), UMGC contracted with a third-party firm to conduct an independent assessment of UMGC Ventures and AccelerEd. This study examined various options for both Ventures and AccelerEd ranging from improving the current model to reintegrating essential operations back into UMGC, and an option for a hybrid approach.

UMGC has chosen to reintegrate Ventures and AccelerEd back in to UMGC. The study recommended a 12–18-month reintegration period to allow time for UMGC to execute a plan to transition employees, services, and contracts into UMGC. The reintegration of Ventures and AccelerEd into UMGC is also projected to bring benefit and potential cost savings to the university, including additional efficiencies to be gained through the re-allocation of administrative functions into existing centralized shared service functions, opportunities to redouble sole focus on IT delivery and prioritization of strategic need, and stronger collaboration between the technology function, business, and academic units. In addition to these stated benefits, UMGC would regain complete control over its strategic differentiator as a leading online university.

The third-party has assisted UMGC in developing a reintegration plan that will address:

- Governance and Leadership Alignment
- Human Resources and Organizational Design
- Communication and Change Management
- Legal and Compliance
- Finance and Budgeting
- Technology
- Ventures Transition to UMGC Center for Innovation

ALTERNATIVE(S): This item is presented for informational purposes only.

FISCAL IMPACT: This item is presented for informational purposes only.

CHANCELLOR'S RECOMMENDATION: This item is presented for informational purposes only.

COMMITTEE RECOMMENDATION: RECEIVED FOR INFORMATION

DATE: 6/4/25

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

TOPIC: University of Maryland Global Campus: Information Technology Contract Extension

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 4, 2025

SUMMARY: The University of Maryland Global Campus (UMGC) requests approval for an eighteen-month extension of its contract with UMGC Ventures, Inc. for the provision of information technology services. The extension will provide the necessary time for UMGC to complete the planned reintegration of UMGC Ventures, Inc. and AccelerEd, LLC into the university.

The proposed extension covers the period from July 1, 2025, through December 31, 2026, with a total contract value of \$69 million, based on an annual rate of approximately \$46 million. This amount does not represent an increase from the FY 2025 contract amount. The services provided under the contract include all professional services related to UMGC's information technology needs, inclusive of personnel, operating costs, third-party information technology services, and administrative costs.

The establishment of UMGC Ventures, Inc. was approved by the Board of Regents on June 24, 2016, with the primary objective of developing, managing, and marketing assets and services tailored for educational institutions. Subsequently, UMGC Ventures, Inc. received certification as a High Impact Economic Development Activity (HIEDA) in accordance with USM Policy VIII-15.00 – Policy on High Impact Economic Development Activities.

Operating as a charitable nonprofit "supporting organization" under Sections 501(c)(3) and 509(a)(3) of the Internal Revenue Code of 1986, as amended, UMGC Ventures, Inc. is exclusively dedicated to advancing the interests and objectives of the university. UMGC receives its information technology services from UMGC Ventures, through its wholly owned subsidiary, AccelerEd, LLC, which also operates as a HIEDA.

This HIEDA contract does not require the approval of the Board of Public Works.

CONTRACTOR: UMGC Ventures, Inc., Ashish Patel, CEO

ALTERNATIVE(S): The University is not currently positioned to perform these services in-house, as it previously outsourced its information technology department to UMGC Ventures, Inc.

FISCAL IMPACT: The contract, funded through UMGC's operating budget, is estimated at \$69 million over eighteen months (approximately \$46 million annually), inclusive of personnel, operating expenses, third-party information technology services, and administrative costs.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve for the University of Maryland Global Campus the eighteen-month extension of its contract with UMGC Ventures, Inc. as described above.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 6/4/25

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

TOPIC: Approval of FY 2026 Annual Contract between the University System of Maryland on behalf of University of Maryland, Baltimore and the University of Maryland Medical System Corporation

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 4, 2025

SUMMARY: Pursuant to Section 13-306 of the Education Article, each year the Board of Regents of the University System of Maryland and the Board of Directors of the University of Maryland Medical System Corporation (UMMS) are asked to approve an Annual Contract between University of Maryland, Baltimore (UMB) and UMMS which states financial obligations, exchanges of services, and any other agreed relationships between them for the ensuing fiscal year concerning the University of Maryland Medical Center (UMMC). The Annual Contract is required to identify all services to be provided and the agreed cost of such services.

Section 13-306 requires that the Annual Contract be submitted to the Board of Regents, upon recommendation of the UMB President, for consideration, any modification, and approval. The Office of the Attorney General has reviewed the Annual Contract text for form and legal sufficiency.

The Board is asked to approve the Annual Contract for FY 2026

The majority of faculty and other services reflected in the Annual Contract are provided at UMMC facilities at the UMB campus. The Annual Contract also includes compensation for School of Medicine (SOM) faculty services at UMMS's Midtown hospital, a few blocks north of UMB. Midtown is operationally part of UMMC, although legally separate from UMMC.

In addition to compensation for faculty services, the SOM will benefit from approximately \$8.4 million in new mission support in FY 2026. The new mission support is referenced in Article XII and Schedule 8 of the Annual Contract for FY 2026. Mission support payments are set by UMMS after considering SOM recommendations and are expected to vary from year to year.

ALTERNATIVE(S): An Annual Contract for FY 2026 incorporating the information in the attached schedule is recommended by the President of UMB, the Dean of the SOM, the President of UMMS and the Chancellor. In accordance with Section 13-306, the Committee could postpone action and recommend that the Regents and Directors of the Education Article appoint a joint committee to review the proposed contract. This is not recommended, as UMB and UMMS have agreed upon contract terms.

FISCAL IMPACT: The fiscal impact of the FY 2026 Annual Contract is as specified in the attached schedule of payments. Subject to adjustments as discussed in the text of the FY 2026 Annual Contract, it results in a net fund transfer from UMMS to UMB of approximately \$195,000,000 in FY 2026.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend the Board of Regents authorize the President of UMB to execute the FY 2026 Annual Contract.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 6/4/25

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

4927-3508-9712, v. 1

SCHEDULE TO AGENDA ITEM

PAYMENTS UNDER FY 2023 - FY 2026 ANNUAL CONTRACTS BETWEEN UMB AND UMMS

	<u>FY 2023</u>	<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>
Administrative Services	\$ 1,846,794	\$ 2,035,824	\$ 2,292,150	\$2,465,528
<i>Faculty Services:</i>				
School of Medicine	\$ 172,140,000	\$ 175,281,503	\$188,156,738	\$187,716,541
School of Pharmacy	\$ 1,535,824	\$ 1,576,028	\$ 1,430,114	\$1,518,881
School of Dentistry	\$ 609,038	\$ 647,304	\$ 769,477	\$773,375
Mission Support to SOM	<u>\$ 1,030,000</u>	<u>\$ 1,010,000</u>	<u>\$10,010,000</u>	<u>\$8,420,000</u>
Space Charge	(\$ 1,157,304)	(\$ 1,157,304)	(\$ 1,742,190)	(\$ 1,157,304)
Employee Health Services	N/A	(\$ 65,000)	(\$ 65,000)	(\$ 65,000)
Fringe Benefit Adjustment *	<u>(\$ 4,778,533)</u>	<u>(\$ 4,778,533)</u>	<u>(\$ 4,778,533)</u>	<u>(\$ 4,778,533)</u>
 <u>Net Payments to UMB</u>	 <u>\$ 171,225,819</u>	 <u>\$ 174,549,822</u>	 <u>\$196,072,756</u>	 <u>\$194,893,488</u>

* The SOM payments for faculty services are calculated using the standard UMB faculty fringe benefit rate. The effective fringe benefit rate for SOM faculty is lower than the campus standard or average rate for other faculty. In consideration of this, UMB will adjust the fringe benefit cost charged to UMMC by \$4,778,533.

**ANNUAL CONTRACT
FOR FISCAL YEAR ENDING JUNE 30, 2026**

BY AND BETWEEN

UNIVERSITY SYSTEM OF MARYLAND

on behalf of

UNIVERSITY OF MARYLAND, BALTIMORE

AND

UNIVERSITY OF MARYLAND MEDICAL SYSTEM CORPORATION

**ANNUAL CONTRACT
FOR FISCAL YEAR ENDING JUNE 30, 2026**

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ANNUAL CONTRACT FOR FISCAL YEAR ENDING JUNE 30, 2026

This Annual Contract (“**Agreement**”) is made as of July 1, 2025 between the **UNIVERSITY SYSTEM OF MARYLAND**, a public corporation and an agency of the State of Maryland (“**USM**”), on behalf of **UNIVERSITY OF MARYLAND, BALTIMORE** (“**UMB**” or “**University**”), and the **UNIVERSITY OF MARYLAND MEDICAL SYSTEM CORPORATION** (“**UMMS**”), a private, nonprofit, nonstock corporation organized under the laws of the State of Maryland which assumed ownership of and management responsibility for the University of Maryland Medical System (as then defined in Maryland law) on July 1, 1984.

RECITALS

A. UMB, a public university that is part of USM, includes accredited Schools of Medicine, Pharmacy, Law, Dentistry, Nursing, and Social Work, and School of Graduate Studies (each a “**School**,” and collectively the “**Schools**”).

B. University of Maryland Medical Center, LLC (“**UMMC LLC**”) is a nonprofit direct subsidiary of UMMS, which was established as provided in Section 13-303(k) of the Education Article of the Annotated Code of Maryland (the “**Education Article**”). UMMC LLC was formed to operate the University of Maryland Medical Center (“**UMMC**”), the part of UMMS that provides patient care services at facilities formerly part of UMB.

C. UMMC includes: the health care delivery components of the previously State-owned University Hospital; the University of Maryland Marlene and Stewart Greenebaum Comprehensive Cancer Center (the current name of the University Cancer Center referred to in the Medical System Law); the clinical component of the Maryland Institute for Emergency Medical Services Systems; and the R. Adams Cowley Shock Trauma Center. UMMC does not include health care delivery components owned or controlled by UMMS that were not named in the “**Medical System Law**” (as defined below).

D. As provided by Section 13-305 of the Education Article, the clinical faculties of the Schools of Medicine and Dentistry are the sources for the medical staff of UMMC. Physician members of UMMC’s clinical services (“**UMMC Clinical Service**”) are faculty members within the parallel School of Medicine clinical science departments (“**SOM Departments**”). For example, faculty members within the SOM Department of Medicine provide clinical services within the UMMC Medicine Service, and faculty members within the SOM Department of Surgery provide clinical services within the UMMC Surgical Service. The same persons will serve as both as Chairs of the SOM Department and Chiefs of the corresponding UMMC Clinical Service.

E. The Practice (as defined below) associated with the relevant SOM Department bills the professional fees for the corresponding UMMC Clinical Services, as well as other professional services rendered in Practice locations across Baltimore and the region.

F. As provided by Section 13-305 of the Education Article, UMMC serves as the primary clinical setting for UMB students to receive educational and research experiences.

G. USM, UMB, UMMS, and UMMC have long-standing, historic associations and enjoy close, cooperative, and effective working relationships. Together they seek to realize the statutory purposes set forth in the Medical System Law, which authorized the creation of UMMS and its subsidiary UMMC.

H. The parties intend for this Agreement to be the annual contract for the fiscal year ending June 30, 2026, as mandated by Section 13-306 of the Education Article. The annual contract is required to include all financial obligations, exchanges of services, and any other agreed relationships between USM and UMMS for each fiscal year, and to identify the services to be provided and the agreed cost of such services. Because UMMC LLC operates UMMC, as permitted by the Medical System Law, the financial relationships between USM (inclusive of UMB as well as the Schools) and UMMC LLC are also included in this Agreement.

I. Toward this end, and in consideration of the mutual covenants and agreements set forth in this Agreement, USM, UMB, UMMS, and UMMC agree to the terms set forth below.

[END OF RECITALS]

ARTICLE I. DEFINITIONS

In this Agreement, the following words have the meanings indicated:

1. **“Academic Programs”** has the meaning set forth in Section II.A.
2. **“Board of Directors”** means the Board of Directors of UMMS.
3. **“Board of Regents”** means the Board of Regents of USM.
4. **“Chancellor”** means the Chancellor of USM.
5. **“Dentistry Faculty”** means the faculty of the School of Dentistry.
6. **“Dentistry Faculty Services”** has the meaning set forth in Section IV.C.1.
7. **“Education Article”** means the Education Article of the Annotated Code of Maryland.
8. **“Fiscal Year”** or **“FY 2026”** means the fiscal year ending June 30, 2026.
9. **“FPI”** means University of Maryland Faculty Physicians, Inc.
10. **“Jointly Supported Employee”** has the meaning set forth in Section VI.A.1.
11. **“Leadership Document”** has the meaning set forth in Section IV.A.4.
12. **“Medical System Assets”** means all assets allocated to UMMS as shown on the financial statements of UMMS at the Transfer Date and as more particularly or additionally identified or supplemented by the Board of Regents and approved by the Board of Public Works and transferred to UMMS upon its establishment in 1984, including (except as limited by the terms of the documents of transfer approved by the Board of Public Works) all related land and buildings and funds deposited with the State Treasurer.
13. **“Medical System Law”** means Chapter 288 of the Laws of Maryland of 1984, which is codified (in part) in Title 13, Subtitle 3 of the Education Article.
14. **“Medical System Liabilities”** means all liabilities allocated to UMMS as shown on the financial statements of UMMS at the Transfer Date.
15. **“Midtown”** means the hospital in Baltimore City owned by UMMS through its subsidiaries, University of Maryland Medical Center Midtown Health, Inc. and Maryland General Hospital, Inc. d/b/a University of Maryland Medical Center Midtown Campus. Midtown is a licensed hospital operationally integrated with UMMC.
16. **“MSA”** means the Mission Support Agreement between UMMS, UMMC LLC, and UMB.

17. **“Pharmacy Faculty Services”** has the meaning set forth in Section IV.B.1.
18. **“Practice”** and **“Practices”** have the meaning set forth in Section IV.A.10.
19. **“President”** means the President of UMB.
20. **“School of Dentistry”** or **“SOD”** means the University of Maryland School of Dentistry.
21. **“School of Medicine”** or **“SOM”** means the University of Maryland School of Medicine.
22. **“School of Nursing”** or **“SON”** means the University of Maryland School of Nursing.
23. **“School of Pharmacy”** or **“SOP”** means the University of Maryland School of Pharmacy.
24. **“Shock Trauma Center”** means the R Adams Cowley Shock Trauma Center operated by the UMMC LLC.
25. **“SOD Faculty”** means the faculty of the School of Dentistry.
26. **“SOM Faculty”** means the faculty of the School of Medicine.
27. **“SOP Faculty”** means the faculty of the School of Pharmacy.
28. **“Space Related Resources”** has the meaning set forth in Section V.A.1.
29. **“Supporting Organization”** has the meaning set forth in Section VI.A.1.
30. **“Transfer Date”** means July 1, 1984, the date of transfer of Medical System Assets determined by the Board of Public Works and filed with the Secretary of State and the Department of Legislative Reference.
31. **“UMB”** or **“University”** means the University of Maryland, Baltimore.
32. **“UMB-Supported Employees”** has the meaning set forth in in Section VI.A.1.
33. **“UMMC”** has the meaning set forth in the Recitals.
34. **“UMMC-CEO”** means the person serving as Chief Executive Officer of UMMC LLC and UMMC.
35. **“UMMC Clinical Service”** has the meaning set forth in the Recitals.
36. **“UMMC LLC”** has the meaning set forth in the Recitals.

37. **“UMMC Personnel”** means employees of UMMC, including without limitation employees of UMMC LLC and employees of Midtown, as referred to in Article VI.

38. **“UMMS-CEO”** means the person serving as Chief Executive Officer of UMMS.

39. **“UMMC-Supported Employees”** has the meaning set forth in in Section VI.A.1.

40. **“USM”** means the University System of Maryland.

[END OF ARTICLE I]

ARTICLE II. COOPERATION IN ACADEMIC PROGRAMS

A. General Agreement to Cooperate in UMB Academic Programs and UMMC Graduate Medical Education Programs.

Consistent with their educational missions, UMB and UMMC will cooperate in the planning and administration of UMB's health professions academic programs which take place at both UMB and UMMC, including both clinical education and clinical research, and the graduate medical education programs sponsored by UMMC, such as residencies and fellowships, collectively referred to herein as "**Academic Programs.**" Pursuant to UMB's and UMMC's agreement, Academic Programs at UMMC may be co-located, relocated, or extended to Midtown.

B. Affiliation Agreements between UMB Schools and UMMC.

Existing affiliations between UMMS and/or UMMC and the Schools for the conduct of Academic Programs at UMMC will be continued under the direction of the UMMC-CEO, the President, and the Deans of the respective Schools. Affiliation agreements between UMMC and the Schools may be developed by UMMC and UMB as required for accreditation of the UMB Schools' degree programs or UMMC's graduate medical education programs. Affiliation agreements will be modified as appropriate to reflect an Academic Program's co-location, relocation, or extension to Midtown.

C. Affiliations between Schools and non-UMMC Institutions.

UMB will ensure that affiliations between UMB Schools and health care institutions other than UMMC do not detract from the operation of Academic Programs at UMMC, inclusive of graduate medical education programs.

D. Residents and Fellows.

1. UMMC's graduate medical education program directors shall be SOM Faculty ("**GME Program Directors**"). The GME Program Directors shall support UMMC's operation of the graduate medical education programs in compliance with all applicable accreditation requirements. GME Program Directors are accountable to both the applicable UMMC Chief of Service/SOM Department Chair and to the UMMC GME Designated Institutional Official.

2. UMB will support and cooperate with UMMC, as requested, to ensure adherence to and compliance with the terms of any collective bargaining agreement with UMMC's residents and fellows. For the avoidance of doubt, GME Program Directors, as agents of UMMC in the administration of its GME programs, shall: (i) comply with the terms of any collective bargaining in effect regarding UMMC's residents and fellows; (ii) support and participate in any grievances or other proceedings arising out of any such agreement; and (iii) abide by and cooperate in the implementation of any remedies ordered by an arbitrator, regulator, court, or other body related to disputes under the agreement. In the event of any intentional or repeated failure of a GME Program Director to comply with the terms of any collective bargaining agreement or the

other requirements of this Paragraph, UMMC may require that UMB replace the GME Program Director. In that event, UMB shall identify a potential replacement, subject to approval by UMMC.

3. UMB and UMMC will mutually agree on each party's contribution to the salaries of the medical residents and fellows and document each party's share in writing. Because UMMC currently serves as the employer of the medical residents and fellows, UMB will forward its share of the salary cost to UMMC in a time frame agreed to by the parties to timely support and fund UMMC's payroll processes. In that capacity, UMMC administers UMMC funds, Veterans Administration funds, and other funds assigned to the support of residents and fellows.

4. Except where restricted by law or contract, UMB funds for resident and fellow salaries from accounts identified as revolving and grant accounts will be transferred to UMMC for administration during the Fiscal Year.

5. The parties agree to work collaboratively to request and secure funding from the Health Service Cost Review Commission for residents and fellows.

E. Accreditation and Compliance Considerations.

1. All actions of the parties with respect to Academic Programs and related affiliations of the parties shall be consistent with applicable accreditation requirements for UMMC's and Midtown's facilities, UMB Academic Programs, and UMMC's and Midtown's graduate medical education programs in terms of both curriculum requirements, operation of the programs, and standards for patient care.

2. In addition, the parties agree that they will cooperate with respect to implementing their respective policies regarding sexual harassment and sexual misconduct, which include, but are not limited to, policies addressing Title IX of the Education Amendments of 1972, as amended, and Title VII of the Civil Rights Act of 1964, as amended, and policies concerning consensual relationships.

3. More specifically, each party agrees to notify the other promptly upon becoming aware of any allegation of sexual harassment, sexual misconduct, or discrimination against, or by, a representative or affiliate of the other. In the case of UMB, representatives or affiliates include any student, faculty, or staff personnel, and any third parties or contractors under UMB's control. In the case of UMMC or Midtown, representatives or affiliates includes any employee, volunteer, and contractor or its employees, and any medical or professional staff who are not UMB personnel, but who are credentialed or contracted by UMMC or Midtown to provide services at UMMC or Midtown, as applicable.

4. Each party agrees to cooperate with the other regarding investigations of possible sexual harassment, sexual misconduct, or discrimination at UMMC facilities or elsewhere involving individuals in the categories described above. Each party will support the other in taking steps to end any sexual misconduct, sexual harassment, or discrimination, prevent its recurrence and address its effects. Each party will provide the other with information about applicable

policies, and the parties will work together to provide appropriate training and educational materials for their respective constituencies.

F. Additions of and Changes to Academic Programs.

1. Information related to additions or changes in UMB's Academic Programs or UMMC's or Midtown's patient care activities which would impact such Academic Program and may affect the budget or operations of the other party shall be provided in advance of the planned changes, but no less than six (6) months prior to the planned change and in sufficient time for UMMC to evaluate the current need, relevance and anticipated duration and to account for any changes in funding within UMMC's annual budget and operational structure.

2. On an annual basis, each Academic Program funded in full or in part by UMMC will be evaluated by UMMC as to its current need, relevance, and anticipated duration. Based on the outcome of that evaluation, UMMC will determine whether modifications to its funding or operational support of the Academic Program in the upcoming fiscal year is necessary and will provide no less than six (6) months' notice of modification of funding or operational support to the affected UMB School.

3. After the President and the UMMC-CEO, or their designees, have discussed any changes to Academic Programs and patient care services and UMB has obtained any requisite approvals from UMMC, as referenced in this Section II.F, planning for the implementation of the approved changes or programs will be coordinated by appropriate UMB and UMMC personnel, as specified by the President and the UMMC-CEO.

G. Clinical Research and Innovation Conducted/Created at UMMC.

1. Should UMB require additional use of UMMC or Midtown resources including without limitation facilities, staff, equipment, supplies, IT support, funding, or other support in connection with a clinical research project, UMB, or the appropriate UMB School, should submit a request to the UMMC-CEO or designee (e.g., Chief Clinical Officer, or such officer's designee) for approval in the format reasonably requested by UMMC. For purposes of this Section, clinical research is understood to mean all types of research, trials, or studies, whether government or industry-sponsored or principal investigator-initiated.

2. UMB or the School shall submit the request in a timely manner so that UMMC may evaluate the operational and financial implications of the proposed clinical research and confirm that services required for such research may be provided by UMMC or Midtown. To the extent any such support includes UMMC or Midtown's provision of employees, UMMC or Midtown may determine to document such as Jointly Supported Employees pursuant to Article VI or to document the engagement in another written format agreed to and signed by both parties. UMMC will act in good faith to complete its approval process in a timely manner so as to avoid delay of the UMB approval processes.

3. UMMC and UMB will continue to assess the current processes for initiating, managing and approving clinical research conducted at UMMC and Midtown with the

goal of creating a mutually agreed upon process that ensures that: (a) the interests of UMB, UMMC, and Midtown are appropriately represented; and (b) each party has sufficient information regarding the clinical research project to appropriately commit, contribute, and receive appropriate value for its respective roles within and support of the research. In assessing these processes, the parties acknowledge that clinical research is a shared mission. The parties will continue their work in good faith during FY 2026 to identify efficiencies and solutions that appropriately account for the costs and benefits to both parties related to clinical research.

4. UMMC and UMB will maintain appropriate business processes to guide the accurate billing of services delivered in conjunction with clinical research protocols by the appropriate party.

5. Invoices and any other requests for payment for research related services submitted by UMMC to UMB for payment by UMB to UMMC shall be reconciled and processed within forty-five (45) days from receipt of the invoice or request, provided that sufficient support is included with the invoice or request, the reconciliation is acceptable to UMB, and UMB has received the sponsor's funding.

6. During FY 2026, the parties agree to work diligently and in good faith to create an underlying agreement that describes each party's role and responsibilities as it pertains to the support of research. This agreement will address, without limitation, the process for ensuring sponsor payments to UMMC where UMMC does not have a direct relationship with the sponsor and is dependent upon UMB to facilitate those payments.

7. UMMC recognizes that the use of UMMC resources for innovation and the creation of intellectual property is a matter separate from clinical research. The parties agree that ownership rights in such intellectual property are governed by UMMC, USM and UMB policy, the parties' Amended and Restated Technology Management Agreement, the Technology Management Agreement regarding the Institute for Health Computing, as well as federal law.

H. UMB Professional Liability Insurance – Research and Educational Programs. Annually, UMB will provide UMMC information about any professional liability insurance acquired by UMB, or provided by the State of Maryland, to provide coverage for UMB students and/or faculty that would be applicable to incidents arising from educational or research activities conducted by them at UMMC or Midtown.

I. UMB Obligations Related to Students. Prior to assigning students to UMMC for an educational clinical experience, as part of the Academic Programs, UMB will provide those students with training, orientation, and immunizations as required by UMMC and/or Midtown, for health care workers, as applicable, and will require students to present evidence of personal health insurance. In the event UMMC and/or Midtown, as applicable, believes that UMB is not providing the required training, orientation, and immunizations in a timely manner, UMMC may choose to provide the services to the students and will charge the relevant UMB School for the actual cost of the services, or in the alternative deny the students' participation until the students are compliant with the requirements. The current requirements of UMMC and Midtown are listed in ***Exhibit A***.

J. Student Exposure Matters. If a UMB student is exposed to body fluids (as defined in Section 18-338.1, Health-General Article, Annotated Code of Maryland) while engaged in educational clinical experience at UMMC or Midtown, the student, as a health care provider, may request patient testing under the conditions set forth in such law. The parties will follow applicable policies of UMMC or Midtown, as relevant, except that UMB will be responsible for counseling the students and paying the expenses related to testing.

[END OF ARTICLE II]

ARTICLE III. ADMINISTRATIVE SERVICES

A. UMB Administrative Services Provided to UMMC.

UMB will provide services to UMMC as described in this Article III and **Exhibits B and C**. UMMC will pay UMB for providing these services, and UMB will transfer funds to other components of USM, if appropriate, if other components have been involved in furnishing services to UMMC. Notwithstanding anything stated in Article III or this Agreement, UMMC is not obligated to purchase any set amount of administrative services, or any at all. UMMC will determine its needs for administrative services on a year-to-year basis and the parties will document agreed services and compensation in this Agreement for each applicable fiscal year.

1. UMB Services of Facilities Management and Police Department

(a) Scope of Services. Through its Office of Facilities Management and its UMB Police Department, UMB will provide to UMMC facilities management and UMB Police services as specified in **Exhibit B**.

(b) Compensation. The compensation for the Facilities Management and UMB Police services for the Fiscal Year is specified in **Schedule 1**. The payment schedule for compensation set forth in **Schedule 1** is set forth in Section X.C.1.

(c) Fee for Service. As stated in **Exhibit B**, some services will be compensated on a fee-for-service basis, with the cost of service being calculated solely by multiplying the hourly wage of the personnel involved, including any shift differential, times the hours or fractional hours required for the service. Compensation for services provided on a fee-for-service basis under this subsection are not included in **Schedule 1** and will be billed to UMMC by the appropriate UMB office, with payment due to UMB within thirty (30) days from UMMC's receipt of UMB's bill for such services.

2. Services of UMB Department of Environmental Health and Safety

(a) Scope of Services. Through its Department of Environmental Health and Safety, UMB will provide services to UMMC as specified in **Exhibit C**.

(b) Compensation.

i. Compensation for the services described in **Exhibit C** is set forth in **Schedule 1** and the payment schedule for such compensation is set forth in Section X.C.1. Such compensation reflected on **Schedule 1** does not include UMB's direct costs incurred in obtaining materials and supplies necessary to provide the services set forth in **Exhibit C** and UMB's direct costs incurred in obtaining permits and licenses in the name of UMMC, and UMB may invoice UMMC for any of the same. Further, the compensation does not include the costs of contracted services required to furnish the services.

ii. Services described in *Exhibit C* that exceed limits stated in *Exhibit C* will be considered extra costs. UMB will bill the costs described in this section to UMMC quarterly, with payment due to UMB within thirty (30) days from UMMC's receipt of UMB's bill.

iii. UMB will not incur any cost or make any expenditure related to the provision of the services described in *Exhibit C*, including without limitation any cost or expenditure for materials, supplies, or contracted services, that exceeds \$1,000 without prior approval of the UMMC Chief Operating Officer or designee. UMB reserves the right to request that major purchases or contracts be made directly by UMMC, which UMMC may agree to do or may elect to forgo the particular service.

3. **Changes in Level of Administrative Services**

(a) Change Process. Any changes in administrative services during this Fiscal Year must be agreed upon as provided in Section X.I.1. Unless otherwise specifically provided in this Article III, UMMC and UMB shall meet, no later than April 1, 2026, to discuss any anticipated changes in the next fiscal year in UMMC's need, or UMB's ability to provide, the level of administrative services provided by any administrative unit named in this Article III. Further, from time to time throughout the Fiscal Year, pursuant to either party's request, UMMC and UMB will meet to discuss and collaboratively address any such anticipated changes.

(b) Non-Solicitation. In connection with UMMS's establishment of administrative units to carry out functions performed by UMB under this Agreement, UMMS agrees not to hire, employ, or contract with any UMB employee whose function in any way relates to performance of an administrative service by UMB for UMMS. This prohibition is applicable to employees of all UMB administrative units providing services described in Article III of this Agreement. Notwithstanding the foregoing provisions, UMMS may extend offers of employment to UMB personnel who have been laid off or discharged, or who have given UMB at least six (6) months prior written notice of their intention to accept a position with UMMS. The period of notice may be reduced by UMB's Senior Vice President for Administration and Finance.

4. **University of Maryland Identity Program.** UMB, UMMS and UMMC have a joint corporate identity program intended to promote the identifier "*University of Maryland*" and a common logo based upon that identifier for both parties. The identifier and logo will be used in connection with promotional literature, advertising, publications, signage, and other uses, as confirmed in separate memoranda between the parties, approved by the President and the UMMC-CEO. Branding and identification activities will continue in the Fiscal Year. The parties may enter into joint procurements of identity and promotion services, and in that case will reimburse one another appropriately as agreed to allocate costs between the parties.

B. UMMC Administrative Services Provided to UMB

1. UMMC may provide services to UMB as agreed by the President, or designee, and the UMMC-CEO, or designee, on an annual basis. The nature, scope and terms of such service shall be documented in either *Exhibit B* or a separate signed writing. UMMC shall

invoice UMB for services rendered and UMB shall pay for such services within thirty (30) days of the invoice date.

2. Notwithstanding anything stated in this Article III or this Agreement, UMB is not obligated to purchase any set amount of administrative services, or any at all. UMB will determine its needs for administrative services on a year-to-year basis and document such in this Agreement for each applicable fiscal year.

3. For FY 2026, SOM will pay UMMC the amount of \$65,000, which shall be paid as set forth in Section X.D. This payment is intended to help defray certain employee health costs associated with faculty physician clinical privileges, such as annual screenings, immunizations, or fit testing which UMMC requires of SOM Faculty. It is not intended to represent a dollar-for-dollar calculation or percentage of the actual costs.

[END OF ARTICLE III]

ARTICLE IV. UMB FACULTY SERVICES TO UMMC AND MIDTOWN

A. SCHOOL OF MEDICINE FACULTY SERVICES

1. Scope of Services.

(a) Pursuant to Maryland law, UMMC's Medical Staff is comprised solely of SOM Faculty who provide professional services within the UMMC Clinical Services in accordance with the purposes set forth in Section 13-302 of the Education Article.

(b) Further, as agreed upon by the Dean of the School of Medicine ("**Dean-M**") and the UMMC-CEO, SOM Faculty shall be engaged by UMMC to fulfill the following roles: (a) teaching and supervision of UMMC residents/fellows as part of Academic Programs, specifically UMMC's graduate medical education programs and the affiliations with UMB's undergraduate academic programs; (b) administrative and supervisory functions on behalf of UMMC or Midtown as required for accreditation of its facilities and programs and as necessary for its efficient operation, such as serving as Medical Directors of a UMMC or Midtown Clinical Service or Clinical Division and/or Residency Program Directors within UMMC accredited graduate medical education program; and (c) such other services, at UMMC or at Midtown, as reasonably requested by UMMC to support clinical programs and as agreed to by the School of Medicine.

(c) Such engagements are intended to be consistent with the provisions of Section 13-305(c) of the Education Article recognizing the potential of University employees and officials to also hold director, official, or employment roles within UMMS and UMMC.

2. Compensation for Services.

(a) UMMC will pay UMB the sums stated in *Schedules 2A and 2B* as compensation for the services at UMMC and the sums stated on *Schedule 2C* for the services at Midtown. This compensation falls into one of two categories: (1) "Base Support" or (2) "Seed Support."

i. "**Base Support**" is financial support which is paid to the SOM as support of SOM Faculty compensation. Base Support shall be re-evaluated on an annual basis, each fiscal year, by the parties.

ii. "**Seed Support**" reflects start up support for a specified period of time, which is not intended to be ongoing. Seed Support is limited to one (1) year or such other term as may be agreed upon, in writing, by UMMC and the School of Medicine. Any Seed Support reduction stated in *Schedule 2B* will be allocated among the SOM Departments' services as mutually agreed by UMMC and the School of Medicine. If part or all of the Seed Support reduction stated in *Schedule 2B* can be restored, the restored funding will be allocated among the SOM Departments/services as mutually agreed by UMMC and the School of Medicine.

iii. The limit of one (1) year, or other agreed upon term, for all Seed Support applies, as set forth in *Schedule 2B*, even if this Agreement continues into the subsequent fiscal year as set forth in Section 13-306(d) of the Education Article.

(b) UMB or the School of Medicine shall provide any information reasonably requested by UMMC to verify the amount and nature of the requested Base Support and/or Seed Support.

(c) *Schedules 2A* and *2B* state the assignment of funding to “Base Support” (*Schedule 2A*), and “Seed Support” (*Schedule 2B*) at UMMC. *Schedule 2C* states the assignment of funding to “Base Support” at Midtown.

(d) *Schedules 2A, 2B, and 2C* include fringe benefit costs at the stated UMB rates. See Section X.K.2 regarding adjustment of the fringe benefit costs.

(e) The payment schedule for *Schedules 2A, 2B, and 2C* is set forth in Section X.C.2.

3. Performance Standards and Evaluation

(a) *Service Performance Requirements.* UMMC’s agreement to pay compensation, as reflected in *Schedules 2A, 2B, and 2C*, is in exchange for and conditioned upon the School of Medicine’s agreement to meet the following “**Service Performance Requirements**”: (1) the performance is consistent with the requirements of the Leadership Document (as defined below), as applicable; (2) the services are provided on an efficient and effective basis that promotes (i) quality, (ii) safety, and (iii) customer/patient satisfaction, including but not limited to alignment with UMMS’s digital health strategy; and (3) compensation is based on fair market value.

4. Leadership Document and Joint Performance Program

(a) *Leadership Document.*

i. In consultation with SOM, UMMC, and specifically the UMMC Chief Clinical Office, has developed the “*UMMC-SOM Leadership and Structure Document*” dated as of February 15, 2023 (the “**Leadership Document**”), which generally describes UMMC leadership roles, reporting, and support by SOM Faculty. The Leadership Document may be amended or supplemented by mutual agreement(s).

(b) *Joint Performance Program.*

i. During each Fiscal Year, the parties agree to continue to work towards improving their respective and collective financial performance, as well as improvement in quality and safety for UMMC patients.

ii. UMMC and SOM have agreed to the general structure of the “*UMMC-UMSOM Annual Contract: Joint Performance Program Playbook*,” dated as of September 29, 2022.

5. Changes to Annual Support.

(a) The parties may agree to change the support allocation set forth in *Schedules 2A, 2B (UMMC Base and Seed Support)* and *2C (Midtown Base Support)* and/or to shift support between *Schedules 2A (UMMC Base Support)* and *2C (Midtown Base Support)* to reflect changes in services between UMMC and Midtown, provided such agreement is requested in writing by the School of Medicine and documented pursuant to Section X.I.

(b) Only with the advance written consent of the UMMC-CEO, or designee, may the School of Medicine use the funds budgeted for support of a specific SOM Faculty member or program to pay another faculty member or apply to another program in the event the first individual (i) ceases to receive, or ceases to be eligible to receive, funds from the payments made to the SOM, or (ii) the decision is made not to provide such support to the specific program.

(c) The School of Medicine must provide advance notice to UMMC regarding any shift in the collective allocation of SOM Faculty members' effort as compared to the initial allocation of effort, among these areas at the time the support in *Schedules 2A, 2B, and 2C* were agreed upon. In doing so, the School of Medicine and UMMC shall discuss any changes to such support resulting from the reallocation and UMMC must expressly agree to those changes in writing.

(d) In order to account for changes to compensation and/or reallocation of SOM Faculty effort, as described above, through the Fiscal Year, as reasonably requested by either party, UMMC and the School of Medicine agree to cooperatively and collaboratively reconcile payments made pursuant to this Agreement with the actual level of provided pursuant to this Article IV.A. Any adjustments will be made via the appropriate payment or refund by the appropriate party, within thirty (30) days of identifying the need for such adjustment.

6. Billing and Collection. Professional services rendered by the SOM Faculty will be billed by the Practices, as provided in the Medical Service Plan, referenced below in Section10.

7. Department Chairs, Clinical Chiefs, Division Heads, and Medical Directors.

(a) Composition and Responsibility of Chairs and Chiefs.

i. Pursuant to Section 13-305(a) of the Education Article, the Chairs of the SOM Departments serve as Chiefs of the corresponding UMMC Clinical Service. The SOM Department Chairs/Clinical Chiefs must participate in furthering the objectives of the School of Medicine and UMMC.

ii. . In so doing, the Chairs/Clinical Chiefs are responsible to the Dean-M for the academic, research, and patient care activities of themselves and their SOM Department faculty. For patient care provided within or on behalf of UMMC, the Department Chairs/Clinical Chiefs are responsible to the UMMC-CEO and CEO of Midtown, as applicable.

iii. If SOM Department Chairs or other SOM Faculty are proposed by the UMMC-CEO to serve as chiefs of service or Medical Directors, or their equivalent, at Midtown, the concurrence of the Dean-M is required.

(b) Recruitment and Selection of Chairs/Chiefs, Division Heads, and Medical Directors.

i. Recruitment and selection of an SOM Department Chair/UMMC Clinical Chief is the joint responsibility of the Dean-M and the UMMC-CEO. Search committees will be appointed by the Dean-M, in consultation with the UMMC-CEO, who shall designate a member of the UMMC administration to represent UMMC on each committee.

ii. Negotiations with prospective new Department Chairs/Clinical Chiefs shall be performed concurrently by the Dean-M and by the CEO/UMMC, with the final proposal being a joint one.

iii. Appointments of Division Heads in clinical departments and Medical Directors of clinical specialty units in UMMC shall be made by the Department Chairs/Clinical Chiefs with the approval of the Dean-M and the UMMC-CEO, or designee.

iv. The Department Chairs/Clinical Chiefs, Division Heads, and Medical Directors shall all adhere to the Leadership Document.

(c) Chairs/Chiefs, Division Heads, and Medical Director Salaries.

i. Recommendations to the President regarding salaries for Department Chairs/Clinical Chiefs, Division Heads, and Medical Directors of UMMC Clinical Services or Midtown Clinical Services shall be made with the approval of the Dean-M. The UMMC-CEO will provide input to the Dean-M concerning the evaluations of annual salary increases for clinicians, Clinical Service Chiefs, Division Heads, and Medical Directors working at UMMC or Midtown.

ii. To the extent the role of a Department Chair/Clinical Chief, Division Head, Medical Director, or the like is eliminated, UMMC will reduce its payments to UMB by the amount allocated for that role, and/or UMB will return any funds paid by UMMC allocated to that role subsequent to the date of the role's elimination, if any.

8. SOM Faculty Providing Leadership/Administrative/Supervisory or Educational Services.

(a) Only those SOM Faculty who render specific supervisory, administrative, and/or educational services to UMMC or Midtown or who are otherwise approved by the Dean-M and the UMMC-CEO shall receive income from the payments made to the School of Medicine pursuant to this Section IV.A.

(b) Further, the scope of services and/or job description, the percentage of FTE effort and job description, as well as the professional standards and principles applicable to any SOM Faculty member providing such services and fulfilling such a role for UMMC shall be set forth in a written agreement, as requested by UMMC, signed by representatives of UMMC, UMB or the applicable School or department and the employee. Such written agreement shall align with the Leadership Document address additional parameters of the faculty member's engagement as the parties deem reasonable.

9. Payments to Faculty while Physician on Leave.

Only with advance written approval of the UMMC-CEO and the Dean-M, may SOM Faculty receive income from the payments to the School of Medicine under this Article IV.A, while the faculty are on sabbatical leave, terminal leave, or paid leave of absence or administrative leave related to separation from employment.

10. Relationship to FPI and Faculty Practices.

In accordance with the Medical Service Plan ("MSP") of the School of Medicine, FPI is the coordinating corporation for the faculty practice groups affiliated with the School of Medicine (each a "Practice," collectively, the "Practices").

11. Transition to Programmatic Funds Flow Model.

(a) The parties have begun transitioning to a fixed fee programmatic funds flow model, which takes into account among other things the SOM Faculty's proportion of effort dedicated to clinical productivity, research, education, administrative services, or other activity, and the associated costs to support these activities.

(b) The parties agree to continue transitioning to such model across all SOM Departments.

(c) The parties will incorporate appropriate performance measures and tools as well as the principle of aligning such funding with national academic clinical and financial performance benchmarks. The parties will work diligently and in good faith to complete this work as soon as possible.

(d) To the extent a programmatic funds flow model is finalized for all or part of the compensation exchanged pursuant to this Agreement, and there arises any actual or perceived conflict between this Agreement and the finalized jointly agreed upon funds flow principles for that compensation, the funds flow principles for that amount of compensation will control.

(e) It is understood and agreed that funds that are allocated to a particular Department via the academic programmatic funds flow methodology, pursuant to the finalized and agreed upon principles, may be shared by that Department with FPI, in accordance with an allocation to be agreed upon by SOM and FPI.

[END OF ARTICLE IV.A]

B. SCHOOL OF PHARMACY FACULTY AND OTHER SERVICES

The School of Pharmacy will provide services as described in this Article IV.B.

1. Pharmacy Faculty Services.

(a) The School of Pharmacy will provide pharmacy and pharmacist services for the benefit of UMMC during the Fiscal Year (“**Pharmacy Faculty Services**”). The Dean of the School of Pharmacy (“**Dean-P**”), or designee, and the Director of Pharmacy Services of the UMMC Department of Pharmacy Services, or designee (“**UMMC-Director**”), will collaboratively establish, prior to July 1, 2025, a specific schedule of School of Pharmacy Faculty, as well as residents, who will provide such Pharmacy Faculty Services. That schedule is referred to herein as the “**Pharmacist Schedule**.”

(b) When agreeing to the assignments of SOP Faculty and residents, the Dean-P and UMMC-Director will take into account the nature and scope of the SOP Faculty’s and residents’ experience, expertise and availability.

(c) The Dean-P will ensure that staff assigned to provide Pharmacy Faculty Services receive appropriate faculty appointments in the School of Pharmacy’s Department of Pharmacy Practice and Science and have access to appropriate resources and student information necessary for the performance of agreed upon Pharmacy Faculty Services. The Dean-P shall have authority with respect to all policy decisions related to educational programs of the School of Pharmacy.

(d) The UMMC-Director will ensure that SOP Faculty assigned to provide Pharmacy Faculty Services receive appropriate appointments in the UMMC Department of Pharmacy Services and have access to patient care areas and the data necessary for the performance of agreed upon Pharmacy Faculty Services. The UMMC-Director shall have authority with respect to all policy decisions related to pharmacy services at UMMC.

2. Scope of Services.

(a) The Pharmacy Faculty Services provided at UMMC by the SOP Faculty may include, as agreed to by the parties, and without limitation:

- i. patient care services;
- ii. active participation on committees;
- iii. precepting UMMC residents while on rotation in an assigned service area; and
- iv. provision of staff development programs to the hospital staff.

(b) The Pharmacy Faculty Services must include, and the School of Pharmacy must require SOP Faculty to perform, the following mandatory services:

- i. attendance at UMMC Department of Pharmacy Services meetings and in-services;
- ii. active participation in the activities of the UMMC Pharmacy and Therapeutics Committee, including, if necessary and requested by UMMC, assignment of one School of Pharmacy faculty member to committees addressing appropriate use of medications;
- iii. active participation in UMMC clinical pathway development when appropriate and/or when requested by UMMC in order to maintain best practices within UMMC;
- iv. active participation in UMMC quality improvement and patient safety initiatives when appropriate and/or when requested by UMMC in order to enhance service quality and productivity at UMMC;
- v. active participation in UMMC cost containment and resource utilization projects and documenting cost reductions in a manner requested by UMMC pharmacy leadership; and
- vi. active participation in any other initiative focused on the improvement of pharmacy services within UMMC, as reasonably requested by UMMC.

3. Parameters of Pharmacy Faculty Services.

The activities of the SOP Faculty providing Pharmacy Faculty Services at UMMC pursuant to this Agreement are subject to the following terms:

(a) For SOP Faculty providing direct patient care, the percentage of effort related to inpatient services will be as stated in the Pharmacist Schedule by the School of Pharmacy and UMMC. The School of Pharmacy will require that if SOP Faculty are unable to provide scheduled service coverage, it is the responsibility of the SOP Faculty member to make arrangements for coverage (e.g., swap days with another SOP Faculty member with like expertise, skill and experience), if possible, and to notify a designated School of Pharmacy or the UMMC-Director's designated administrator if coverage cannot be arranged.

(b) For SOP Faculty providing direct patient care, the percentage of effort related to outpatient clinics will be as stated in the Pharmacist Schedule.

(c) Any "covering" Pharmacist must have the appropriate experience and skill set to perform the covered services.

(d) If an SOP Faculty is unable to fulfill the agreed schedule of inpatient or outpatient service regardless of reason (e.g., resignation, sick leave), it is the responsibility of the School of Pharmacy to provide adequate coverage in accordance with the Pharmacist Schedule. If the School of Pharmacy is unable to provide service coverage, then the School of Pharmacy will discuss with the UMMC-Director or designee a commensurate reduction in the financial support stated in *Schedule 3*.

4. Changes in Costs/Services. If during the term of this Agreement, the School of Pharmacy's costs of providing the Pharmacy Faculty Services increase due to unexpected merit increases, COLA, or increases in fringe benefits, the Dean-P will provide the UMMC-Director with sixty (60) days' advance notice of the increased costs, and will provide UMMC an opportunity to approve a corresponding increased payment to the SOP. If UMMC does not approve the increased costs, then SOP will make proportionate adjustments to the Pharmacy Faculty Services.

5. Compensation for Services.

(a) UMMC shall provide financial support to the School of Pharmacy for SOP Faculty providing Pharmacy Faculty Services to UMMC in accordance with the Pharmacist Schedule. In addition, UMMC and the School of Pharmacy will aim to equally share in the costs of recruiting the SOP Faculty, as defined in this Agreement, as well as the costs of the residency program discussed further below.

(b) UMMC's estimated share of such costs for the Fiscal Year are set forth in *Schedule 3* along with the financial support for the SOP Faculty, staff and residents. *Schedule 3* also reflects, as applicable, fringe benefit costs at standard UMB rates for SOP Faculty. Each party shall invoice the other as necessary to facilitate the agreed upon share/division of recruitment and resident costs between the parties pursuant to each party's standard invoicing procedures.

(c) The School of Pharmacy will pay UMMC for agreed upon services provided to the School in the Fiscal Year, such as preceptor services for School of Pharmacy students. Such service arrangements will be further detailed in a separate document between the parties. Standard School of Pharmacy stipends for clinical faculty will apply. UMMC has no responsibility with respect to those payments.

(d) The payment schedule is set forth in Section X.C.2.

6. Performance Standards and Evaluation.

(a) The UMMC-Director and Dean-P will agree upon certain performance standards ("**SOP Performance Standards**"), as well as tools to measure compliance with such standards, applicable to the Pharmacy Faculty Services pursuant to which SOP Faculty and residents will be evaluated. At a minimum, SOP Performance Standards will include compliance with the Leadership Document, as applicable. Such SOP Performance Standards will relate to service efficiency, patient safety, service quality and/or other areas identified by the UMMC-Director and Dean-P.

(b) Throughout the Fiscal Year, the Dean-P and the UMMC-Director, or their designees, will use reasonable efforts to meet regularly to:

i. Reevaluate the needs of the UMMC Department of Pharmacy and the School of Pharmacy;

ii. Adjust the Pharmacy Faculty Services and/or SOP Faculty assignments to meet these needs in an effective manner, as agreed to;

iii. Evaluate current Pharmacy Faculty Services provided by the SOP Faculty to UMMC and the SOP Faculty's performance overall in the context of the agreed upon Performance Standards;

iv. Evaluate services provided by the UMMC Department of Pharmacy Services to the School of Pharmacy, such as student preceptor services; and

v. Plan for further cooperative development of pharmacy service, education, and research programs.

(c) Either the Dean-P, or designee, or the UMMC-Director, or designee, may initiate an evaluation of the Pharmacy Faculty Services or certain Pharmacist assignments, or request to substitute assigned SOP Faculty. Both the Dean-P and UMMC-Director (or their designees) shall provide any information reasonably requested to perform such evaluation.

(d) Should either the Dean-P or UMMC-Director (or their designees) become dissatisfied with the level or nature of the services received, the Dean-P and UMMC-Director (or designees) shall work, in good faith, to identify a solution. Any differences of opinion between the Dean-P and the UMMC-Director shall be resolved by the President and the UMMC-CEO, or their designees, in accordance with Section X.B, below.

7. Compensation Reconciliation. UMMC and the School of Pharmacy will participate, in good faith, in an annual operational and financial review to reconcile payment amounts with the actual level of Pharmacy Faculty Services provided pursuant to this Agreement. Any adjustments as described in Section IV.B.6.b.ii will be made via the appropriate payment or refund by the appropriate party, within 30 days of the end of the applicable quarter.

8. Billing and Collection. UMMC personnel will prepare and submit charges for pharmacy services rendered within the UMMC pharmacies in accordance with UMMC standard billing procedures and all such generated revenue will accrue to UMMC.

9. Joint Residency Program. UMMC and the School of Pharmacy collaboratively operate and fund residency and fellowship programs. UMMC and the School of Pharmacy's respective obligations are set forth in a memorandum of understanding between the parties that is reviewed, revised, and updated, as needed, each fiscal year. The residents' services provided pursuant to this Article IV.B must adhere to the same performance expectations set forth above, as applicable. Payment for jointly funded residents shall be made as set forth in *Schedule 3*.

[END OF ARTICLE IV.B]

C. SCHOOL OF DENTISTRY FACULTY SERVICES

The Dean of the School of Dentistry (“**Dean-D**”) shall assign SOD Faculty members and other professional staff to UMMC and require such faculty and staff to provide services at UMMC as described in this Article IV.C.

1. **Scope of Services.**

(a) The School of Dentistry shall provide UMMC with SOD Faculty members and other professional staff to provide the following services (“**Dentistry Faculty Services**”):

i. Supervision and administration of dental residents, employed by UMMC, in their delivery of comprehensive dental care to UMMC patients;

ii. 24-hour on-call coverage 7 days per week within the inpatient and emergency department setting;

iii. Provision of inpatient oral maxillofacial and dental services as agreed to between Dean-D and the UMMC Chief Clinical Officer or designee;

iv. Faculty coverage of UMMC dental clinics Monday through Friday from 8:00 a.m. to 4:30 p.m., exclusive of holidays with any changes requiring the approval of UMMC-CEO; and

v. Any additional services agreed to by the Dean-D and UMMC-CEO, or designee.

(b) Notwithstanding the foregoing, due to budgetary constraints that have necessitated a reduction in services, for FY 2026 the Scope of Services described above shall be modified as follows: The UMMC Dental Clinic will close for the equivalent of 2 days per month and 4 half day closures during the Fiscal Year.

(c) The Dean-D shall assign individual SOD Faculty to perform responsibilities under this Agreement and, at the Dean-D’s discretion, may substitute other SOD Faculty members who meet the requisite skill set, after consultation with the UMMC-CEO.

(d) One of the SOD Faculty members assigned under this section shall serve as the Chief of the UMMC Dentistry Service upon approval of the UMMC-CEO. The Chief of the UMMC Dentistry Service will direct all activities of the SOD Faculty pursuant to this Agreement, supervise SOD Faculty dentists and dental residents, and provide back-up services as required in his or her judgment.

(e) During the term of this Agreement, if the School of Dentistry’s costs of providing the Dentistry Faculty Services increase due to unexpected merit increases, COLA, or increases in fringe benefits, the Dean-D will provide the Director with sixty (60) days’ advance notice of the increased costs, and will provide UMMC an opportunity to approve a corresponding increased payment to the School of Dentistry. If UMMC does not approve the increased costs, School of Dentistry will make proportionate adjustments to the Dentistry Faculty Services.

2. Personnel, Supplies and Space.

(a) UMMC shall provide at no cost to the School of Dentistry such UMMC Personnel as may be necessary for the Dentistry Faculty to execute their responsibilities under this Agreement. UMMC will have the exclusive right to approve or disapprove all assignments of UMMC Personnel and related expenditures for this purpose proposed by the School of Dentistry.

(b) UMMC shall provide at no cost to the SOD Faculty the supplies necessary for the SOD Faculty to execute their responsibilities under this Agreement. UMMC will have the exclusive right to approve or disapprove all expenditures requested by the School of Dentistry for these purposes.

(c) UMMC shall provide the School of Dentistry, at no charge, office space for administrative functions as necessary for the SOD Faculty to execute their responsibilities under this Agreement. The scope and location of such administrative space shall be determined by UMMC in consultation with the Dean-D or designee. UMMC may agree to re-evaluate the space allocation to accommodate changes in provider, patient, and service volumes. This space shall be subject to the space use review described in Article V.

(d) The space and other resources addressed herein is distinct from space and other administrative support UMMC may agree to provide to the School of Dentistry and SOD Faculty for use in connection with their professional practices, such as laboratory space and sterilization equipment. As such, the School of Dentistry agrees that none of the space, support or resources provided in connection with the School of Dentistry's provision of Dentistry Faculty Services to UMMC patients will be utilized in connection or comingled with its private practice services or functions. The use of and payment for that space and such resources is addressed in Article V.

3. Billing and Collection. UMMC personnel, within the Division of Oral and Maxillofacial Surgery and Hospital Dentistry, under the supervision of the Chief of the Oral and Maxillofacial Surgery Service, will prepare and submit charges for dental services rendered by oral and maxillofacial surgery/dental residents in the UMMC Oral and Maxillofacial Surgery Clinic according to procedures of UMMC's Finance Department. All revenue generated from patient services delivered by oral and maxillofacial surgery residents in UMMC clinics will accrue to the UMMC Oral and Maxillofacial Surgery and Hospital Dentistry Clinic.

4. Compensation. The compensation payable by UMMC to the School of Dentistry for Dentistry Faculty Services for the Fiscal Year is set forth in ***Schedule 4***, which reflects faculty fringe benefit costs at the standard UMB rate. The payment schedule is set forth in Section X.C.2.

5. Compensation and Reconciliation. As requested by either party, UMMC via the UMMC-CEO or designee, and the School of Dentistry will participate, in good faith, in regular operational and financial review meetings to reconcile payment amounts with the actual level of Dentistry Faculty Services provided pursuant to this Agreement as contemplated by Section

IV.C.1.a.v. Any adjustments will be made via the appropriate payment or refund by the appropriate party, within 30 days of the end of the applicable review period.

6. Performance Standards and Evaluation.

(a) The Dean-D and UMMC-CEO, or designees, will agree upon certain performance standards applicable to the School of Dentistry and residents, which will include compliance with the Leadership Document, as applicable, as well as tools to measure compliance with such performance standards, applicable to the Dentistry Faculty Services pursuant to which School of Dentistry Faculty and residents will be evaluated (“**SOD Performance Standards**”).

(b) Such SOD Performance Standards will relate to patient satisfaction and other CG-CAHPS performance measures, timely medical record documentation, avoidable readmissions, smoking cessation education and/or other areas identified by the UMMC CCO or designee and Dean-D.

(c) Any differences of opinion between the Dean-D and the UMMC-CEO shall be resolved by the President and the UMMC-CEO, or their designees, in accordance with Section X.B.

[END OF ARTICLE IV.C]

D. SCHOOL OF NURSING FACULTY SERVICES

1. Pursuant to the agreement of the Dean of the School of Nursing (“**Dean-N**”) and the Senior Vice President, Chief Nursing Officer of UMMC (“**UMMC-CNO**”), nurses, employed by UMMC may be assigned to work part-time as faculty of the School of Nursing to teach agreed courses at the School of Nursing and/or at UMMC.

2. Payment for these UMB-Supported Employees will be made to UMMC following the end of the academic year. The terms and conditions of these service arrangements must be documented in individual Professional Services Agreements agreed to by the Dean-N and the UMMC-CNO in consultation with the UMMC-CEO.

3. The payment schedule is set forth in Section X.D.2.

[END OF ARTICLE IV.D]

**E. GENERAL REQUIREMENTS APPLICABLE TO
ALL UMB PERSONNEL AND SERVICES**

1. Professional Qualifications. As a general matter, all UMB Personnel funded pursuant to this Agreement must be:

- (a) Duly licensed, registered and/or certified to perform the applicable services;
- (b) Duly credentialed or privileged as required by UMMC and/or Midtown policy and Medical Staff bylaws; and
- (c) Not excluded from participation in any government health care program.

2. Performance Requirements, Standards and Evaluations. All UMB Personnel must:

- (a) Perform the services in accordance with the applicable job description, and if applicable the Leadership Document;
- (b) Adhere to UMMC and/or Midtown policies and procedures; and
- (c) Comply with all applicable state and federal laws including without limitation laws targeting fraud, waste and abuse, as well as the privacy and security of patient information.

3. UMMC Space Utilization by UMB. UMMC or Midtown shall only provide space and other Space Related Resources to UMB Personnel at no cost if the use of such space is for the provision of services pursuant to this Agreement on behalf of UMMC or Midtown, or for the benefit of their patients. Use of space and Space Related Resources (as defined below) for any other purpose shall be subject to Article V.

[END OF ARTICLE IV.E]

ARTICLE V. COMPENSATION FOR USE OF SPACE

A. Use of Space.

1. In recognition of their joint mission, as set forth in the Medical System Law, and historic cooperation and collaborations, UMB and UMMS/UMMC each use space within buildings owned by the other party. In doing so they each may also utilize resources, such as furniture, fixtures, equipment, information technology (IT), and related support (“**Space Related Resources**”).

2. The parties agree to continue to allow such use of space and Space Related Resources pursuant to the terms of this Article V.

3. The Parties have agreed that they will negotiate in good faith to develop an agreed upon process for the use of space among the Parties, changes to that use, and any compensation required for that use, if any, in consideration of the Parties’ joint mission.

B. Compensation for Space.

For FY 2026, UMB shall pay UMMC for space as set forth on *Schedule 5*, and Section X.B.1.

C. Space Use Compliance.

Each party’s use of the other’s space shall be subject to all applicable policies, rules, and regulations of the other party, including but not limited to those regarding personnel and visitor access, security, maintenance, storage, and disposal of chemical or pathological waste, and storage and disposal of select agents.

D. Changes to Space Use.

1. During the Fiscal Year, the parties shall request any needed change to, or reallocation of their current use of space within sixty (60) days, or other time period agreed to by the parties, before the date of the desired change or reallocation.

2. UMB shall submit its requests to the UMMC Chief Operating Officer, and approval must be provided by the UMMC-CEO or designee. UMMC shall submit its requests to the President’s designee, and approval must be provided by the President or designee. Such approvals must be obtained in advance of any change.

3. If the proposed changes are not mutually acceptable, the issues shall be referred to the President and the UMMC-CEO for decision in accordance with Section X.B. Notwithstanding, it is the parties’ intent that the process contemplated in Section V.A.5 be designed to address these types of issues.

[END OF ARTICLE V]

ARTICLE VI. PERSONNEL MATTERS

A. Jointly Supported Employees.

1. Certain full-time employees of UMB or UMMC may have job responsibilities that directly benefit the other party, or are specifically engaged by the non-employing party to perform duties for that party and are not otherwise included within the scope of Articles I-V.

(a) Such engagements are intended to be consistent with the provisions of Section 13-305 of the Education Article recognizing the potential of University employees and officials to also hold director, official, or employment roles within UMMS and UMMC.

(b) As such, the employee is financially supported by both entities and for purposes of this Article VI referred to as a “**Jointly Supported Employee**.” The non-employing party receiving such benefit and providing the corresponding financial support is referred to as the “**Supporting Organization**.”

(c) For clarity, the following are not subject to this Article VI: administrative services addressed in Section III.A.2 (*Facilities Management and Police*) and Section III.A.3 (*Environmental Health and Safety*); and professional faculty services addressed in Article IV.A (*Medicine*), Article IV.B (*Pharmacy*), and Article IV.C (*Dentistry*). Those administrative and faculty services are, instead, governed by those Articles and the corresponding Exhibits and Schedules.

2. The President and the UMMC-CEO, or their respective designees, must approve in writing: (1) any Jointly Supported Employee arrangement; (2) any temporary employment or consulting agreements between an employee of one party and the other party; and (3) the compensation payable by the Supporting Organization for the services of the Jointly Supported Employees.

3. UMB employees who have job responsibilities including activities of direct benefit to UMMC and/or Midtown, in exchange for which UMMC provides financial support to UMB, are referred to herein as “**UMMC-Supported Employees**.” UMMC Personnel who have job responsibilities including activities of direct benefit to UMB in exchange for which UMB provides financial support to UMMC, are referred to herein as “**UMB-Supported Employees**.” Individuals who are part-time employees of UMB, and also part-time employees of UMMC, are not Jointly Supported Employees.

B. Scope of Services/Job Descriptions. The scope of services and/or job description, the percentage of FTE effort and job description, as well as the professional standards applicable to a Jointly Supported Employee’s role for a Supporting Organization shall be set forth in a written agreement signed by representatives of UMMC and UMB or the applicable School or department and the employee. Such written agreement shall address additional matters relating to the Jointly Supported Employee’s engagement as the parties deem reasonable.

C. Payment for Jointly Supported Employees.

1. Payment to UMB for UMMC-Supported Employees

(a) Payment to be Proportionate to Effort. UMMC may fund the full amount, or an agreed upon share, of UMB's salary and fringe benefits cost ("**Employment Cost**") for UMMC-Supported Employees. UMMC's percentage share of Employment Cost for a UMMC Supported Employee will be the same as that employee's percentage effort resulting in direct benefit to UMMC and/or Midtown, as determined by UMB and UMMC, acting through the department/executive personnel delegated responsibility to make the determination. UMMC may recover a share of its cost from Midtown as agreed between UMMC and Midtown. UMB will not bill Midtown.

(b) Limits on Use of UMMC Support. UMMC support of Employment Cost may not be used to increase the salary or overall compensation of a UMMC Supported Employee above a UMB approved level.

(c) Schedule of UMMC-Supported Employees and Changes to that Schedule.

i. Except to the extent services of UMMC-Supported Employees are covered by a separate written agreement that has been duly approved by UMB and UMMC, UMB and UMMC shall maintain a schedule of the UMMC-Supported Employees and associated Employment Costs to be paid by UMMC for such UMMC-Supported Employees.

ii. This "**UMMC-Supported Employee Schedule**" will be finalized no later than the end of the Fiscal Year. On a semi-monthly basis, UMMC will pay UMB 1/24 of the aggregate UMMC-Supported Employees cost as stated in the Schedule, as provided in Section X.C.3.

iii. The payment so determined will be in effect following agreement upon the Schedule for the Fiscal Year. In issuing its first payment in this Fiscal Year, UMMC will pay for the UMMC-Supported Employees services retroactive to July 1 of this Fiscal Year.

(d) Changes.

i. During the Fiscal Year, any changes to the Schedule of UMMC-Supported Employees due to departures or changes in scope of employment, hiring, payroll practices, and salary adjustments (such as merit increase or COLA) must be agreed to in advance by both parties.

ii. To the extent there are changes of the UMMC-Supported Employee Schedule as agreed by the UMMC-CEO and President, or designees, UMB may not reallocate any employee costs for any other purpose without the prior written consent from UMMC-CEO or designee.

iii. Further, twice per year, once after December 31 of the Fiscal Year, and again after the close of the Fiscal Year, UMB and UMMC will reconcile UMMC's

payment for UMMC-Supported Employees to the services provided by those employees and the costs actually incurred by UMB.

iv. Within 90 days after these two reconciliations, UMB will calculate a reconciling sum and submit to the appropriate UMMC representative, as designated by the UMMC/CFO or designee, so that UMMC only pays for the actual services provided by UMMC-Supported Employees and the actual costs incurred by UMB related to those services, as agreed by UMB and UMMC.

2. Payment to UMMC for UMB-Supported Employees.

(a) Grant Funded Activities of UMB-Supported Employees. To the extent UMMC Personnel who are UMB-Supported Employees devote part-time or full-time effort to clinical, research related or other activities at UMMC and/or Midtown or at UMB health care delivery sites for which UMB receives grant and contract support or other funding, UMB will transfer to UMMC funds received for salaries and fringe benefits of such UMMC Personnel, in accordance with the budgets of these grants, contracts and other funding. Such amounts shall be proportionate to UMMC Personnel efforts and activities.

(b) School of Medicine Services. To the extent UMMC Personnel who are UMB-Supported Employees devote part-time or full-time effort to activities of the School of Medicine, as agreed between the SOM Departments and UMMC and/or Midtown, the invoices and payments will be processed in accordance with the parties' agreements as provided in Section X.D.3.

(c) Other University Services. To the extent UMMC Personnel who are UMB-Supported Employees devote part-time or full-time effort to activities of the University or its schools, payment shall be made by UMB to UMMC in the manner set forth in the agreed upon Professional Services Agreement or other MOU as agreed to by the President or applicable Dean and CEO, or their respective designees.

3. Assistance in UMMC Collection for Practice Supported Employees. Some full-time UMMC Personnel devote part-time or full-time effort to activities of the Practices. If a Practice has committed to support the employment of UMMC Personnel, UMB will provide support reasonably requested by UMMC to collect invoiced, but unpaid, sums due from Practices. UMMC recognizes that UMB does not control the funds of the Practices.

D. General Requirements Applicable to All Jointly Supported Employees

1. Professional Qualifications. As a general matter and as applicable, all Jointly Supported Employees must be:

(a) Duly licensed, registered and/or certified to perform the applicable services;

(b) Duly credentialed or privileged as required by UMMC policy and Medical Staff bylaws; and

(c) Not excluded from participation in any government health care program.

2. **Performance Requirements, Standards and Evaluations.** All Jointly Supported Employees, must:

(a) Perform the services in accordance with the applicable job description of the Supporting Organization;

(b) Adhere to the Supporting Organization's policies and procedures; and

(c) Comply with all applicable state and federal laws including without limitation laws targeting fraud, waste and abuse, as well as the privacy and security of patient information.

3. **Performance Evaluations and Reconciliation.**

(a) At least quarterly, representatives of UMB, UMMC, and the applicable Schools will make a good faith effort to meet to review the status of the obligations of UMMC, UMB and the applicable Schools to one another for support of Jointly Supported Employees, to reconcile obligations to one another for Employment Cost support and to evaluate the performance of the Jointly Supported Employee.

(b) The President, the applicable Deans, and the UMMC-CEO shall designate representatives for these meetings. The target dates for meetings are October 1, 2025, December 1, 2025, February 1, 2026, and May 1, 2026.

(c) The parties agree to share any information reasonably requested in order to perform such evaluations and reconciliations including documentation of the Jointly Supported Employee's salary and fringe benefit costs.

4. **Cost Increases.**

(a) Effective July 1, 2025, for current approved Jointly Supported Employees, the parties agree to pay for their proportional share of a salary increase equal to the merit-based percentage increase applied to UMMC Personnel.

(b) During FY 2026 if either party's actual costs to employ a Jointly Supported Employee increase due to promotions, merit increases, COLA, or increases in fringe benefits, the employing party seeking the increase will provide the Supporting Organization with sixty (60) days' advance notice of the increased costs. The Supporting Organization will have the opportunity to approve or decline a corresponding increased payment.

(c) If the Supporting Organization declines to pay the increased costs for any such increases, the Jointly Supported Employee's percentage of work effort will be reduced by the employing party by the percentage of shared financial support.

E. Compliance with Policies and Procedures.

1. In performing the duties for a supporting party, the Jointly Supported Employee is considered part of the Supporting Organization's workforce and as such must adhere

to all applicable policies and procedures, in addition to all applicable state and federal laws in the course of performing the duties hereunder.

2. Each party agrees that the Supporting Organization will have unrestricted access to interview a Jointly Supported Employee at reasonable times for the purpose of determining such Jointly Supported Employee's compliance with this Agreement.

3. Each party agrees that a Jointly Supported Employee may be accompanied at such interviews by a member of senior leadership, a chair or a representative of a chair, as may be applicable and, if the interview involves a potential criminal issue, by a legal representative, with respect to UMB employees, or UMMC Office of General Counsel and/or legal counsel or representative as designated by the employee with respect to UMMC Personnel.

F. Employer Obligations. The employing party assigning its employees to work for the Supporting Organization will remain the lawful employer of the Jointly Supported Employee and responsible for all employer obligations, such as the preparation of any income reports to tax authorities and the maintenance of appropriate workers compensation coverage and unemployment insurance. The Jointly Supported Employee shall not be a common law employee of the Supporting Organization.

G. Termination.

1. As to any Jointly Supported Employee, either party may terminate the arrangement and related support following not less sixty (60) days written notice, provided such notice is in compliance with notice requirements under applicable employment laws.

2. Notwithstanding, a party may terminate such support and arrangement immediately without prior written notice upon the Supporting Organization's reasonable determination, communicated in writing to the other party, that the Jointly Supported Employee has violated the Supporting Organization's policies, procedures, or applicable law.

3. A party will have no obligation to assign an employee to perform work for the other party if the employee has ceased to be a Jointly Supported Employee due to notice given by the other party under the first sentence of this Section, a party will have no ability to assign an employee to perform work for the other party if the employee has ceased to be a Jointly Supported Employee due to termination by immediate notice given by the other party as provided in the second sentence of this Section.

[END OF ARTICLE VI]

ARTICLE VII. ASSUMPTION OF LIABILITIES; INSURANCE

A. No Assumption of Liabilities. None of UMMS, UMMC LLC, or Midtown shall assume any liabilities of UMB, USM, or the State other than the Medical System Liabilities, other liabilities identified in Section 13-308 of the Education Article, and the liabilities specifically described in this Article VII or in Article IX.

B. Cooperation of Defense of Claims (UMMS).

UMMS will cooperate fully with UMB and the Office of the Attorney General in the investigation and defense of potential claims and claims asserted against UMB or its officers or employees incurred or arising in connection with (a) the operation of the “Medical System Assets” prior to the Transfer Date, for which claims liability is not assumed by UMMS, and (b) education or research activities conducted by UMB, its faculty, or students at UMMC or Midtown. UMMS will direct its professional staff and administration, including employees of the UMMC LLC and Midtown, as applicable, to provide non-legal advice and consultation to UMB and the Office of the Attorney General with regard to such matters at no cost.

C. Cooperation of Defense of Claims (UMB).

UMB will cooperate fully with UMMS and its legal counsel in the investigation and defense of potential claims and claims asserted against UMMS, the UMMC LLC, Midtown or the officers or employees of any such entity, and claims for which UMMS has assumed responsibility, incurred or arising in connection with (a) operations, prior to the Transfer Date, of the clinical facilities among the Medical System Assets, (b) services provided to UMMC or Midtown by UMB after the Transfer Date pursuant to this Agreement or any prior Annual Contract, and (c) education or research activities conducted by UMB, its faculty or students at UMMC or Midtown. UMB will direct its professional staff and administration to provide consultation to UMMC and Midtown and their legal counsel with regard to such matters at no cost.

D. Insurance.

To the extent feasible in the opinion of the UMMC-CEO, UMMC will procure insurance adequate to protect UMB’s interest and provide for UMB’s defense and indemnification with respect to the matters described in Subsection 13-308(c) of the Education Article. UMMC will remain liable for any obligations under that Subsection which are not provided for by insurance.

E. Professional Malpractice Insurance.

1. The President and the UMMC-CEO shall establish procedures for coordinated planning of malpractice insurance for the UMB faculty, staff, and students, UMMC, and UMMC Personnel. In planning, representatives from the School of Medicine, other UMB schools and UMMC shall be involved as the President and the UMMC-CEO deem appropriate.

2. During the Fiscal Year, (1) UMMC and/or Midtown, as applicable, will support the provision of malpractice insurance for the faculty on the medical staff of UMMC and/or Midtown as applicable, but only to the extent determined by the Board of Directors upon the recommendation of the UMMC-CEO (which may include coverage by the Maryland Medicine Comprehensive Insurance Program [**“MMCIP”**]); (2) UMMC will pay premiums for malpractice insurance for all medical residents and fellows in the UMMC graduate medical education programs; and (3) the School of Medicine and UMMC will collect from third parties and credit to UMMC the cost of malpractice insurance premiums for medical residents and fellows providing services at health care facilities other than UMMC for consideration payable to the School of Medicine or to UMMC.

F. Indemnification by UMMS.

1. UMMS hereby waives, and agrees to defend, indemnify, and hold harmless, the State of Maryland, USM, the University, and their officers and employees from:

(a) Any claim, lawsuit, loss, damage, or liability arising out of the performance of services for UMMC or Midtown pursuant to Article III (Administrative Services), Section IV.A.1 (UMB Faculty Services), and Sections VI.A - G (Jointly Supported Employees);

(b) Any claim, lawsuit, loss, damage, or liability brought by or on behalf of any UMMC or Midtown volunteer or employee who is not a member of the medical staff of UMMC or Midtown; and

(c) Any claim, lawsuit, loss, damage, or liability arising out of supervision or administrative services related to such UMMC or Midtown volunteer or employee, which services were performed in good faith for UMMC or Midtown by the UMB faculty pursuant to Article IV (UMB Faculty Services).

2. UMMS will defend, indemnify, and hold harmless UMB with respect to all claims related to the employment relationship prior to the Transfer Date between UMMC Personnel and the University and the State during a time when such personnel were assigned in UMMC.

3. Obligations and liabilities of UMMS to USM and UMB may not be transferred to the UMMC LLC and/or Midtown. Any obligations and liabilities of UMMC or Midtown provided in this Agreement are the obligations and liabilities of UMMS, and any commitments, waivers or other actions undertaken by UMMC or Midtown in this Agreement are imputed to UMMS.

[END OF ARTICLE VII]

ARTICLE VIII. MEDICAL STAFF

A. UMMC medical staff bylaws provide that all members of the regular medical staff (subject to certain exceptions) must hold faculty appointments at the School of Medicine or the School of Dentistry.

B. Faculty applications to the medical staff of UMMC will be submitted as required under the UMMC medical staff by-laws, and will be granted or denied by UMMC following review in accordance with the by-laws.

C. The Schools of Medicine and Dentistry will use their best efforts to process faculty appointments within one hundred twenty (120) days from faculty hire, will notify UMMC when faculty appointments are complete, and will notify UMMC when faculty appointments are terminated, all of the foregoing requirements applying only with respect to faculty who apply for membership in the regular medical staff.

D. If UMMC considers seeking termination or suspension of medical staff privileges granted to any faculty member, or asking that any member of the faculty resign from the medical staff, before initiating any such action the UMMC-CEO or designees shall consult with the Dean of the faculty member's school, and, except in an emergency, before taking action shall permit that Dean a reasonable time to consult with the President and the Office of the Attorney General concerning the impact of such action upon the faculty status of the medical staff member. Notwithstanding, nothing herein shall compromise either party's ability to meet its obligations under federal or state law, including professional licensing board regulations.

[END OF ARTICLE VIII]

ARTICLE IX. ENDOWMENTS

A. Any endowments or gifts received by UMB during the Fiscal Year that are explicitly for the benefit of UMMS or any of its parts will be identified to UMMS by UMB and transferred as UMMS directs, both within ninety (90) days of receipt.

B. Any endowments or gifts received by UMMS during the Fiscal Year that are explicitly for the benefit of UMB or any part of the UMB will be identified to UMB by UMMS and transferred as UMB directs, both within ninety (90) days of receipt.

C. If a court order or other approval required by law is necessary to transfer any endowment or gift, the parties will cooperate to seek needed action in a timely manner, recognizing that delays in seeking or obtaining approvals may delay transfer of endowments or gifts.

[END OF ARTICLE IX]

ARTICLE X. ADMINISTRATIVE MATTERS

A. Governing Law.

This Agreement is subject to and shall be interpreted in accordance with the laws of the State of Maryland and shall be liberally construed to effect the purposes of the Education Article as stated therein. If any provision of this Agreement shall be determined by a court of law to be unlawful, that provision shall be null and void, but the remainder of this Agreement shall remain in effect. Nothing contained in this Agreement shall be deemed or construed to waive or abrogate in any way the sovereign immunity of the State, USM, or UMB, or to deprive USM, UMB or any officer or employee thereof of sovereign immunity.

B. Interpretation Disputes.

If there should be any dispute between the parties related to the interpretation or administration of this Agreement, the President and the UMMC-CEO, or their designees, shall consider fully the dispute and seek to make a joint decision for resolution of the matter within thirty (30) days. If they are unable to reach a joint decision, the President or the UMMC-CEO may request that a committee comprised of three (3) members of the Board of Directors and three (3) members of the Board of Regents be convened to meet and attempt to reach a resolution acceptable to the institutions' governing boards, using a process and procedures as shall be established by such ad hoc committee.

C. Payment Schedule for Compensation due to UMB from UMMC.

Compensation due UMB from UMMC is payable according to the following schedule:

1. Administrative Services Payment Schedule. Payments for services described in Article III (Administrative Services) are due in twenty-four equal installments payable on the fifteenth (15th) and thirtieth (30th) days of each month (except for the second payment in February, which is due on the last day of February) in the Fiscal Year. Each installment shall be one-twenty-fourth (1/24) of the total in **Schedule 1**. This payment schedule applies to amounts set forth in the applicable **Schedule 1**. It does not apply to any costs invoiced between the parties as provided for in Article III.

2. Faculty Services Payment Schedule. Payments by UMMC for faculty services described in Article IV.A, Article IV.B, and Article IV.C, and **Schedules 2A, 2B, 2C**, (*Medical Faculty*), **Schedule 3** (*Pharmacy Faculty*), and **Schedule 4** (*Dentistry Faculty*) are due in installments of one-twenty-fourth (1/24) of the total of payments stated in those Schedules. Installments are due on the fifteenth (15th) and thirtieth (30th) days of each month (except for the second payment in February, which is due on the last day of February) in the Fiscal Year.

3. UMMC-Supported Employees Payment Schedule. Payments by UMMC described in Section VI.C.1. (related to UMMC-Supported Employees), will be made semi-monthly on the fifteenth (15th) and thirtieth (30th) days of each month (except for the second payment in February, which is due on the last day of February) in the Fiscal Year.

D. Payment Schedule for Compensation due to UMMC from UMB.

1. Payment for Space Use. Compensation due from UMB to UMMC for space usage will be payable in installments of one-twenty-fourth (1/24) of the total stated in **Schedule 5**. Installments are due the fifteenth (15th) and thirtieth (30th) days of each month (except for the second payment in February, which is due on the last day of February) in the Fiscal Year. This payment will be effectuated by UMMC reducing each installment payment due to SOM pursuant to Section IV.D.2 for SOM Faculty services in an amount equal to the amount due to UMMC for UMB's use of space in the same installment period.

2. Payment for Nursing School Faculty Services. Compensation from the School of Nursing for faculty services as agreed to in writing in accordance with Section IV.D, will be payable in a single payment due no later than June 30, 2025.

3. UMB-Supported Employee Payment Schedule. Payments by UMB described in Section VI.C.2.b (related to UMB-Supported Employees), will be made semi-monthly on the fifteenth (15th) and thirtieth (30th) days of each month (except for the second payment in February, which is due on the last day of February) in the Fiscal Year.

4. Employee Health Costs. As set forth in Section III.B.2 and **Schedule 6**, SOM will pay UMMC the amount of \$65,000 to help defray certain employee health costs associated with physician clinical privileges such as annual screenings, immunizations, or fit testing which UMMC requires of SOM Faculty.

E. State Appropriations to USM or UMB for UMMS. If any State appropriated funds are appropriated to USM or UMB for the Fiscal Year and provided by the State for transfer to UMMC, the funds will be paid to UMMC by USM or UMB in two equal installments, due July 1, 2025 and January 2, 2026.

F. Invoicing Process

1. UMB shall invoice UMMC: (a) once for semi-monthly payments due to USM or UMB pursuant to this Agreement, and (b) periodically, as provided in this Agreement, for other billable services and cost reimbursements, such as extra costs or fee for service costs. UMMC semi-monthly payments to UMB will be made by electronic funds transfer in accordance with instructions provided by UMB. Other payments from UMMC to UMB will be made by electronic funds transfer if feasible and if payment information is provided by UMB when required payments are invoiced. If UMMC is unable to issue payment via electronic funds transfer, payment shall be made by check to UMB as promptly as possible after the due date for the payment.

2. Payments due UMMS and/or UMMC from UMB shall be paid by the State of Maryland by check, using check mailing instructions provided by UMMS and/or UMMC, as applicable, or pursuant to the most current payment methodology as communicated by UMMS and/or UMMC, subject to State law, regulation or policy permitting use of that means of payment.

3. If the due date for any payment is a date when the payee's offices are closed, the payment shall be made on the next day that both parties' offices are open.

4. Late Fees. If any payment due to UMB from UMMC pursuant to this Agreement is not transferred to or delivered to UMB within one week of its due date, the amount due will accrue interest at the rate of six percent (6%) per annum from the date the payment was due until the date it was received by UMB. If any payment due to UMMC from UMB pursuant to this Agreement is not transferred to or delivered to UMMC within one week of its due date, the amount due will accrue interest at the rate of six percent (6%) per annum from the date the payment was due until the date it was received by UMMC. Charges for late payment of invoices are subject to Title 15, Subtitle 1 of the State Finance and Procurement Article of the Annotated Code of Maryland.

G. Agreement Term. The term of this Agreement is July 1, 2025 through June 30, 2026. If USM and UMMS do not enter into an Annual Contract for the following fiscal year, this Agreement shall remain in force until another annual contract is approved, which could occur after the following fiscal year has begun. Seed support payable pursuant to **Schedule 2B** shall only continue for the defined period of time as provided in Section IV.A.2.

H. Amendments to this Agreement. Proposed amendments to this Agreement, including amendments of the Exhibits and Schedules, must be stated in writing, and must be considered and recommended to the Board of Directors and the Board of Regents in the same manner that this Agreement was considered and recommended, unless the two boards specify a different procedure. Approved amendments must be set forth in a writing signed by the parties.

I. Changes Without Amendment.

Without following the amendment procedures in Section X.H., the President and the UMMC-CEO, or their designees, may agree to the changes summarized below via a written and signed agreement.

1. Changes to Administrative Services and Faculty Services.

(a) Less than 25% Change to Service Volume. Increase or decrease the services provided to UMMS, UMMC or Midtown by UMB, provided that any such change in administrative or faculty services provided by a UMB administrative unit or School will not result in a cumulative increase or decrease of more than twenty-five percent (25%) in the total agreed cost of services provided by that UMB administrative unit or School, as shown on **Schedule 1, 2A, 2B, 2C, 3 or 4;**

(b) Increase of Costs to Reflect Increase of Salary/Benefits. Increase costs to be reimbursed to reflect any mutually agreed to increase in salaries, fringe benefit costs, and other personnel costs associated with services provided by one party to the other party;

(c) Shifting of Costs Related to Relocated/Expanded Service to Midtown. Shift between **Schedule 2A** and **Schedule 2C** if UMMC clinical services are relocated to or expanded to Midtown, or vice versa.

2. **Changes to Space Use.** Increase or decrease the space of one party used by the other party, if such change will not result in a cumulative increase or decrease of more than twenty-five percent (25%) in the compensation paid to UMMS as shown on **Schedule 5**. Any such change shall be documented and agreed to in writing between the parties.

3. **Changes in SOM Faculty Compensation.** Changes described in Section IV.A.5.

4. Any actions pursuant to this Section X.I shall be effective as of the date agreed by the authorized approvers and payments thereafter shall be adjusted appropriately. With respect to changes to administrative services, the President and the UMMC-CEO may delegate authority to approve such changes to appropriate officers who report to them.

J. Access to Books and Records. Unless UMB is instructed to the contrary by UMMC, UMB shall make such of its records as are necessary to verify the nature and extent of the costs of services provided to UMMC and Midtown available to the Secretary of the United States Department of Health and Human Services, the United States Comptroller General, and their duly authorized representatives to the extent required by law for a period of four (4) years after services were provided, whichever is longer. Similar access to records and contracts between UMB and organizations related to UMB or under contract to UMB also shall be made available, to the extent required by law.

K. UMB Fringe Benefit Rates and Adjustments.

1. The compensation from UMMC to UMB for faculty, staff, and resident services (see **Schedules 2A, 2B, 2C, 3, and 4**) includes a charge for fringe benefits at a standard fringe benefit rate set by UMB (subject to approval of the United States Government) for use in UMB grants and contracts.

(a) For UMMC funding to support salary and fringe benefit costs of UMB faculty and staff employees with responsibilities to UMMC and/or Midtown, as described in **Schedules 2A, 2B, 2C, and 3**, Section VI.C.2., and Section X.C.3, the standard UMB fringe benefit rate for the relevant category of personnel will be used.

(b) For the Fiscal Year, the rates are **29.3%** for faculty, **38.4%** for exempt staff, and **20.5%** for residents.

(c) Fringe benefit changes during the Fiscal Year will be applied as of their effective date, and UMMC will be notified by the Dean's Office or UMB Financial Services of revised rates and adjustments to required semi-monthly payments.

2. To aid in the implementation of the standard fringe benefit rate, UMB will reduce the total annual payment required from UMMC under ***Schedules 2A, 2B, and 2C*** by the sum of **\$4,778,533.00**, which has been agreed to by UMB and UMMC. This adjustment will be applied *pro rata* against the payments referred to in Section X.C.2.

(a) This adjustment will not be increased if the total of ***Schedules 2A, 2B, and 2C***, or the total of any one of them, is increased by the parties' agreement.

(b) Consistent with federal requirements pertaining to use of standard fringe benefit rates, UMB will not use or apply federal funds to reduce the payment due from UMMC as described in this Section X.K.

L. Assertion of Defenses on Behalf of UMB.

1. No provision of this Agreement requiring UMMS or UMMC to defend, indemnify, and hold harmless the State, UMB, USM, or their personnel, is intended to waive the defenses of sovereign immunity, limited immunity, or any other immunity, or to waive any other defense available to any claim or action being defended by UMMS pursuant to this Agreement. UMMS or UMMC may assert on behalf of USM or UMB all defenses that might be asserted by the Office of the Attorney General in opposition to such claims or actions. The Office of the Attorney General shall be consulted by UMMS regarding use of immunity defense.

2. No provision of this Agreement requiring UMMS or UMMC to defend, indemnify and hold harmless the State, UMB, USM, or their personnel is intended to limit, waive, or release UMMS's or UMMC's right or ability to sue or otherwise pursue any claim, lawsuit, loss, damage, or liability against any State, UMB or USM personnel resulting from such personnel's criminal conduct, gross negligence or malice outside the scope of public duties, including, but not limited to, embezzlement or other improper or illegal diversion of funds. UMMS or UMMC will advise the President, UMB, and the Office of the Attorney General before initiating any such action.

M. Regulatory Compliance.

Each party shall comply with all applicable federal, state, and local laws in performing their respective obligations thereunder, including but not limited to the federal and state laws addressing anti-kickback, self-referral, fraud, waste, and whistleblower protections for those reporting violations of such laws.

[END OF ARTICLE X]

ARTICLE XI. SUBSIDIARIES

UMB approves the establishment of non-profit or for-profit subsidiaries or entities related to UMMS subject to the conditions set forth in this Article XI. “**Subsidiary**” as used in this Article XI refers to a subsidiary or related entity, as defined in Section A of this Article XI.

A. Definitions

1. “**Subsidiary**” means a stock corporation if a majority of any class of its voting stock is owned by UMMS, another subsidiary, or a related entity.

2. “**Related entity**” means any non-stock entity if the corporation owns a controlling interest in the entity or controls election or appointment of a majority of the entity’s governing board.

B. Conditions Applicable to All Subsidiaries

1. The Board of Directors of UMMS may establish or acquire subsidiaries. Unless otherwise specifically provided by action of the Board of Regents, State law, or other provisions of this Agreement, the following conditions shall be observed with respect to each subsidiary.

2. No land or buildings transferred at any time to UMMS by the State or UMB shall be transferred to a subsidiary without prior approval of the Board of Regents.

3. If the President concludes at any time that the purpose of any subsidiary includes an activity affecting the educational or research activities of any professional school at UMB, with input from the UMMC-CEO, the President may name one (1) of the members of the board of directors of the subsidiary.

4. UMMS will require the subsidiary to indemnify any director named by the President to the fullest extent permitted by Maryland law and shall maintain commercial directors’ and officers’ liability insurance or other adequate insurance to protect the director from financial risk or loss. The director named by the President shall in no event be protected less fully than any other director of the subsidiary.

5. UMMS shall defend, indemnify, and hold harmless UMB, the Board of Regents, and the officers and employees of UMB with respect to any claims, demands, actions or suits asserted against UMB relating to activities of a subsidiary. In the course of providing defense hereunder, UMMS may raise defenses of sovereign immunity and other immunities available to UMB to the extent provided by Maryland law and will consult with the Attorney General’s Office as appropriate. It is the intention of the parties that no defense available to UMB, the Board of Regents or officers or employees of UMB shall be waived or limited as a result of UMMS’s

agreement to defend and indemnify UMB, the Board of Regents, and officers and employees of UMB.

6. Annually, in connection with preparation of the Annual Contract, UMMS shall report to UMB the names and functions of all extant subsidiaries. If the Board of Regents determines that the Annual Contract should not grant continued approval for the operation of any subsidiary, UMMS will terminate the subsidiary status of the entity in question. A term of one (1) year shall be allowed for this action.

C. Existing Subsidiaries and Special Provisions

1. The subsidiaries of UMMS as of June 30, 2025 are listed in *Schedule 7*.

2. The Dean-M is required to be an *ex officio* voting member of the board of directors of the James Lawrence Kernan Hospital, Inc. (d/b/a University of Maryland Rehabilitation & Orthopaedic Institute) (“UMROI”), and Section XI.B.2 is not applicable to that hospital.

3. Midtown, which is a subsidiary, is subject to the provisions concerning it that are included in this Agreement.

4. USM and UMB previously approved the establishment of the UMMC LLC as a subsidiary of UMMS, as provided by State law, provided that the President and the Dean-M are non-voting members of the UMMC LLC board.

[END OF ARTICLE XI]

ARTICLE XII. OTHER AGREEMENTS

A. This Agreement, as mandated by Section 13-306 of the Education Article, must include all financial obligations, exchanges of services, and any other agreed relationships between the parties. From time to time, the parties may enter into other arrangements, and in doing so shall document them in a written document signed by their respective authorized representatives. Via this Article XII, those arrangements are incorporated by reference in accordance with the intent of the Medical System Law.

B. UMMS, the UMMC LLC and UMB have entered into a Mission Support Agreement (“MSA”) which will be effective during the Fiscal Year. The MSA is attached as *Schedule 8* to this Agreement. *Schedule 8* states an agreed lump sum payment to the School of Medicine due in October of the Fiscal Year, pursuant to the terms of the MSA.

[END OF ARTICLE XII]

IN WITNESS WHEREOF, the parties, by their authorized officers, execute this Agreement.

UNIVERSITY SYSTEM OF MARYLAND

by University of Maryland, Baltimore

By: _____

Bruce E. Jarrell, MD, FACS
President

Date

**UNIVERSITY OF MARYLAND
MEDICAL SYSTEM CORPORATION**

By: _____

Mohan Suntha, MD, MBA
President and Chief Executive Officer

Date

**UNIVERSITY OF MARYLAND
MEDICAL CENTER, LLC**

By: _____

Bert W. O'Malley, MD
President and Chief Executive Officer

Date

SCHEDULE 1 - FY 2026
PAYMENT TO UMB FOR ADMINISTRATIVE SERVICES

Administrative Services
(Exhibit B)

Facilities Management (Operations and Maintenance)	\$ 22,944
UMBPD	\$1,682,610
Subtotal	<u>\$1,705,554</u>

Environmental Health and Safety <i>(Exhibit C)</i>	<u>\$ 759,974</u>
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TOTAL	\$ 2,465,528
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SCHEDULE 2A - FY 2026

BASE PAYMENTS FROM UMMC FOR SCHOOL OF MEDICINE FACULTY SERVICES

Department	Base Amount
Anesthesiology	\$ 14,922,744
Critical Care	3,793,724
Dermatology	233,536
Diagnostic Radiology	7,054,547
Emergency Medicine	4,572,302
Family Medicine	486,467
Infection Control / Epidemiology	339,373
Medicine	6,718,748
Neurology	1,604,828
Neurosurgery	1,621,182
OB/Gyn	5,923,585
Oncology	2,491,194
Ophthalmology	528,895
Orthopaedics	2,844,205
Otorhinolaryngology	1,179,264
Pathology	3,346,695
Pediatrics	7,610,417
Psychiatry	5,808,438
Radiation Oncology	2,393,622
Shock Trauma	9,570,919
Surgery	15,157,360
Total Salary	<u>98,202,045</u>
Fringe Benefits Estimated at 29.30%	28,773,199
Total Salary plus Fringes	<u>\$126,975,244</u>

Projected cost excludes new budgeted positions not yet recruited/filled as of May 2025. The projected cost amount will be amended during the year as the recruitment of new budgeted positions occur as provided for in the annual contract.

Payments for Departments entering Funds Flow (Anesthesiology, Diagnostic Radiology, and Surgery) remain as set forth above until such time that the Departments' Funds Flow total support amount, pursuant to the Funds Flow guidelines and implementation process agreed to by all parties, is finalized and mutually agreed upon by all. At that time, such Department total support amount will replace the amount set forth above.

FY 2026 Annual Contract

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SCHEDULE 2B - FY 2026

SEED PAYMENTS FROM UMMC FOR SCHOOL OF MEDICINE FACULTY SERVICES

Department	FY2026	FY2027	FY2028	FY2029	FY2029
Anesthesiology	\$ -	\$ -	\$ -	\$ -	\$ -
Critical Care	950,029	902,528	857,401	814,531	773,805
Dermatology	-	-	-	-	-
Diagnostic Radiology	-	-	-	-	-
Emergency Medicine	-	-	-	-	-
Family Medicine	-	-	-	-	-
Infection Control / Epidemiology	-	-	-	-	-
Medicine	11,947,496	11,350,121	10,782,615	10,243,484	9,731,310
Neurology	991,346	941,779	894,690	849,955	807,458
Neurosurgery	3,949,049	3,751,596	3,564,016	3,385,815	3,216,525
Ob/Gyn	779,917	740,921	703,875	668,681	635,247
Oncology	377,703	358,818	340,877	323,833	307,641
Ophthalmology	-	-	-	-	-
Orthopaedics	1,909,641	1,814,159	1,723,451	1,637,278	1,555,415
Otorhinolaryngology	982,559	933,431	886,759	842,422	800,300
Pathology	-	-	-	-	-
Pediatrics	3,179,630	3,020,649	2,869,616	2,726,135	2,589,829
Psychiatry	-	-	-	-	-
Radiation Oncology	-	-	-	-	-
Shock Trauma	-	-	-	-	-
Surgery	-	-	-	-	-
Total Salary	\$ 25,067,370	\$ 23,814,001	\$ 22,623,301	\$ 21,492,136	\$ 20,417,529
Fringe Benefits Estimated at 29.30%	7,344,739	6,977,502	6,628,627	6,297,196	5,982,336
Total Salary plus Fringes	\$ 32,412,109	\$ 30,791,503	\$ 29,251,928	\$ 27,789,332	\$ 26,399,865

Projected cost excludes new budgeted positions not yet recruited/filled as of May 2025. The projected cost amounts will be amended during the year based on the recruitment of new budgeted and approved positions occur as provided for in the annual contract.

Fiscal year 2026 seed funding does NOT reflect a decrease in funds and there is not increased funding for SIPC. The amount was maintained at the FY2025 level of support. Departments working through the Funds Flow modeling as of May 2025 (Anesthesiology, Diagnostic Radiology, and Surgery) have had any seed support shifted to Base (2A) for FY2026 until such time their Funds Flow is finalized.

Fiscal years 2027 - 2029 assume a decrease in seed support based on the definition/intention of seeding faculty support as described within the annual contract and as set forth in the above schedule. Future seed support for departments with finalized Funds Flow models will be dictated by the guidelines set forth in the agreed upon Funds Flow methodology.

FY 2026 Annual Contract

4918-6383-6421, v. 15

SCHEDULE 2C - FY 2026

BASE PAYMENTS FROM MIDTOWN FOR SCHOOL OF MEDICINE FACULTY SERVICES

Department	PSC: Total Base Support
Anesthesiology	\$ 1,567,263
Critical Care	36,832
Dermatology	-
Diagnostic Radiology	952,688
Emergency Medicine	3,332,795
Family Medicine	-
Infection Control / Epidemiology	51,888
Medicine	9,019,180
Neurology	549,740
Neurosurgery	-
OB/Gyn	375,000
Oncology	-
Ophthalmology	1,299,647
Orthopaedics	1,108,143
Otorhinolaryngology	258,435
Pathology	274,835
Pediatrics	22,457
Psychiatry	2,614,758
Radiation Oncology	-
Shock Trauma	-
Surgery	445,997
Total Salary	21,909,658
Fringe Benefits Estimated at 29.30%	6,419,530
Total Salary plus Fringes	\$ 28,329,188

Projected cost excludes new budgeted positions not yet recruited/filled as of May 2025. The projected cost amount will be amended during the year as the recruitment of new budgeted positions occur as provided for in the annual contract.

Payments for Departments entering Funds Flow (Anesthesiology, Diagnostic Radiology, and Surgery) remain as set forth above until such time that the Departments' Funds Flow total support amount, pursuant to the Funds Flow guideline and implementation process agreed to by all parties, is finalized and mutually agreed upon by all. At that time, such Department total support amount will replace the amount set forth above.

FY 2026 Annual Contract

4918-6383-6421, v. 15

SCHEDULE 3 - FY 2026
PAYMENTS FROM UMMC TO SCHOOL OF PHARMACY

Salaries

Faculty Salary	\$352,488
Staff Salary	\$642,344
Residents Salary	<u>\$142,000</u>
Subtotal	\$1,136,832

*Fringe Benefits **

Faculty	\$103,279
Staff	\$246,660
Residents	<u>\$29,110</u>
Subtotal	\$379,049

Travel	<u>\$3,000</u>
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Total **\$1,518,881**

** Reflects 29.3% for faculty, 38.4% for staff, and 20.5% for residents*

SCHEDULE 4 - FY 2026
UMMC PAYMENTS FOR DENTAL SCHOOL FACULTY SERVICES

Faculty

Salary	\$537,135	<i>Includes Residency Coordinator</i>
Fringe (@29.3%)	<u>\$157,381</u>	
Subtotal	\$694,516	

Administrative Staff

Salary	\$56,980
Fringe (@38.4%)	<u>\$21,880</u>
Subtotal	\$78,860

TOTAL	\$773,376
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SCHEDULE 5 - FY 2026
COMPENSATION FOR SPACE USAGE

Owed by UMB to UMMC	\$1,157,304
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SCHEDULE 6 - FY 2026
COMPENSATION FOR EMPLOYEE HEALTH SERVICES

Owed to UMMC by UMB: \$ 65,000

SCHEDULE 7 – FY 2026

UNIVERSITY OF MARYLAND MEDICAL SYSTEM CORPORATION SUBSIDIARIES

1. 36 S. Paca Street, LLC
2. CMROC, LLC
3. Dimensions Assurance Limited
4. Dimensions Health Corporation
5. James Lawrence Kernan Hospital, Inc.
6. Mt Washington Pediatric Hospital, Inc.
7. UM Capital Region Health, Inc.
8. UMMC I, LLC
9. UMRMC I, Inc.
10. UMRMC, LLC
11. UMSJ Health System, LLC
12. University of Maryland Baltimore Washington Medical System, Inc.
13. University of Maryland Care Transformation Organization, LLC
14. University of Maryland Charles Regional Health, Inc.
15. University of Maryland Ecare, LLC
16. University of Maryland Health Ventures, LLC
17. University of Maryland Medical Center, LLC
18. University of Maryland Midtown Health, Inc.
19. University of Maryland Quality Care Network, LLC
20. University of Maryland Shore Regional Health, Inc.
21. University of Maryland Upper Chesapeake Health System, Inc.
22. UniversityCare, LLC (a joint venture with FPI)
23. UMMS Ambulatory Care, LLC
24. University of Maryland Medical Regional Supplier Services, LLC
25. University of Maryland Medical System Foundation, Inc.

SCHEDULE 8 - FY 2026
MISSION SUPPORT AGREEMENT

TARGET AREAS FOR MISSION SUPPORT PAYMENT TO BE SPENT IN FY 2026*

Target Area	Projected Funds Required	Specific Use of Funds
Institute for Clinical Translational Research (ICTR)	\$500,000	UMMC's annual support for seven (7) year grant issued as part of NIH Clinical Translational Science Award. This represents year two (2) of the seven (7) years.
Orthopedics	\$1.0 million	UMMC's funding of the recruitment of Dr. Frank Henn to serve as Chief of Orthopedics and the Chair of the SOM Orthopedics Department to support the recruitment of five clinician/basic science investigators and to support clinical research generally. This is the second year allocation of MSA funds. The allocation to date including this allocation is \$3M of a projected total of \$5M.
Clinical Leadership Funding	\$5.0 million	Support earmarked for the Chair of Radiology, Dr. Tarek Hanna MD FASER pending spending plans to be agreed upon by Dean and CEO and presented to UMMC Finance Committee and the UMMC Board for approval prior to transfer.
	\$1.92 million	To be designated in FY26 and approved by the UMMC Finance Committee

*This schedule is to be updated each Fiscal Year based upon the approved Target Areas and Mission Support Payment available for such Fiscal Year. This schedule will also reflect any Target Area reallocations related to previously approved Mission Support Payments. This schedule reflects Mission Support Payments to be paid during FY 2026, subject to final approval.

EXHIBIT A - FY 2026

UMMS PRE-CLINICAL EDUCATION REQUIREMENTS

(applicable to UMMC, UMROI, and Midtown [collectively, “Affiliated Sites”])

I. Education

- a. Universal Blood/Body Fluid Precautions & Infection Control (OSHA)
- b. Prevention of Hepatitis B Virus Infection (OSHA)
- c. Handling of Contaminated Needles and other Sharps (OSHA)
- d. Management of Blood Spills (OSHA)
- e. Procedures of Reporting and Management of Occupational Exposure to Blood/Body Fluids/Tissue (OSHA)
- f. Fire Safety (OSHA)
- g. Hazardous Materials (OSHA)
- h. Health Insurance Portability and Accountability Act (HIPAA)

II. Health Insurance

Students must have health insurance satisfying UMB requirements. The health care sites will provide first aid for minor illnesses or injuries, at expense of students, or students may seek first aid from the UMB Student Health office.

III. Immunizations/Evidence of Immunity/Other Health Information

- a. Measles/Mumps/Rubella
- b. HBV vaccination series and antibody titer result, if not immune also require certificate of declination
- c. Varicella
- d. Negative PPD or TB blood test for Tuberculosis, or other medical evidence acceptable to the health care site if PPD is not negative
- e. COVID-19 Primary Series (and boosters if available)

IV. Documentation

UMB shall maintain documentation that students assigned to Affiliated Sites have satisfied the above requirements and provide a copy of the documentation to the Affiliated Site upon request.

EXHIBIT B - FY 2026
SERVICES PROVIDED BY UMB TO UMMC

I. FACILITIES MANAGEMENT (OPERATIONS AND MAINTENANCE):

- a. Trash pickup along the south side of Baltimore Street from Arch Street to Greene Street. This includes sweeping and picking up litter.
- b. Using plows or snow blowers, but not by hand shoveling, to open the following areas to vehicular traffic:
 - 1. Ambulance bays along the east side of Penn Street between Lombard and Redwood Streets; and
 - 2. Loading dock facilities at the rear of UMMC adjoining Arch and Redwood Streets south of Baltimore Street.
- c. In the case of extraordinary snow events (generally six inches and above) UMB will bring in outside snow removal contractors and/or call in UMB staff on overtime.
- d. Also, in the case of an extraordinary event, UMB, subject to availability of personnel and equipment of UMB and/or its contractors, will assist UMMC upon its request in opening and maintaining sidewalks adjoining UMMC.
- e. UMMC will reimburse UMB, per event, for an appropriate share of the cost of contractors and/or overtime if UMMC requires services of such contractors and/or additional staffing. UMMC and UMB will determine a cost sharing formula based on the size of the cleared ambulance bays, dock areas, roadways and walks adjacent to UMMC as compared to the size of the total cleared area at UMB.
- f. UMMC acknowledges that UMB will not issue purchase orders for maintenance or other tasks in UMMC, Midtown, or any space that is not owned or controlled by UMB.
- g. UMMC acknowledges that UMB will not have any obligation to provide space or services for first responders or other people when a first responder is admitted as a patient in the Shock Trauma Center.

II. MAIL SERVICES:

UMB will perform delivery and pick up of mail to and from the UMMC central mailroom.

III. UMB PUBLIC SAFETY SERVICES:

A. Police Services.

1. The Parties acknowledge that the UMB Police Department (“**UMBPD**”) deploys numerous departmental resources to accomplish the services described in this **Exhibit B.III**, and to provide UMMC the benefit of having a CALEA-accredited Police Department physically situated on the UMB Campus that is dedicated to public safety of the parties’ shared geographic footprint. UMBPD currently employs 83 sworn police officers, 115 civilian security officers, 10 police communication operators, and 9 administrative employees, all of whom are dedicated to public safety efforts.

2. UMMC understands that the UMBPD Chief of Police or designee shall have sole discretion to determine the best use of UMBPD resources.

3. Nothing in this **Exhibit B.III** should be construed as creating third party beneficiaries.

4. The UMB Chief of Police or designee and the UMMC Chief Operating Officer, or designee, will discuss and coordinate protocols for (a) notice to UMMC of security/safety incidents that may impact or concern UMMC; (b) police services being provided in a manner compliant with regulatory requirements applicable to UMMC, including The Joint Commission’s standards; and (c) compliance with requirements of the federal Clery Act applicable to UMB that include emergency reporting rules, criminal activity data reporting, and annual reporting for an area including the UMB Campus, UMMC Complex, and some adjacent properties that are owned or leased by UMMC or UMMS or other UMB, UMMS and UMMC affiliates.

a. “**UMB Campus**” means all UMB-owned buildings, garages, parks, and other grounds on the east side of Martin Luther King Jr. Blvd. between Washington Blvd. and Saratoga Streets.

b. “**UMMC Complex**” means UMMC buildings (to include the R Adams Cowley Shock Trauma Center), UMMS owned or controlled parking lots and garages, the Paca-Pratt Building, and any other buildings on the UMB Campus owned, leased, or managed by UMMC or UMMS.

B. Patrols

UMBPD routinely patrols the UMB Campus to protect the safety and security of the public. As UMMC Buildings are in the middle of UMB Campus, UMBPD’s routine patrols inherently protect the safety and security of UMMC staff, patients, and visitors, many of whom are UMB employees, in part by patrolling the sidewalks bordering University Plaza and the sidewalks along commercial corridors east of the UMB Campus (e.g., 400 block of West Baltimore Street), UMB Campus walkways, and UMB parking garages used by UMMC staff, patients, and visitors.

C. Emergency Department

1. UMB shall provide one uniformed police officer, 24 hours a day, 7 days per week, posted at the UMMC Emergency Department (“**Emergency Department Officer**”).

2. With respect to the Emergency Department Officer’s obligations in the UMMC Emergency Department, the UMMC Emergency Department includes the waiting areas and treatment areas of the Adult Emergency Department (AED) and the Pediatric Emergency Department (PED). The Emergency Department Officer will be assigned to a stationary fixed post in the UMMC Emergency Department. The Emergency Department Officer will be assisted on an as-needed basis, as the Emergency Department Officer or the supervisor of that officer determines necessary, by the uniformed police officer integrated into the UMB Campus patrol nearest to the Emergency Department.

3. The duties of the Emergency Department Officer will include but are not limited to:

a. Promptly responding to all calls from UMMC for assistance in or around the immediate area of the Emergency Department, including the immediate exterior of the Emergency Department building as necessary, to mitigate or deescalate the situation requiring the officer’s involvement.

b. Maintaining order in the Emergency Department and assisting and backing up UMMC Security on incidents which occur in or around the immediate area of the Emergency Department.

c. Attending weekly and/or monthly meetings with UMMC Security to discuss issues and trends and to share intelligence and statistics. Attendance is not required on days and times the officer is off duty.

d. Assisting staff of the Emergency Department to file statements of charges with law enforcement if the staff are victims of threats, acts of violence, etc.

e. Enforcing all applicable laws through exercise of lawful police authority, including the authority to make arrests when appropriate.

f. Performing all police related duties, or other duties specified by the Police supervisor, and acting at all times in the best interests of the University and UMMC.

g. Upon request of UMMC Security, providing assistance when problems arise in controlling the ingress and egress of UMMC personnel at the Emergency Department and Shock Trauma entrances of UMMC.

h. Directing visitors to Emergency Department registration clerks. Assisting UMMC staff upon request in the event of issues or problems related to visitors.

i. Providing assistance to UMMC medical and psychiatric personnel in handling patients when so requested. Assisting UMMC Security to render weapons safe prior to UMMC Security handing the weapons over to the Baltimore City Police Department.

j. Remaining in the Emergency Department and surrounding areas, except in the event of responding to a Police Department supervisor’s order to assist UMMC security and/or

the Baltimore City Police in responding to an incident of the following nature: special incidents such as bomb threats, fires, combative or psychotic patients, and suicide attempts. The Baltimore City Police are expected to be the primary responding law enforcement unit for most special incidents. The UMB Police Department and the Baltimore City Police will coordinate responses in accordance with any protocols developed by the Baltimore City Police, UMB Police Department, and UMMC security.

k. Advising the UMMC Security Shift Supervisor promptly of any incidents that occur within the Emergency Department that could potentially negatively impact UMMC.

4. UMMC shall provide space in the Emergency Department where the Emergency Department Officer can observe the entire waiting area for the AED. UMMC will equip such space with TV surveillance equipment for purposes of monitoring the Emergency Department By-Pass Corridor from the Security Desk.

5. Any Personal Protective Equipment (including but not limited to N-95 masks) required to be used by the police officers posted to the Emergency Department will be provided by UMMC, and fit tests for provided masks will be the responsibility and expense of UMMC. Any additional Personal Protective Equipment required by UMB for the officers will be purchased by UMB and billed to UMMC. Personal Protective Equipment provided by UMMC to police officers will be consistent with equipment provided for UMMC personnel in the Emergency Department who are not routinely involved in patient care.

D. Baltimore City Police Involvement.

UMMC will seek the emergency or non-emergency services of the Baltimore City Police Department (“BPD”) in the event UMMC determines Baltimore City police services are needed inside UMMC or UMMS buildings, or on UMMC or UMMS property, to back up the UMB police officer in the Emergency Department, or otherwise. The UMB Police will respond upon the request of the BPD in emergency situations. Notwithstanding, UMMC is not required to call BPD prior to engaging the assistance of UMBPD as contemplated in this agreement.

E. Incident and Crime Reporting.

1. The UMB Chief of Police or designee will advise the UMMC Director of Security of any incidents that occur on the UMB Campus, of which the UMBPD is aware, that could negatively impact UMMC, its patients, staff, and visitors.

2. The UMMC Director of Security will coordinate the sharing of information to the UMB Chief of Police or designee about crimes that may pose a serious threat to the health or safety of the UMB Campus and near-campus communities to facilitate the issuance of Clery Act-required timely warnings and emergency notifications.

3. The Parties acknowledge that UMB need not obtain the approval to issue any warnings/notifications, nor is UMB required to seek preclearance of the content of any warning/notification. However, the parties will create a system to inform each other about such warnings.

F. Records.

1. The UMBPD shall maintain records and issue reports to the UMMC Director of Security, to include documentation of any:

- a. Overtime paid to police officers involved in UMMC related arrests;
- b. Court time for court appearances by police officers involved in UMMC related arrests; and
- c. Copies of police reports concerning UMMC related arrests.

2. The UMBPD shall also maintain records of services provided to the UMMC Complex upon request of the BCPD in response to emergency or non-emergency calls. A copy of the records shall be provided to UMMC on a quarterly basis. The records shall include:

- a. Number of calls to BCPD for support for emergency service, and number of calls for support for non-emergency service
- b. Nature of calls
- c. Number of arrests
- d. Number of persons arrested by sex and age
- e. Number of noncriminal calls
- f. Nature of assistance given
- g. Location of reported incidents
- h. Unit response time
- i. Amount of time spent handling calls for service

G. Payment.

1. In order to compensate UMB for the UMBPD services set forth in this **Exhibit B.III**, UMMC shall pay UMB the amount set forth in **Schedule 1**, which shall be payable as set forth in Section X.C.1. Such amount represents compensation based upon: (a) coverage of one uniformed police officer, 24 hours a day, 7 days per week for the patrols described in Section B above (i.e. 5.25 FTE); (b) coverage of one uniformed police officer, 24 hours a day, 7 days per week in the Emergency Department as described in Section C above (i.e. 5.25 FTE); and (c) coverage of UMBPD supervisor (.75 FTE).

2. On a fee for service basis (total costs not to exceed \$5,000 per year without the prior authorization of the UMMC Director of Security), UMBPD will charge UMMC for services described in Section F.1 above.

a. Bills for court time will be supported by documentation of the case, the subpoena issued to any UMB police officer whose court time is being charged, and a court clerk sign off evidencing the officer's attendance in response to a subpoena.

b. Court time or overtime will be billed at UMB's cost, taking into account shift differentials as applicable.

c. UMBPD will supply the UMMC Director of Security with detailed support documentation for any fee for service activity.

3. UMB may bill, and UMMC will pay, the costs of any equipment that must be purchased for the police officers assigned in the Emergency Department (such as uniform clothing and equipment, radio, and ballistic vest). Such new equipment costs are estimated to be less than \$4,000 per year.

H. Civil Action Representation.

Unless otherwise provided by any section of this Annual Contract or the laws of Maryland applicable to UMMC or UMMS:

1. The Attorney General of Maryland, or a member of the Attorney General's office, or counsel designated by the Attorney General, shall appear in a civil action against a UMB police officer or UMB security officer to represent the officer, subject to the determination of the Attorney General that the officer is eligible for State representation as provided in the State Government Article, Sections 12-304 to 12-310; and

2. The State of Maryland shall provide adequate funds for the satisfaction of any monetary award that has been rendered against a UMB police officer or UMB security officer in connection with a claim related to the officer's duties, subject to the requirements of the State Government Article, Sections 12-401 to 12-406.

EXHIBIT C – FY 2026
ENVIRONMENTAL HEALTH AND SAFETY SERVICES

Pursuant to the terms of the Annual Contract, UMB’s Office of Environmental Health and Safety (“**EHS**”) provides services to UMMC in two major program areas:

(1) Radiation Safety Services, which are provided under UMB’s Broad Scope License (#07-014-01-MD) (the “**UMB Broad Scope License**”); and

(2) hazardous chemical waste management program support.

Such services include the following:

1. **Radiation Safety Officer (“RSO”).**
 - a. UMB shall provide UMMC with the services of a qualified RSO, as designated on the UMB Broad Scope License and approved by the Maryland Department of the Environment (“**MDE**”).
 - b. The RSO is responsible for the implementation, monitoring, and maintenance of the radiation safety program at UMMC.
2. **UMB Broad Scope License.**
 - a. UMMC acknowledges that the UMB Broad Scope License was issued to UMB, and that UMB is providing Radiation Safety Services to UMMC pursuant to the UMB Broad Scope License.
 - b. Regulatory and operational compliance with the MDE’s UMB Broad Scope License requirements are the joint responsibility of both UMB and UMMC.
 - c. As part of this responsibility, UMB shall without limitation:
 - i. Coordinate and participate in the biannual MDE radioactive materials inspection at UMMC;
 - ii. Conduct all other required radiation safety program inspections;
 - iii. Perform an annual audit of the radiation safety program at UMMC;
 - iv. Provide support for Centers for Medicare and Medicaid Services (“**CMS**”) and Joint Commission inspections as needed;
 - v. Coordinate license amendments for new procedures; and
 - vi. Maintain:
 - (1) Authorized User status for Residents and Fellows;
 - (2) Authorized Medical Physicist status for Medical Physicists; and
 - (3) Authorized Nuclear Pharmacists status for Nuclear Pharmacists.

- d. As part of this responsibility, UMMC shall without limitation:
 - i. Ensure that applicable radiation safety requirements are followed to ensure patient safety and be responsible for patient safety; and
 - ii. Deliver radiation safety communications to hospital staff. As appropriate, communications will be signed by appropriate UMMC leadership.

3. **Radiation Safety Committee.**

- a. UMB shall oversee and administer a Radiation Safety Committee (“**RSC**”) that oversees and is responsible for the radiation safety services provided to UMMC. The RSC shall include physicians, UMMC administration representatives, ancillary personnel, and members of each Authorized User group specified above.
- b. As part of this obligation, UMB shall, without limitation:
 - i. Facilitate quarterly committee meetings, including the RSC and Human Use Subcommittee (“**HUSC**”)
 - ii. Support Radioactive Drug Research Committee (“**RDRC**”) meetings;
 - iii. Develop, coordinate, distribute, and edit meeting minutes along with applicable follow-up;
 - iv. Develop and distribute quarterly and annual reports;
 - v. Conduct procedure and policy reviews and generate a report of their findings and recommendations; and
 - vi. Provide necessary radiation safety compliance and safety support.

4. **Radiation Exposure Monitoring.**

UMB Responsibilities. UMB shall maintain a Radiation Exposure Monitoring Program for personnel who work under the UMB Broad Scope License at UMMC, or who otherwise work with radiation producing machines. As part of this obligation, UMB shall without limitation:

- a. Distribute, collect, and process dosimeters assigned to approved persons working at UMMC or approved locations within UMMC in accordance with the regulatory requirements outlined in COMAR 26.12.01.01, Sections D.201, D.202, D. 208, D.502 and D.1107.
 - i. UMB will invoice UMMC, on a quarterly basis, for the necessary costs associated with dosimeters and their analysis by a National Voluntary Laboratory Accreditation Program (“**NVLAP**”) accredited vendor.
 - ii. UMMC shall not be responsible for the costs of dosimeters worn by non-UMMC employees within locations outside of UMMC, such as faculty practice plan locations.
- b. Review exposure reports of employees. For employees who exceed exposure thresholds as set by the RSC, and as indicated by those reviews in accordance with

mutually agreed to protocols or policies, investigate any circumstances surrounding the unusual or overexposure of dosimeters and complete a report within a reasonable period, unless a shorter time is required by law.

- c. Provide exposure summaries to other institutions upon receipt of an approved release form (in accordance with COMAR 26.12.01.01 Section D.205) for former UMMC Personnel that were previously enrolled in the dosimetry program.
- d. Request and review prior employment exposure history for new UMMC Personnel enrolled in the UMB exposure control program, in accordance with COMAR 26.12.01.01 Section D.205.
- e. Evaluate potential exposure for declared pregnant workers by reviewing their exposure history. Based on the result of this review, communicate with the employee, the employee's supervisor, and UMMC management about recommendations for possible changes to assigned duties.
- f. When determined to be necessary, use various bioassay methods to determine internal deposition of radioactive materials and resultant dose from absorption, ingestion, injection, or inhalation as a result of spills, accidental releases, or through certain therapeutic administrations of radioactive materials.
- g. Provide monitoring in areas that have the potential to reach or exceed dose limitations as outlined in COMAR 26.12.01.01 Section D.301.
- h. Track individual, group, and overall exposure trends as determined to be necessary by UMB EHS.
- i. Administer the As-Low-As-Reasonably-Achievable ("ALARA") exposure reduction program as required by COMAR 26.12.01.01 Part D.
- j. Provide monthly updates to UMMC on the number of ALARA events that have occurred.
- k. Conduct annual ALARA program reviews; ensure that the program is properly implemented in accordance with the Radiation Safety Manual and other agreed upon policies and procedures; and generate a report of its findings and recommendations.

UMMC Responsibilities. UMMC shall be responsible to do the following, in collaboration with and with the support of the UMB EHS Radiation Safety team:

- a. Provide the required information technology and physical infrastructure necessary to implement the radiation safety program to include, but not limited to Wireless Access Points throughout the hospital complex.
- b. Appoint UMMC staff members as dosimetry coordinators who shall:
 - i. Distribute monthly or quarterly dosimetry badges to radiation workers within UMMC in a timely manner.

- ii. Ensure all previously distributed monthly and quarterly dosimetry badges are collected from radiation workers and are prepared for retrieval by UMB EHS Radiation Safety Team.
- iii. Ensure all new radiation workers complete the Worker Registration Form prior to working with radiation producing machines or radioactive materials, and ensure that a copy of the form is provided to the UMB EHS Radiation Safety Team.
- iv. Promptly inform the UMB EHS Radiation Safety Team of radiation worker termination if worker no longer requires dosimetry monitoring.
- v. Promptly inform the UMB EHS Radiation Safety Team in the event of a radiation worker's lost or damaged dosimetry badge.
- vi. Ensure pregnant radiation workers either:
 - (1) Complete the Pregnant Worker Declaration form, and ensure that the form is promptly provided to the UMB EHS Radiation Safety Team, or
 - (2) Ensure the radiation worker promptly contacts the UMB EHS Radiation Safety Team for guidance.
- vii. Fulfill the role as liaison between radiation worker and the UMB EHS Radiation Safety Team.
- viii. Assist the UMB EHS Radiation Safety Team with non-returned badge compliance.
- ix. Assist the UMB EHS Radiation Safety Team with read compliance for the "Instadose" badges.
- x. Assist the UMB EHS Radiation Safety Team with worker response and compliance for ALARA notifications/investigations.

5. Radioactive Materials Receipt and Inventory Control.

UMB shall maintain a Radioactive Materials Receipt and Inventory Control program covered under the UMB Broad Scope License in accordance with the license conditions and COMAR 26.12.01.01 Part A.4(c).

6. Shipping of Radioactive Materials.

UMB shall provide packaging and transportation preparation assistance for off-site shipments in accordance with state and federal regulations for radioactive materials that were obtained under the UMB Broad Scope License.

7. Therapeutic Procedures.

- a. UMB shall provide health physics radiation safety services for therapeutic procedures performed at UMMC using radioactive materials. Services include facility preparation, procedure monitoring, post-treatment contamination evaluation, site decontamination, and disposal of contaminated materials.

- b. UMB is responsible for facility preparation and site decontamination within UMMC facilities. This applies to the following therapeutic procedures:
 - i. *Iodine – 131 Ablation procedures.* The support described above will be provided for up to 5 procedures in the contract period. Support for procedures in excess of 5 will be billed to UMMC at the rate of **\$1,000 per procedure.**
 - ii. *Yttrium - 90 Sirsphere and Therasphere procedures.* The support described above will be provided for up to 60 procedures in the contract period. Support for procedures in excess of 60 will be billed to UMMC at the rate of **\$350 per procedure.**
 - iii. *Gliasite procedures.* The support described above will be provided for up to 2 procedures in the contract period. Support for procedures in excess of 2 will be billed to UMMC at the rate of **\$350 per procedure.**
 - iv. *Lu-177 Prostate Cancer Treatment.* The support described above will be provided and billed to UMMC at the rate of **\$750 per procedure.**
- c. For support of radioactive materials procedures not named above, support will be billed to UMMC at the rate of **\$65 per hour** for technical staff and **\$100 hour** for the Radiation Safety Officer. UMB shall provide a description of the RSO and/or technician's time spent during the invoiced period in a level of detail reasonably requested by UMMC.

8. **Inspections and Compliance.**

- a. UMB Responsibilities. UMB shall administer an inspection and compliance program. UMB will provide recommendations, guidance, and oversight for the implementation of actions required to control radiation exposure to UMMC personnel that work in areas where radioactive materials are used under the UMB Broad Scope License. As part of that task, UMB shall:
 - i. Conduct all radiation safety program inspections.
 - ii. Conduct periodic audits of areas where radioactive materials are used under the UMB Broad Scope License to determine compliance with applicable license conditions and State regulations.
 - iii. UMB shall conduct radiological inventories, and contamination (i.e., leak tests) surveys for sealed radioactive sources used under the UMB Broad Scope License in accordance with COMAR 26.12.01.01 Part C. 37, C.43 (g) and D.40.
 - iv. Ensure notification of UMMC of potential violations and suggestions for corrective actions to be taken.
- b. UMMC Responsibilities. As a partner in ensuring compliance, UMMC shall be responsible to do the following:
 - i. Identify which of its employees are authorized to work with radioactive material and provide a roster of employees quarterly to UMB.
 - ii. Ensure all UMMC Personnel and UMB employees operating within UMMC facilities:

- (1) Are informed of all possible radiation hazards; and
- (2) Adhere to all radiation safety policies and procedures.
- i. Either independently or with UMB, administer corrective, remedial, or disciplinary action for UMMC Personnel or contractors found not in compliance with radiation safety policies, procedures, or protocols to include, but not limited to:
 - (1) Restricting access to radioactive materials;
 - (2) Requiring attendance at remedial training; or
 - (3) Any other appropriate action as determined by either the UMB or UMMC EHS Directors or their designee(s).

9. **Training.**

- a. UMB shall provide training in various applicable topics to personnel using radioactive material obtained under the UMB Broad Scope License as required by license conditions and COMAR 26.12.01.01 Part J.12 and G.310 and G.410. UMB shall also provide training in various applicable topics to personnel operating (or working in close proximity to) radiation producing machines under UMB registration(s).
- b. In the creation of such training UMB agrees to collaborate with UMMC for the purpose of ensuring the training material is crafted in an easily understandable format by UMMC staff.
- c. Trainings will include:
 - i. Fluoroscopy Training (initial and annual refresher) – monthly live (instructor-led) trainings provided virtually or at a UMMC provided location scheduled at times to reflect UMMC staff availability (ex. alternating between 7:00 am and 4:00 pm start times); twelve (12) sessions will be included, with additional requested training available at **\$150 per session**;
 - ii. 13th Floor I-131 Training (annual) – in-person training provided at UMMC at times to reflect UMMC staff availability (ex. early morning to cover two shifts). Four (4) sessions will be included, with additional requested training available at **\$80.00 per session**;
 - iii. Radiation Safety Awareness Training for Pathology Staff – on-demand virtual training;
 - iv. 4th Floor Nursing Staff Awareness Training – on-demand virtual training;
 - v. Nuclear Medicine Radiation Safety Training (annual) - in-person training provided at UMMC at times to reflect UMMC staff availability (ex. early morning to cover two shifts). Three (3) sessions will be included, with additional requested training available at **\$80.00 per session**;
 - vi. Dosimetry Program Training. UMB will provide instruction to UMMC dosimetry coordinators as needed to maintain compliant operation of the dosimetry program; and

- vii. Additional training requests may be honored based on staff availability at a rate of **\$75/hour** for training development and delivery.
- d. UMMC is responsible for ensuring UMMC staff attendance and completion of any required training as determined by law, regulation, or policy.
- e. Either independently or with UMB, UMMC shall administer corrective, remedial, or disciplinary action for any UMMC employee or UMB employee working within a UMMC facility who fails to complete any required radiation safety or related training. UMMC actions shall include, but are not limited to:
 - i. Restricting access to radioactive materials;
 - ii. Requiring attendance at remedial training; or
 - iii. Any other appropriate action as determined by either the UMB or UMMC EHS Directors or their designee(s).

10. Emergency Response.

UMB shall provide an emergency rapid response team to respond, 24-hours per day, to radiation accidents/incidents at locations within UMMC where radioactive materials are used under the UMB Broad Scope License.

- a. During normal business hours (8:00 a.m. – 4 p.m. M-F), response time will be 90 minutes or less following notification.
- b. After regular EHS business hours, on weekends, and holidays, response time will be 4 hours or less.
- c. UMMC agrees to use a notification procedure specified by the UMB EHS Director or designee to activate any emergency rapid response resources.

11. Radiation Producing Machines.

With regard to radiation producing machines, UMB shall:

- a. Conduct certification inspections, complete associated paperwork, and perform follow-up inspections, as needed;
- b. Conduct annual compliance testing to include, but not limited to, evaluation of compliance with COMAR 26.12.01.01 Section F;
- c. Conduct other required testing, such as “The Joint Commission” accreditation testing and new machine acceptance testing;
- d. Perform machine inspections following repair or component changes, or other follow-up inspections as deemed necessary by EHS;
- e. Provide consultation related to regulatory compliance and other radiation safety issues pertaining to radiation-producing machines;
- f. Provide assessments of patients’ radiation dose as they apply to COMAR public dose thresholds;

- g. Develop and submit paperwork to renew UMMC's radiation-producing machine registrations, which are issued by MDE. Develop and submit paperwork to add units to and remove units from UMMC's registrations; and
- h. Upon request of UMMC, and subject to the availability of EHS resources, perform shielding design for radiation producing machines covered by this agreement at a rate of **\$100 per hour**. This will be billed separately and is not included in the base cost on *Schedule 1*.
- i. Develop and distribute a quarterly activity report for radiation producing machines for the RSC.
- j. In coordination with UMMC, maintain the radiation producing machine and radioactive materials safety manuals. These manuals are intended to be ready references for staff working with radiation at UMMC. They do not replace consultation with the RSO when needed;

12. **Hazardous Waste Management.**

UMB shall provide up to 0.4 FTE for the management of the UMMC radioactive and hazardous chemical waste generated during regular operations. Should a surge occur that requires more than 0.4 FTE in a given month, UMMC will be invoiced at a rate of **\$44.51 per hour**.

13. **Radioactive Waste Management.**

UMB shall provide the following services:

- a. Provide technical assistance to UMMC personnel in the identification and management of radioactive waste generated under the UMB Broad Scope License;
- b. Collect and process radioactive waste consigned to UMB for on-site disposal;
- c. Prepare radioactive waste for off-site disposal to include preparation of radioactive waste manifests;
- d. Analyze and dispose of radioactive materials. The cost of this service will be billed quarterly to UMMC; and
- e. Review procedures and records for radioactive waste held for on-site decay by UMMC's Nuclear Medicine Pharmacy.

14. **Hazardous Chemical Waste Management.**

- a. UMB shall provide the following services for UMMC facilities covered under Hazardous Waste Generator Permit No. MDD150702553:
 - i. Coordinate UMMC participation in a University System of Maryland contract for the disposal of chemical waste, such that UMMC's hazardous waste may be disposed pursuant to that vendor contract ("**USM Waste Disposal Contract**");
 - ii. Provide technical assistance to UMMC personnel for the identification and proper handling and management of hazardous chemical waste;

- iii. Pick up and move hazardous chemical waste from the point of generation to facilities designated for use by UMMC for the accumulation, processing, and temporary storage of hazardous chemical waste;
 - iv. Timely prepare the Hazardous Waste Manifest (Form OMB No. 2050-0039) in accordance with 40 CFR 262.20 and the Land Disposal Restriction form in accordance with 40 CFR 268.7 for signature by UMMC personnel; and
 - v. Timely prepare and submit the biennial report in accordance with 40 CFR 242.41 for signature by UMMC personnel.
- b. UMB shall invoice UMMC, on a quarterly basis for the costs associated with analysis of hazardous chemical waste; materials, supplies, and services used in the analysis or disposal; or modifications to the accumulation facilities which may be necessitated by the quantities or types of waste generated.
 - i. With respect to the costs for disposal of hazardous chemical waste, UMMC shall pay those costs directly to the vendor party to the USM Waste Disposal Contract.
- c. In order for both parties to be in compliance with applicable laws, regulations, and standards for the management of hazardous chemical waste, UMMC shall:
 - i. If classified as a large quantity generator, write a contingency plan in accordance with 40 CFR 264 Subpart D and 40 CFR 265 Subpart D (can be combined with the Emergency Action/Fire Prevention Plan required by 29 CFR 1910.132);
 - ii. Train UMMC hazardous waste personnel per COMAR 26.13.05.02 and 49 CFR 172 Subpart H;
 - iii. Store hazardous waste at the point of generation per 40 CFR 265.170-178; and
 - iv. Ensure hazardous waste storage facilities meet NFPA and IBC code requirements as well as the requirements in 40 CFR 265.1100.
- d. The term “hazardous chemical waste” in this section excludes pharmaceuticals or pharmaceutical byproducts.
 - i. Pharmaceutical or pharmaceutical byproduct waste shall be collected by UMMC staff from the point of generation and transported to facilities designated for use by UMMC for the accumulation, processing, and temporary storage of hazardous chemical waste.
 - ii. UMB staff shall then prepare the accumulated pharmaceutical or pharmaceutical byproduct waste for transport and final disposal.

15. Clinical Research.

UMB is responsible for research support. Human subjects protocol reviews and follow-up are excluded from the Radiation Safety Services to be provided by UMB to UMMC, and UMMC has no obligation to pay for such services.

16. **Contingencies.**

- a. It is recognized by both parties that additional services may be needed during the contract term. These services may be an expansion of the type or number of existing services, or may be new services. UMB EHS has typically been able to manage these unrecognized services without additional cost through careful evaluation of priorities, the efficiency and productivity of EHS personnel, and in some instances, temporarily assigning EHS personnel from other areas to assist.
- b. If during the contract term, UMB EHS is asked by UMMC to provide additional or new services, or UMB EHS identifies the need for a significant expansion of services to maintain compliance with the UMB Broad Scope License requirements and conditions that cannot be effectively managed by existing resources, UMMC and UMB may mutually agree, in writing, to increase the cost of the contract or direct bill for external contracted services. Examples may include extensive planning and radiation safety staff support for a new type of radiation therapy, extensive auditing and procedure review for a compliance inspection, or request for services for a new building or expansion of the existing facility.

17. **Communication.**

With respect to any and all reviews, evaluations, inspections, audits or the like related to UMMC's program described in this ***Exhibit C***, UMB agrees to provide UMMC with a report of the findings, conclusions and/or recommendations within 10 days of finalization of such review, evaluation, inspection, audit or the like.

18. **Oversight and Management. Reporting Obligations.**

- a. UMB EHS leadership (Director or designee) will provide management direction and oversight of the UMB services provided to UMMC as described in this ***Exhibit C***. The UMMC Director of Safety and Environmental Health (SEH) will be the primary administrative point of contact for UMMC with whom the UMB EHS leadership shall communicate.
- b. To the extent UMB carries out any of its obligations set forth in this ***Exhibit C*** through a third-party contractor or other entity, UMB acknowledges, understands, and agrees that UMB is responsible for monitoring and overseeing such third party's performance and is responsible for that party's performance of services within the scope of this ***Exhibit C***.
- c. UMB EHS leadership and the UMMC SEH Director shall meet monthly to review performance pursuant to this ***Exhibit C*** and to address any operational or performance issues. In addition, each party will immediately notify each other of any actual or potential adverse event of which each becomes aware, including without limitation the following:
 - i. Events related to UMMC employee radiation exposure monitoring;
 - ii. Injury to any UMMC team members, or illness arising from work under this Agreement;
 - iii. Accidental release of a radioisotope or hazardous waste related to UMMC;

- iv. Issues with UMMC shipments of radioactive materials;
 - v. Regulatory agency visit, inspection or request for information related to UMMC;
 - vi. Any report to a regulatory agency related to UMMC under this Agreement; and
 - vii. Expected or known failure to meet the terms of this Exhibit.
- d. To the extent UMB EHS recommends corrective actions related to their operation of the programs described herein, UMMC management agrees to implement such recommendations. To the extent there is a dispute, such shall be elevated to UMMC's Chief Operating Officer and UMB's Chief Business and Finance Officer to resolve the conflict.
19. **Compensation**

Unless otherwise specified herein, in exchange for providing the services described in this *Exhibit C*, UMMC agrees to pay UMB the compensation set forth in *Schedule 1*.

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Financial Condition and Financial Results of Intercollegiate Athletics Programs

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 4, 2025

SUMMARY: Board of Regents Policy V-2.10—Policy on Intercollegiate Athletics details the core values and expectations of the Board for institutions that operate intercollegiate athletics programs. Among these foundational principles is:

Intercollegiate athletics programs shall be operated in a fiscally responsible manner and should be managed on a self-supporting basis, as set forth in guidelines provided by the Chancellor.

A considerable volume of detailed information on the financial condition, and results of operations of the intercollegiate athletics programs is collected annually to enable staff to assess the financial condition as well as the results of operations, to ensure that athletics is being managed in a fiscally responsible manner and that any institutional programmatic support is approved. Institutions with athletics programs are expected to provide a robust range of information and details on matters that bear on the degree of borrowing, capital plans, and potential contingent liabilities.

The staff has summarized the information in the attached report to facilitate ease of use by the Regents.

ALTERNATIVE(S): This item is presented for information purposes.

FISCAL IMPACT: This item is presented for information purposes.

CHANCELLOR'S RECOMMENDATION: This item is presented for information purposes.

COMMITTEE RECOMMENDATION: RECEIVED FOR INFORMATION

DATE: 6/4/25

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923 and Celeste Denson (301) 445-1965



UNIVERSITY SYSTEM
of MARYLAND

Board of Regents Committee on Intercollegiate Athletics
and Student-Athlete Health and Welfare
Summary of Athletic Program Results of Operations and Fund Balances
Fiscal Year 2024

Institution	Fund balance June 30, 2023	FY 2024 Net change in fund balances	Approved Adjustments	Adjusted Fund balance June 30, 2024
Division I:				
UMCP	\$(3,336,039)	\$(4,996,471)	\$8,332,510	\$0
TU	(2,020,418)	(1,132,526)	3,534,135	381,191
UMES	(2,761,581)	(2,725,991)	2,637,923	(2,849,649)
CSU	(2,629,192)	(2,607,896)	5,237,088	0
UMBC	(2,033,847)	(901,454)	2,940,659	5,358
Division II:				
FSU	112,006	(4,214,578)	4,214,578	112,006
BSU	(2,332,738)	(671,352)	3,004,090	0
Division III:				
SU	10,706,305	(801,264)		9,965,041

*Approved adjustments include FY23 and FY24 support for UMCP, TU, CSU, UMBC, TU, and BSU. The adjustment for UMCP was increased from \$4.9M to \$8.3M to include the FY23 adjustment.



UNIVERSITY SYSTEM
of MARYLAND

Board of Regents Committee on Intercollegiate Athletics
and Student-Athlete Health and Welfare
Summary of Athletic Program Key Balance Sheet Items
June 30, 2024

Institution	University cash and endowments of athletic program June 30, 2024	Foundation cash and endowments for athletics June 30, 2024	Owed to institution for facilities June 30, 2024	External debt June 30, 2024
<u>Division I:</u>				
UMCP	\$4,941,832	\$52,873,901	\$(96,531,016)	\$(17,608,393)
TU		5,318,279		
UMES				
CSU				
UMBC	(2,555,320)	1,427,058		(18,255,401)
<u>Division II:</u>				
FSU	(10,958,390)	2,039,121	(261,947)	
BSU	(2,832,211)	680,620	(584,343)	
<u>Division III:</u>				
SU	9,965,041	4,025,908		



UNIVERSITY SYSTEM of MARYLAND

Board of Regents Committee on Intercollegiate Athletics and Student -Athlete Health and Welfare
Summary of Athletic Program Operating Net Margins and Fund Balances
For the Year Ended June 30, 2024

	Division I UMCP		
	Institution ICA	Affiliated Foundation	Total
Operating Revenue	\$ 127,768,033	\$ 4,727,966	\$ 132,495,999
Direct Expenses	110,510,544	1,159,636	111,670,180
Direct Margin	17,257,489	3,568,330	20,825,819
Indirect Expenses	22,253,960		22,253,960
Operating Results	<u>\$ (4,996,471)</u>	<u>\$ 3,568,330</u>	<u>\$ (1,428,141)</u>
Beginning fund balance	\$ (3,336,039)	\$ 30,759,089	\$ 27,423,050 ^a
Operating Results	(4,996,471)	3,568,330	(1,428,141)
Ending fund balance	(8,332,510)	34,327,419	25,994,909
Institutional support			
President approved			
Chancellor approved	8,332,510		8,332,510
Board informed			
Ending Fund Balance, Adjusted	<u>\$ -</u>	<u>\$ 34,327,419</u>	<u>\$ 34,327,419</u>

^a Beginning fund balance for the foundation has been adjusted to reflect operating endowments only.



UNIVERSITY SYSTEM of MARYLAND

Board of Regents Committee on Intercollegiate Athletics and Student -Athlete Health and Welfare
Summary of Athletic Program Operating Net Margins and Fund Balances
For the Year Ended June 30, 2024

	Division I		
	TU		
	Institution ICA	Affiliated Foundation	Total
Operating Revenue	\$ 29,083,843	\$ 728,585	\$ 29,812,428
Direct Expenses	19,676,315		19,676,315
Direct Margin	9,407,528	728,585	10,136,113
Indirect Expenses	10,540,054		10,540,054
Operating Results	<u>\$ (1,132,526)</u>	<u>\$ 728,585</u>	<u>\$ (403,941)</u>
Beginning fund balance	\$ (2,020,418)	\$ 4,963,490	\$ 2,943,072 ^a
Operating Results	(1,132,526)	728,585	(403,941)
Ending fund balance	(3,152,944)	5,692,075	2,539,131
Institutional support			
President approved			
Chancellor approved	3,534,135		3,534,135
Board informed			
Ending Fund Balance, Adjusted	<u>\$ 381,191</u>	<u>\$ 5,692,075</u>	<u>\$ 6,073,266</u>

^a Beginning fund balance for the foundation has been adjusted to reflect the correct amount.



UNIVERSITY SYSTEM of MARYLAND

Board of Regents Committee on Intercollegiate Athletics and Student -Athlete Health and Welfare
Summary of Athletic Program Operating Net Margins and Fund Balances
For the Year Ended June 30, 2024

	Division I UMES <u>Institution ICA</u>	Division I CSU <u>Institution ICA</u>
Operating Revenue	\$ 8,250,917	\$ 3,517,090
Direct Expenses	<u>6,619,786</u>	<u>3,933,010</u>
Direct Margin	1,631,131	(415,920)
Indirect Expenses	<u>4,357,122</u>	<u>2,191,976</u>
Operating Results	<u>\$ (2,725,991)</u>	<u>\$ (2,607,896)</u>
Beginning fund balance	\$ (2,761,581)	\$ (2,629,192)
Operating Results	<u>(2,725,991)</u>	<u>(2,607,896)</u>
Ending fund balance	(5,487,572)	(5,237,088)
Institutional support		
President approved		
Chancellor approved	2,637,923	
Board informed		<u>5,237,088</u>
Ending Fund Balance, Adjusted	<u>\$ (2,849,649)</u>	<u>-</u>



**UNIVERSITY SYSTEM
of MARYLAND**

**Board of Regents Committee on Intercollegiate Athletics and Student -Athlete Health and Welfare
Summary of Athletic Program Operating Net Margins and Fund Balances
For the Year Ended June 30, 2024**

	Division I		
	UMBC		
	Affiliated		
	Institution ICA	Foundation	Total
Operating Revenue	\$ 19,161,427	\$ 342,378	\$ 19,503,805
Direct Expenses	14,153,116		14,153,116
Direct Margin	5,008,311	342,378	5,350,689
Indirect Expenses	5,909,765	345,098	6,254,863
Operating Results	\$ (901,454)	\$ (2,720)	\$ (904,174)
Beginning fund balance	\$ (2,033,847)	\$ 819,011	\$ (1,214,836)
Operating Results	(901,454)	(2,720)	(904,174)
Ending fund balance	(2,935,301)	816,291	(2,119,010)
Institutional support			
President approved			
Chancellor approved	2,940,659		2,940,659
Board informed			
Ending Fund Balance, Adjusted	\$ 5,358	\$ 816,291	\$ 821,649



UNIVERSITY SYSTEM of MARYLAND

Board of Regents Committee on Intercollegiate Athletics and Student -Athlete Health and Welfare
Summary of Athletic Program Operating Net Margins and Fund Balances
For the Year Ended June 30, 2024

	Division II			
	FSU			BSU
	Institution ICA	Affiliated Foundation	Total	Institution ICA
Operating Revenue	\$ 7,328,995	\$ 653,173	\$ 7,982,168	\$ 4,830,074
Direct Expenses	5,840,822		5,840,822	4,417,199
Direct Margin	1,488,173	653,173	2,141,346	412,875
Indirect Expenses	5,702,751	653,173	6,355,924	1,084,227
Operating Results	\$ (4,214,578)	\$ -	\$ (4,214,578)	\$ (671,352)
Beginning fund balance	\$ 112,006		\$ 112,006	\$ (2,332,738)
Operating Results	(4,214,578)		(4,214,578)	(671,352)
Ending fund balance	(4,102,572)	-	(4,102,572)	(3,004,090)
Institutional support				
President approved				
Chancellor approved	4,214,578		4,214,578	3,004,090
Board informed				
Ending Fund Balance, Adjusted	\$ 112,006	-	\$ 112,006	\$ -



UNIVERSITY SYSTEM of MARYLAND

Board of Regents Committee on Intercollegiate Athletics and Student -Athlete Health and Welfare
Summary of Athletic Program Operating Net Margins and Fund Balances
For the Year Ended June 30, 2024

	Division III SU Affiliated			Total
	Institution ICA	Foundation		
Operating Revenue	\$ 5,420,535	\$ 718,602	\$	6,139,137
Direct Expenses	5,174,063	531,250		5,705,313
Direct Margin	246,472	187,352		433,824
Indirect Expenses	1,047,736			1,047,736
Operating Results	\$ (801,264)	\$ 187,352	\$	(613,912)
Beginning fund balance	\$ 10,766,305	\$ 1,625,834	\$	12,392,139
Operating Results	(801,264)	187,352		(613,912)
Ending fund balance	9,965,041	1,813,186		11,778,227
Institutional support President approved Chancellor approved Board informed				
Ending Fund Balance, Adjusted	\$ 9,965,041	\$ 1,813,186	\$	11,778,227

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Approval of Meeting Minutes from March 24, 2025 Public and Closed Sessions

COMMITTEE: Committee on Governance and Compensation

DATE OF MEETING: May 28, 2025

SUMMARY: The Committee on Governance and Compensation will review and approve meeting minutes from March 24, 2025 Public and Closed sessions.

ALTERNATIVE(S): None.

FISCAL IMPACT: None.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE ACTION: DATE: May 28, 2025

BOARD ACTION: DATE:

SUBMITTED BY: Denise Wilkerson; dwilkerson@usmd.edu; 410-576-5734



USM Board of Regents
Committee on Governance and Compensation
Minutes from Public Session
March 24, 2025
Zoom

Minutes of the Public Session

Regent Leggett called the meeting of the Governance and Compensation Committee of the University System of Maryland Board of Regents to order in public session at 8:31 a.m. on Monday, March 24, 2025 via Zoom.

Those in attendance included Regents Gooden, Leggett, Hur, McMillen, Smarick, and Wood; Chancellor Perman; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Lawrence, Masucci, and Sandler; AAGs Bainbridge and Langrill; and Ms. Wilkerson, Ms. Perry, Mr. Chanen, Ms. Roxas.

1. **Approval of Meeting Minutes from January 29, 2025 Public and Closed Sessions (action).** The Regents reviewed and approved the meeting minutes. (Moved by Chair Gooden seconded by Regent Wood; unanimously approved).
2. **Review of CUSS Constitutional Amendments (action).** The Regents reviewed and approved CUSS constitutional amendments. (Moved by McMillen, seconded by Regent Hur; unanimously approved).
3. **Convene to Closed Session (action).** Regent Leggett read the closing statement on matters exempted from the Open Meetings Act, under the General Provisions Article, §3-305(b). (Moved by Regent Leggett, seconded by Chair Gooden; unanimously approved).

The public session meeting adjourned at 8:42 a.m.



USM Board of Regents
Committee on Governance and Compensation
Minutes from Closed Session
March 24, 2025
Zoom

Minutes of the Closed Session

Regent Leggett called the meeting of the Governance and Compensation Committee of the University System of Maryland Board of Regents to order in closed session at 8:43 a.m. on Monday, March 24, 2025 via Zoom.

Those in attendance included Regents Gooden, Leggett, Hur, McMillen, Smarick, and Wood; Chancellor Perman; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Lawrence, Masucci, and Sandler; AAGs Bainbridge and Langrill; and Ms. Wilkerson, Ms. Perry, Mr. Chanen, Ms. Roxas from USMO. Those in attendance also included Mr. Donoway and Ms. Hersch from FSU, Mr. Jones from TU, Ms. Rhodes, Ms. Monger and Ms. Jones from UMB, and Ms. Edenhart-Pepe and Mr. Altchek from SU.

1. **Collective Bargaining Update (information).** The Regents were provided with the status of collective bargaining negotiations at each USM institution. (§3-305(b)(9)).
2. **Institutional MOUs with FOP (information).** The Regents heard an information item related to an MOU with FOP at four institutions. (§3-305(b)(9)).
 - **Frostburg State University Ratification of MOU with FOP**
 - **Towson University Ratification of MOU with FOP**
 - **University of Maryland, Baltimore Ratification of MOU with FOP**
 - **Salisbury University Pre/Mid Negotiation Briefing re MOU with FOP**
3. **Board Committee Assessment (action).** The Regents reviewed and approved survey questions for the 2024-2025 annual full board and committee self-assessment (§3-103(a)(1)(i)). (Moved by Regent Leggett, seconded by Chair Gooden; unanimously approved).
4. **Review of Certain Contracts and Employment Agreements.** The Regents reviewed five personnel contracts, subject to review under Policy VII-10.0 (§3-305(b)(1)).

The meeting adjourned at 9:21 a.m.



UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS

Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

May 29, 2025

Meeting via Video and Conference Call

DRAFT

Minutes of the Public Session

Regent Gonella called the meeting of the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare of the University System of Maryland Board of Regents to order in public session at 10:00 a.m.

Regents participating in the session included: Mr. Gonella (Chair), Ms. Gooden, Mr. McMillen, Mr. Breslin, Mr. Parker, and Mr. Wood. Also participating were Chancellor Perman, Senior Vice Chancellors Herbst and Wrynn; Deputy Chief for Advice Langrill; AAG Jackson, Director of Financial Planning and Analysis Norris; Associate Vice Chancellors Lee and Muntz; Director of Decision Support & IR Research Sule, and Chief of Staff Wilkerson. In attendance were Athletic Directors Eigenbrot, Polizzi, Doughty, Dell, Owens, and Tucker; Deputy AD Sorem; CSU Asst. Director for Athletics Vera Carrington, TU Deputy AD Casey Cegles; BSU Associate Dean of Student Success Sean Coleman, Assoc. AD, Business Operations & CFO Eric Reinke, Presidents Anderson and Ginsberg, and other members of the USM community and the public.

The following agenda items were discussed:

1. Mid-Year Athletic Directors' Updates – Rotating – TU, UMES, FSU (Information)

Regent Gonella informed the Committee members they would hear from three athletic directors about their perspectives on current issues. The presentations are intended to be informative and keep the committee abreast of current challenges and impacts felt on the ground at the institutions including but not limited to student health and safety, academic performance and progress, and financial affairs of their programs. AD Eigenbrot presented from TU, AD Owens from UMES, and AD Dell from FSU.

Regent Breslin inquired about TU's plan for House settlement payments, pending court approval; AD Eigenbrot outlined the plan, and indicated the payments will likely be in the \$1-1.5 million range.

Regent McMillen voiced concerns about how House payments and Title IX compliance issues will be handled, citing studies that project female athletes will only receive approximately 5%. Regent McMillen also voiced concerns over potential OCR complaints and lawsuits as a result of the House Settlement, and he suggests that all agreements be outlined in writing. AD Eigenbrot

indicated that TU is expecting female athletes to receive closer to 30% of payouts, and that TU is reviewing revenue drivers. Senior Vice Chancellor Herbst pointed out the inherent conflicts that exist between Title IX policies and the House Settlement, and the likelihood that further court rulings will be necessary.

Regent McMillen highlighted a strategic opportunity for HBCUs to leverage as a key focus, particularly for UMES, which currently does not offer a football program. AD Owens confirmed that UMES is planning a reform centered on enhancing both men's and women's basketball programs. If successful, this initiative is expected to generate additional funding that can be shared with other athletic programs across their university.

Regent Parker asked AD Owens if there were any contracts in place to encourage or obligate players to stay, particularly men's basketball players. AD Owens explained that contracts are annual, but UMES offers players more gametime, which in turn sets them up for better athletic futures.

Regent McMillen asked AD Owens how UMES compares to other institutions within the MEAC. AD Owens responded that the university currently ranks in the middle of the pack, but their ambition is to rise to the top which she hopes will ultimately increase their revenue growth to support contributions to the House settlement.

Regent Wood asked AD Owens about the structure and purpose of the guaranteed games.

Regent Wood asked AD Dell whom he expects to respond to the questions he raised during his update. AD Dell emphasized that meaningful input should come from across the university's governance bodies, reflecting a campus-wide approach to addressing the issues.

Regent McMillen asked a follow up question about Title IX and House Payments, regarding the possibility of reserving funds for future payouts.

2. Title IX Intercollegiate Athletics Status (Information)

Regent Gonella introduced Dr. Lee, Associate Vice Chancellor for Student Affairs, who annually reviews the reports submitted by USM institutions with athletic programs to the US Department of Education. Dr. Lee offered highlights of those reports and talked about Title IX compliance. Dr. Lee noted that the EADA report for the Department of Education has not been updated for the year 2023-2024. Dr. Lee discussed an internal process undertaken to survey institutions on how they continually monitor Title IX compliance as it pertains to equity for men's and women's sports, which institutions do by regularly reviewing rosters and the need for opportunities for additional sports, annual (or more frequent) analyses of various metrics, and corrective action plans when needed. The internal survey also sought to understand the athletics departments' training for staff on addressing Title IX sexual misconduct-related complaints that arise. Universities shared that training is regular, in partnership with Title IX offices, and reminds athletics officials that complaints should be directed to the Title IX office. USM's Policy on Sex

Discrimination is also currently being reviewed as a result of the new federal administration's instruction to return to the 2020 Title IX regulations.

Regent McMillen suggested the idea of creating a simple, visual Title IX scorecard. In response, Dr. Lee expressed concerns about the timing, noting that the current pace of change will make it difficult to establish consistent metrics. Dr. Wrynn added that with the change in administration, further adjustments are expected, which could complicate efforts to keep the data current. For now, she recommended continuing with internal tracking at the campus level while monitoring developments. Chancellor Perman suggested that we look at past information to see if that can help us navigate the landscape. Deputy AD Sorem added that there is a 5-year requirement with the NCAA for Title IX compliance and perhaps, campuses can turn that information to the system office for audit purposes.

3. Summary of Student-Athlete Admissions, Graduation, and Academic Progress Trainers (Information)

Regent Gonella introduced Associate Vice Chancellor Muntz, who summarized the academic indicators USM staff review and have summarized for the Board to ensure that "Student Athletes are first and foremost students, and it is the expectation of the Board of Regents that their academic performance and progress will be comparable to that of non-athletes."

Regent Parker asked if student-athletes are required to take in-person classes exclusively, and if there are any established guidelines regarding in-person vs virtual classes. Deputy AD Sorem said that such requirements vary by campus. Mr. Muntz added that there are currently no system-wide metrics available to track this data.

Regent McMillen raised concerns about the demanding schedules student athletes face and how they manage their academic responsibilities. Mr. Muntz responded that the current assessments are based on general indicators of academic success. Ms. Herbst added that, at the system level, the focus is on key outcomes such as degree completion, GPA, and total credits earned. Deputy AD Sorem noted that UMCP provides academic counseling specifically for student-athletes. Dr. Wrynn affirmed that athletic departments are actively monitoring student-athlete performance and emphasized that higher education is currently undergoing a period of significant transformation. Regent Wood asked why the 6-year graduation rate is the metric used to report success, rather than 4-year; the System has 4-year data available on published dashboards and will provide directly with future reports.

The public meeting was adjourned at 11:54 a.m.

Respectfully submitted,

Regent Geoff J. Gonella
Chair, Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Mid-Year Athletic Directors' Updates – Rotating – TU, UMES, FSU (Information)

COMMITTEE: Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

DATE OF COMMITTEE MEETING: May 29, 2025

SUMMARY: Each committee meeting, institution athletic directors are invited to provide a mid-year update focused on the unique issues and challenges currently facing their athletic program and discuss nationwide trends, developments, and future potential actions with an impact on their athletic programs.

This meeting we have invited athletic directors to each spend 15-20 minutes discussing their athletic program, including:

- Student health and safety
- Academic performance and progress
- Financial affairs of the program

Athletic directors presenting at this meeting include:

1. Steve Eigenbrot, Towson University
2. Tara Owens, University of Maryland Eastern Shore
3. Troy Dell, Frostburg State University

ALTERNATIVE(S): This item is presented for information purposes.

FISCAL IMPACT: This item is presented for information purposes.

CHANCELLOR'S RECOMMENDATION: This item is presented for information purposes.

COMMITTEE RECOMMENDATION: RECEIVED FOR INFORMATION

DATE: MAY 29, 2025

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Title IX Intercollegiate Athletics Status (Information)

COMMITTEE: Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

DATE OF COMMITTEE MEETING: May 29, 2025

SUMMARY: Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in the education programs receiving Federal financial assistance. Athletics are considered an integral part of an institution's education program and are therefore covered by this law. Failure to comply with the requirements of Title IX could result in administrative action revoking an institution's ability to receive federal funding, including student financial aid. Highlights of requirements for Title IX compliance follow.

Additionally, institutions with an intercollegiate athletics program are annually required to provide information to the Department of Education's Equity in Athletics Data Analysis website. As of early May 2025, EADA reports for reporting year 2023-2024 (which would usually be available at this time) were not posted on the Department's website. However, information about Title IX changes, training, processes, and/or procedures will be discussed.

ALTERNATIVE(S): This item is presented for information purposes.

FISCAL IMPACT: This item is presented for information purposes.

CHANCELLOR'S RECOMMENDATION: This item is presented for information purposes.

COMMITTEE RECOMMENDATION: RECEIVED FOR INFORMATION

DATE: MAY 29, 2025

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923 and Alison Wrynn (301) 445-1992

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Summary of student-athlete admissions, graduation, and academic progress (Information)

COMMITTEE: Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

DATE OF COMMITTEE MEETING: May 29, 2025

SUMMARY: Board of Regents Policy V-2.10 Policy on Intercollegiate Athletics details the Board of Regents' values and expectations of institutions that operate intercollegiate athletics programs. One of the basic principles articulated is:

Student athletes are first and foremost students, and it is the expectation of the Board of Regents that their academic performance and progress will be comparable to that of non-athletes.

A considerable volume of detailed information on the academic progress, admission profiles and graduation rates for student-athletes is reviewed by System Office staff.

To ensure that publicly-presented information does not jeopardize Federal student privacy requirements, staff have summarized the information for ease of use by the Regents and the attached report details the results of the review.

ALTERNATIVE(S): This item is presented for information purposes.

FISCAL IMPACT: This item is presented for information purposes.

CHANCELLOR'S RECOMMENDATION: This item is presented for information purposes.

COMMITTEE RECOMMENDATION: RECEIVED FOR INFORMATION DATE: MAY 29, 2025

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

FY 2025 Academic Summary Report

Board of Regents' Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

May 29, 2025

“Student athletes are first and foremost students, and it is the expectation of the Board of Regents that their academic performance and progress will be comparable to that of non-athletes.”

This report summarizes the student-athlete academic performance and progress compared to the non-athlete student peers for the University System of Maryland (USM) institutions with NCAA Intercollegiate Athletics programs. The following summary includes the synthesis for the academic measures requested by the Chancellor in Policy (V-2.10 – USM Policy on Intercollegiate Athletics) and includes comparisons of the preparedness of incoming student-athletes, their ongoing academic success, and their graduation rates. Finally, a summary of the Academic Progress Rates (APR) is included to ensure that minimum NCAA standards are being met at each institution.

The Changing NCAA Environment and Academic Success

Institutional athletic programs continue to face disruption that impacts more than 500,000 student-athletes competing in Division I, II, or III sports. At the time of this report, the student-athlete compensation model continues to evolve beyond scholarships, roster size limits may be imposed, and tens-of-thousands (at least 10%) NCAA Division I and II student-athletes enter the transfer portal annually. While many articles were published about the financial business models and legal implications¹, academic success has been overlooked in these publications².

Research about student success in this unfamiliar environment has yet to be published. Specifically, the outcomes for all student-athlete transfers are unknown. While the NCAA hosts a robust tracking system for its student-athletes, the NCAA reports and metrics have yet to be modified to account for the degree attainment rates of students who leave in good standing and did not earn a roster spot at another NCAA institution. According to the NCAA, at least 30% of all Division I student athletes and almost 60% of Division II student-athletes that entered the Transfer Portal are not enrolled at an NCAA member institution.

¹ The Chronicle of Higher Education. (2025). *Understanding big time athletics: How to lead your college through chaos*. The Chronicle of Higher Education. <https://store.chronicle.com/products/understanding-big-time-athletics>

² Sellers, M. P. (2023). Name, image, and likeness (NILs): What impact will NILs have on students in the classroom? *Journal of Higher Education Theory and Practice*, 23(2). <https://doi.org/10.33423/jhetp.v23i2.5804>

The USM data collection is also missing transfers. USM data mirrored the NCAA data collection with one notable exception—USM included all student-athletes whereas the NCAA included scholarship (financially aided) recipients only. While USM accounts for the entire roster who enters as first-time new students, USM data are like the NCAA data in that transfer-out (leaving USM) degree attainment and transfer-in (entering USM) academic preparedness and degree attainment were unknown. Throughout this report, data limitations were included.

Summary of Academic Preparedness by Institution:

Institutions reported the high school GPA and SAT (Standardized Tests) scores for student-athletes and the institutional first-time, full-time fall cohort of new students. It should be noted that admission policies have transitioned to test-optional at most institutions, so any SAT averages reported were a subset of the entire population. However, with few exceptions, USM institutions reported similar academic preparedness for student-athletes when compared to their peers (See Table 1).

The exceptions to the Board Policy requiring similar academic preparedness were few. UMCP (University of Maryland, College Park) men student-athletes have lower high school GPA (3.68 vs 4.49) and SAT scores (1236 vs 1442) than their peers. UMCP women student-athletes have lower high school GPA (4.00 vs 4.50) and SAT scores (1258 vs 1407) than their peers. UMBC (University of Maryland, Baltimore County) men and women student-athletes have lower high school GPA (3.69 vs 4.03 for men and 3.97 vs. 4.27 for women) than their peers.

Table 1: Academic Preparation of Fall 2024 New First-time Full-Time Students

Regular Admit Students	Men				Women			
	All		Student-Athletes		All		Student-Athletes	
	HS GPA	SAT	HS GPA	SAT	HS GPA	SAT	HS GPA	SAT
Bowie State University	2.89	N/A	3.15	N/A	3.07	N/A	3.56	N/A
Coppin State University	2.75	978	2.82	N/A	3.02	979	3.43	N/A
Frostburg State University	3.27	N/A	3.48	N/A	3.60	N/A	3.84	N/A
Salisbury University	3.62	1259	3.70	1259	3.80	1249	3.96	1197
Towson University	3.73	1114	3.68	N/A	3.84	1070	3.95	N/A
University of Maryland, Baltimore County	4.03	1301	3.69	1284	4.27	1269	3.97	1188
University of Maryland, College Park	4.49	1442	3.68	1236	4.50	1407	4.00	1258
University of Maryland Eastern Shore	3.12	1046	3.08	N/A	3.29	1018	3.43	N/A

Special Admit Students	Men				Women			
	All		Student-Athletes		All		Student-Athletes	
	HS GPA	SAT	HS GPA	SAT	HS GPA	SAT	HS GPA	SAT
Towson University	2.65	N/A	2.61	N/A	2.67	N/A	2.64	N/A
University of Maryland, Baltimore County	3.24	N/A	N/A	N/A	3.35	990	N/A	N/A
University of Maryland, College Park	2.70	N/A	2.70	N/A	2.70	N/A	2.70	N/A

Note: Institutions with N/A for SAT scores are test-optional schools that do not report an average number. All Special Admits at UMCP are student-athletes.

Data Limitation Note: These data include aided and unaided new first-time students only. This report mirrored NCAA reporting and the practices where student-athletes rarely transferred. The volume and academic preparedness of transfer students are not reported.

Summary of Mid-Year Academic Performance

Following the fall semester, institutions reported the mid-year academic performance of all full-time undergraduate students. The average cumulative GPA, average fall credit hours attempted, average fall credit hours earned, percentage of students with cumulative GPA below 2.00, percentage of students earning fewer than 12.0 credits, and the percentage of students earning fewer than 6.0 credits were reported by the institutions.

Continuous academic achievement and progress towards degree attainment are essential for students to graduate, graduate on time, and remain academically eligible to compete in athletics. Student-athletes with a GPA below 2.00 jeopardize eligibility and retention, and student-athletes earning fewer credit hours may require student-athletes to complete more credits in the spring semester or register for summer courses to make sufficient progress toward degree completion.

With few exceptions, the trend for student-athletes is to have the same or higher cumulative GPA, have higher credit hour completion averages, have a lower percentage of students with cumulative GPA averages below 2.00, and a lower percentage of students completing fewer than 12.0 or 6.0 credit hours (See Table 2).

With only one exception, the data support the claim that most student-athletes are succeeding at rates like, if not higher than, their peers. Student-athletes at UMCP are not performing at the same rates as their peers. When comparing across institutions, the UMCP peer GPA averages and credit hour completion were the highest in the USM, but the UMCP student-athlete average cumulative GPA and average fall credit hour completion averages were more like other USM student-athletes averages.

Table 2: Mid-Year Academic Performance of Full-time Undergraduates After Fall 2024

	All Full-time Undergraduates					
		% of			% below 12	
	Average	Students	Average Fall		% below 6	Credit
	Cumulative	Under 2.0	Credit	Average Fall	Credit Hours	Hours
	GPA	Cumulative	Hours	Credit Hours	Complete in	Complete in
		GPA	Attempted	Completed	Fall Term	Fall Term
Bowie State University	2.86	11.1%	14.8	12.4	7.8%	23.7%
Coppin State University	2.75	16.3%	14.9	12.0	10.0%	30.5%
Frostburg State University	3.04	9.5%	14.9	13.4	4.2%	14.6%
Salisbury University	3.03	7.6%	15.0	13.6	5.2%	14.3%
Towson University	2.98	8.4%	14.8	13.2	4.7%	16.7%
University of Maryland, Baltimore County	3.15	6.3%	14.8	13.6	3.7%	13.9%
University of Maryland, College Park	3.43	1.6%	14.6	14.4	0.9%	6.4%
University of Maryland Eastern Shore	2.75	14.0%	15.0	14.0	3.5%	6.7%

	Student-Athletes					
		% of			% below 12	
	Average	Students	Average Fall		% below 6	Credit
	Cumulative	Under 2.0	Credit	Average Fall	Credit Hours	Hours
	GPA	Cumulative	Hours	Credit Hours	Complete in	Complete in
	GPA	GPA	Attempted	Completed	Fall Term	Fall Term
Bowie State University	2.86	8.2%	15.3	13.1	4.1%	21.6%
Coppin State University	3.12	1.0%	15.3	14.1	0.5%	8.2%
Frostburg State University	3.23	7.8%	15.0	14.3	1.6%	10.2%
Salisbury University	3.20	3.7%	14.8	14.1	1.9%	9.1%
Towson University	3.21	2.6%	14.7	14.0	1.1%	9.1%
University of Maryland, Baltimore County	3.36	0.8%	15.3	14.7	1.4%	3.7%
University of Maryland, College Park	3.13	3.2%	13.9	13.4	0.6%	9.7%
University of Maryland Eastern Shore	3.31	2.3%	15.1	14.6	0.5%	6.5%

Data Limitation Note: These data include all student-athletes on rosters as of the fall semester. The data includes both new first-time and new transfer student-athletes as well as both scholarship and non-scholarship student-athletes and offers the most complete picture of student-athlete academic performance within this report.

Summary of Academic Student Success

Graduation rates for first-time, full-time new undergraduates are measured across a 6-year timeframe. The USM institutions reported the regular admit graduation rates and percentage of undergraduates who “left in good standing” for the Fall 2018 first-time, full-time cohort and the subset of student-athletes within this cohort. Institutions provided these data for women and men as well as for regular admits and special admits (See Table 3).

There were general trends for the graduation rate data and the percentage of students who left in good standing. First, women graduated at higher rates than men, and this was true for both peer averages and student-athlete averages. Second, when combined, the graduation rate and the percentage of student-athletes who left in good standing were comparable or higher than their peers at all USM institutions.

The exceptions to the Board policy requiring similar academic achievement were few. First, the men student-athletes at UMCP graduated at lower rates than their peers (61.8% vs 87.3%), and the men student-athletes at UMBC graduated at lower rates than their peers (4.8% vs 64.8%). The women student-athletes at UMCP also graduated at lower rates than their peers (76.2% vs 90.4%). Additionally, women student-athletes at UMBC graduated at lower rates than their peers (28.6% vs 74.0%). All special admits in USM graduated or left in good standing at the same rate or better than their peers.

The NCAA GSR (Graduation Success Rates) and ASR (Academic Success Rates) reports data comparable to the graduation rate and left in good standing data discussed in Table 3. It should be noted that the GSR and ASR are reports that publish modified rates for student-athletes by including both the percentage of students who graduated and the percentage who left/transferred in good standing. The cohorts are appropriately adjusted to include new transfer students. This rate is higher than the federal graduation rate which does not include students who dropped out or transferred in good standing like the GSR and ASR. Athletic departments will often point to this measure as a better indicator of student success given the increased transfer-out rates in college athletics. Looking at Table 3, if one combined both the graduation rates and students who left in good standing, the rates will be appropriately adjusted for the entire student body as well as the student-athletes, and, as discussed, most student-athlete success rates are comparable to their peers.

Table 3: Graduation Rates and Percentage of Students Left in Good Standing for Fall 2018 New First-time Full-Time Students

Regular Admit Students Fall 2018

	Men				Women			
	All		Student-Athletes		All		Student-Athletes	
	%		%		%		%	
	Graduated in 6 YEARS OR LESS	% Left in Good Standing	Graduated in 6 YEARS OR LESS	% Left in Good Standing	Graduated in 6 YEARS OR LESS	% Left in Good Standing	Graduated in 6 YEARS OR LESS	% Left in Good Standing
Bowie State University	35.5%	30.4%	86.7%	13.3%	39.9%	42.7%	100.0%	0.0%
Coppin State University	17.7%	1.0%	56.0%	40.0%	29.0%	3.4%	64.5%	32.3%
Frostburg State University	42.5%	24.1%	52.3%	17.2%	57.6%	21.8%	80.0%	12.3%
Salisbury University	62.1%	22.5%	72.1%	17.6%	72.6%	19.7%	91.7%	8.3%
Towson University	60.9%	24.5%	48.1%	51.9%	74.5%	20.4%	72.4%	27.6%
University of Maryland, Baltimore County	64.8%	21.9%	4.8%	71.4%	74.0%	17.7%	28.6%	71.4%
University of Maryland, College Park	87.3%	9.7%	61.8%	34.5%	90.4%	8.4%	76.2%	21.4%
University of Maryland Eastern Shore	32.0%	68.0%	47.6%	42.9%	41.3%	58.7%	57.1%	33.3%

Special Admit Students Fall 2018

	Men				Women			
	All		Student-Athletes		All		Student-Athletes	
	%		%		%		%	
	Graduated in 6 YEARS OR LESS	% Left in Good Standing	Graduated in 6 YEARS OR LESS	% Left in Good Standing	Graduated in 6 YEARS OR LESS	% Left in Good Standing	Graduated in 6 YEARS OR LESS	% Left in Good Standing
Towson University	41.7%	41.7%	55.6%	33.3%	78.6%	14.3%	100.0%	0.0%
University of Maryland, Baltimore County	0.0%	71.4%	0.0%	71.4%	N/A	N/A	25.0%	75.0%
University of Maryland, College Park	55.2%	44.8%	45.5%	54.5%	81.8%	18.2%	50.0%	50.0%

Data Limitation Note: These data include only student-athletes who entered the university as first-time, full-time students. If the student-athlete left in good standing, it is unknown if the student joined another NCAA roster or if the student-athlete graduated from another institution. The student-athletes who entered the USM as new transfers were not included in the USM data collection.

The NCAA GSR includes only aided student-athletes. Should a student-athlete transfer and earn a roster spot at a USM institution, the new student-athlete is included in the GSR. Similarly, the NCAA ASR includes transfer-in students who earn a degree. Both the NCAA GSR and ASR do not account for the degree attainment of student-athletes who “leave in good standing” but do not earn a roster spot.

NCAA APR

The NCAA publishes an annual report to monitor academic eligibility and retention. High APR scores mean the sport was permitted to operate without penalties and is eligible for post-season competition. The APR scores are only based on scholarship athletes whereas the USM data previously discussed included all student-athletes. Per Policy (V-2.20 – USM Policy on Academic Achievement in Intercollegiate Athletics) all institutions met the multiyear APR benchmark of 930. In summary, all sports across all USM institutions are in good standing based on the NCAA APR scores and adjustments.

Data Limitation Note: The NCAA APR includes only Division I financially aided students. In August 2021, the NCAA Division I Board of Directors approved a modification to the APR calculation because of the transfer portal. Previously, when a student-athlete transferred, the original institution automatically lost a retention point in the APR metric. With the new change, if a transferring student-athlete meets the Division I progress toward degree requirements at the time of transfer, the original institution retains the retention point. However, if the student-athlete does not earn a roster spot at another institution, the student-athlete drops from any APR reporting. The degree attainment of student-athletes who do not complete while competing in NCAA sports is unknown and not included in APR reporting.

USM Board of Regents Research and Economic Development Committee Minutes for March
20th, 2025

Call to Order: Regent Wood called the meeting to order of the University System of Maryland Board of Regents Committee on Research and Economic Development to order in public session at 10:31am on Tuesday March 20th, 2025, via Zoom.

In attendance:

Panelists: Michele Masucci, Bill Wood, Denise Wilkerson, Ellen Herbst, Julia Chadwick, Bill Dennison, Lindsay Ryan, Alison Wrynn, Jay Perman, Ralph Mueller, Anwer Hasan, Elena Langrill, Mike Ravenscroft, Harry Coker Jr., Ralph Mueller

Audience: 28 attendees in the audience.

Agenda:

- 1. Approval of Minutes.** Regent Wood noted that we did not have a quorum to approve the minutes from the January 31 meeting of the Board of Regents Committee on Research and Economic Development. The Committee agreed to vote on the meeting minutes at the next full Board meeting in April.
- 2. Federal Research Landscape Update.** Vice Chancellor Masucci presented an update on the current federal research landscape to the committee. During the presentation, the committee discussed challenges in federal research funding, including delays and communication issues, but noted an overall increase in grant applications across USM, aided by new technologies. All meeting materials are available to the public on the USM website.

3. Research Report for University of Maryland Center for Environmental Science. Vice

President Dennison gave a detailed report on the University of Maryland Center for Environment Science research ventures over time. Updates included facility expansions, citizen science initiatives, major research funding, and steps toward achieving higher research status. Dr. Dennison emphasized UMCES's growing role in addressing environmental challenges especially. Additionally, he recognized UMCES's 100-year anniversary and its historic contributions to environmental science, including numerous books, groundbreaking science, and a century of collaboration with local and federal partners. All meeting materials are available to the public on the USM website.

4. Momentum Fund Update. Mike Ravenscroft, Managing Director of the Maryland Momentum Fund, gave a presentation on the fund before the committee. An update on the Maryland Momentum Fund was provided, covering recent investments, company progress, and the Venture Fellows Program. The Chancellor asked that the Maryland Momentum Fund work with Vice Chancellor of Communications and Marketing Michael Sandler to create a strategy to communicate the benefits and impacts of the Venture Fellows program. All meeting materials are available to the public on the USM website.

5. Major Programs and Resources for Commercialization and External Engagement Report Outs from working groups. Executive Director of Economic Development Lindsay Ryan gave a presentation on the USM External Engagement Task Force before the committee, as well as the USM Innovation Collective. She highlighted the task force's findings to boost Maryland's competitiveness through initiatives in climate innovation, cybersecurity, AI, and quantum technologies. She also updated on the USM Innovation Collective, a network of fund managers and venture specialists across USM's economic development offices, which supports startup growth. She reported USM adds about 180 startups annually, a third led by students, and

offers over 23 resources, including funding and training. Impact metrics and growth data were shared. All meeting materials are available to the public on the USM website.

Action items:

- 1) Minutes from the 1/31/202 RED Committee meeting were unable to be approved due to a lack of quorum, approval postponed to the next full board meeting.
- 2) The Chancellor tasked Mike Ravenscroft with working with Vice Chancellor Michal Sandler and his team to better communicate the benefits and impacts of the Venture Fellows Program.

Adjourned: Regent Wood gave his closing remarks and adjourned the meeting at 12:04 p.m.

USM Board of Regents Research and Economic Development Committee Minutes for May 6th,
2025

Call to Order: Regent Wood called to order the meeting of the University System of Maryland Board of Regents Committee on Research and Economic Development to order in public session at 10:30a.m. on Tuesday May 6th, 2025, via Zoom.

In attendance:

Panelists: William Wood, John Paul Sawyer, Michele Masucci, Anne Khademian, Lindsay Ryan, Julia Chadwick, Aileen Abel, Linda Gooden, Anwer Hasan, Moses Kairo, Jennifer Walsh, Elena Langrill, Jay Perman, Gail Bassette, Sidd Kaza, Amir Ansari, Michael Ravenscroft, Alison Wrynn, Michael Sandler, Ellen Herbst, Harry Coker Jr., Christopher O'Donnell

Audience: 20 attendees in the audience.

Agenda:

- 1. Approval of Minutes.** Regent Wood called a vote to approve the minutes from the March 20th meeting of the Board of Regents committee on Research and Economic Development, but the committee did not have a quorum. The committee agreed to hear the minutes at the next full board meeting in June.
- 2. Federal Research Landscape Update.** Vice Chancellor Masucci presented an update on the current federal research landscape to the committee. Vice Chancellor Masucci went over every change that has happened on the federal level concerning research and research administration since January 2025. She also announced plans for an in-person meeting of all

USM Research VPRs to brainstorm ways to support strengths and shore up weaknesses on a system-level. All meeting materials are available to the public on the USM website.

3. **Research Report for University of Maryland Eastern Shore.** Dean for the School of Agricultural and Natural Sciences at the University of Maryland Eastern Shore, Dr. Moses Kairo presented a detailed research report on UMES to the Research and Economic Development Committee. He presented past and ongoing UMES research initiatives in agriculture, human health, environmental science, natural resource management, and sustainable food production. All meeting materials are publicly available on the USM website.
4. **Mid-Atlantic Quantum Alliance.** Executive Director of the Mid-Atlantic Quantum Alliance, Dr. John Sawyer gave a presentation on the growing Quantum ecosystem in Maryland to the Research and Economic Development Committee. The Mid-Atlantic Quantum Alliance is a hub for quantum technology research, development and education that is facilitated by the University of Maryland College Park and has partnerships and support for numerous universities across the Mid-Atlantic Region. In his presentation, Dr. Sawyer both described what quantum computing is, and its importance to the state of Maryland's specifically. He also highlighted educational programs spearheaded by the alliance, a recent \$1B investment in Quantum by the state of Maryland, and the expansion of quantum computing markets to Maryland and the nearby region. All meeting materials are publicly available on the USM website.

Action items:

5. Minutes from the 3/2/2025 Research and Economic Development Committee meeting were approved to move forward to the next full board meeting.

6. The Vice Presidents for Research across all USM institutions will meeting this summer in an in-person retreat to brainstorm the best way to leverage the research strengths of the system, and shore up collective weaknesses.
7. xFoundry's presentation was postponed until the next Research and Economic Development Committee meeting in the 2025-2026 academic year.

Adjourned: Regent Wood gave his closing remarks and adjourned the meeting at 12:10 p.m.

TOPIC: University System of Maryland: FY 2026 Operating Budget

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 4, 2025

SUMMARY: As required by USM Policy VIII-9.00—Policy on the Operating Budget, the FY 2026 USM Operating Budget is submitted for consideration and action.

The total budget includes revenue from state appropriations, tuition and fees, auxiliary services, federal grants and contracts, and other revenues for a total budget of approximately **\$7.98B**. The FY 2026 Operating Budget provides new state funding adjustments as follows:

- 5% Budget Reduction: (\$111.1M)
- 2% Budget Reduction: (\$44.4M)
- FY 2026 Salary Enhancement Funding: \$79.9M
- Legislative Additions – Proposed: \$35.5M
- Fringe Benefit Reduction: (\$45.0M)
- HBCU Settlement General Funding Adjustment: \$1.2M – BSU
- HBCU Settlement Special Funding Adjustment: (\$2.4M) – BSU
- CSU Student Center Planning: \$1M – CSU
- UMES Land Grant Match: \$250K – UMES
- GF/HEIF Swap: \$18.4M

The state-supported portion of the budget totals approximately \$4.5B. Included in this figure are state appropriations, Higher Education Investment Funds (HEIF) and HBCU settlement funds of approximately \$2.3B (a decrease of approximately \$80.0M or 3.4% over the FY 2025 budget base state funds), and tuition and fees of approximately \$1.8B.

The non-state-supported portion of the budget totals approximately \$3.5B comprised mainly of Auxiliary Revenues of approximately \$835.4M. Approximately \$1.9B of restricted funding is mainly comprised of federal grants contracts of approximately \$1.2B, Private gifts, grants, and contracts of approximately \$300.1M, and state and local grants and contracts of approximately \$273.7M.

ALTERNATIVE(S): The budget request could be adjusted to increase/decrease expenditures or to move expenditures from one area to another. However, a balanced budget is required, and revenue must be adjusted to match any change in overall expenditures.

FISCAL IMPACT: The USM budget totals \$7.98B.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the FY 2026 operating budget as submitted, with the Chancellor authorized to make appropriate changes consistent with existing board policies and guidelines. Any such changes will be in consultation with and reported back to the Board.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 6/4/25

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

University System of Maryland
FY 2026 Operating Budget

Table 1

	Current Unrestricted Funds								
	State				Total	Total	Total	Full Time	Full Time Equivalent
	<u>Appropriations</u>	<u>Tuition & Fees</u>	<u>Auxiliary</u>	<u>Other</u>	<u>Unrestricted</u>	<u>Restricted</u>	<u>Funds</u>	<u>Positions</u>	<u>Students</u>
UMB	363,394,040	185,942,338	32,848,198	350,734,495	932,919,071	748,487,877	1,681,406,948	5,609.41	6,909
UMCP	850,766,877	759,232,075	396,183,681	312,272,992	2,318,455,625	726,644,587	3,045,100,212	10,259.56	34,900
BSU	86,951,903	55,781,011	33,400,131	3,219,840	179,352,885	39,709,513	219,062,398	727.00	4,867
TU	210,146,020	215,063,369	158,162,585	7,823,554	591,195,528	64,000,000	655,195,528	2,503.00	16,095
UMES	81,868,719	30,219,261	26,328,960	373,591	138,790,531	34,625,283	173,415,814	839.87	2,936
FSU	62,101,394	33,135,096	19,421,707	3,998,777	118,656,974	24,539,400	143,196,374	634.00	3,149
CSU	71,570,168	15,179,222	13,739,005	658,316	101,146,711	18,000,000	119,146,711	462.00	1,901
UBalt	62,477,061	51,397,887	5,561,035	3,826,556	123,262,539	33,756,268	157,018,807	641.00	2,043
SU	92,642,958	75,656,598	57,913,924	2,937,602	229,151,082	26,450,000	255,601,082	1,102.00	6,352
UMGC	63,341,319	458,688,892		50,946,598	572,976,809	122,329,205	695,306,014	1,025.00	42,391
UMBC	218,457,564	166,029,059	89,832,391	66,783,453	541,102,467	153,095,995	694,198,462	2,388.57	11,112
UMCES	28,563,291			5,328,715	33,892,006	20,932,400	54,824,406	281.86	
USMO	26,891,521			15,426,708	42,318,229	2,084,460	44,402,689	117.00	
USG	28,277,768	1,706,491	2,032,717	568,180	32,585,156	6,158,681	38,743,837	92.00	
Total	\$2,247,450,603	\$2,048,031,299	\$835,424,334	\$824,899,377	\$5,955,805,613	\$2,020,813,669	\$7,976,619,282	26,682.27	132,655

University System of Maryland
FY 2026 State Supported Budget

Table 2

Institution:	FY 2025 Budget Base State Funds	Target Memo		Governor's Allowance/Legislative Session				FY 2026 Request State Funds
		New Facilities Operating and Debt Service	Adjustments to Legislative Additions & Salary Enhancement Annualization	Budget Reductions (5% + 2%)	Funding, Fringe, & Sub Object Adjustments	FY 2026 Salary Enhancement Funding	**PENDING GOVERNOR APPROVAL** Legislative Additions	
UMB	\$381,808,140	\$0	\$3,468,828	(\$25,881,537)	(\$7,668,146)	\$11,666,755	\$0	\$363,394,040
*UMCP	\$869,621,244	1,383,872	10,021,980	(58,669,008)	(16,778,700)	34,587,489	10,600,000	\$850,766,877
BSU	\$88,963,954	1,121,614	625,119	(4,937,221)	(1,679,886)	2,858,323	-	\$86,951,903
TU	\$224,705,097	607,749	1,497,633	(15,280,160)	(7,857,535)	6,123,236	350,000	\$210,146,020
UMES	\$84,125,435	278,151	558,571	(5,137,089)	(915,286)	2,958,937	-	\$81,868,719
FSU	\$64,162,441	550,743	191,837	(4,348,359)	(1,222,473)	2,767,205	-	\$62,101,394
CSU	\$72,219,891	1,326,568	424,899	(4,340,121)	(246,156)	2,185,087	-	\$71,570,168
UBalt	\$65,672,532	-	(829,122)	(4,362,831)	(1,868,925)	2,365,407	1,500,000	\$62,477,061
SU	\$97,786,270	-	811,012	(6,653,189)	(2,587,599)	3,286,464	-	\$92,642,958
UMGC	\$66,530,736	-	(398,294)	(4,459,553)	9,323	1,659,107	-	\$63,341,319
UMBC	\$224,211,867	-	6,001,671	(15,357,832)	(3,527,371)	7,129,229	-	\$218,457,564
UMCES	\$29,799,582	245,267	174,146	(2,006,337)	(419,785)	770,418	-	\$28,563,291
USMO	\$28,217,301	-	(106,920)	(2,077,415)	102,552	756,003	-	\$26,891,521
USG	\$29,662,814	-	101,525	(1,999,348)	(236,198)	748,975	-	\$28,277,768
USM total	\$2,327,487,304	\$5,513,964	\$22,542,885	(\$155,510,000)	(\$44,896,185)	\$79,862,635	\$12,450,000	\$2,247,450,603

*FY 2026 Request State Funds are not inclusive of Restricted Funds: \$12.3M related to restricted MFRI funding; \$23M related to SEIF funding.

**FY 2026 Salary Enhancement Funding is held in the DBM budget and will be distributed on a future date.

Table 3a

SUMMARY OF EXPENDITURES UNIVERSITY SYSTEM OF MARYLAND									
	FY 2024 Actual		FY 2025 Appropriation Adj.		FY 2026 Allowance Adj.		FY 2026 Change		
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	%
Expenditures									
Salary, Wages, and Fringe Benefits	26,431.69	4,428,516,871	26,682.27	4,735,752,607	26,682.27	4,748,191,204	0.00	12,438,597	0%
Technical and Special Fees		158,053,799		145,953,378		148,449,299		2,495,921	2%
Non-Salary Operations & Maintenance		2,583,975,776		2,762,759,747		2,824,607,868		61,848,121	2%
Facilities Renewal		238,851,599		251,345,019		255,370,911		4,025,892	2%
Subtotal Operating Expenses		2,822,827,375		3,014,104,766		3,079,978,779		65,874,013	2%
Total Expenditures	26,431.69	7,409,398,045	26,682.27	7,895,810,751	26,682.27	7,976,619,282	0.00	80,808,531	1%
Revenue									
Current Unrestricted Revenue:									
Tuition and Fees		1,866,519,909		1,984,888,976		2,048,031,299		63,142,323	3%
State General Funds		2,026,228,559		2,113,998,523		2,064,587,404		(49,411,119)	-2%
Higher Education Investment Fund		150,465,710		155,105,884		148,544,448		(6,561,436)	-4%
Maryland Energy Innovation		2,100,000		2,100,000		2,100,000		-	0%
HBCU Settlement General Funds		36,193,432		33,120,078		34,318,751		1,198,673	4%
HBCU Settlement Special Funds		-		2,356,010		-		(2,356,010)	-100%
Federal Grants and Contracts		214,208,558		214,054,792		217,221,422		3,166,630	1%
Private Gifts, Grants and Contracts		76,582,837		77,959,983		79,359,983		1,400,000	2%
State and Local Grants and Contracts		36,959,185		30,157,601		30,792,601		635,000	2%
Sales and Services of Educational Activities		283,245,830		312,704,064		310,339,458		(2,364,606)	-1%
Sales and Services of Auxiliary Enterprises		782,181,632		812,982,865		835,424,334		22,441,469	3%
Other Sources		198,662,912		215,839,890		208,243,434		(7,596,456)	-4%
Transfer (to)/from Fund Balance		(96,884,112)		(34,868,231)		(23,157,521)		11,710,710	-34%
Total Unrestricted Revenue		5,576,464,452		5,920,400,435		5,955,805,613		35,405,178	1%
Current Restricted Revenue:									
Federal Grants and Contracts		1,010,899,719		1,147,963,883		1,177,684,593		29,720,710	3%
CARES/CRRSAA/ARPA Federal Direct & Indirect Support		10,291,799		3,588,884		-		(3,588,884)	-100%
Private Gifts, Grants and Contracts		274,502,980		295,115,524		302,375,152		7,259,628	2%
State and Local Grants and Contracts		255,386,248		276,595,223		277,342,599		747,376	0%
State General Funds (Restricted)		-		199,139		317,478		118,339	59%
State Special Funds (Restricted)		11,041,573		11,134,064		22,280,248		11,146,184	100%
PAYGO State Funds		41,595,000		-		-		-	0%
Other Sources		229,216,274		240,813,599		240,813,599		-	0%
Total Restricted Revenue		1,832,933,593		1,975,410,316		2,020,813,669		45,403,353	2%
Total Revenue		7,409,398,045		7,895,810,751		7,976,619,282		80,808,531	1%

Table 3b

SUMMARY OF EXPENDITURES
UNIVERSITY SYSTEM OF MARYLAND - STATE SUPPORTED

	FY 2024 Actual		FY 2025 Appropriation Adj.		FY 2026 Allowance Adj.		FY 2026 Change		
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	%
Expenditures									
Salary, Wages, and Fringe Benefits	18,175.07	2,861,719,597	18,139.08	3,063,081,466	18,139.08	3,067,591,474	0.00	4,510,008	0%
Technical and Special Fees		82,508,379		77,957,179		77,975,393		18,214	0%
Non-Salary Operations & Maintenance		1,141,757,302		1,158,465,299		1,177,502,887		19,037,588	2%
Facilities Renewal		166,506,715		183,205,463		184,583,976		1,378,513	1%
Subtotal Operating Expenses		1,308,264,017		1,341,670,762		1,362,086,863		20,416,101	2%
Total Expenditures	18,175.07	4,252,491,993	18,139.08	4,482,709,407	18,139.08	4,507,653,730	0.00	24,944,323	1%
Revenue									
Current Unrestricted Revenue:									
Tuition and Fees		1,660,443,012		1,771,799,653		1,831,731,309		59,931,656	3%
State General Funds		2,026,228,559		2,113,998,523		2,064,587,404		(49,411,119)	-2%
Higher Education Investment Fund		150,465,710		155,105,884		148,544,448		(6,561,436)	-4%
Maryland Energy Innovation		2,100,000		2,100,000		2,100,000		-	0%
HBCU Settlement General Funds		36,193,432		33,120,078		34,318,751		1,198,673	4%
HBCU Settlement Special Funds		-		2,356,010		-		(2,356,010)	-100%
Federal Grants and Contracts		97,300,741		104,116,123		107,721,838		3,605,715	3%
Private Gifts, Grants and Contracts		55,594,399		59,342,619		60,742,619		1,400,000	2%
State and Local Grants and Contracts		24,719,548		18,491,007		19,126,007		635,000	3%
Sales and Services of Educational Activities		27,313,511		24,654,772		24,799,886		145,114	1%
Sales and Services of Auxiliary Enterprises		133,145		-		38,441		38,441	0%
Other Sources		135,447,123		158,903,116		151,630,868		(7,272,248)	-5%
Transfer (to)/from Fund Balance		(37,647,075)		(4,998,920)		7,890,770		12,889,690	-258%
Total Unrestricted Revenue		4,178,292,105		4,438,988,865		4,453,232,341		14,243,476	0%
Current Restricted Revenue:									
Federal Grants and Contracts		18,594,633		26,453,658		25,889,982		(563,676)	-2%
Private Gifts, Grants and Contracts		1,527,177		1,000,000		2,284,136		1,284,136	128%
State and Local Grants and Contracts		845,013		4,933,681		3,649,545		(1,284,136)	-26%
State General Funds (Restricted)		-		199,139		317,478		118,339	59%
State Special Funds (Restricted)		11,041,573		11,134,064		22,280,248		11,146,184	100%
PAYGO State Funds		41,595,000		-		-		-	0%
Other Sources		596,492		-		-		-	0%
Total Restricted Revenue		74,199,888		43,720,542		54,421,389		10,700,847	24%
Total Revenue		4,252,491,993		4,482,709,407		4,507,653,730		24,944,323	1%

Table 3c

SUMMARY OF EXPENDITURES
UNIVERSITY SYSTEM OF MARYLAND - NON-STATE SUPPORTED

	FY 2024 Actual		FY 2025 Appropriation Adj.		FY 2026 Allowance Adj.		FY 2026 Change		
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	%
Expenditures									
Salary, Wages, and Fringe Benefits	8,256.62	1,566,797,274	8,543.19	1,672,671,141	8,543.19	1,680,599,730	0.00	7,928,589	0%
Technical and Special Fees		75,545,420		67,996,199		70,473,906		2,477,707	4%
Non-Salary Operations & Maintenance		1,442,218,474		1,604,294,448		1,647,104,981		42,810,533	3%
Facilities Renewal		72,344,884		68,139,556		70,786,935		2,647,379	4%
Subtotal Operating Expenses		1,514,563,358		1,672,434,004		1,717,891,916		45,457,912	3%
Total Expenditures	8,256.62	3,156,906,052	8,543.19	3,413,101,344	8,543.19	3,468,965,552	0.00	55,864,208	2%
Revenue									
Current Unrestricted Revenue:									
Tuition and Fees		206,076,897		213,089,323		216,299,990		3,210,667	2%
Federal Grants and Contracts		116,907,817		109,938,669		109,499,584		(439,085)	0%
Private Gifts, Grants and Contracts		20,988,438		18,617,364		18,617,364		-	0%
State and Local Grants and Contracts		12,239,637		11,666,594		11,666,594		-	0%
Sales and Services of Educational Activities		255,932,319		288,049,292		285,539,572		(2,509,720)	-1%
Sales and Services of Auxiliary Enterprises		782,048,487		812,982,865		835,385,893		22,403,028	3%
Other Sources		63,215,789		56,936,774		56,612,566		(324,208)	-1%
Transfer (to)/from Fund Balance		(59,237,037)		(29,869,311)		(31,048,291)		(1,178,980)	4%
Total Unrestricted Revenue		1,398,172,347		1,481,411,570		1,502,573,272		21,161,702	1%
Current Restricted Revenue:									
Federal Grants and Contracts		992,305,086		1,121,510,225		1,151,794,611		30,284,386	3%
CARES/CRRSAA/ARPA Federal Direct & Indirect Support		10,291,799		3,588,884		-		(3,588,884)	-100%
Private Gifts, Grants and Contracts		272,975,803		294,115,524		300,091,016		5,975,492	2%
State and Local Grants and Contracts		254,541,235		271,661,542		273,693,054		2,031,512	1%
Other Sources		228,619,782		240,813,599		240,813,599		-	0%
Total Restricted Revenue		1,758,733,705		1,931,689,774		1,966,392,280		34,702,506	2%
Total Revenue		3,156,906,052		3,413,101,344		3,468,965,552		55,864,208	2%

TOPIC: University System of Maryland: Fiscal Year 2026 Schedule of Tuition and Mandatory Fees

COMMITTEE: Finance Committee

DATE OF COMMITTEE MEETING: June 4, 2025

SUMMARY: Each year, the Board of Regents exercises its authority to review and approve the schedule of tuition and mandatory fees for the University System of Maryland (USM) institutions. The proposed FY 2026 schedule reflects the Board's ongoing commitment to affordability while supporting institutional financial stability and ensuring transparency in the tuition-setting process. The schedule includes both across-the-board tuition adjustments and differential rates based on specific criteria, balancing the needs of students and institutions.

General Provisions Summary – by Residency Status:

- Tuition Summary – Resident: The proposed FY 2026 resident undergraduate full-time tuition rates will not increase more than 4.0% (UMCP). Resident undergraduate full-time tuition rate increases range from 2.0% (BSU, CSU, UBalt, SU) and up to 4.0% (UMCP).
- A total of five institutions have recommended a tuition rate increase above 2.0% for FY 2026:
 - UMCP: 4.0%
 - TU: 3.0%
 - UMES: 3.0%
 - FSU: 2.2%
 - UMBC: 3.0%
- Tuition Summary – Non-Resident: Non-Resident undergraduate full-time tuition rates will not increase more than 5.0% (TU, UMBC). Non-Resident undergraduate full-time tuition rate increases range from 2.0% (UMCP, BSU, FSU, CSU, UBalt) and up to 5.0% (TU, UMBC).

Requests Under Special Criteria for Differential Tuition Rates:

Consistent with Section II.B. of the Policy on Tuition (VIII-2.01), institutions may seek Board approval for differential tuition rates based on specified criteria. The accompanying schedule includes requests aligned with these provisions, including proposals based on program modality and geographic considerations.

Modality Summary:

- Towson University – Proposal for Differential Tuition for Online Graduate Programs
 - Towson University is proposing market-based, differential pricing limited to nine online graduate programs
 - The current cost for an out-of-state (OOS) graduate student to attend TU full-time is \$22,922 per academic year (tuition + fees). This generally makes a TU graduate degree \$6,000 to \$10,000 more expensive than comparable online programs based on research conducted by the TU Office of Graduate Studies. This proposal addresses two of the four items identified by EAB as challenges in pricing graduate programs: Competitor Pricing and Price Sensitivity of Prospects by using market

research to match pricing to potential competitors and reduce a barrier for prospective OOS students to attend TU.

- While some of these programs do have a few OOS students, revenue lost by reducing their tuition to in-state rates would be compensated by enrolling additional students. The goal is to have these programs at capacity and poised for additional growth.
- The projected gross revenue from the proposed differential pricing during the pilot year of FY 2026 is neutral. For FY 2027, it is anticipated that additional growth of 1-3 students per program would net between \$95,000 and \$250,000.

Geographic Considerations Summary:

- University of Maryland, Baltimore – In-State Tuition for UMSON – D.C. Residents
 - UMB is proposing to offer resident tuition to students living in Washington, D.C. who enroll in the Bachelor of Science in Nursing (BSN) or the Doctor of Nursing Practice (DNP) program at the University of Maryland School of Nursing Shady Grove location. This initiative aims to address the growing demand for healthcare professionals in Maryland and the surrounding areas, particularly in nursing, where workforce shortages persist.
 - UMSON data suggests that prospective students from Washington, D.C. have historically shown a higher rate of attrition from the application process compared to Maryland residents. For the Fall 2024 applicant cycle, 15 of the 69 neighboring out-of-state applicants were D.C. residents. Of those, 10 did not complete the application. Among the small number of D.C. residents who matriculated, financial barriers associated with out-of-state tuition have contributed to attrition.
 - While it is difficult to project future enrollments with certainty, it is reasonable to anticipate that the number of applications could at least double—from 15 in Fall 2024 to more than 30.
- University of Maryland, Baltimore – In-State Tuition for UMSOL – Maryland Carey Law – D.C. Residents
 - This proposal advocates for the inclusion of Washington, D.C. residents for in-state tuition at Maryland Carey Law.
 - Expanding in-state tuition eligibility to D.C. residents would position Maryland Carey Law as a more attractive option for students in the D.C. area, especially given the high cost of living and tuition in the nation's capital.
 - Students from Washington, D.C. who enroll at UMB have historically presented exceptionally strong academic credentials. Over the past three years, 79% of enrolled D.C. residents met or exceeded the institution's median LSAT score—contributing to the sustained strength of UMB's academic profile.
 - Implementation of the proposed rate could result in an estimated increase of 5 to 10 additional students. The incoming first-year JD class has sufficient capacity to absorb this level of growth.

Mandatory Fees: Also included on the schedule are mandatory fees. These fees support those services and activities that are not fully funded by either tuition revenue or state general funds such as athletics or student union fees. In accordance with the Policy on Student Tuition, Fees, and Charges (VIII-2.50), institutions are required to meet with student groups, who have a formal role in the discussion and review of proposed fees and changes to existing fees. A brief summary of the student engagement process is attached, beginning on page 31.

ALTERNATIVE(S): The Board may elect to adjust the recommended schedules. Any change in a rate would require a corresponding adjustment to expenditures in order to maintain a balanced budget.

FISCAL IMPACT: The projected total FY 2026 tuition and fees revenue would increase approximately \$63.1 million or 3% over the FY 2025 tuition and fees revenue.

CHANCELLOR'S RECOMMENDATION: That the Board of Regents approve the tuition and mandatory fees schedule as submitted, with the Chancellor authorized to make appropriate changes consistent with existing policies and guidelines. Any such changes will be in consultation with and reported to the Board.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 6/4/25

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

"NOTE: Notwithstanding any other provision of this or any other University System of Maryland publication, the University System of Maryland reserves the right to make changes in tuition, fees, and other charges at any time such changes are deemed necessary by the University System of Maryland institutions and the University System of Maryland Board of Regents."

University System of Maryland
Schedule of Tuition and Mandatory Fees
FY 2026 Full-Time Undergraduate Summary

	Recommended			
	FY 2025	FY 2026	Amount	%
UNIVERSITY OF MARYLAND, COLLEGE PARK				
In-State Tuition	10,087	10,490	403	4.0%
Out-of-State Tuition	39,464	40,253	789	2.0%
Total Auxiliary Fees	1,722	1,800	78	4.5%
Total Fees	1,722	1,800	78	4.5%
Total In-State Cost	11,809	12,290	481	4.1%
Total Out-of-State Cost	41,186	42,053	867	2.1%
BOWIE STATE UNIVERSITY				
In-State Tuition	6,113	6,235	122	2.0%
Out-of-State Tuition	16,833	17,170	337	2.0%
Technology Fee	280	289	9	3.2%
Total Auxiliary Fees	2,825	3,005	181	6.4%
Total Fees	3,105	3,294	190	6.1%
Total In-State Cost	9,218	9,529	312	3.4%
Total Out-of-State Cost	19,938	20,464	527	2.6%
TOWSON UNIVERSITY				
In-State Tuition	7,530	7,756	226	3.0%
Out-of-State Tuition	25,622	26,902	1,280	5.0%
Technology Fee	260	270	10	3.8%
Total Auxiliary Fees	3,938	4,160	222	5.6%
Total Fees	4,198	4,430	232	5.5%
Total In-State Cost	11,728	12,186	458	3.9%
Total Out-of-State Cost	29,820	31,332	1,512	5.1%
UNIVERSITY OF MARYLAND EASTERN SHORE				
In-State Tuition	5,750	5,923	173	3.0%
Out-of-State Tuition	16,796	17,468	672	4.0%
Technology Fee	175	193	18	10.0%
Total Auxiliary Fees	3,151	3,250	99	3.1%
Total Fees	3,326	3,443	117	3.5%
Total In-State Cost	9,076	9,366	290	3.2%
Total Out-of-State Cost	20,122	20,911	789	3.9%
FROSTBURG STATE UNIVERSITY				
In-State Undergraduate Tuition	7,254	7,414	160	2.2%
Out-of-State Undergraduate Tuition	22,848	23,306	458	2.0%
Out-of-State Undergraduate Tuition - Contiguous Counties	16,858	17,198	340	2.0%
Technology Fee	212	216	4	1.9%
Total Auxiliary Fees	2,754	2,834	80	2.9%
Total Fees	2,966	3,050	84	2.8%
Total In-State Cost	10,220	10,464	244	2.4%
Total Out-of-State Cost	25,814	26,356	542	2.1%
Total Out-of-State Contiguous Counties Cost	19,824	20,248	424	2.1%

University System of Maryland
Schedule of Tuition and Mandatory Fees
FY 2026 Full-Time Undergraduate Summary

	Recommended			
	<u>FY 2025</u>	<u>FY 2026</u>	<u>Amount</u>	<u>%</u>
<u>COPPIN STATE UNIVERSITY</u>				
In-State Undergraduate Tuition	5,032	5,133	101	2.0%
Out-of-State Undergraduate Tuition	11,955	12,194	239	2.0%
Technology Fee	200	200	0	0.0%
Total Auxiliary Fees	1,868	2,088	220	11.8%
Total Fees	2,068	2,288	220	10.6%
Total In-State Cost	7,100	7,421	321	4.5%
Total Out-of-State Cost	14,023	14,482	459	3.3%
<u>UNIVERSITY OF BALTIMORE</u>				
In-State Undergraduate Tuition	7,590	7,740	150	2.0%
Out-of-State Undergraduate Tuition	21,582	22,014	432	2.0%
Technology Fee	264	288	24	9.1%
Total Auxiliary Fees	2,138	2,172	34	1.6%
Total Fees	2,402	2,460	58	2.4%
Total In-State Cost	9,992	10,200	208	2.1%
Total Out-of-State Cost	23,984	24,474	490	2.0%
<u>SALISBURY UNIVERSITY</u>				
In-State Undergraduate Tuition	7,860	8,016	156	2.0%
Out-of-State Undergraduate Tuition	18,950	19,520	570	3.0%
Technology Fee	506	510	4	0.8%
Total Auxiliary Fees	2,718	2,780	62	2.3%
Total Fees	3,224	3,290	66	2.0%
Total In-State Cost	11,084	11,306	222	2.0%
Total Out-of-State Cost	22,174	22,810	636	2.9%
<u>UNIVERSITY OF MARYLAND GLOBAL CAMPUS</u>				
In-State Tuition	324	330	6	1.9%
Out-of-State Tuition	499	499	0	0.0%
Technology Fee - per credit	15	15	0	0.0%
Total Fees	15	15	0	0.0%
Total In-State Cost	339	345	6	1.8%
Total Out-of-State Cost	514	514	0	0.0%
<u>UNIVERSITY OF MARYLAND, BALTIMORE COUNTY</u>				
In-State Undergraduate Tuition	9,423	9,706	283	3.0%
Out-of-State Undergraduate Tuition	27,392	28,762	1,370	5.0%
Technology Fee	364	375	11	3.0%
Total Auxiliary Fees	3,469	3,598	129	3.7%
Total Fees	3,833	3,973	140	3.7%
Total In-State Cost	13,256	13,679	423	3.2%
Total Out-of-State Cost	31,225	32,735	1,510	4.8%

University System of Maryland
Schedule of Tuition and Mandatory Fees
FY 2026 Full-Time Undergraduate Tuition & Fees

Recommended

	<u>Resident</u>					
	<u>Tuition</u>	<u>% increase</u>	<u>Fees</u>	<u>% increase</u>	<u>Total</u>	<u>% increase</u>
UMCP	10,490	4.0%	1,800	4.5%	12,290	4.1%
BSU	6,235	2.0%	3,294	6.1%	9,529	3.4%
TU	7,756	3.0%	4,430	5.5%	12,186	3.9%
UMES	5,923	3.0%	3,443	3.5%	9,366	3.2%
FSU	7,414	2.2%	3,050	2.8%	10,464	2.4%
CSU	5,133	2.0%	2,288	10.6%	7,421	4.5%
UBalt	7,740	2.0%	2,460	2.4%	10,200	2.1%
SU	8,016	2.0%	3,290	2.0%	11,306	2.0%
UMBC	<u>9,706</u>	<u>3.0%</u>	<u>3,973</u>	<u>3.7%</u>	<u>13,679</u>	<u>3.2%</u>
Average	7,601	2.6%	3,114	4.6%	10,716	3.2%
UMGC	330	1.9%	15	0.0%	345	1.8%

	<u>Non-Resident</u>					
	<u>Tuition</u>	<u>% increase</u>	<u>Fees</u>	<u>% increase</u>	<u>Total</u>	<u>% increase</u>
UMCP	40,253	2.0%	1,800	4.5%	42,053	2.1%
BSU	17,170	2.0%	3,294	6.1%	20,464	2.6%
TU	26,902	5.0%	4,430	5.5%	31,332	5.1%
UMES	17,468	4.0%	3,443	3.5%	20,911	3.9%
FSU	23,306	2.0%	3,050	2.8%	26,356	2.1%
CSU	12,194	2.0%	2,288	10.6%	14,482	3.3%
UBalt	22,014	2.0%	2,460	2.4%	24,474	2.0%
SU	19,520	3.0%	3,290	2.0%	22,810	2.9%
UMBC	<u>28,762</u>	<u>5.0%</u>	<u>3,973</u>	<u>3.7%</u>	<u>32,735</u>	<u>4.8%</u>
Average	23,065	3.0%	3,114	4.6%	26,180	3.2%
UMGC	499	0.0%	15	0.0%	514	0.0%

University System of Maryland
Schedule of Tuition and Mandatory Fees
FY 2026 Summary of Part-Time Tuition

Recommended

	<u>Undergraduate</u>			
		%	Out-of	%
	<u>In-State</u>	<u>Inc</u>	<u>State</u>	<u>Inc</u>
UMCP	437	4.0%	1,678	2.0%
BSU	273	1.9%	722	2.0%
TU	332	3.1%	1,131	5.0%
UMES	244	3.0%	644	4.0%
FSU	311	2.3%	641	2.1%
CSU	217	1.9%	678	2.0%
UBalt	350	1.7%	1,117	2.0%
SU	327	1.9%	805	2.9%
UMGC	330	1.9%	499	0.0%
UMBC	<u>401</u>	<u>3.1%</u>	<u>1,193</u>	<u>5.0%</u>
Average*	322	2.5%	911	2.7%

**Excludes professional schools at UMB and UBalt.*

	<u>Graduate</u>			
		%	Out-of	%
	<u>In-State</u>	<u>Inc</u>	<u>State</u>	<u>Inc</u>
UMCP	878	4.0%	1,878	2.0%
BSU	466	2.0%	745	2.1%
TU	558	5.1%	1,154	5.0%
UMES	367	4.0%	687	5.0%
FSU	483	1.9%	630	2.4%
CSU	392	1.8%	721	2.0%
UBalt	836	2.0%	1,227	2.0%
SU	445	2.1%	805	1.9%
UMGC	544	1.9%	659	0.0%
UMBC	<u>779</u>	<u>5.0%</u>	<u>1,338</u>	<u>5.0%</u>
Average*	575	3.0%	984	2.7%

**Excludes professional schools at UMB and UBalt.*

University System of Maryland
Schedule of Tuition and Mandatory Fees
Fiscal Year 2026

	Recommended			
	FY 2025	FY 2026	\$	%
UNIVERSITY OF MARYLAND, BALTIMORE				
SCHOOL OF DENTISTRY				
Doctor of Dental Surgery, DDS				
In-State Tuition	51,084.00	54,760.00	3,676.00	7.2%
Out-of-State Tuition	95,053.00	101,917.00	6,864.00	7.2%
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	75.00	75.00	0.00	0.0%
Student Services Fee	333.00	333.00	0.00	0.0%
Campus Center Infrastructure Fee	1,350.00	1,350.00	0.00	0.0%
Total In-State Doctor of Dental Surgery, DDS	53,173.00	56,849.00	3,676.00	6.9%
Total Out-of-State Doctor of Dental Surgery, DDS	97,142.00	104,006.00	6,864.00	7.1%
Postgraduate Dental				
In-State Tuition	47,158.00	50,548.00	3,390.00	7.2%
Out-of-State Tuition	74,234.00	79,587.00	5,353.00	7.2%
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	60.00	60.00	0.00	0.0%
Student Services Fee	333.00	333.00	0.00	0.0%
Campus Center Infrastructure Fee	1,350.00	1,350.00	0.00	0.0%
Total In-State Postgraduate Dental	49,232.00	52,622.00	3,390.00	6.9%
Total Out-of-State Postgraduate Dental	76,308.00	81,661.00	5,353.00	7.0%
Graduate - Masters (Per Credit Hour)				
In-State Tuition	802.00	826.25	24.25	3.0%
Out-of-State Tuition	1,354.00	1,394.25	40.25	3.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Graduate - Ph D (Per Credit Hour)				
In-State Tuition	638.00	657.25	19.25	3.0%
Out-of-State Tuition	1,102.00	1,135.25	33.25	3.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Dental Hygiene - Undergraduate				
In-State Tuition	5,971.50	6,090.70	119.20	2.0%
Out-of-State Tuition	32,710.50	33,364.70	654.20	2.0%
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	68.00	68.00	0.00	0.0%
Student Services Fee	333.00	333.00	0.00	0.0%
Campus Center Infrastructure Fee	1,350.00	1,350.00	0.00	0.0%
Total In-State Dental Hygiene - Undergraduate	8,053.50	8,172.70	119.20	1.5%
Total Out-of-State Dental Hygiene - Undergraduate	34,792.50	35,446.70	654.20	1.9%
Dental Hygiene - Undergraduate (Per Credit Hour)				
In-State Tuition	417.50	426.00	8.50	2.0%
Out-of-State Tuition	1,040.00	1,061.00	21.00	2.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	46.00	46.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%

Schedule of Tuition and Mandatory Fees
Fiscal Year 2026

	Recommended			
	FY 2025	FY 2026	\$	%
School of Dentistry Shady Grove Programs				
Clinical Dental Hygiene Leader Dual Degree At Shady Grove				
In-State Tuition	17,195.00	17,543.60	348.60	2.0%
Out-of-State Tuition	24,072.00	24,558.60	486.60	2.0%
Technology Fee - per credit hour	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Auxiliary fee	746.00	771.00	25.00	3.4%
USG Facilities fee	45.00	46.50	1.50	3.3%
Student Activities	68.00	68.00	0.00	0.0%
Student Services fee	333.00	333.00	0.00	0.0%
Total In-State Clinical Dental Hygiene Leader Dual Degree	18,529.00	18,904.10	375.10	2.0%
Total Out-of-State Clinical Dental Hygiene Leader Dual Degree	25,406.00	25,919.10	513.10	2.0%

Schedule of Tuition and Mandatory Fees
Fiscal Year 2026

		Recommended		
	FY 2025	FY 2026	\$	%
SCHOOL OF LAW				
JD Full Time				
In-State Tuition (base tuition 12 credits or more)	36,034.00	37,830.00	1,796.00	5.0%
Out-of-State Tuition (base tuition 12 credits or more)	53,190.00	55,844.00	2,654.00	5.0%
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	65.00	65.00	0.00	0.0%
Student Services Fee	333.00	333.00	0.00	0.0%
Campus Center Infrastructure Fee	<u>1,350.00</u>	<u>1,350.00</u>	<u>0.00</u>	<u>0.0%</u>
Total In-State JD Full Time	38,113.00	39,909.00	1,796.00	4.7%
Total Out-of-State JD Full Time	55,269.00	57,923.00	2,654.00	4.8%
JD Part Time Flat Rate*				
In-State Tuition (base tuition 20 credits, Year 1 Only)	23,654.00	24,831.00	1,177.00	5.0%
Out-of-State Tuition (base tuition 20 credits, Year 1 Only)	34,821.00	36,556.00	1,735.00	5.0%
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	49.00	49.00	0.00	0.0%
Student Services Fee	333.00	333.00	0.00	0.0%
Campus Center Infrastructure Fee	<u>1,350.00</u>	<u>1,350.00</u>	<u>0.00</u>	<u>0.0%</u>
Total In-State JD Part Time Flat Rate	25,717.00	26,894.00	1,177.00	4.6%
Total Out-of-State JD Part Time Flat Rate	36,884.00	38,619.00	1,735.00	4.7%
JD Part Time Flat Rate*				
In-State Tuition (base tuition 20 credits, Year 2 Only)	23,654.00	24,364.00	710.00	3.0%
Out-of-State Tuition (base tuition 20 credits, Year 2 Only)	34,821.00	35,866.00	1,045.00	3.0%
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	49.00	49.00	0.00	0.0%
Student Services Fee	333.00	333.00	0.00	0.0%
Campus Center Infrastructure Fee	<u>1,350.00</u>	<u>1,350.00</u>	<u>0.00</u>	<u>0.0%</u>
Total In-State JD Part Time Flat Rate	25,717.00	26,427.00	710.00	2.8%
Total Out-of-State JD Part Time Flat Rate	36,884.00	37,929.00	1,045.00	2.8%
JD (Per Credit Hour)				
In-State Tuition	1,363.00	1,404.00	41.00	3.0%
Out-of-State Tuition	2,011.00	2,071.00	60.00	3.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
Student Activities	49.00	49.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Master of Laws, LLM (Full Time)				
In-State Tuition (base tuition 12 - 14 credits (>14 NA))	31,043.00	31,974.00	931.00	3.0%
Out-of-State Tuition (base tuition 12 - 14 credits (>14 NA))	31,043.00	31,974.00	931.00	3.0%
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	65.00	65.00	0.00	0.0%
Student Services Fee	333.00	333.00	0.00	0.0%
Campus Center Infrastructure Fee	<u>1,350.00</u>	<u>1,350.00</u>	<u>0.00</u>	<u>0.0%</u>
Total In-State Master of Laws, LLM (Full Time)	33,122.00	34,053.00	931.00	2.8%
Total Out-of-State Master of Laws, LLM (Full Time)	33,122.00	34,053.00	931.00	2.8%
Master of Laws, LLM (Per Credit Hour)				
In-State Tuition <12 credits	1,218.00	1,254.00	36.00	3.0%
Out-of-State Tuition <12 credits	1,218.00	1,254.00	36.00	3.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
Student Activities	49.00	49.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Online - Master of Science in Law, MSL (Per Credit Hour)				
AOC: Healthcare / Cybersecurity / Homeland Security				
In-State Tuition	950.00	979.00	29.00	3.1%
Out-of-State Tuition	950.00	979.00	29.00	3.1%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%

Schedule of Tuition and Mandatory Fees
Fiscal Year 2026

		Recommended		
	FY 2025	FY 2026	\$	%
<u>SCHOOL OF MEDICINE</u>				
Doctor of Medicine, MD				
In-State Tuition	40,918.00	42,955.00	2,037.00	5.0%
Out-of-State Tuition	71,703.00	75,279.00	3,576.00	5.0%
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	83.00	83.00	0.00	0.0%
Student Services Fee	333.00	333.00	0.00	0.0%
Campus Center Infrastructure Fee	<u>1,350.00</u>	<u>1,350.00</u>	<u>0.00</u>	<u>0.0%</u>
Total In-State Doctor of Medicine, MD	43,015.00	45,052.00	2,037.00	4.7%
Total Out-of-State Doctor of Medicine, MD	73,800.00	77,376.00	3,576.00	4.8%
Graduate - Masters (Per Credit Hour)				
In-State Tuition	802.00	826.25	24.25	3.0%
Out-of-State Tuition	1,354.00	1,394.25	40.25	3.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities flat rate	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Graduate - PhD (Per Credit Hour)				
In-State Tuition	638.00	657.25	19.25	3.0%
Out-of-State Tuition	1,102.00	1,135.25	33.25	3.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Masters in Genetic Counseling, MGC				
In-State Tuition	21,366.00	22,435.00	1,069.00	5.0%
Out-of-State Tuition	35,274.00	37,038.00	1,764.00	5.0%
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	75.00	75.00	0.00	0.0%
Student Services Fee	333.00	333.00	0.00	0.0%
Campus Center Infrastructure Fee	<u>1,350.00</u>	<u>1,350.00</u>	<u>0.00</u>	<u>0.0%</u>
Total In-State Masters in Genetic Counseling, MGC	23,455.00	24,524.00	1,069.00	4.6%
Total Out-of-State Masters in Genetic Counseling, MGC	37,363.00	39,127.00	1,764.00	4.7%
Masters in Public Health, MPH (Per Credit Hour)				
In-State Tuition	923.00	946.00	23.00	2.5%
Out-of-State Tuition	1,632.00	1,673.00	41.00	2.5%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	47.00	47.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%

Schedule of Tuition and Mandatory Fees
Fiscal Year 2026

	Recommended			
	FY 2025	FY 2026	\$	%
Medical & Research Technology - Undergraduate				
In-State Tuition	8,220.00	8,384.10	164.10	2.0%
Out-of-State Tuition	24,904.00	26,135.10	1,231.10	4.9%
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee	333.00	333.00	0.00	0.0%
Campus Center Infrastructure Fee	1,350.00	1,350.00	0.00	0.0%
Total In-State Medical & Research Technology - Undergraduate	10,285.00	10,449.10	164.10	1.6%
Total Out-of-State Medical & Research Technology - Undergraduate	26,969.00	28,200.10	1,231.10	4.6%
Medical & Research Technology - Post-Baccalaureate Certificate				
In-State Tuition	14,795.00	15,525.30	730.30	4.9%
Out-of-State Tuition	28,693.00	30,118.30	1,425.30	5.0%
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee	333.00	333.00	0.00	0.0%
Campus Center Infrastructure Fee	1,350.00	1,350.00	0.00	0.0%
Total In-State Medical & Research - Post-Baccalaureate Certificate	16,860.00	17,590.30	730.30	4.3%
Total Out-of-State Medical & Research Post-Baccalaureate Certificate	30,758.00	32,183.30	1,425.30	4.6%
Medical Research Technology - Undergraduate (Per Credit Hour)				
In-State Tuition	395.00	402.90	7.90	2.0%
Out-of-State Tuition	902.00	946.40	44.40	4.9%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities Fee	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Medical & Research Technology - Graduate (Per Credit Hour)				
In-State Tuition	762.00	799.15	37.15	4.9%
Out-of-State Tuition	1,293.00	1,357.15	64.15	5.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities Fee	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Doctor of Physical Therapy, DPT (Per Credit Hour)				
In-State Tuition	709.00	733.00	24.00	3.4%
Out-of-State Tuition	1,209.00	1,251.00	42.00	3.5%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities Fee	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Master of Public Health, MPH (Dual Degree)				
In-State Tuition	27,748.00	28,445.00	697.00	2.5%
Out-of-State Tuition	48,758.00	49,980.00	1,222.00	2.5%
Technology Fee	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	67.00	67.00	0.00	0.0%
Student Services Fee	333.00	333.00	0.00	0.0%
Campus Center Infrastructure Fee	1,350.00	1,350.00	0.00	0.0%
Total In-State Master of Public Health, MPH	29,829.00	30,526.00	697.00	2.3%
Total Out-of-State Master of Public Health, MPH	50,839.00	52,061.00	1,222.00	2.4%

Schedule of Tuition and Mandatory Fees
Fiscal Year 2026

	Recommended			
	FY 2025	FY 2026	\$	%
SCHOOL OF NURSING				
Bachelor of Science in Nursing, BSN - Undergraduate				
In-State Tuition	10,024.00	10,425.00	401.00	4.0%
Out-of-State Tuition	41,197.00	42,845.00	1,648.00	4.0%
BSN Tuition Clinical Education Cost Coverage	1,500.00	1,500.00	0.00	0.0%
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	100.00	100.00	0.00	0.0%
Student Services Fee	333.00	333.00	0.00	0.0%
Campus Center Infrastructure Fee	1,350.00	1,350.00	0.00	0.0%
Total In-State Bachelor of Science in Nursing, BSN - Undergraduate	13,638.00	14,039.00	401.00	2.9%
Total Out-of-State Bachelor of Science in Nursing, BSN - Undergraduate	44,811.00	46,459.00	1,648.00	3.7%
Bachelor of Science in Nursing, BSN - Undergraduate (Per Credit Hour)				
In-State Tuition	433.00	450.00	17.00	3.9%
Out-of-State Tuition	1,473.00	1,532.00	59.00	4.0%
BSN Tuition Clinical Education Cost Coverage (Maximum amount of \$1,500)	62.50	62.50	0.00	0.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	100.00	100.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Nursing Undergraduate (BS) RN-BSN**				
In-State Tuition	9,758.00	N/A	N/A	N/A
Out-of-State Tuition	40,043.00	N/A	N/A	N/A
Technology Fee - flat rate	120.00	N/A	N/A	N/A
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	N/A	N/A	N/A
UMB Shuttle Fee for Full Time	189.00	N/A	N/A	N/A
Student Activities	100.00	N/A	N/A	N/A
Student Services Fee	333.00	N/A	N/A	N/A
Campus Center Infrastructure Fee	1,350.00	N/A	N/A	N/A
Total In-State School of Nursing - Undergraduate	11,872.00	N/A	N/A	N/A
Total Out-of-State School of Nursing - Undergraduate	42,157.00	N/A	N/A	N/A
Nursing Undergraduate per Credit Hour (BS) RN-BSN**				
In-State Tuition	425.00	N/A	N/A	N/A
Out-of-State Tuition	1,434.00	N/A	N/A	N/A
Technology Fee - per credit hour	10.00	N/A	N/A	N/A
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	N/A	N/A	N/A
UMB Shuttle Fee for Part Time	94.50	N/A	N/A	N/A
UMB Shuttle Fee for Full Time	189.00	N/A	N/A	N/A
Student Activities	100.00	N/A	N/A	N/A
Student Services Fee - per credit hour	18.50	N/A	N/A	N/A
Campus Center Infrastructure Fee - per credit hour	75.00	N/A	N/A	N/A
Online RN-BSN - Undergraduate				
In-State Tuition	9,758.00	10,148.00	390.00	4.0%
Out-of-State Tuition	40,043.00	41,645.00	1,602.00	4.0%
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	100.00	100.00	0.00	0.0%
Student Services Fee	333.00	333.00	0.00	0.0%
Total In-State Online RN-BSN - Undergraduate	10,333.00	10,723.00	390.00	3.8%
Total Out-of-State Online RN-BSN - Undergraduate	40,618.00	42,220.00	1,602.00	3.9%
Online RN-BSN - Undergraduate (Per Credit Hour)				
In-State Tuition	425.00	442.00	17.00	4.0%
Out-of-State Tuition	1,434.00	1,491.00	57.00	4.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	100.00	100.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%

Schedule of Tuition and Mandatory Fees
Fiscal Year 2026

	Recommended			
	FY 2025	FY 2026	\$	%
Master of Science in Nursing, MSN (Per Credit Hour)				
AOC: MSN - Entry Into Practice				
In-State Tuition	890.00	926.00	36.00	4.0%
Out-of-State Tuition	1,580.00	1,643.00	63.00	4.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	100.00	100.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Nursing - PhD (Per Credit Hour)				
In-State Tuition	890.00	926.00	36.00	4.0%
Out-of-State Tuition	1,580.00	1,643.00	63.00	4.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	100.00	100.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Doctor of Nursing Practice, DNP (Per Credit Hour)				
In-State Tuition	890.00	926.00	36.00	4.0%
Out-of-State Tuition	1,580.00	1,643.00	63.00	4.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities flat rate	100.00	100.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Online Masters of Science in Nursing, MSN (Per Credit Hour)				
AOC: Informatics / Nursing Leadership and Management				
In-State Tuition	890.00	926.00	36.00	4.0%
Out-of-State Tuition	1,580.00	1,643.00	63.00	4.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	100.00	100.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
School of Nursing Shady Grove Campus				
Bachelor of Science in Nursing, BSN - Undergraduate at Shady Grove				
In-State Tuition	10,024.00	10,425.00	401.00	4.0%
Out-of-State Tuition	41,197.00	42,845.00	1,648.00	4.0%
BSN Tuition Clinical Education Cost Coverage	1,500.00	1,500.00	0.00	0.0%
Technology Fee - per credit hour	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Auxiliary fee	746.00	771.00	25.00	3.4%
USG Facilities fee	45.00	46.50	1.50	3.3%
Student Activities	100.00	100.00	0.00	0.0%
Student Services fee	333.00	333.00	0.00	0.0%
Total In-State Bachelor of Science in Nursing, BSN - Undergraduate	12,890.00	13,317.50	427.50	3.3%
Total Out-of-State Bachelor of Science in Nursing , BSN - Undergraduate	44,063.00	45,737.50	1,674.50	3.8%
Bachelor of Science in Nursing, BSN - Undergraduate at Shady Grove (Per Credit Hour)				
In-State Tuition	433.00	450.00	17.00	3.9%
Out-of-State Tuition	1,473.00	1,532.00	59.00	4.0%
BSN Tuition Clinical Education Cost Coverage (Maximum amount of \$1,500)	62.50	62.50	0.00	0.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Auxiliary fee	30.50	31.50	1.00	3.3%
USG Facilities fee	22.50	23.25	0.75	3.3%
Student Activities	100.00	100.00	0.00	0.0%
Student Services fee - per credit hour	18.50	18.50	0.00	0.0%
Doctor of Nursing Practice, DNP at Shady Grove (Per Credit Hour)				
In-State Tuition	890.00	926.00	36.00	4.0%
Out-of-State Tuition	1,580.00	1,643.00	63.00	4.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Auxiliary fee	22.50	23.25	0.75	3.3%
USG Facilities fee	22.50	23.25	0.75	3.3%
Student Activities	100.00	100.00	0.00	0.0%
Student Services fee - per credit hour	18.50	18.50	0.00	0.0%

Schedule of Tuition and Mandatory Fees
Fiscal Year 2026

	Recommended			
	FY 2025	FY 2026	\$	%
SCHOOL OF PHARMACY				
Doctor of Pharmacy, PHARM D				
In-State Tuition	29,643.00	30,823.00	1,180.00	4.0%
Out-of-State Tuition	47,345.00	49,233.00	1,888.00	4.0%
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	67.00	67.00	0.00	0.0%
Student Services Fee	333.00	333.00	0.00	0.0%
Campus Center Infrastructure Fee	1,350.00	1,350.00	0.00	0.0%
Total In-State Doctor of Pharmacy, PHARM D	31,724.00	32,904.00	1,180.00	3.7%
Total Out-of-State Doctor of Pharmacy, PHARM D	49,426.00	51,314.00	1,888.00	3.8%
Graduate - Masters (Per Credit Hour)				
In-State Tuition	802.00	826.25	24.25	3.0%
Out-of-State Tuition	1,354.00	1,394.25	40.25	3.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Graduate - Master in Pharmaceutical Sciences (Per Credit Hour)				
In-State Tuition	686.00	707.25	21.25	3.1%
Out-of-State Tuition	826.00	851.25	25.25	3.1%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Online Masters Programs (Per Credit Hour)				
AOC: Regulatory Science / Palliative Care				
In-State Tuition	695.00	716.25	21.25	3.1%
Out-of-State Tuition	838.00	863.25	25.25	3.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Online PhD Programs (Per Credit Hour)				
AOC: Palliative Care				
In-State Tuition	695.00	716.25	21.25	3.1%
Out-of-State Tuition	838.00	863.25	25.25	3.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Online Masters Programs (Per Credit Hour)				
AOC: Pharmacometrics / AI in Drug Development**				
In-State Tuition	802.00	826.25	24.25	3.0%
Out-of-State Tuition	1,354.00	1,394.25	40.25	3.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%

Schedule of Tuition and Mandatory Fees
Fiscal Year 2026

	Recommended			
	FY 2025	FY 2026	\$	%
Graduate - PhD (Per Credit Hour)				
In-State Tuition	638.00	657.25	19.25	3.0%
Out-of-State Tuition	1,102.00	1,135.25	33.25	3.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Doctor of Pharmacy, PHARMD (Per Credit Hour)				
In-State Tuition	1,143.00	1,188.00	45.00	3.9%
Out-of-State Tuition	1,634.00	1,699.00	65.00	4.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	67.00	67.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
<u>School of Pharmacy Shady Grove Campus</u>				
Graduate - Masters in Medical Cannabis Science and Therapeutics at Shady Grove (Per Credit Hour)				
In-State Tuition	695.00	716.25	21.25	3.1%
Out-of-State Tuition	838.00	863.25	25.25	3.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - Flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Facilities Fee	22.50	23.25	0.75	3.3%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
USG Auxiliary Fee - per credit hour	22.50	23.25	0.75	3.3%
Graduate - Masters in Pharmaceutical Sciences at Shady Grove (Per Credit Hour)				
In-State Tuition	686.00	707.25	21.25	3.1%
Out-of-State Tuition	826.00	851.25	25.25	3.1%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Facilities Fee	22.50	23.25	0.75	3.3%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
USG Auxiliary Fee - per credit hour	22.50	23.25	0.75	3.3%

Schedule of Tuition and Mandatory Fees
Fiscal Year 2026

	Recommended			
	FY 2025	FY 2026	\$	%
SCHOOL OF SOCIAL WORK				
Masters of Social Work - Full time (Admitted Prior to Fall 2023)				
In-State Tuition	15,750.00	15,750.00	0.00	0.0%
Out-of-State Tuition	34,310.00	34,310.00	0.00	0.0%
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	63.00	63.00	0.00	0.0%
Student Services Fee	333.00	333.00	0.00	0.0%
Campus Center Infrastructure Fee	1,350.00	1,350.00	0.00	0.0%
Total In-State Masters of Social Work	17,827.00	17,827.00	0.00	0.0%
Total Out-of-State Masters of Social Work	36,387.00	36,387.00	0.00	0.0%
Masters of Social Work - Admitted Prior to Fall 2023 (Per Credit Hour)				
In-State Tuition	729.00	729.00	0.00	0.0%
Out-of-State Tuition	1,307.00	1,307.00	0.00	0.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	63.00	12.00	23.5%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Social Work - PhD (Per Credit Hour)				
In-State Tuition	638.00	657.25	19.25	3.0%
Out-of-State Tuition	1,102.00	1,135.25	33.25	3.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Masters of Social Work - Admitted Fall 2023 and Later (Per Credit Hour)				
In-State Tuition	676.00	729.00	53.00	7.8%
Out-of-State Tuition	1,307.00	1,372.00	65.00	5.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	63.00	12.00	23.5%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Online Masters of Social Work (Per Credit Hour)				
In-State Tuition	676.00	729.00	53.00	7.8%
Out-of-State Tuition	1,307.00	1,372.00	65.00	5.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	63.00	12.00	23.5%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
School of Social Work Shady Grove Campus				
Masters of Social Work - Full time at Shady Grove (Admitted Prior to Fall 2023)				
In-State Tuition	15,750.00	15,750.00	0.00	0.0%
Out-of-State Tuition	34,310.00	34,310.00	0.00	0.0%
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Auxiliary fee	420.00	434.00	14.00	3.3%
USG Facilities fee	45.00	46.50	1.50	3.3%
Student Activities	63.00	63.00	0.00	0.0%
Student Services fee	333.00	333.00	0.00	0.0%
Total In-State Masters of Social Work	16,753.00	16,768.50	15.50	0.1%
Total Out-of-State Masters of Social Work	35,313.00	35,328.50	15.50	0.0%

Schedule of Tuition and Mandatory Fees
Fiscal Year 2026

	Recommended			
	FY 2025	FY 2026	\$	%
Masters of Social Work - Admitted Prior to Fall 2023 (Per Credit Hour)				
In-State Tuition	729.00	729.00	0.00	0.0%
Out-of-State Tuition	1,307.00	1,307.00	0.00	0.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Auxiliary fee	22.50	23.25	0.75	3.3%
USG Facilities fee	22.50	23.25	0.75	3.3%
Student Activities	51.00	63.00	12.00	23.5%
Student Services fee per credit hour	18.50	18.50	0.00	0.0%
Masters of Social Work at Shady Grove - Admitted Fall 2023 and Later (Per Credit Hour)				
In-State Tuition	676.00	729.00	53.00	7.8%
Out-of-State Tuition	1,307.00	1,372.00	65.00	5.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Auxiliary Fee	22.50	23.25	0.75	3.3%
USG Facilities Fee	22.50	23.25	0.75	3.3%
Student Activities	51.00	63.00	12.00	23.5%
Student Services Fee - per Credit Hour	18.50	18.50	0.00	0.0%

Schedule of Tuition and Mandatory Fees
Fiscal Year 2026

	Recommended			
	FY 2025	FY 2026	\$	%
SCHOOL OF GRADUATE STUDIES				
GRADUATE - MASTERS (Per Credit Hour)				
In-State Tuition	802.00	826.25	24.25	3.0%
Out-of-State Tuition	1,354.00	1,394.25	40.25	3.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
GRADUATE - PhD (Per Credit Hour)				
In-State Tuition	638.00	657.25	19.25	3.0%
Out-of-State Tuition	1,102.00	1,135.25	33.25	3.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Online PhD Health Professions Education (Per Credit Hour)				
In-State Tuition	798.00	822.25	24.25	3.0%
Out-of-State Tuition	997.00	1,027.25	30.25	3.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Online Masters Programs (Per Credit Hour)				
AOC: Health Sciences / Global Health / Health Prof. Education / Diversity, Equity, Incl. / Gerontology / Clinical Informatics				
In-State Tuition	783.00	806.25	23.25	3.0%
Out-of-State Tuition	997.00	1,027.25	30.25	3.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Graduate - Masters, Health & Social Innovation****				
In-State Tuition Per Credit Hour	783.00	N/A	N/A	N/A
Out-of-State Tuition Per Credit Hour	997.00	N/A	N/A	N/A
Technology Fee - per credit hour	10.00	N/A	N/A	N/A
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	N/A	N/A	N/A
Student Activities	51.00	N/A	N/A	N/A
Student Serves Fee - per credit hour	18.50	N/A	N/A	N/A
Master of Health Sciences - PA Program (Per Credit Hour)				
In-State Tuition	783.00	806.25	23.25	3.0%
Out-of-State Tuition	997.00	1,027.25	30.25	3.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Graduate - MS in Vulnerability and Violence Reduction*****				
In-State Tuition Per Credit Hour	783.00	N/A	N/A	N/A
Out-of-State Tuition Per Credit Hour	997.00	N/A	N/A	N/A
Technology Fee per credit hour	10.00	N/A	N/A	N/A
Auxiliary Fees - flat rate (unless noted)				
Student Government Association	22.00	N/A	N/A	N/A
Student Activities	51.00	N/A	N/A	N/A
Student Services Fee - per credit hour	18.50	N/A	N/A	N/A

Schedule of Tuition and Mandatory Fees
Fiscal Year 2026

	Recommended			
	FY 2025	FY 2026	\$	%
Doctor of Medical Science, DMSc (Per Credit Hour)				
In-State Tuition	798.00	822.25	24.25	3.0%
Out-of-State Tuition	997.00	1,027.25	30.25	3.0%
Technology Fee per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - (Flat Rate Unless Noted)				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%

School of Law is Requesting to Grant In-State Status to DC Residents for All Programs

* School of Law - Starting in FY26, the JD Part-Time Flat Rate Year 1 will have a different Tuition rate compared to Year 2

School of Nursing is requesting to Grant In-State Status to DC Residents at the School of Nursing at Shady Grove

** Phase Out - Nursing Undergraduate (BS) RN-BSN Full Time and Nursing Undergraduate per Credit Hour (BS) RN-BSN

***School of Pharmacy - Online Masters Programs New Area of Concentration added - AI in Drug Development

**** Graduate - Masters, Health & Social Innovation - no longer offered

***** Graduate - MS in Vulnerability and Violence Reduction - no longer offered

Schedule of Tuition and Mandatory Fees
Fiscal Year 2026

	Recommended			
	FY 2025	FY 2026	\$	%
UNIVERSITY OF MARYLAND, COLLEGE PARK				
FULL-TIME UNDERGRADUATE STUDENT (See Also Special Tuition Rates)				
In-State Tuition	10,087.00	10,490.00	403.00	4.0%
Out-of-State Tuition	39,464.00	40,253.00	789.00	2.0%
Auxiliary Fees - flat rate (unless noted):				
Athletics	399.00	399.00	0.00	0.0%
Shuttle Bus	311.00	341.00	30.00	9.6%
Student Union	386.00	400.00	14.00	3.6%
Student Activities	89.00	102.00	13.00	14.6%
Recreation Services	457.00	476.00	19.00	4.2%
Student Sustainability Fee	30.00	30.00	0.00	0.0%
Student Counseling Center Fee	50.00	52.00	2.00	4.0%
Total Fees:	1,722.00	1,800.00	78.00	4.5%
Total In-State Cost	11,809.00	12,290.00	481.00	4.1%
Total Out-of-State Cost	41,186.00	42,053.00	867.00	2.1%
PART-TIME UNDERGRADUATE PER CREDIT HOUR (See Also Special Tuition Rates)				
In-State Tuition - per credit hour	420.24	437.00	16.76	4.0%
Out-of-State Tuition - per credit hour	1,645.26	1,678.00	32.74	2.0%
Auxiliary Fees - flat rate (unless noted):				
Athletics	133.00	133.00	0.00	0.0%
Shuttle Bus	156.00	171.00	15.00	9.6%
Student Union	193.00	200.00	7.00	3.6%
Student Activities	44.00	51.00	7.00	15.9%
Recreation Services	228.00	238.00	10.00	4.4%
Student Sustainability Fee	15.00	15.00	0.00	0.0%
Student Counseling Center Fee	25.00	26.00	1.00	4.0%
Total Fees:	794.00	834.00	40.00	5.0%
SPECIAL TUITION RATES FOR UNDERGRADUATES:				
JUNIORS & SENIORS MAJORING IN BUSINESS, ENGINEERING, & COMPUTER SCIENCE				
These students pay the annual standard tuition and mandatory fees above <u>PLUS</u> the annual differential pricing rate.				
In-State and Out-of-State undergraduate students pay the same differential pricing rate.				
Full-time Undergraduate Jr./Sr. rate	3,090.60	3,214.00	123.40	4.0%
Part-time Undergraduate Jr./Sr. rate (per credit hour)	126.99	132.00	5.01	3.9%
FULL-TIME UNDERGRADUATE STUDENT - JUNIORS & SENIORS MAJORING IN BUSINESS, ENGINEERING & COMPUTER SCIENCE				
In-State Tuition	10,086.78	10,490.00	403.22	4.0%
Out-of-State Tuition	39,463.80	40,253.00	789.20	2.0%
Differential Pricing Rate Jr./Sr.	3,090.60	3,214.00	123.40	4.0%
Fees (Per Student)	1,648.32	1,714.00	65.68	4.0%
Total In-State Full-time	14,825.70	15,418.00	592.30	4.0%
Total Out-of-State Full-time	44,202.72	45,181.00	978.28	2.2%

Schedule of Tuition and Mandatory Fees
Fiscal Year 2026

	Recommended			
	FY 2025	FY 2026	\$	%
PART-TIME UNDERGRADUATE - JUNIORS & SENIORS MAJORING IN BUSINESS, ENGINEERING & COMPUTER SCIENCE				
In-State Tuition (Per Credit Hour)	420.24	437.00	16.76	4.0%
Out-of-State Tuition (Per Credit Hour)	1,645.26	1,678.00	32.74	2.0%
Differential Pricing Rate Jr./Sr. (Per Credit Hour)	126.99	132.00	5.01	3.9%
Total In-State Part-time	547.23	569.00	21.77	4.0%
Total Out-of-State Part-time	1,772.25	1,810.00	37.75	2.1%
Part-time mandatory fee (flat rate per student)	794.00	834.00	40.00	5.0%
FULL-TIME GRADUATE STUDENT (See Also Special Graduate Tuition Rates)				
In-State Tuition - per credit hour	844.56	878.00	33.44	4.0%
Out-of-State Tuition - per credit hour	1,841.10	1,878.00	36.90	2.0%
PhD Candidacy In-State Tuition - per semester	1,377.00	1,432.00	55.00	4.0%
PhD Candidacy Out-of-State Tuition - per semester	2,678.52	2,732.00	53.48	2.0%
Auxiliary Fees - flat rate (unless noted):				
Athletics	133.00	133.00	0.00	0.0%
Shuttle Bus	311.00	341.00	30.00	9.6%
Student Union	386.00	400.00	14.00	3.6%
Student Activities	48.00	52.00	4.00	8.3%
Recreation Services	457.00	476.00	19.00	4.2%
<u>Student Counseling Center Fee</u>	<u>50.00</u>	<u>52.00</u>	<u>2.00</u>	<u>4.0%</u>
Total Fees:	1,385.00	1,454.00	69.00	5.0%
PART-TIME GRADUATE per credit hour (See Also Special Graduate Tuition Rates)				
In-State Tuition - per credit hour	844.56	878.00	33.44	4.0%
Out-of-State Tuition - per credit hour	1,841.10	1,878.00	36.90	2.0%
PhD Candidacy In-State Tuition - per semester	1,377.00	1,432.00	55.00	4.0%
PhD Candidacy Out-of-State Tuition - per semester	2,678.52	2,732.00	53.48	2.0%
Auxiliary Fees - flat rate (unless noted):				
Athletics	66.00	66.00	0.00	0.0%
Shuttle Bus	156.00	171.00	15.00	9.6%
Student Union	193.00	200.00	7.00	3.6%
Student Activities	48.00	52.00	4.00	8.3%
Recreation Services	228.00	238.00	10.00	4.4%
<u>Student Counseling Center Fee</u>	<u>25.00</u>	<u>26.00</u>	<u>1.00</u>	<u>4.0%</u>
Total Fees:	716.00	753.00	37.00	5.2%
SPECIAL GRADUATE TUITION RATES:				
PROFESSIONAL GRADUATE PROGRAMS:				
(Full-time and part-time mandatory fees are at graduate rates listed above for programs at College Park.				
Additional fees above the standard fees or exceptions to the standard fees are noted below.)				
<u>SCHOOL OF ARCHITECTURE</u>				
PART-TIME GRADUATE STUDENTS - per credit hour				
Master (and Certificate) of Real Estate Development				
In-State Tuition - per credit hour	905.50	933.00	27.50	3.0%
Out-of-State Tuition - per credit hour	1,203.50	1,240.00	36.50	3.0%
School of Architecture Technology Fee (per semester) - Full-Time	100.00	100.00	0.00	0.0%
School of Architecture Technology Fee (per semester) - Part-Time	50.00	50.00	0.00	0.0%
<u>SCHOOL OF ENGINEERING</u>				
PART-TIME GRADUATE STUDENTS - per credit hour				
Professional Masters in Engineering ¹	1,175.00	1,222.00	47.00	4.0%
Distance Learning Engineering	1,449.00	1,507.00	58.00	4.0%
Masters in Telecommunications	1,230.50	1,280.00	49.50	4.0%
¹ For remote sites, students pay a Distance Education Technology Services fee of \$150 per class and do not pay the standard auxiliary fees.				
<u>COLLEGE OF EDUCATION</u>				
PART-TIME & FULL-TIME OFF-SITE GRADUATE STUDENTS - per credit hour				
Masters of Education, Masters of Arts, Doctor of Education and Certificate Programs ²	816.51	841.00	24.49	3.0%
² Students do not pay the standard auxiliary fees.				
<u>COLLEGE OF BUSINESS AND MANAGEMENT</u>				
MBA PROGRAMS				
PART-TIME and FULL-TIME MBA (Program in College Park)				
In-State Tuition - per credit hour	1,759.50	1,759.50	0.00	0.0%
Out-of-State Tuition - per credit hour	2,157.00	2,157.00	0.00	0.0%
MBA Association Fee (Fall only)	750.00	750.00	0.00	0.0%
PART-TIME MBA PROGRAM (Offsite programs)³				
Tuition - per credit hour	1,733.00	1,733.00	0.00	0.0%
PT MBA Association Fee (Fall and Spring - each semester)	150.00	150.00	0.00	0.0%
³ Students do not pay the standard auxiliary fees.				

Schedule of Tuition and Mandatory Fees
Fiscal Year 2026

	Recommended			
	FY 2025	FY 2026	\$	%
MASTERS OF FINANCE & MASTERS OF QUANTITATIVE FINANCE (Program in College Park)				
In-State Tuition - per credit hour	1,631.00	1,631.00	0.00	0.0%
Out-of-State Tuition - per credit hour	2,115.00	2,115.00	0.00	0.0%
MS Association Fee (Fall and Spring semester - each semester)	80.00	80.00	0.00	0.0%
MS IN ACCOUNTING, INFORMATION SYSTEMS, MARKETING ANALYTICS, SUPPLY CHAIN MANAGEMENT, BUSINESS ANALYTICS, BUSINESS & MANAGEMENT (Programs in College Park)				
In-State Tuition - per credit hour	1,631.00	1,631.00	0.00	0.0%
Out-of-State Tuition - per credit hour	2,072.50	2,072.50	0.00	0.0%
MS Association Fee (Fall and Spring - each semester)	80.00	80.00	0.00	0.0%
ONLINE MASTER OF SCIENCE IN BUSINESS ANALYTICS				
Tuition - per credit hour	850.50	850.50	0.00	0.0%
ONLINE MBA PROGRAM				
Tuition - per credit hour	1,733.00	1,733.00	0.00	0.0%
EXECUTIVE MBA PROGRAM - College Park Weekends				
	136,806.00	136,806.00	0.00	0.0%
Doctor of Business Administration (DBA)				
	2,720.00	2,720.00	0.00	0.0%
<u>SCHOOL OF PUBLIC POLICY</u>				
FULL-TIME & PART-TIME MASTERS GRADUATE STUDENTS (MPM/MPP)				
In-State Tuition - per credit hour	1,034.00	1,055.00	21.00	2.0%
Out-of-State Tuition - per credit hour	2,054.00	2,095.00	41.00	2.0%
EXEC MASTERS PUBLIC POLICY Weekends - total program cost				
	49,960.00	49,960.00	0.00	0.0%
MASTERS OF ENGINEERING AND PUBLIC POLICY				
In-State Tuition - per credit hour	1,034.00	1,055.00	21.00	2.0%
Out-of-State Tuition - per credit hour	2,054.00	2,095.00	41.00	2.0%
Full & PT - Masters Policy Studies: Public Adm. (MPS-PA)				
(flat rate per credit hour regardless of residency status)	1,499.00	1,499.00	0.00	0.0%
<i>PhD GRADUATE STUDENTS pay campus standard tuition rates</i>				
<u>SCHOOL OF PUBLIC HEALTH</u>				
MASTERS OF PUBLIC HEALTH				
FULL-TIME & PART-TIME GRADUATE STUDENTS				
In-State Tuition - per credit hour	1,036.00	1,077.00	41.00	4.0%
Out-of-State Tuition - per credit hour	1,919.00	1,996.00	77.00	4.0%
<u>COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES</u>				
Joint Program in Survey Methodology (JPSM) - per credit hour ⁴	1,187.00	1,223.00	36.00	3.0%
⁴ Students do not pay the standard auxiliary fees.				
<u>BOWIE STATE UNIVERSITY</u>				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Tuition	6,113.00	6,235.00	122.00	2.0%
Out-of-State Tuition	16,833.00	17,170.00	337.00	2.0%
Technology Fee - flat rate	280.00	289.00	9.00	3.2%
Auxiliary Fees - flat rate (unless noted):				
Athletic	970.00	1,087.00	117.00	12.1%
Intramural and Recreation	50.00	56.00	6.00	12.0%
Health Service Fee	170.00	180.00	10.00	5.9%
University Construction	190.00	198.00	8.00	4.2%
Student Union Operating	1,220.00	1,244.00	24.00	2.0%
Student Activity	200.00	210.00	10.00	5.0%
Sustainability Fee	4.50	5.00	0.50	11.1%
Bowie Card Fee	20.00	25.00	5.00	25.0%
Total Fees:	3,104.50	3,294.00	189.50	6.1%
Total In-State Cost	9,217.50	9,529.00	311.50	3.4%
Total Out-of-State Cost	19,937.50	20,464.00	526.50	2.6%
FULL-TIME ONLINE PROGRAM				
In-State Tuition (Annual)	6,113.00	6,235.00	122.00	2.0%
Out-of-State Tuition (Annual)	16,833.00	17,170.00	337.00	2.0%
Technology Fee - flat rate (Annual)	280.00	289.00	9.00	3.2%
Total Flat Rate fees:	280.00	289.00	9.00	3.2%
Auxiliary Fees: flat rate (Annual)				
Bulldog Card Fee	19.70	25.00	5.30	26.9%
Total Fees:	19.70	25.00	5.30	26.9%
Total In-State Cost	6,412.70	6,549.00	136.30	2.1%
Total Out-of-State Cost	17,132.70	17,484.00	351.30	2.1%
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	268.00	273.00	5.00	1.9%
Out-of-State Tuition	708.00	722.00	14.00	2.0%
Technology Fee - per credit hour	11.65	12.02	0.37	3.2%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	40.41	45.29	4.88	12.1%

Schedule of Tuition and Mandatory Fees
Fiscal Year 2026

	Recommended			
	FY 2025	FY 2026	\$	%
Intramural and Recreation Fee	2.07	2.32	0.25	12.1%
Health Service Fee	7.05	7.47	0.42	6.0%
University Construction	7.92	8.25	0.33	4.2%
Student Union Operating	50.82	51.84	1.02	2.0%
Student Activity	8.35	8.77	0.42	5.0%
Sustainability Fee - flat rate	4.50	5.00	0.50	11.1%
Bowie Card Fee - flat rate	<u>20.00</u>	<u>25.00</u>	<u>5.00</u>	<u>25.0%</u>
Total Auxiliary fees:	141.12	153.94	12.82	9.1%
Total Fees	152.77	165.96	13.19	8.6%
Total Mandatory Fee Rate per semester	140.52	150.96	10.44	7.4%
PART-TIME ONLINE PROGRAM				
In-State Tuition	268.00	273.00	5.00	1.9%
Out-of-State Tuition	708.00	722.00	14.00	2.0%
Technology Fee (per credit hour)	<u>11.65</u>	<u>12.02</u>	<u>0.37</u>	<u>3.2%</u>
Total Flat Rate fees:	11.65	12.02	0.37	3.2%
Auxiliary Fees - per credit hour (unless noted):				
Bulldog Card Fee - flat rate (<i>Annual</i>)	<u>20.00</u>	<u>25.00</u>	<u>5.00</u>	<u>25.0%</u>
Total Auxiliary fees:	20.00	25.00	5.00	25.0%
Total Fees	31.65	37.02	5.37	17.0%
Total Mandatory Fee Rate per semester	21.65	24.52	2.87	13.3%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	457.00	466.00	9.00	2.0%
Out-of-State Tuition	730.00	745.00	15.00	2.1%
Technology Fee - per credit hour	11.65	12.02	0.37	3.2%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	40.41	45.29	4.88	12.1%
Intramural and Recreation Fee*	2.07	2.32	0.25	12.1%
Health Service Fee	7.05	7.47	0.42	6.0%
University Construction	7.92	8.25	0.33	4.2%
Student Union Operating	50.82	51.84	1.02	2.0%
Student Activity	12.97	13.62	0.65	5.0%
Sustainability Fee - flat rate	4.50	5.00	0.50	11.1%
Bowie Card Fee - flat rate	<u>20.00</u>	<u>25.00</u>	<u>5.00</u>	<u>25.0%</u>
Total Auxiliary fees:	145.74	158.79	13.05	9.0%
Total Mandatory Fee Rate per semester	145.14	155.81	10.67	7.4%
GRADUATE ONLINE PROGRAM				
In-State Tuition	457.00	466.00	9.00	2.0%
Out-of-State Tuition	730.00	745.00	15.00	2.1%
Technology Fee (per credit hour)	<u>11.65</u>	<u>12.02</u>	<u>0.37</u>	<u>3.2%</u>
Total Flat Rate fees:	11.65	12.02	0.37	3.2%
Auxiliary Fees				
Bulldog Card Fee - flat rate (Annual)	<u>20.00</u>	<u>25.00</u>	<u>5.00</u>	<u>25.0%</u>
Total Auxiliary fees:	20.00	25.00	5.00	25.0%
Total Fees	31.65	37.02	5.37	17.0%
Total Mandatory Fee Rate per semester	21.65	24.50	2.85	13.2%
DOCTORAL ONLINE PROGRAM				
In-State Tuition	457.00	466.00	9.00	2.0%
Out-of-State Tuition	730.00	745.00	15.00	2.1%
Technology Fee (per credit hour)	<u>11.65</u>	<u>12.02</u>	<u>0.37</u>	<u>3.2%</u>
Total Flat Rate fees:	11.65	12.02	0.37	3.2%
Auxiliary Fees				
Bulldog Card Fee - flat rate (Annual)	<u>20.00</u>	<u>25.00</u>	<u>5.00</u>	<u>25.0%</u>
Total Auxiliary fees:	20.00	25.00	5.00	25.0%
Total Fees	31.65	37.02	5.37	17.0%
Total Mandatory Fee Rate per semester	21.65	24.50	2.85	13.2%

Schedule of Tuition and Mandatory Fees
Fiscal Year 2026

	Recommended			
	FY 2025	FY 2026	\$	%
TOWSON UNIVERSITY				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Tuition	7,530.00	7,756.00	226.00	3.0%
Out-of-State Tuition	25,622.00	26,902.00	1,280.00	5.0%
Out-of-State Regional Tuition On-Site Hagerstown	12,320.00	12,936.00	616.00	5.0%
Technology Fee - flat rate	260.00	270.00	10.00	3.8%
Auxiliary Fees - flat rate* (unless noted):				
Athletics	1,280.00	1,376.00	96.00	7.5%
Auxiliary Services	2,446.00	2,568.00	122.00	5.0%
Wellness	100.00	100.00	0.00	0.0%
Student Services - SGA	112.00	116.00	4.00	3.6%
Total Fees	4,198.00	4,430.00	232.00	5.5%
Total In-State Cost	11,728.00	12,186.00	458.00	3.9%
Total Out-of-State Cost	29,820.00	31,332.00	1,512.00	5.1%
Total Out-of-State Regional Cost On-Site Hagerstown	14,174.00	14,582.00	408.00	2.9%
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	322.00	332.00	10.00	3.1%
Out-of-State Tuition	1,077.00	1,131.00	54.00	5.0%
Out-of-State Regional Tuition On-Site Hagerstown	533.00	560.00	27.00	5.1%
Technology Fee - per credit hour	11.00	12.00	1.00	9.1%
Auxiliary Fees - per credit hour* (unless noted):				
Athletics	51.00	52.00	1.00	2.0%
Auxiliary Services - Construction	109.00	114.00	5.00	4.6%
Wellness	0.00	0.00	0.00	0.0%
Student Services - SGA	2.00	2.00	0.00	0.0%
Total Fees:	180.00	187.00	7.00	3.9%
SPECIAL TUITION RATES FOR UNDERGRADUATES:				
JUNIORS & SENIORS MAJORING IN BUSINESS, NURSING, & COMPUTER SCIENCE				
These students pay the annual standard tuition and mandatory fees above <u>PLUS</u> the annual differential pricing rate.				
In-State and Out-of-State undergraduate students pay the same differential pricing rate.				
Full-time Undergraduate Jr./Sr. rate	1,500.00	1,500.00	0.00	0.0%
Part-time Undergraduate Jr./Sr. rate (per credit hour)	63.00	63.00	0.00	0.0%
FULL-TIME UNDERGRADUATE STUDENT - JUNIORS & SENIORS MAJORING IN BUSINESS, NURSING & COMPUTER SCIENCE				
In-State Tuition	7,530.00	7,756.00	226.00	3.0%
Out-of-State Tuition	25,622.00	26,903.00	1,281.00	5.0%
Out-of-State Regional Tuition On-Site Hagerstown	12,320.00	12,936.00	616.00	5.0%
Differential Pricing Rate Jr./Sr.	1,500.00	1,500.00	0.00	0.0%
Fees (Per Student)	4,198.00	4,430.00	232.00	5.5%
Total In-State Full-time	13,228.00	13,686.00	458.00	3.5%
Total Out-of-State Full-time	31,320.00	32,833.00	1,513.00	4.8%
Total Out-of-State Regional Tuition On-Site Hagerstown	18,018.00	18,866.00	848.00	4.7%
PART-TIME UNDERGRADUATE - JUNIORS & SENIORS MAJORING IN BUSINESS, NURSING & COMPUTER SCIENCE				
In-State Tuition (Per Credit Hour)	322.00	332.00	10.00	3.1%
Out-of-State Tuition (Per Credit Hour)	1,077.00	1,131.00	54.00	5.0%
Out-of-State Regional Tuition On-Site Hagerstown	533.00	560.00	27.00	5.1%
Differential Pricing Rate Jr./Sr. (Per Credit Hour)	63.00	63.00	0.00	0.0%
Total In-State Part-time	385.00	395.00	10.00	2.6%
Total Out-of-State Part-time	1,140.00	1,194.00	54.00	4.7%
Total Out-of-State Regional Tuition On-Site Hagerstown	596.00	623.00	27.00	4.5%
Part-time mandatory fee (per credit hour)	180.00	187.00	7.00	3.9%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	531.00	558.00	27.00	5.1%
Out-of-State Tuition	1,099.00	1,154.00	55.00	5.0%
Out-of-State Regional Tuition On-Site Hagerstown	760.00	798.00	38.00	5.0%
Technology Fee - per credit hour	11.00	12.00	1.00	9.1%
Auxiliary Fees - per credit hour* (unless noted):				
Athletics	50.00	52.00	2.00	4.0%
Auxiliary Services - Construction	105.00	110.00	5.00	4.8%
Graduate SGA	5.00	7.00	2.00	40.0%
Total Fees:	171.00	181.00	10.00	5.8%

*Auxiliary fees for students attending Towson University North East or TUNE are one-half the main campus rate. Students taking classes at Hagerstown and other locations, (with the exception of TUNE) with a greater than 25 mile radius from the main campus pay only the technology fee and the auxiliary services construction fee.

Schedule of Tuition and Mandatory Fees
Fiscal Year 2026

	Recommended			
	FY 2025	FY 2026	\$	%
JOINT DEGREE WITH UNIVERSITY OF BALTIMORE FOR M.S. ACCOUNTING & BUSINESS ADVISORY SERVICE**				
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition (in person and Web instruction)	875.00	875.00	0.00	0.0%
Regional Tuition (in person and Web instruction)#	875.00	875.00	0.00	0.0%
Out-of-State Tuition (in person and Web instruction)	1,209.00	1,209.00	0.00	0.0%
Technology Fee - per credit hour	11.00	11.00	0.00	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee (combined constr, ops + student center)	64.00	64.00	0.00	0.0%
Student Services Fee	23.00	23.00	0.00	0.0%
Student Government Association - flat rate	50.00	50.00	0.00	0.0%
PART-TIME GRADUATE PER COURSE - AIT PROGRAM				
Tuition AIT program (except AIT 500 & 501) - per course	1,911.00	1,911.00	0.00	0.0%
Tuition - AIT 500 - per course	2,387.00	2,387.00	0.00	0.0%
Tuition - AIT 501 - per course	2,070.00	2,070.00	0.00	0.0%
Tuition - AIT 885 - per course	636.00	636.00	0.00	0.0%
PART-TIME DOCTORATE PER UNIT - CAIT PROGRAM				
	752.00	752.00	0.00	0.0%
PART-TIME ONLINE GRADUATE PROGRAMS (100% ONLINE PROGRAMS)				
Tuition for 100% Online Programs*** (specific programs provided below) - flat rate regardless of residency	532.00	558.00	26.00	4.9%
Tuition for Post-Professional Occupational Therapy (Doctorate) - flat rate regardless of residency	816.00	856.00	40.00	4.9%
Technology Fee - per credit hour	11.00	11.00	0.00	0.0%

**Joint degree with University of Baltimore (UBalt) for the MS is charged and billed through UBalt

#Includes residents of the District of Columbia, Northern Virginia (counties of Arlington, Clarke, Culpeper, Fairfax, Fauquier, Loudon, Prince William, Rappahannock, Spotsylvania, Stafford, and Warren and cities of Alexandria, Fairfax, Falls Church, Fredericksburg, Manassas and Manassas Park, Southern Pennsylvania (counties of Adams, Chester, Lancaster, and York), and Delaware (all counties).

*** Programs include Design for User Experience (Cert), Holocost Education (Cert), Instructional Technology (MS and PhD), Integrated Homeland Security (MS), Jewish Studies, Ed and Communal Leadership (MA), Occupational Science (PhD), and Special Education (MS)

UNIVERSITY OF MARYLAND EASTERN SHORE

FULL-TIME UNDERGRADUATE STUDENT

In-State Tuition	5,750.00	5,923.00	173.00	3.0%
Out-of-State Tuition	16,796.00	17,468.00	672.00	4.0%
Out-of-State Tuition - Eastern Shore Regional Rate	8,400.00	8,736.00	336.00	4.0%
Technology Fee - flat rate	175.00	192.50	17.50	10.0%
Auxiliary Fees - flat rate (unless noted):				
Athletic	1,106.00	1,128.00	22.00	2.0%
Student Union	800.00	828.00	28.00	3.5%
Recreational Facilities	983.00	1,017.00	34.00	3.5%
Student Health Services	109.00	116.00	7.00	6.4%
Student Activities	153.00	158.00	5.00	3.3%
Sustainability	N/A	3.00	N/A	N/A
Total Fees:	3,326.00	3,442.50	116.50	3.5%
Total In-State Cost	9,076.00	9,365.50	289.50	3.2%
Total Out-of-State Cost	20,122.00	20,910.50	788.50	3.9%
Total Out-of-State Cost - Eastern Shore Regional Rate	11,726.00	12,178.50	452.50	3.9%

PART-TIME UNDERGRADUATE PER CREDIT HOUR

In-State Tuition	237.00	244.00	7.00	3.0%
Out-of-State Tuition	619.00	644.00	25.00	4.0%
Out-of-State Tuition - Eastern Shore Regional Rate	310.00	322.50	12.50	4.0%
Technology Fee per credit hour	10.00	11.00	1.00	10.0%
Auxiliary Fees:				
Student Union Fee per credit hour	34.00	35.00	1.00	2.9%
Student Health Services per credit hour	6.00	6.00	0.00	0.0%
Athletic fee per credit hour	47.00	48.00	1.00	2.1%

OFF-SITE/SATELLITE SITES*

FULL-TIME UNDERGRADUATE STUDENT

In-State Tuition	5,750.00	5,923.00	173.00	3.0%
Out-of-State Tuition	16,797.00	17,468.00	671.00	4.0%
Out-of-State Tuition Eastern Shore Regional Rate	8,399.00	8,736.00	337.00	4.0%
Technology Fee	175.00	192.50	17.50	10.0%
Auxiliary Operations & Facility Fee	617.00	639.00	22.00	3.6%
Total In-State Cost	6,542.00	6,754.50	212.50	3.2%
Total Out-of-State Cost	17,589.00	18,299.50	710.50	4.0%
Total Eastern Shore Regional Cost	9,191.00	9,567.50	376.50	4.1%

PART-TIME UNDERGRADUATE STUDENT PER CREDIT HOUR

In-State Tuition	237.00	244.00	7.00	3.0%
Out-of-State Tuition	619.00	644.00	25.00	4.0%
Out-of-State Tuition Eastern Shore Regional Rate	310.00	322.50	12.50	4.0%
Technology Fee	10.00	11.00	1.00	10.0%
Auxiliary Operations & Facility Fee per credit hour	58.00	60.00	2.00	3.4%

PART-TIME GRADUATE PER CREDIT HOUR

In-State Tuition	353.00	367.00	14.00	4.0%
Out-of-State Tuition	654.00	687.00	33.00	5.0%
Out-of-State Tuition - Eastern Shore Regional Rate	486.00	510.00	24.00	4.9%
Technology Fee per credit hour	10.00	11.00	1.00	10.0%
Auxiliary Operations & Facility Fee	82.00	85.00	3.00	3.7%

Schedule of Tuition and Mandatory Fees
Fiscal Year 2026

	Recommended			
	FY 2025	FY 2026	\$	%
DOCTORATE				
In-State Tuition	362.00	376.50	14.50	4.0%
Out-of-State Tuition	673.00	707.00	34.00	5.1%
Out-of-State Tuition Eastern Shore Regional Rate	500.00	525.00	25.00	5.0%
Technology Fee per credit hour	10.00	11.00	1.00	10.0%
Auxiliary Operations & Facility Fee	82.00	85.00	3.00	3.7%
Physician Assistant				
In-State Tuition (per credit hour)	529.00	550.00	21.00	4.0%
Out-of-State Tuition (per credit hour)	861.00	904.00	43.00	5.0%
Out-of-State Tuition Eastern Shore Regional Rate(per credit hour)	640.00	672.00	32.00	5.0%
Technology Fee per credit hour	10.00	11.00	1.00	10.0%
Auxiliary Operations & Facility Fee	82.00	85.00	3.00	3.7%
SCHOOL OF PHARMACY				
Pharmacy D Program				
In-State Tuition	30,480.00	31,699.00	1,219.00	4.0%
Out-of-State Tuition	59,207.00	62,167.00	2,960.00	5.0%
Out-of-State Pharm D program Regional Rate	47,889.00	50,283.00	2,394.00	5.0%
Technology Fee - flat rate	175.00	192.50	17.50	10.0%
Auxiliary Operations & Facility Fee	2,153.00	2,228.00	75.00	3.5%
Total Fees:	2,328.00	2,420.50	92.50	4.0%
Total In-State Pharm D program	32,808.00	34,119.50	1,311.50	4.0%
Total Out-of-State Pharm D program	61,535.00	64,587.50	3,052.50	5.0%
Total Out-of-State Pharm D program Regional Rate	50,217.00	52,703.50	2,486.50	5.0%
PHARMACY D PROGRAM PER CREDIT HOUR				
In-State Tuition	896.58	933.00	36.42	4.1%
Out -of-State Tuition	1,747.00	1,834.00	87.00	5.0%
Out -of-State Tuition Eastern Shore Regional Rate	1,340.00	1,407.00	67.00	5.0%
Technology Fee - flat rate	175.00	192.50	17.50	10.0%
Auxiliary Operations & Facility Fee	369.00	382.00	13.00	3.5%
<i>*Includes the Baltimore Museum of Institute and Hagerstown students. Previously no mandatory fees were charged to these students.</i>				
FROSTBURG STATE UNIVERSITY				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Undergraduate Tuition	7,254.00	7,414.00	160.00	2.2%
Out-of-State Undergraduate Tuition	22,848.00	23,306.00	458.00	2.0%
Out-of-State Undergraduate Tuition - Regional Rate	16,858.00	17,198.00	340.00	2.0%
Technology Fee - flat rate	212.00	216.00	4.00	1.9%
Auxiliary Fees - flat rate (unless noted):				
Athletic	1,162.00	1,184.00	22.00	1.9%
Student Union Operating	434.00	456.00	22.00	5.1%
Auxiliary Facilities	684.00	698.00	14.00	2.0%
Student Activity	384.00	402.00	18.00	4.7%
Sustainability Fee	30.00	32.00	2.00	6.7%
Transportation Fee	60.00	62.00	2.00	3.3%
Total Fees:	2,966.00	3,050.00	84.00	2.8%
Total In-State Cost	10,220.00	10,464.00	244.00	2.4%
Total Out-of-State Cost	25,814.00	26,356.00	542.00	2.1%
Total Out-of-State Regional Cost	19,824.00	20,248.00	424.00	2.1%
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	304.00	311.00	7.00	2.3%
Out-of-State Tuition	628.00	641.00	13.00	2.1%
Out-of-State Tuition - Regional Rate	474.00	484.00	10.00	2.1%
Technology Fee - per credit hour	18.00	19.00	1.00	5.6%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	49.00	50.00	1.00	2.0%
Student Union Operating	18.00	19.00	1.00	5.6%
Auxiliary Facilities	29.00	30.00	1.00	3.4%
Student Activity - flat rate	17.00	18.00	1.00	5.9%
Sustainability Fee	1.00	1.00	0.00	0.0%
Transportation Fee	4.00	5.00	1.00	25.0%

Schedule of Tuition and Mandatory Fees
Fiscal Year 2026

	Recommended			
	FY 2025	FY 2026	\$	%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	474.00	483.00	9.00	1.9%
Out-of-State Tuition	615.00	630.00	15.00	2.4%
Nurse Practitioner In-State Tuition	532.00	544.00	12.00	2.3%
Nurse Practitioner Out-of-State Tuition	732.00	750.00	18.00	2.5%
Nurse Practitioner Out-of-State Tuition - Regional Rate	602.00	616.00	14.00	2.3%
Physician's Assistant In-State Tuition	579.00	637.00	58.00	10.0%
Physician's Assistant Out-of-State Tuition	844.00	928.00	84.00	10.0%
Physician's Assistant Out-of-State Tuition - Regional Rate	692.00	761.00	69.00	10.0%
Technology Fee - per credit hour	18.00	19.00	1.00	5.6%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	49.00	50.00	1.00	2.0%
Student Union Operating	18.00	19.00	1.00	5.6%
Auxiliary Facilities	29.00	30.00	1.00	3.4%
Student Activity - per credit hour	5.00	5.00	0.00	0.0%
Sustainability Fee	1.00	1.00	0.00	0.0%
Transportation Fee	4.00	5.00	1.00	25.0%
PART-TIME DOCTORAL PER CREDIT HOUR				
In-State Tuition	667.00	684.00	17.00	2.5%
Out-of-State Tuition	838.00	858.00	20.00	2.4%
Technology Fee - per credit hour	18.00	19.00	1.00	5.6%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	49.00	50.00	1.00	2.0%
Student Union Operating	18.00	19.00	1.00	5.6%
Auxiliary Facilities	29.00	30.00	1.00	3.4%
Student Activity - per credit hour	5.00	5.00	0.00	0.0%
Sustainability Fee	1.00	1.00	0.00	0.0%
Transportation Fee	4.00	5.00	1.00	25.0%
COPPIN STATE UNIVERSITY				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Undergraduate Tuition	5,032.00	5,133.00	101.00	2.0%
Out-of-State Undergraduate Tuition	11,955.00	12,194.00	239.00	2.0%
Technology Fee - flat rate	200.00	200.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Athletic	830.00	1,050.00	220.00	26.5%
College Center	472.00	472.00	0.00	0.0%
Auxiliary Construction	376.00	376.00	0.00	0.0%
Student Activity	190.00	190.00	0.00	0.0%
Total Fees:	2,068.00	2,288.00	220.00	10.6%
Total In-State Cost	7,100.00	7,421.00	321.00	4.5%
Total Out-of-State Cost	14,023.00	14,482.00	459.00	3.3%
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	213.00	217.00	4.00	1.9%
Out-of-State Tuition	665.00	678.00	13.00	2.0%
Technology Fee - flat rate	84.00	84.00	0.00	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	61.00	77.00	16.00	26.2%
College Center - flat rate	139.00	139.00	0.00	0.0%
Auxiliary Construction	12.00	12.00	0.00	0.0%
Student Activity - flat rate	47.00	47.00	0.00	0.0%
USM Hagerstown Regional On-Site Undergraduate Tuition				
Out-of-State Tuition - Full-Time	9,705.00	9,899.00	194.00	2.0%
Out-of-State Tuition - Part-Time (per credit hour)	514.00	524.00	10.00	1.9%
Off Campus Initiative Activity Fee - flat rate	100.00	100.00	0.00	0.0%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	385.00	392.00	7.00	1.8%
Out-of-State Tuition	707.00	721.00	14.00	2.0%
Technology Fee - flat rate	84.00	84.00	0.00	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	61.00	77.00	16.00	26.2%
College Center - flat rate	139.00	139.00	0.00	0.0%
Auxiliary Construction	12.00	12.00	0.00	0.0%
Student Activity - flat rate	47.00	47.00	0.00	0.0%
USM Hagerstown Regional On-Site Graduate Tuition				
Out-of-State Tuition - Part-Time (per credit hour)	585.00	596.00	11.00	1.9%
Off Campus Initiative Activity Fee - flat rate	100.00	100.00	0.00	0.0%

Schedule of Tuition and Mandatory Fees
Fiscal Year 2026

	Recommended			
	FY 2025	FY 2026	\$	%
DOCTORATE OF NURSE PRACTITIONERS PER CREDIT HOUR				
In-State Tuition	766.00	781.00	15.00	2.0%
Out-of-State Tuition	1,177.00	1,201.00	24.00	2.0%
Technology Fee - flat rate	84.00	84.00	0.00	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	61.00	77.00	16.00	26.2%
College Center - flat rate	139.00	139.00	0.00	0.0%
Auxiliary Construction	12.00	12.00	0.00	0.0%
Student Activity - flat rate	47.00	47.00	0.00	0.0%
UNIVERSITY OF BALTIMORE				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Undergraduate Tuition	7,590.00	7,740.00	150.00	2.0%
Out-of-State Undergraduate Tuition	21,582.00	22,014.00	432.00	2.0%
Technology Fee - flat rate	264.00	288.00	24.00	9.1%
Auxiliary Fees - flat rate (unless noted):				
Auxiliary Operations Fee #	1,536.00	672.00	(864.00)	-56.3%
Student Center Fee #	0.00	864.00	864.00	---
Student Services Fee	552.00	576.00	24.00	4.3%
Student Government Association*	50.00	60.00	10.00	20.0%
Total Fees:	2,402.00	2,460.00	58.00	2.4%
Total In-State Cost	9,992.00	10,200.00	208.00	2.1%
Total Out-of-State Cost	23,984.00	24,474.00	490.00	2.0%
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	344.00	350.00	6.00	1.7%
In-State Tuition - Web Instruction	385.00	383.00	(2.00)	-0.5%
Out-of-State Tuition	1,095.00	1,117.00	22.00	2.0%
Out-of-State Tuition - Web Instruction	1,159.00	1,168.00	9.00	0.8%
Technology Fee - per credit hour	11.00	12.00	1.00	9.1%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee #	64.00	28.00	(36.00)	-56.3%
Student Center Fee #	0.00	36.00	36.00	---
Student Services Fee	23.00	24.00	1.00	4.3%
Student Government Association - flat rate*	50.00	60.00	10.00	20.0%
High School Dual Enrollment	172.00	175.00	3.00	1.7%
Technology Fee - per credit hour	5.50	6.00	0.50	9.1%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee #	32.00	14.00	(18.00)	-56.3%
Student Center Fee #	0.00	18.00	18.00	---
Student Services Fee	11.50	12.00	0.50	4.3%
Student Government Association - flat rate*	25.00	30.00	5.00	20.0%
FULL-TIME LAW STUDENT (J.D.)				
In-State FT Law Tuition - J.D.	33,278.00	33,944.00	666.00	2.0%
Regional FT Law Tuition - J.D.**	33,278.00	33,944.00	666.00	2.0%
Out-of-State FT Law Tuition - J.D.	49,632.00	50,624.00	992.00	2.0%
Technology Fee - flat rate	264.00	288.00	24.00	9.1%
Auxiliary Fees - flat rate (unless noted):				
Auxiliary Operations Fee #	1,536.00	672.00	(864.00)	-56.3%
Student Center Fee #	0.00	864.00	864.00	---
Student Services Fee	552.00	576.00	24.00	4.3%
Student Bar Association*	74.00	74.00	0.00	0.0%
Total Fees:	2,426.00	2,474.00	48.00	2.0%
Total In-State FT Law - J.D.	35,704.00	36,418.00	714.00	2.0%
Regional FT Law Tuition - J.D.**	35,704.00	36,418.00	714.00	2.0%
Total Out-of-State FT Law - J.D.	52,058.00	53,098.00	1,040.00	2.0%
FULL-TIME LAW STUDENT (LL.M. - US)				
In-State FT Law Tuition - LL.M. - US	22,070.00	22,512.00	442.00	2.0%
Out-of-State FT Law Tuition - LL.M. - US	22,070.00	22,512.00	442.00	2.0%
Technology Fee - flat rate	264.00	288.00	24.00	9.1%
Auxiliary Fees - flat rate (unless noted):				
Auxiliary Operations Fee #	1,536.00	672.00	(864.00)	-56.3%
Student Center Fee #	0.00	864.00	864.00	---
Student Services Fee	552.00	576.00	24.00	4.3%
Student Bar Association*	74.00	74.00	0.00	0.0%
Total Fees:	2,426.00	2,474.00	48.00	2.0%
Total In-State FT Law - LL.M. - US	24,496.00	24,986.00	490.00	2.0%
Total Out-of-State FT Law - LL.M. - US	24,496.00	24,986.00	490.00	2.0%

Schedule of Tuition and Mandatory Fees
Fiscal Year 2026

	Recommended			
	FY 2025	FY 2026	\$	%
PART-TIME LAW PER CREDIT HOUR				
J.D. In-State Tuition	1,377.00	1,405.00	28.00	2.0%
J.D. Regional Tuition**	1,377.00	1,405.00	28.00	2.0%
J.D. Out-of-State Tuition	1,941.00	1,980.00	39.00	2.0%
LL.M. US In-State Tuition	743.00	758.00	15.00	2.0%
LL.M. US Out-of-State Tuition	743.00	758.00	15.00	2.0%
LL.M. Tax In-State/Masters Tax In-State Tuition	1,081.00	1,103.00	22.00	2.0%
LL.M. Tax Out-of-State/Masters Tax Out-of-State Tuition	1,081.00	1,103.00	22.00	2.0%
Technology Fee - per credit hour	11.00	12.00	1.00	9.1%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee #	64.00	28.00	(36.00)	-56.3%
Student Center Fee #	0.00	36.00	36.00	---
Student Services Fee	23.00	24.00	1.00	4.3%
Student Bar Association - flat rate *	74.00	74.00	0.00	0.0%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition (MBA - in person and on-line instruction)	918.00	936.00	18.00	2.0%
Regional Tuition (MBA - in person and on-line instruction)***	918.00	936.00	18.00	2.0%
Out-of-State Tuition (MBA - on-line instruction)	918.00	936.00	18.00	2.0%
Out-of-State Tuition (MBA - in person instruction)	1,282.00	1,308.00	26.00	2.0%
Technology Fee - per credit hour	11.00	12.00	1.00	9.1%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee #	64.00	28.00	(36.00)	-56.3%
Student Center Fee #	0.00	36.00	36.00	---
Student Services Fee	23.00	24.00	1.00	4.3%
Student Government Association - flat rate*	50.00	60.00	10.00	20.0%
PART-TIME GRADUATE PER CREDIT HOUR				
Business - other than MBA and MS in Taxation:				
In-State Tuition (in person and Web instruction)	875.00	893.00	18.00	2.1%
Regional Tuition (in person and Web instruction)**	875.00	893.00	18.00	2.1%
Out-of-State Tuition - Online MS Accounting#	875.00	893.00	18.00	2.1%
Out-of-State Tuition (in person and Web instruction except on-line MS Acctg.)	1,209.00	1,233.00	24.00	2.0%
Technology Fee - per credit hour	11.00	12.00	1.00	9.1%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee #	64.00	28.00	(36.00)	-56.3%
Student Center Fee #	0.00	36.00	36.00	---
Student Services Fee	23.00	24.00	1.00	4.3%
Student Government Association - flat rate*	50.00	60.00	10.00	20.0%
PART-TIME GRADUATE PER CREDIT HOUR - Arts & Sciences				
In-State Tuition (in person and Web instruction)	820.00	836.00	16.00	2.0%
Out-of-State Tuition: MS Interaction Design & Information Architecture - on-line	820.00	836.00	16.00	2.0%
Regional Tuition (in person and Web instruction)**	820.00	836.00	16.00	2.0%
Out-of-State Tuition (Other than IDIA on-line) (in person and Web instruction)	1,203.00	1,227.00	24.00	2.0%
Technology Fee - per credit hour	11.00	12.00	1.00	9.1%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee #	64.00	28.00	(36.00)	-56.3%
Student Center Fee #	0.00	36.00	36.00	---
Student Services Fee	23.00	24.00	1.00	4.3%
Student Government Association - flat rate*	50.00	60.00	10.00	20.0%
PART-TIME GRADUATE PER CREDIT HOUR - Public Affairs				
In-State Tuition	831.00	848.00	17.00	2.0%
In-State Tuition - Web Instruction	941.00	848.00	(93.00)	-9.9%
Out-of-State Tuition: Masters Public Administration - on-line	941.00	848.00	(93.00)	-9.9%
Regional Tuition**	831.00	848.00	17.00	2.0%
Regional Tuition - Web Instruction**	941.00	848.00	(93.00)	-9.9%
Out-of-State Tuition (Other than MPA on-line)	1,205.00	1,229.00	24.00	2.0%
Out-of-State Tuition - Web Instruction (Other than MPA on-line)	1,308.00	1,229.00	(79.00)	-6.0%
Technology Fee - per credit hour	11.00	12.00	1.00	9.1%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee #	64.00	28.00	(36.00)	-56.3%
Student Center Fee #	0.00	36.00	36.00	---
Student Services Fee	23.00	24.00	1.00	4.3%
Student Government Association - flat rate*	50.00	60.00	10.00	20.0%
DOCTORAL PER CREDIT HOUR (800+ level only)				
In-State Tuition (Arts & Sciences)	1,040.00	1,061.00	21.00	2.0%
Regional Tuition (Arts & Sciences) **	1,040.00	1,061.00	21.00	2.0%
Out-of-State Tuition (Arts & Sciences)	1,765.00	1,800.00	35.00	2.0%
Technology Fee - per credit hour	11.00	12.00	1.00	9.1%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee #	64.00	28.00	(36.00)	-56.3%
Student Center Fee #	0.00	36.00	36.00	---
Student Services Fee	23.00	24.00	1.00	4.3%
Student Government Association - flat rate*	50.00	60.00	10.00	20.0%

Schedule of Tuition and Mandatory Fees
Fiscal Year 2026

	Recommended			
	FY 2025	FY 2026	\$	%
DOCTORAL PER CREDIT HOUR (800+ level only)				
In-State Tuition (Public Affairs)	1,071.00	1,092.00	21.00	2.0%
Regional Tuition (Public Affairs) **	1,071.00	1,092.00	21.00	2.0%
Out-of-State Tuition (Public Affairs)	1,765.00	1,800.00	35.00	2.0%
Technology Fee - per credit hour	11.00	12.00	1.00	9.1%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee #	64.00	28.00	(36.00)	-56.3%
Student Center Fee #	0.00	36.00	36.00	---
Student Services Fee	23.00	24.00	1.00	4.3%
Student Government Association - flat rate*	50.00	60.00	10.00	20.0%

*Full year rate is shown. Half of the amount will be charged per semester.

**Includes residents of the District of Columbia, Northern Virginia (counties of Arlington, Clarke, Culpeper, Fairfax, Fauquier, Loudon, Prince William, Rappahannock, Spotsylvania, Stafford, and Warren and cities of Alexandria, Fairfax, Falls Church, Fredericksburg, Manassas and Manassas Park, Southern Pennsylvania (counties of Adams, Chester, Lancaster, and York), and Delaware (all counties).

The Auxiliary Operations fee is being allocated between the Student Center and Auxiliary Operations.

***New: MBA at the Hagerstown Regional Center will include the following counties for regional tuition rates:

West Virginia: Morgan, Berkeley, and Jefferson; Pennsylvania: Adams, Franklin, and Fulton;

SALISBURY UNIVERSITY

FULL-TIME UNDERGRADUATE STUDENT

In-State Undergraduate Tuition	7,860.00	8,016.00	156.00	2.0%
Out-of-State Undergraduate Tuition	18,950.00	19,520.00	570.00	3.0%
Out-of-State Regional Tuition On-Site Hagerstown	12,950.00	13,520.00	570.00	4.4%
Technology Fee - flat rate	506.00	510.00	4.00	0.8%
Auxiliary Fees - flat rate (unless noted):				
Athletic	880.00	900.00	20.00	2.3%
Facilities Fee	1,000.00	1,020.00	20.00	2.0%
Student Life Fee	528.00	550.00	22.00	4.2%
Student Health & Wellness Fee	150.00	150.00	0.00	0.0%
Student Activity Fee	136.00	136.00	0.00	0.0%
Sustainability Fee	24.00	24.00	0.00	0.0%
Total Fees:	3,224.00	3,290.00	66.00	2.0%
Total In-State Cost	11,084.00	11,306.00	222.00	2.0%
Total Out-of-State Cost	22,174.00	22,810.00	636.00	2.9%
Total Out-of-State Regional Cost On-Site Hagerstown	16,174.00	16,810.00	636.00	3.9%

Adjusted components of mandatory fees based on revenue and expense analysis.

PART-TIME UNDERGRADUATE PER CREDIT HOUR

In-State Tuition	321.00	327.00	6.00	1.9%
Out-of-State Tuition	782.00	805.00	23.00	2.9%
Out-of-State Regional Tuition On-Site Hagerstown	532.00	555.00	23.00	4.3%
Technology Fee - per credit hour	22.00	23.00	1.00	4.5%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	30.00	30.00	0.00	0.0%
Facilities Fee	39.00	40.00	1.00	2.6%
Student Life Fee	22.00	23.00	1.00	4.5%
Student Health & Wellness Fee	6.00	6.00	0.00	0.0%
Student Activity Fee	6.00	6.00	0.00	0.0%
Sustainability Fee	1.00	1.00	0.00	0.0%

Adjusted components of mandatory fees based on revenue and expense analysis.

PART-TIME GRADUATE (excluding DNP, EdD, GIS, Online MBA, Online MSW, MSN) PER CREDIT HOUR

In-State Tuition	436.00	445.00	9.00	2.1%
Out-of-State Tuition	790.00	805.00	15.00	1.9%
Out-of-State Regional Tuition On-Site Hagerstown	525.00	535.00	10.00	1.9%
Technology Fee - per credit hour	23.00	24.00	1.00	4.3%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	27.00	28.00	1.00	3.7%
Facilities Fee	40.00	40.00	0.00	0.0%
Student Life Fee	19.00	20.00	1.00	5.3%
Student Health & Wellness Fee	6.00	6.00	0.00	0.0%
Student Activity Fee	10.00	10.00	0.00	0.0%
Sustainability Fee	1.00	1.00	0.00	0.0%

Adjusted components of mandatory fees based on revenue and expense analysis.

EdD PER CREDIT HOUR *

In-State Tuition	583.00	595.00	12.00	2.1%
Out-of-State Tuition	1,015.00	1,035.00	20.00	2.0%
Technology Fee - per credit hour	23.00	24.00	1.00	4.3%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	27.00	28.00	1.00	3.7%
Facilities Fee	40.00	40.00	0.00	0.0%
Student Life Fee	19.00	20.00	1.00	5.3%
Student Health & Wellness Fee	6.00	6.00	0.00	0.0%
Student Activity Fee	10.00	10.00	0.00	0.0%
Sustainability Fee	1.00	1.00	0.00	0.0%
Total Fees:	126.00	129.00	3.00	2.4%
Total In-State Cost	709.00	724.00	15.00	2.1%
Total Out-of-State Cost	1,141.00	1,164.00	23.00	2.0%

Adjusted components of mandatory fees based on revenue and expense analysis.

* Salisbury University was approved for a modality change to move this program to fully online. Students who were matriculated into the program before the change will continue to be charged as noted above (separate in-state and out-of-state rates). Students who matriculate into the program as of fall 2023 will be charged the online fee listed below.

Schedule of Tuition and Mandatory Fees
Fiscal Year 2026

	Recommended			
	FY 2025	FY 2026	\$	%
ON-LINE GRADUATE PROGRAMS PER CREDIT HOUR				
GIS	705.00	719.00	14.00	2.0%
MBA	805.00	820.00	15.00	1.9%
MSW	805.00	820.00	15.00	1.9%
DNP	820.00	837.00	17.00	2.1%
MSN	560.00	572.00	12.00	2.1%
EdD (for new students as of Fall 2023)	790.00	805.00	15.00	1.9%
UNIVERSITY OF MARYLAND GLOBAL CAMPUS				
UNDERGRADUATE PER CREDIT HOUR CHARGES				
In-State Tuition	324.00	330.00	6.00	1.9%
Out-of-State Tuition	499.00	499.00	0.00	0.0%
Out-of-State Regional Tuition On-Site Hagerstown	418.00	418.00	0.00	0.0%
Technology Fee - per credit hour	15.00	15.00	0.00	0.0%
UNDERGRADUATE MILITARY PER CREDIT HOUR				
	250.00	250.00	0.00	0.0%
GRADUATE PER CREDIT HOUR CHARGES				
In-State Tuition	534.00	544.00	10.00	1.9%
Out-of-State Tuition	659.00	659.00	0.00	0.0%
Technology Fee - per credit hour	15.00	15.00	0.00	0.0%
MBA	694.00	694.00	0.00	0.0%
M.S. CYBERSECURITY	694.00	694.00	0.00	0.0%
M.S. CYBERSECURITY POLICY	694.00	694.00	0.00	0.0%
M.S. DATA ANALYTICS	694.00	694.00	0.00	0.0%
DOCTOR OF MANAGEMENT (DM)	1,087.00	1,087.00	0.00	0.0%
UNIVERSITY OF MARYLAND, BALTIMORE COUNTY				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Undergraduate Tuition	9,423.00	9,706.00	283.00	3.0%
Out-of-State Undergraduate Tuition	27,392.00	28,762.00	1,370.00	5.0%
Technology Fee - flat rate	364.00	375.00	11.00	3.0%
Auxiliary Fees - flat rate (unless noted):				
Athletic & Recreation	1,409.00	1,465.00	56.00	4.0%
Parking & Transportation	516.00	530.00	14.00	2.7%
Auxiliary Facilities	636.00	655.00	19.00	3.0%
Campus Engagement	800.00	840.00	40.00	5.0%
Student Activities	108.00	108.00	0.00	0.0%
Total Fees:	3,833.00	3,973.00	140.00	3.7%
Total In-State Cost	13,256.00	13,679.00	423.00	3.2%
Total Out-of-State Cost	31,225.00	32,735.00	1,510.00	4.8%
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	389.00	401.00	12.00	3.1%
Out-of-State Tuition	1,136.00	1,193.00	57.00	5.0%
Technology Fee - per credit hour	19.00	20.00	1.00	5.3%
Auxiliary Fees - per credit hour (unless noted):				
Athletic & Recreation	59.00	61.00	2.00	3.4%
Parking & Transportation	28.00	29.00	1.00	3.6%
Auxiliary Facilities	27.00	28.00	1.00	3.7%
Campus Engagement*	41.00	43.00	2.00	4.9%
Student Activity	7.00	7.00	0.00	0.0%
Total Fees:	181.00	188.00	7.00	3.9%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	742.00	779.00	37.00	5.0%
Out-of-State Tuition	1,274.00	1,338.00	64.00	5.0%
Technology Fee - per credit hour	18.00	19.00	1.00	5.6%
Athletic & Recreation	37.00	39.00	2.00	5.4%
Graduate Program	22.00	22.00	0.00	0.0%
Parking & Transportation	28.00	29.00	1.00	3.6%
Auxiliary Facilities	27.00	28.00	1.00	3.7%
Campus Engagement	44.00	46.00	2.00	4.5%
Total Fees:	176.00	183.00	7.00	4.0%
INFO SYSTEMS ON-LINE PROGRAM TUITION/ PER CREDIT				
	934.00	934.00	0.00	0.0%
MANAGEMENT OF AGING SERVICES GRADUATE PROGRAM				
In-State Tuition	742.00	779.00	37.00	5.0%
Out-of-State Tuition	1,274.00	1,338.00	64.00	5.0%

Schedule of Tuition and Mandatory Fees
Fiscal Year 2026

	Recommended			
	FY 2025	FY 2026	\$	%
THE UNIVERSITIES AT SHADY GROVE				
MANDATORY AUXILIARY FEE (Undergraduate Students)				
Full-Time Student - flat rate	746.00	771.00	25.00	3.4%
Part-Time Student - per credit hour	30.50	31.50	1.00	3.3%
MANDATORY AUXILIARY FEE (Graduate Students)				
Full-Time Student - flat rate	420.00	434.00	14.00	3.3%
Part-Time Student - per credit hour	22.50	23.25	0.75	3.3%
MANDATORY FACILITIES FEE (All students)				
Full-Time Student - flat rate	45.00	46.50	1.50	3.3%
Part-Time Student - flat rate	22.50	23.25	0.75	3.3%



University System of Maryland Student Involvement Summary FY 2026 Tuition & Fee Schedule



*The completion and submission of this form is required for BOR consideration of
USM institutional Tuition and Fees.*

1.) Institution Name:	UNIVERSITY OF MARYLAND, BALTIMORE
2.) Name and title of the person completing this form:	Meghan Bruce Bojo, Executive Director, Academic Administration
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	Student Fee Advisory Board (SFAB) Staff: Meghan Bruce Bojo and Raymond Dudeck
Meeting #1:	11/14/24
Meeting #2:	
Meeting #3:	
4.) List each Mandatory Fee discussed. Provide a concise description of each:	
Mandatory Fee Name/Description:	Student Government Association Fee supports the University Student Government Association (USGA) and its associated operations and programming.
Mandatory Fee Name/Description:	Shuttle fee supports the operation of the UM Shuttle.
Mandatory Fee Name/Description:	Campus Center Infrastructure Fee supports URecFit + Wellness, Event Services, Campus Life Business Services, One Card, and the debt service (bond) for the building.
Mandatory Fee Name/Description:	Student Services Fee covers student programming and support services for students- the writing center, student development and leadership, disability services, and international student support.
Mandatory Fee Name/Description:	Student Technology Fee provides technology support centrally and to each school.
Mandatory Fee Name/Description:	Tuition Late Fee is charged when tuition is paid late, at a rate of 5% of the tuition with a maximum. The Tuition Late Fee is waived if financial aid distribution is late.
5.) Briefly summarize the content that was discussed during the session(s):	The committee reviewed the fees and were made aware that no increases were requested. The committee discussed the writing of the letter UMB's President.
6.) Briefly summarize the comments/feedback received during the session(s):	No concerns.
7.) If applicable, provide a list of <u>non</u> -mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any non-mandatory student fee during the determination process.	Each of the schools met with a student committee to review student specific fees. School of Graduate Studies: December 4, 2024. School of Dentistry: November 5, 2024. Carey School of Law: November 4, 2024 & December 19, 2024. School of Medicine: November 15, 2024 & January 23, 2025. School of Nursing: November 11, 2024. School of Pharmacy: November 21, 2024. School of Social Work: December 2, 2024.



University System of Maryland

Student Involvement Summit

FY 2026 Tuition & Fee Schedule



The completion and submission of this form is required for BOR consideration of USM institutional Tuition and Fees.

1.) Institution Name:	UNIVERSITY OF MARYLAND, COLLEGE PARK
2.) Name and title of the person completing this form:	Danny Catalano Director of Budget and Planning
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	<p>The President oversees student fees, including reviewing and recommending proposed fees and authorizing expenditures from the resulting fee revenues, with guidance from the President's Cabinet. The Committee for the Review of Student Fees (CRSF) advises the Cabinet on these proposals, ensuring that students have a meaningful role in the fee recommendation process. This student involvement guarantees transparency, providing insight into the appropriateness, necessity, and cost-benefit of the proposed fees.</p> <p>The process concludes with CRSF representatives (SGA President, GSG President, RHA President) attending the President’s Cabinet meeting where the CFO presents proposed fee increases. At this meeting, student representatives can raise concerns about any proposed increases.</p> <p>Before the CRSF reviews proposed fees, each fee-setting unit undergoes a vetting process with their local advisory board. The goal is to create an annual budget that is fully transparent and incorporates extensive user input. This process ensures broad campus community engagement through elected representatives.</p> <p>Each unit’s fee proposal is reviewed in-person by its advisory board. The unit Director presents a detailed review of projected headcount, expenses, and per-student fee calculations. Proposed enhancements are discussed to reach a consensus on endorsement. The board receives all relevant materials to make timely, thoughtful recommendations.</p>
Meeting #1:	12/09/2024 - SGA, GSG, RHA, University Budget Office Staff
Meeting #2:	01/27/2025 - SGA, GSG, RHA, Fee-Setting Units, University Budget Office Staff
Meeting #3:	02/11/2025 - SGA, GSG, RHA, President's Cabinet
4.) List each Mandatory Fee discussed. Provide a concise description of each:	Athletics Fee A healthy and sustainable Department of Intercollegiate Athletics (ICA) is an essential part of the University community. Athletics elevates the University's profile, adds to the value of degrees, provides engagement with our 388,000 alumni worldwide, and helps attract a quality, diverse pool of prospective students. Athletics also generates funding for all students via robust fundraising opportunities with donors and corporate partners, and provides academic and research opportunities for students through the Big Ten Academic Alliance. Athletics also provides direct scholarship support, job opportunities and internships for hundreds of student athletes. The athletic fee is an integral revenue source for ICA to continue to provide these and other benefits to the University community.
Mandatory Fee Name/Description:	Shuttle Bus Fee The Transportation Services (DOTS) fee supports Shuttle-UM, an essential mobility option for students that also facilitates campus sustainability priorities. Shuttle-UM is a 24/7 operation that provides transit service on and around campus to more than 2.6 million riders a year. In addition to 22 fixed bus routes, Shuttle-UM offers interstate bus service for students during university breaks, paratransit services for individuals with temporary or permanent disabilities, and the overnight, safety-focused "NITE Ride" service. It is a critical transportation solution for students without vehicles. Shuttle-UM routes also reduce the number of automobiles on campus, minimizing vehicular congestion and furthering the University’s Climate Action Plan. The mandatory fee also supports Shuttle-UM vehicle and transportation facilities maintenance.
Mandatory Fee Name/Description:	Student Union Fee This fee supports the operation of the STAMP as the campus community center. Funds are used to provide physical spaces that support basic services including food/retail/lounges and resource rooms, student engagement, programs, and student group meetings. The STAMP staff serve as mentors and guides to students and groups of students. Staff working with students provide programs, community service options, identity and culturally based communities, arts and recreational programs, spiritual and interfaith offerings, co-curricular programs, student employment and internships, access to enlivening programs and services, and a rich information hub for students as well as faculty, staff, alumni and visitors.
Mandatory Fee Name/Description:	Student Activities Fee These fees support student governance and also provide programs and resources for all graduate and undergraduate students including access to legal aid services, funding for recognized student organizations and their programs, activities and programs hosted by organizations like Student Entertainment Events (SEE), and advocacy for students in institutional decision making.
Mandatory Fee Name/Description:	Recreation Services Fee The Recreation Services fee supports the in-person and virtual offerings provided by University Recreation & Wellness (RecWell). When on campus, students have access to over 400,000 square feet of indoor recreation spaces, including group fitness studios, an indoor pool, weight rooms, cardio equipment, sport courts and more. Additionally, RecWell manages over 200 acres of outdoor space to meet the recreational needs of all students. When not on campus, students have access to countless virtual group fitness classes, esports and trivia intramural leagues, and an array of adventure offerings like virtual escape rooms and scavenger hunts. Being physically active is a crucial component of success in and out of the classroom, and RecWell is dedicated to creating a culture of wellness where all members of the university community thrive.
Mandatory Fee Name/Description:	Student Sustainability Fee This fee was initiated by the undergraduate student body at the University of Maryland to fund sustainability initiatives. All fee revenue is distributed to students, faculty, or staff in the form of Sustainability Fund grants to support projects that reduce the environmental impact of university operations or create opportunities for students to learn more about sustainability through education or research.



University System of Maryland

Student Involvement Summit

FY 2026 Tuition & Fee Schedule



The completion and submission of this form is required for BOR consideration of USM institutional Tuition and Fees.

1.) Institution Name:	UNIVERSITY OF MARYLAND, COLLEGE PARK
Mandatory Fee Name/Description:	<div>Student Counseling Center Fee</div> <div>This fee supplements the Counseling Center operations to support the significant increase in demand for student mental health services. Funding from this fee will assist in the development of a treatment team that focuses on the delivery of rapid access, such as triage and referral, single session therapy, crisis intervention, and drop in consultation. The development of a care management team assisting students going to and returning from higher levels of care such as hospitalization, and intensive outpatient programs. The development of embedded modalities, such as “Let’s Talk”, that help minimize barriers to care for minority students. The Counseling Center’s goal is to be able to operate in a manner that allows minimizing wait times to routine therapy while maintaining session limit flexibility, and the capacity to create a unified clinical system that spans the continuum of care with a common landing page and central triage system.</div>
Mandatory Fee Name/Description:	
5.) Briefly summarize the content that was discussed during the session(s):	<div>The CRSF unanimously supported the proposed fee increase for the Graduate Student Activities Fee and Student Counseling Center Fee.</div> <div>The CRSF supported the proposed Undergraduate Student Activities Fee increase with a vote of 7 yes and 2 abstain.</div> <div>The CRSF supported the proposed Student Union Fee increase with a vote of 7 yes and 2 no.</div> <div>The CRSF supported the proposed Recreation Services Fee increase with the condition of removing the \$2 Golf Course Student Subsidy. Vote Outcome: 7 yes and 2 no.</div> <div>The CRSF supported the proposed Shuttle Bus Fee increase with a vote of 6 yes and 3 no.</div> <div>The Athletics Fee and Student Sustainability fees are not proposed to increase.</div>
6.) Briefly summarize the comments/feedback received during the session(s):	<div>Each self- support unit explained their current fee structure, provided a complete review of forecasted headcount and expenses for the upcoming fee year, and the calculations that determine the per student fee amount.</div>
7.) If applicable, provide a list of <u>non</u> -mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the submission of the proposed fee schedule.	



University System of Maryland Student Involvement Summary FY 2026 Tuition & Fee Schedule



The completion and submission of this form is required for BOR consideration of USM institutional Tuition and Fees.

1.) Institution Name:	BOWIE STATE UNIVERSITY
2.) Name and title of the person completing this form:	Angela Morton-Assistant Director of Budget
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	T&F were presented to Cabinet on12/4/2024
Meeting #1:	SGA & GSA 12/9/2024
Meeting #2:	Faculty Senate 12/12/2024
Meeting #3:	Staff Council 02/06/2025 ; University Council /President BreauX 02/11/2025
4.) List each Mandatory Fee discussed. Provide a concise description of each:	Athletic fee supports expenses to manage 13 intercollegiate programs in the CIAA division.
Mandatory Fee Name/Description:	Technology Fee used for upgrades in technology needed in the dormitories and classrooms.
Mandatory Fee Name/Description:	Intramural and Recreation fee is for student demand in wellness programs, fitness activities and new programs.
Mandatory Fee Name/Description:	Health Service Fee helps supports initiatives to improve the overall wellness of the students.
Mandatory Fee Name/Description:	University Construction fee is used for enhancements that will improve the overall quality and safety on the campus.
Mandatory Fee Name/Description:	Student Union Operating fee add additional upgrades and services in the Student Center for the student.
Mandatory Fee Name/Description:	Student Activity fee (SGA & GSA) fee is used for undergraduate and graduate activities such as campus clubs, homecoming.
Mandatory Fee Name/Description:	Sustainability Fee broadens sustainability efforts around the campus.
Mandatory Fee Name/Description:	Bowie Card Fee supports the cost of Id cards. We are currently changing to a new system which handles proximity cards which allows contactless transactions and door access around campus.
5.) Briefly summarize the content that was discussed during the session(s):	During the meeting on 12/9/2024 with SGA &GSA, the FY 2026 Proposed Tuition and Mandatory Fees and Self-Supporting Fees were discussed. The Vice-Presidents and or Designee for the proposed fee discussed the justification for the increase in the fee. The students were given the opportunity to ask questions and comment on the fee.
6.) Briefly summarize the comments/feedback received during the session(s):	Some of the questions were about what is being offered with the increase in fees. Once the VPs explained in detail and provided a written justification, all the Shared Governance agreed with the FY 2026 Proposed Tuition & Fees and Self-Supporting fees. Example: TAO online for mental health services. Offering of diversity in counselors (gender/sexual identity/experience) SGA brought up walk in availability. Wellness Center offers walk-ins but is based on staff availability to accept the walk-in. Is there a plan hire more RNs? How will students know about the resources offered? Announcement went out last week to alert student about TAO online. Inquired how many student use TAO. Dean Jennings to confirm the date of the email communication. Inquiry about after hour access to healthcare/Wellness Center. TAO online offered to all students and staff. Amazon Health online is available as well for physical health services. Kiosks (Library/Haley Hall and ELLC, Student Center) health care products via the kiosks.
7.) If applicable, provide a list of non-mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained	N/A



University System of Maryland
Student Involvement Summary
FY 2026 Tuition & Fee Schedule



The completion and submission of this form is required for BOR consideration of
USM institutional Tuition and Fees.

1.) Institution Name:	TOWSON UNIVERSITY
2.) Name and title of the person completing this form:	Donna Auvil - University Budget Director
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	
Meeting #1:	February 12, 2025 SGA and GSA, hosted by Student Affairs
Meeting #2:	
Meeting #3:	
4.) List each Mandatory Fee discussed. Provide a concise description of each:	
Mandatory Fee Name/Description:	Auxiliary Service Fee - comprised of Service & Construction - fee is used to pay debt service for Auxiliary buildings (excluding residence halls & dining facilities), supports the development, maintenance, utilities and salaries of these auxiliary facilities.
Mandatory Fee Name/Description:	Athletic Fee - assists in funding all aspects of Athletics related to salary, operating expenses and NCAA requirement
Mandatory Fee Name/Description:	Technology Fee - supports classroom technology - audiovisual systems & student use computers in about 500 classrooms & labs; contract & labor costs such as repairs, maintenance & support of classroom technology; and Academic software like Panopto, LinkedIn Learning, SPSS, Qualtrics, and VoiceThread.
Mandatory Fee Name/Description:	Wellness Fee - provides vital resources to promote a holistic culture of well-being on campus. Provides support for Student Health & Well-being Staff, contractual fees for web-based training, health education programming, support Student Outreach & Support office & The Hub, equipment, supplies & other operational needs.
Mandatory Fee Name/Description:	SGA & GSA Fee - covers the costs of various student activities, student publications, cost of materials and operating expenses for the SGA and GSA student activities administered by these groups
Mandatory Fee Name/Description:	
5.) Briefly summarize the content that was discussed during the session(s):	Each fee owner presented a description of what services they provide to the students and what they proposed for their new fee (if adjusted) and what that increase will fund.
6.) Briefly summarize the comments/feedback received during the session(s):	We only received 2 comments during the forum - one was a thank you for explaining and one asked about the difference between grad student and undergrad student charges. We have received some other comments in opposition to the minimal graduate fee increases and a request not to delete one of the evening parking pass options.
7.) If applicable, provide a list of <u>non</u> -mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any	Housing, Board, Parking



University System of Maryland
Student Involvement Summary
FY 2026 Tuition & Fee Schedule



The completion and submission of this form is required for BOR consideration of USM institutional Tuition and Fees.

1.) Institution Name:	UNIVERSITY OF MARYLAND EASTERN SHORE
2.) Name and title of the person completing this form:	Beatrice Wright
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	SGA - Student Advisory Group - Hosts - Wade Henley, Bonita Byrd, D. Jamar Simmons, Reginald Garcon, Beatrice Wright, Sherrell McBride
Meeting #1:	2/17/25
Meeting #2:	
Meeting #3:	
4.) List each Mandatory Fee discussed. Provide a concise description of each:	Sustainability Fee to support the sustainable activities on campus such as composting and recycling.
Mandatory Fee Name/Description:	Technology - used to enhance technology infrastructure.
Mandatory Fee Name/Description:	Athletic - entitles students to athletic contests and use of the athletic facilities.
Mandatory Fee Name/Description:	Student Union - operation of the Student Center.
Mandatory Fee Name/Description:	Recreational Facilities - support recreational services to include construction.
Mandatory Fee Name/Description:	Student Health Services - enhance Student Health Center.
Mandatory Fee Name/Description:	Student Activities - entitles the students to activities and supports the SGA.
	Each fee was discussed. Justification was provided that in keeping with the same 2% increase was not enough to keep up with the additional cost of operating the university. The students also voted to implement a Sustainability Fee.
6.) Briefly summarize the comments/feedback received during the session(s):	The students voted unanimously to accept the proposed increases and in some instances increases were made above what was presented to them.
7.) If applicable, provide a list of <u>non</u> -mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any non-mandatory student fee during the determination process.	



University System of Maryland Student Involvement Summary FY 2026 Tuition & Fee Schedule



The completion and submission of this form is required for BOR consideration of USM institutional Tuition and Fees.

1.) Institution Name:	FROSTBURG STATE UNIVERSITY
2.) Name and title of the person completing this form:	Denise Murphy - AVP Budget & Finance
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	Bobcat Fee Advisory Committee: Student Government Association (President, Vice President, DEI Chair & Student Life Chair), Residence Hall Association, President's Leadership Circle, Graduate Student Representative, (3) Independent Student Representatives, Student Athletic Advisory Committee, Lane University Center Representative, Fraternity Sorority Life Representative & University Programming Council
Meeting #1:	September 3, 2024, Bobcat Fee Advisory Committee - VP Admin. & Finance, VP Student Affairs, Provost & Other FSU Leadership
Meeting #2:	
Meeting #3:	
4.) List each Mandatory Fee discussed. Provide a concise description of each:	
Mandatory Fee Name/Description:	Tuition Rates - all tuition rates were discussed - in-state, out-of-state & regional and at the undergraduate and graduate level
Mandatory Fee Name/Description:	Activity Fee
Mandatory Fee Name/Description:	Athletic Fee
Mandatory Fee Name/Description:	Auxiliary Fee
Mandatory Fee Name/Description:	Lane University Center Operating Fee
Mandatory Fee Name/Description:	Sustainability Fee
Mandatory Fee Name/Description:	Technology Fee
Mandatory Fee Name/Description:	Transportation Fee
5.) Briefly summarize the content that was discussed during the session(s):	Each fee was discussed as to what the fee provides and the logic for the fee increase. The 10% increase in the Physician Assistant Program was discussed and the logic behind the increase.
6.) Briefly summarize the comments/feedback received during the session(s):	Most of the students understood the need for tuition increases. One wondered why in-state tuition needed increased. The majority of the fee increases were understandable. There were a few comments inquiring why all students had to pay the athletic fee when they don't participate or utilize those resources. Some students thought the increase in the PA program was high. (all comments are available)
7.) If applicable, provide a list of non-mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any non-mandatory student fee during the determination process.	FSU's timeframe for non-mandatory course, lab and program fee to be submitted will occur in March. After these are vetted through the Provost Office a special Bobcat Fee Advisory Committee meeting will be held to discuss new non-mandatory student fees. Overall, students accepted the increases and felt they were needed.



University System of Maryland Student Involvement Summary FY 2026 Tuition & Fee Schedule



***The completion and submission of this form is required for BOR consideration of
USM institutional Tuition and Fees.***

1.) Institution Name: COPPIN STATE UNIVERSITY

2.) Name and title of the person completing this form: Stephen Danik - Vice President for Administration and Finance

3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:

Meeting #1: March 3, 2025, SGA Leadership, Dorothy Parrish-Harris and Stephen Danik
Meeting #2:
Meeting #3:

4.) List each Mandatory Fee discussed. Provide a concise description of each:

Mandatory Fee Name/Description: Athletic Fee - Supports the operations of the Athletic Department
Mandatory Fee Name/Description:
Mandatory Fee Name/Description:
Mandatory Fee Name/Description:
Mandatory Fee Name/Description:
Mandatory Fee Name/Description:

5.) Briefly summarize the content that was discussed during the session(s): The need to increase the Athletic fee was discussed.

6.) Briefly summarize the comments/feedback received during the session(s): The students understood the rationale for the increase, they asked what cost the fees cover, and they acknowledged the fact that student mandatory fees have not been increased in 10 years.

7.) If applicable, provide a list of non-mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any non-mandatory student fee during the determination process.



University System of Maryland
Student Involvement Summary
FY 2026 Tuition & Fee Schedule



The completion and submission of this form is required for BOR consideration of USM institutional Tuition and Fees.

1.) Institution Name:	UNIVERSITY OF BALTIMORE
2.) Name and title of the person completing this form:	Mary Beth Waak - Director, University Budget and Financial Analysis
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	The Student Advisory Committee is hosted by the AVP of Administration and Finance. Members include faculty, staff, and members of the Student Government Association and the Student Bar Association.
Meeting #1:	10/10/24
Meeting #2:	10/24/24
Meeting #3:	11/24/24
4.) List each Mandatory Fee discussed. Provide a concise description of each:	
Mandatory Fee Name/Description:	\$1 increase per credit hour increase to the Technology Fee.
Mandatory Fee Name/Description:	\$1 per credit hour increase to the Student Services Fee.
Mandatory Fee Name/Description:	\$5 per semester increase to the Student Government Fee
5.) Briefly summarize the content that was discussed during the session(s):	The 2% tuition increase, Mandatory fee increases, and non-mandatory fee increases. We are also proposing reductions to Web Tuition increment for on line classes.
6.) Briefly summarize the comments/feedback received during the session(s):	Each unit proposing an increase presented their supporting documentation. Pertinent questions were asked and addressed. After discussion, the group agreed to submit the proposal to the President of the University.
7.) If applicable, provide a list of non-mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any non-mandatory student fee during the determination process.	College of Arts and Sciences 1. Adding \$85 fee to: DESN 753 Media: Special Topics 2. New Courses with \$65 fee AIRC 370 Fundamentals of Artificial AIRC 371 Fundamentals of Machine Learning AIRC 372 AI Algorithms and Implementations AIRC 375 Internet of Things, Smart Devices, and Sensor Data AIRC 470 Cloud and Edge Intelligence AIRC 471 Software Development and AI AIRC 475 AI and Cyber Security AIRC 491 Capstone in Artificial Intelligence IDIA 660 Usability and Accessibility in Cybersecurity IDIA 662 Designing for Security IDIA 672 Human Factors in Security Design 3. New Courses with \$45 fee AIRC 670 Usable Security and Privacy AIRC 674 Requirements Elicitation and UX AIRC 676 Documentation and Testing for Usable Security Merrick School of Business The Merrick School of Business is proposing to eliminate the MGMT 330 course fee and absorbing the cost



University System of Maryland Student Involvement Summary FY 2026 Tuition & Fee Schedule



**The completion and submission of this form is required for BOR consideration of
USM institutional Tuition and Fees.**

1.) Institution Name:

SALISBURY UNIVERSITY

2.) Name and title of the person completing this form:

Elizabeth B. Zimmerman

3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:
Meeting #1:

SGA Executive Committee

2/10/25 SGA Executive Committee

4.) List each Mandatory Fee discussed. Provide a concise description of each:

Mandatory Fee Name/Description:

•Athletics Fee: The Athletics Fee supports 19 intercollegiate athletics teams competing at the NCAA Division III level in the Coast to Coast Conference (18 sports) and New Jersey Athletic Conference (Football).

Mandatory Fee Name/Description:

•Facilities Fee: This fee each semester supports the maintenance, renovation, construction, and debt service of university facilities.

Mandatory Fee Name/Description:

•Student Activities Fee: Each semester this fee supports student government, registered student organizations, the student newspaper/radio station, Safe Ride, and various cultural events.

Mandatory Fee Name/Description:

•Student Life: This fee each semester supports the operations at the Guerrieri Student Union, the intramural sports and E-sports leagues and competitions for various skill levels and the recreational facility operations at Maggs Physical Activities Center and University Fitness Center.

Mandatory Fee Name/Description:

•Sustainability Fee: The Sustainability fee each semester funds various environmental sustainability projects of students. Projects are approved by a committee comprised of students, faculty and staff.

Mandatory Fee Name/Description:

•Technology Fee: The Technology fee each semester supports distance education delivery, classroom technology, mobile technology, computer labs, and student printing.

•Student Health and Wellness Fee: Eliminating the patient visit fee to support student health more broadly. Supports physical health spaces, well being events and increasing mental health needs.

5.) Briefly summarize the content that was discussed during the session(s):

The FY26 Tuition and fee schedule was presented to the SGA Executive Committee. We included a brief summary of how SU develops the proposed rates and provided a detailed breakdown of our mandatory fee package.

6.) Briefly summarize the comments/feedback received during the session(s):

Students seemed pleased with level of the rate increases and voiced no concerns in the meeting related to tuition and fees.

7.) If applicable, provide a list of non-mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any



University System of Maryland Student Involvement Summary FY 2026 Tuition & Fee Schedule



**The completion and submission of this form is required for BOR consideration of
USM institutional Tuition and Fees.**

1.) Institution Name:	UNIVERSITY OF MARYLAND GLOBAL CAMPUS
2.) Name and title of the person completing this form:	Fabiola Desire Senior Director, Budget Operations
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	Student Advisory Committee (STAC)
	2/11/2025, Student Advisory Committee (STAC)
Meeting #1:	
Meeting #2:	
Meeting #3:	
4.) List each Mandatory Fee discussed. Provide a concise description of each:	Technology Fee: Utilized for improvements to the institutional IT infrastructure and help support technological advancements and tools to enhance the student experience.
Mandatory Fee Name/Description:	
Mandatory Fee Name/Description:	
Mandatory Fee Name/Description:	
Mandatory Fee Name/Description:	
Mandatory Fee Name/Description:	
Mandatory Fee Name/Description:	
5.) Briefly summarize the content that was discussed during the session(s):	The USM Policy on Student Involvement was explained as well as empowering STAC as the appropriate committee to be consulted prior to the establishment or change of student fees. The current mandatory fee structure was shared with them along there would be no establishment of a new mandatory fee or an increase on current ones for FY26.
6.) Briefly summarize the comments/feedback received during the session(s):	STAC had no comments or feedback.
7.) If applicable, provide a list of <u>non</u> -mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any non-mandatory student fee during the determination process.	Non-applicable



University System of Maryland
Student Involvement Summary
FY 2026 Tuition & Fee Schedule



The completion and submission of this form is required for BOR consideration of
USM institutional Tuition and Fees.

1.) Institution Name:	UNIVERSITY OF MARYLAND BALTIMORE COUNTY
2.) Name and title of the person completing this form:	Jared Fincke - Director, Budget & Resource Analysis
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	Hosting Staff: Divisions of Administration and Finance and Student Affairs. Presenting Staff: Campus leadership responsible for administering each fee ("fee owners").
Meeting #1:	January 29th, 2025: Black & Gold Student Advisory Board orientation
Meeting #2:	February 12th, 2025: Proposed FY 2026 mandatory fees were presented to the Black and Gold Student Advisory Board.
Meeting #3:	
4.) List each Mandatory Fee discussed. Provide a concise description of each:	Technology Fee- This fee supports the computer infrastructure on campus: computer networking, internet infrastructure, the myUMBC portal, student labs, wireless systems, and the Information Technology Help Desk.
Mandatory Fee Name/Description:	Athletics and Recreation Fee -This fee supports intercollegiate athletics and recreation, including club sports, intramurals, fitness programs and open facility usage.
Mandatory Fee Name/Description:	Transportation and Parking - This fee supports the parking infrastructure on campus and the system of safe and reliable shuttle bus services.
Mandatory Fee Name/Description:	Auxiliary Facilities Fee -This fee supports the development and maintenance of facilities essential to UMBC's auxiliary programs.
Mandatory Fee Name/Description:	Campus Engagement Fee - This fee supports services and programs available at the Commons through the Division of Student Affairs.
Mandatory Fee Name/Description:	Student Activities Fee - This fee covers the costs of various undergraduate student activities and student publications administered by the Student Government Association.
Mandatory Fee Name/Description:	Graduate Program Fee - This fee supports the Graduate Student Association, graduate research and travel grants, and other services provided to graduate students.
5.) Briefly summarize the content that was discussed during the session(s):	Orientation: The students were provided with an overview of the committee's responsibilities, the timeline for the fee review process, the university's budget, and the university's mandatory fee structure.
	Fee Owner Presentations: The Fee Owners shared how the fee revenue currently supports their operations, presented the proposed fee amount, and highlighted the activities or expenses that the additional revenue will support.
6.) Briefly summarize the comments/feedback received during the session(s):	Before the fee owner presentations, students received the proposed fee rates along with supporting materials and had the opportunity to submit questions in advance. Fee owners were asked to address these questions and any related concerns during their presentations. Students sought to understand the rationale behind the proposed fee increases and generally recognized the need for them. However, they expressed concerns about the Athletics and Recreation fee, particularly the size of the proposed increase. In response, UMBC is submitting a revised Athletics and Recreation fee that is lower than initially presented. Additionally, based on projected expense needs, UMBC is also submitting a reduced fee rate for Parking and Transportation.
7.) If applicable, provide a list of <u>non</u> -mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII 2.50, the advisory or similar	N/A



University System of Maryland Student Involvement Summary FY 2026 Tuition & Fee Schedule



**The completion and submission of this form is required for BOR consideration of
USM institutional Tuition and Fees.**

1.) Institution Name:	THE UNIVERSITIES AT SHADY GROVE
2.) Name and title of the person completing this form:	Nhi Eklund
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	2/7/2025 Mandatory Fees Briefing to the Student Council. Hosted by Senior Budget Analyst Nhi Eklund and Director of Finance & Ops, Emiko Kawagoshi.
4.) List each Mandatory Fee discussed. Provide a concise description of each: Mandatory Fee Name/Description:	Auxiliary Fees support Student services such as Counseling Ctr, Career Development, Macklin Ctr, and Ctr for Transfer Access. Facility fees fund maintenance and replacement of furniture; upgrades & refreshes physical space; campus safety, first aid and emergency notifications.
Mandatory Fee Name/Description:	Technology fees fund our technology costs such as classroom & computer lab technology, network, technical resources, and library technology. Technology fees are set by home institution and not USG. We receive 50% of Tech fees and home institution keeps 50%.
5.) Briefly summarize the content that was discussed during the session(s):	1) USG explained how these fees are collected from home institution and USG invoices the home institution according to enrollment and credit hours. 2) Discussed Mandatory fees provide us with only 5% of our gross revenue and that 85% is from state appropriation. 3) USG provided some typical operations costs that increase YOY such as electricity (17%), housekeeping (7%), supplies (48%), and other contractual services (47%). 4) USG shows 2 pie charts of FY25 Budgeted Revenues & Expenses to illustrate allocation percentages by types of Revenue and Expenses, respectively. 5) USG proposes mandatory fees increases for FY26 to match HEPI of 3.4% 6) USG shows chart of HEPI rates from FY20 through FY25 versus actual mandatory fees increases. USG historically increase rates lower than the HEPI rate. 7) The proposed increase of 3.4% will generate an addtl \$52K and in total will yield about \$1.9M in fee revenue which is only 5% of total revenue.
6.) Briefly summarize the comments/feedback received during the session(s):	Student Council did not have any concerns on the proposed increase in mandatory fees. They wanted to have input on prioritizing or allocating funds among the types of Student Services.
7.) If applicable, provide a list of <u>non</u> -mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any	N/A

TOPIC: University System of Maryland: FY 2026 Self-Support Charges and Fees

COMMITTEE: Finance Committee

DATE OF COMMITTEE MEETING: March 24, 2025

SUMMARY: The procedure for approving student-related tuition, fees, and charges is a two-part process. This item involves the approval of room, board, and parking rates. A brief summary of the student engagement process follows the schedule.

➤ Room Rates – Summary

- Several institutions have proposed increases in housing and board. These increases can be attributed to state mandated salary and fringe benefit increases, in addition to the rising costs of goods and services.
- Proposed increases in the typical annual dormitory charge are listed below:

\$9,562 to \$10,074	5.4%	University of Maryland, College Park
\$6,799 to \$7,479	10.0%	Bowie State University
\$8,502 to \$8,672	2.0%	Towson University
\$6,047 to \$6,349	5.0%	UMES
\$5,768 to \$5,942	3.0%	Frostburg State University
\$6,598 to \$6,928	5.0%	Coppin State University
\$7,680 to \$7,834	2.0%	Salisbury University
\$8,382 to \$8,717	4.0%	UMBC

- Please note, all UMB housing related fees have been discontinued as the University is closing their facility and will not offer on-campus housing.

➤ Board Rates – Summary

- The percentage increases for board range from an increase of 2.2% at SU to an increase of 10.5% at the University of Maryland, College Park.
 - UMCP: The increase in fees for Room, Board, and Parking increased mainly due to increases in food and insurance costs.
- Proposed increases in the typical annual board rate charges are listed below:

\$6,037 to \$6,673	10.5%	University of Maryland, College Park
\$5,656 to \$5,967	5.5%	Bowie State University
\$6,690 to \$6,910	3.3%	Towson University
\$4,802 to \$5,042	5.0%	UMES
\$6,420 to \$6,652	3.6%	Frostburg State University
\$5,193 to \$5,349	3.0%	Coppin State University
\$5,850 to \$5,980	2.2%	Salisbury University

➤ Parking Rates – Summary

- Two USM institutions have proposed an increase to parking rates for FY 2026. The institutions that have proposed parking rate increases for FY 2026 are as follows:
 - UMCP: Proposed increase of 5.0%, year over year
 - The proposed parking rate increase at UMCP is due to increases in insurance costs, food costs, and utility costs
 - BSU: Proposed increase of 3.8%, year over year
 - The proposed parking rate increase is due to the results of a recent parking study that included an evaluation of parking fees that yielded a result of parking rates being well below market value at BSU

ALTERNATIVE(S): The expenditures planned for each self-supported activity are based on the revenue produced from the schedule of charges. A decrease in the charge structure would require a corresponding decrease in planned expenditures.

FISCAL IMPACT: The proposed charges and fees are determined to be the amount required to produce the revenue for the individual activities to operate on a viable fiscal basis without accumulating a deficit or postponing required expenditures to a future year.

CHANCELLOR'S RECOMMENDATION: That Finance Committee recommend that the Board of Regents approve the proposed self-support charges and fees for FY 2026 as set forth in the attachment.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 3/24/25
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BOARD ACTION:	DATE:
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SUBMITTED BY: Ellen Herbst (301) 445-1923

"NOTE: Notwithstanding any other provision of this or any other University System of Maryland publication, the University System of Maryland reserves the right to make changes in tuition, fees, and other charges at any time such changes are deemed necessary by the University System of Maryland institutions and the University System of Maryland Board of Regents."

University System of Maryland
Schedule of Self Support Charges and Fees
Fiscal Year 2026

		Recommended		
	FY 2025	FY 2026	\$	%
UNIVERSITY OF MARYLAND, BALTIMORE				
ROOM AND BOARD*				
HOUSING PER APARTMENT				
PASCAULT ROW (Daily - includes utilities & fully furnished)				
EFFICIENCY	33.50	N/A	N/A	N/A
1 BEDROOM	40.00	N/A	N/A	N/A
2 BEDROOM-TOTAL	55.50	N/A	N/A	N/A
2 BEDROOM-per person	27.75	N/A	N/A	N/A
NEW RENOVATED PASCAULT ROW (Daily - includes utilities & fully furnished)				
EFFICIENCY	35.00	N/A	N/A	N/A
1 BEDROOM	41.50	N/A	N/A	N/A
2 BEDROOM-TOTAL	58.00	N/A	N/A	N/A
2 BEDROOM-per person	29.00	N/A	N/A	N/A
1 BEDROOM W/DEN - Renovated	50.50	N/A	N/A	N/A
1 BEDROOM W/DEN - Non - Renovated	49.00	N/A	N/A	N/A
STUDIO BASEMENT - Renovated	30.00	N/A	N/A	N/A
STUDIO BASEMENT - Non - Renovated	28.50	N/A	N/A	N/A
SPOUSE/DOMESTIC PARTNER (Flat Monthly Rate - includes utilities & fully furnished)				
EFFICIENCY	225.00	N/A	N/A	N/A
1 BEDROOM	225.00	N/A	N/A	N/A
2 BEDROOM-TOTAL	225.00	N/A	N/A	N/A
2 BEDROOM-per person	225.00	N/A	N/A	N/A
DAILY STORAGE RATE	9.20	N/A	N/A	N/A
PARKING				
STUDENTS				
DAILY LEXINGTON GARAGE	7.00	7.00	0.00	0.0%
LEXINGTON MARKET ROOF-MONTHLY	47.50	47.50	0.00	0.0%
PASCAULT ROW AT THE LEXINGTON GARAGE -SEMESTER	350.00	350.00	0.00	0.0%
PASCAULT ROW AT THE LEXINGTON GARAGE - YEARLY	585.00	585.00	0.00	0.0%
FAYETTE SQUARE HOUSING AT LEXINGTON GARAGE - MONTHLY	70.00	70.00	0.00	0.0%
FAYETTE SQUARE HOUSING AT BALTIMORE GRAND - MONTHLY	94.00	94.00	0.00	0.0%

* All UMB Housing related fees are discontinued

UNIVERSITY OF MARYLAND, COLLEGE PARK				
<u>ROOM AND BOARD</u>				
ROOM*	9,562.00	10,074.00	512.00	5.4%
BOARD (POINT PLAN)	6,037.00	6,673.00	636.00	10.5%
<u>PARKING FEE</u>				
STUDENT - RESIDENT	701.00	736.00	35.00	5.0%
STUDENT - COMMUTER	362.00	380.00	18.00	5.0%

*The rate for a standard double room is \$10,074. A surcharge may be applied for such items as a single room, a room with air conditioning, room with a private bath. A discount may apply for triple or quad rooms, double room without air conditioning or structural triple. See Appendix A for detail.

University System of Maryland
Schedule of Self Support Charges and Fees
Fiscal Year 2026

	<u>FY 2025</u>	<u>FY 2026</u>	<u>Recommended</u>	
			<u>\$</u>	<u>%</u>
<u>BOWIE STATE UNIVERSITY</u>				
<u>ROOM AND BOARD</u>				
ROOM				
TOWERS				
DOUBLE	6,799.00	7,479.00	680.00	10.0%
SINGLE	7,315.00	8,047.00	732.00	10.0%
ALEX HALEY				
DOUBLE	8,000.00	8,800.00	800.00	10.0%
SINGLE	8,994.00	9,893.00	899.00	10.0%
QUAD	7,125.00	7,838.00	713.00	10.0%
TUBMAN & HOLMES				
DOUBLE	6,506.00	7,157.00	651.00	10.0%
SINGLE	7,062.00	7,768.00	706.00	10.0%
TRIPLE	5,898.00	6,488.00	590.00	10.0%
KENNARD				
DOUBLE	6,607.00	7,268.00	661.00	10.0%
SINGLE	7,161.00	7,877.00	716.00	10.0%
TRIPLE	5,922.00	6,514.00	592.00	10.0%
GOODLOE				
DOUBLE	7,716.00	8,488.00	772.00	10.0%
SINGLE	8,323.00	9,155.00	832.00	10.0%
BOARD				
GOLD 19 MEAL PLAN W/\$225 FLEX	5,656.00	5,967.00	311.00	5.5%
GOLD 14 MEAL PLAN W/\$250 FLEX	5,656.00	5,967.00	311.00	5.5%
GOLD 10 MEAL PLAN W/\$300 FLEX	4,633.00	4,888.00	255.00	5.5%
CMRC 5 MEAL PLAN W/NO FLEX (CMRC Only)	2,021.00	2,132.00	111.00	5.5%
CMRC 5 MEAL PLAN W/\$100 FLEX (CMRC Only)	2,221.00	2,332.00	111.00	5.0%
CMRC 7 MEAL PLAN W/NO FLEX (CMRC Only)	2,805.00	2,959.00	154.00	5.5%
CMRC 7 MEAL PLAN W/\$150 FLEX (CMRC Only)	3,105.00	3,260.00	155.00	5.0%
COMMUTER 100 PLAN W/\$235 FLEX	2,863.00	3,020.00	157.00	5.5%
COMMUTER 50 PLAN W/\$215 FLEX	1,637.00	1,727.00	90.00	5.5%
COMMUTER 25 PLAN W/\$170 FLEX	951.00	1,003.00	52.00	5.5%
SUMMER BLOCK 60 W/NO FLEX	643.45	679.00	35.55	5.5%
SUMMER BLOCK 30 W/NO FLEX	340.30	359.00	18.71	5.5%
<u>PARKING FEE</u>				
RESIDENT STUDENT	105.00	109.00	4.00	3.8%
COMMUTER	98.00	102.00	4.00	4.1%
COMMUTER SEMESTER ONLY	65.00	68.00	3.00	4.6%
MONTHLY	50.00	52.00	2.00	4.0%

Note: CMRC stands for the Christa McAuliffe Residential Community

University System of Maryland
Schedule of Self Support Charges and Fees
Fiscal Year 2026

		Recommended			
		FY 2025	FY 2026	\$	%
<u>TOWSON UNIVERSITY</u>					
<u>ROOM AND BOARD</u>					
ROOM					
DOUBLE		8,502.00	8,672.00	170.00	2.0%
SINGLE		9,996.00	10,196.00	200.00	2.0%
TOWER C 3 person room		6,800.00	6,936.00	136.00	2.0%
9 month HOUSING MULTIPLE		9,030.00	9,212.00	182.00	2.0%
9 month HOUSING SINGLE		10,620.00	10,832.00	212.00	2.0%
PREMIUM HOUSING - BARTON & DOUGLASS		9,878.00	10,076.00	198.00	2.0%
TOWSON RUN					
EFFICIENCIES - 1 BEDROOM		10,518.00	10,728.00	210.00	2.0%
EFFICIENCIES - 2 BEDROOM		9,942.00	10,142.00	200.00	2.0%
EFFICIENCIES - 4 BEDROOM		8,376.00	8,544.00	168.00	2.0%
APARTMENT - WV & MARSHALL					
2 BEDROOM		12,114.00	12,358.00	244.00	2.0%
4 BEDROOM		11,876.00	12,114.00	238.00	2.0%
APARTMENT - MARRIOTT CONVERSION to 10 WEST					
Tier One, Floors 2 - 5, convenience kitchen, meal plan required (re-evaluated Tier removed)		9,942.00	N/A	N/A	N/A
Tier Two, Floors 6 - 15 with full kitchen (re-evaluated Tier removed)		11,082.00	N/A	N/A	N/A
Tier Three (apartments 1409 & 1509) (Tier removed)		11,286.00	N/A	N/A	N/A
Shared Bedroom in Suite Floors 2-5, convenience kitchen, meal plan required (new)		N/A	9,936.00	N/A	N/A
Private Bedroom in Suite Floors 2-5, convenience kitchen, meal plan required (new)		N/A	10,832.00	N/A	N/A
Shared Bedroom in Suite with Den, Floors 2-5, convenience kitchen, meal plan required (new)		N/A	10,142.00	N/A	N/A
Shared Bedroom in Apartment (new)		N/A	11,302.00	N/A	N/A
Private Bedroom in Apartment (new)		N/A	12,114.00	N/A	N/A
Shared Bedroom in Apartment with Den (new)		N/A	11,512.00	N/A	N/A
Shared Bedroom in Apartment Premium (1409 and 1509) (re-evaluated Tier removed)		N/A	11,512.00	N/A	N/A
BOARD					
BLOCK 25 MEAL PACKAGE WITH \$100 IN DINING DOLLARS		340.00	400.00	60.00	17.6%
BLOCK 50 MEAL PACKAGE WITH \$100 IN DINING DOLLARS		680.00	750.00	70.00	10.3%
BLOCK 75 MEAL PACKAGE WITH \$75 IN DINING DOLLARS (no longer offered)		990.00	N/A	N/A	N/A
BLOCK 100 MEAL PACKAGE WITH \$200 IN DINING DOLLARS		1,250.00	1,275.00	25.00	2.0%
Platinum/10 Meal Exchanges per week with \$ 1,000 Annual Dining Dollars		7,300.00	7,410.00	110.00	1.5%
Gold/7 Meal Exchanges per week with \$ 600 Annual Dining Dollars		6,690.00	6,910.00	220.00	3.3%
Silver/5 Meal Exchange per week with \$ 200 Annual Dining Dollars		6,080.00	6,290.00	210.00	3.5%
Bronze/2 Meal Exchange per week with \$100 Annual Dining Dollars		5,460.00	5,750.00	290.00	5.3%
<u>PARKING FEE</u>					
RESIDENT STUDENTS		504.00	504.00	0.00	0.0%
COMMUTER CORE CAMPUS ANNUAL		403.00	403.00	0.00	0.0%
COMMUTER REMOTE (WV & STADIUM) ANNUAL		192.00	192.00	0.00	0.0%
COMMUTER CORE CAMPUS SEMESTER		222.00	222.00	0.00	0.0%
COMMUTER REMOTE (WV & STADIUM) SEMESTER		106.00	106.00	0.00	0.0%
EVENING CORE ANNUAL (eliminated - migrate to Commuter Core)		182.00	N/A	N/A	N/A
EVENING SEMESTER (eliminated - migrate to Commuter Core)		100.00	N/A	N/A	N/A
<u>UNIVERSITY OF MARYLAND EASTERN SHORE</u>					
<u>ROOM AND BOARD</u>					
ROOM					
TRADITIONAL DOUBLE		6,047.00	6,349.00	302.00	5.0%
TRADITIONAL SINGLE		7,042.00	7,394.00	352.00	5.0%
APARTMENT SINGLE (Student Apartments - Non-Efficiency)		7,108.00	7,463.00	355.00	5.0%
TRADITIONAL DOUBLE (Student Apartments - Semi-Private Bath)		6,217.00	6,528.00	311.00	5.0%
APARTMENT SINGLE (Clusters - Efficiency)		7,341.00	7,708.00	367.00	5.0%
APARTMENT SINGLE PRIVATE BATH (Clusters - Efficiency)		7,547.00	7,924.00	377.00	5.0%
APARTMENT EFFICIENCY SINGLE LEASE (Hawks Landing)		7,753.00	8,141.00	388.00	5.0%
APARTMENT EFFICIENCY SINGLE (Hawks Plaza)		7,961.00	8,439.00	478.00	6.0%
APARTMENT EFFICIENCY SINGLE (Hawks Run)*		7,341.00	7,781.00	440.00	6.0%
APARTMENT OFF-CAMPUS		7,961.00	8,439.00	478.00	6.0%

*Previously included in Apartment Single (Clusters - Efficiency)

University System of Maryland
Schedule of Self Support Charges and Fees
Fiscal Year 2026

	Recommended			
	FY 2025	FY 2026	\$	%
UNIVERSITY OF MARYLAND EASTERN SHORE (Cont'd)				
BOARD				
19 MEAL PLAN WITH \$300 ANNUAL FOOD POINTS	4,802.00	5,042.00	240.00	5.0%
14 MEAL PLAN WITH \$150 ANNUAL FOOD POINTS	4,561.00	4,789.00	228.00	5.0%
10 MEAL PLAN WITH \$100 ANNUAL FOOD POINTS	3,721.00	3,907.00	186.00	5.0%
5 MEAL PLAN WITH \$50 ANNUAL FOOD POINTS (COMMUTERS ONLY)	1,896.00	1,991.00	95.00	5.0%
<u>PARKING FEE</u>				
STUDENTS	62.00	62.00	0.00	0.0%
FROSTBURG STATE UNIVERSITY				
<u>ROOM AND BOARD</u>				
ROOM				
DOUBLE				
PLAN 1 (Allen, Diehl, Gray, Simpson, Sowers) Uphill Doubles	5,768.00	5,942.00	174.00	3.0%
PLAN 2 (Frederick, Westminster, Annapolis) Downhill Doubles	6,340.00	6,532.00	192.00	3.0%
PLAN 2b Converted Triples to Doubles - Downhill Deluxe Doubles	6,950.00	7,160.00	210.00	3.0%
Uphill Deluxe Doubles	6,180.00	6,368.00	188.00	3.0%
SINGLE				
Downhill Singles	8,390.00	8,644.00	254.00	3.0%
Uphill Singles	7,770.00	8,006.00	236.00	3.0%
NEW RESIDENCE HALL				
Suite with 2 single occupancy rooms	9,788.00	10,086.00	298.00	3.0%
Suite with 4 single occupancy rooms	9,788.00	10,086.00	298.00	3.0%
Suite with 1 single occupancy room + 1 double occupancy room - Single room rate	9,480.00	9,766.00	286.00	3.0%
Suite with 1 single occupancy room + 1 double occupancy room - Double room rate	7,688.00	7,922.00	234.00	3.0%
BOARD				
15 MEALS WITH \$50 FLEX	6,420.00	6,652.00	232.00	3.6%
BLACK PLAN UNLIMITED WITH \$200 BONUS BUCKS	5,982.00	6,196.00	214.00	3.6%
RED 19 PLAN WITH \$100 BONUS BUCKS	5,572.00	5,774.00	202.00	3.6%
14 MEALS WITH \$125 FLEX	6,420.00	6,652.00	232.00	3.6%
WHITE 14 MEALS PER WEEK, \$100 BONUS BUCKS	5,340.00	5,534.00	194.00	3.6%
12 MEALS PER WEEK, \$250 BONUS BUCKS	5,546.00	5,748.00	202.00	3.6%
Residential Leadership Program Fee	54.00	78.00	24.00	44.4%
<u>PARKING FEE</u>				
STUDENTS - COMMUTER	50.00	50.00	0.00	0.0%
COPPIN STATE UNIVERSITY				
<u>ROOM AND BOARD</u>				
ROOM				
TRIPLE	5,067.00	5,321.00	254.00	5.0%
DOUBLE	6,598.00	6,928.00	330.00	5.0%
SINGLE	6,917.00	7,263.00	346.00	5.0%
BOARD				
BRONZE ANYTIME DINING PLAN (\$75 DINING \$s)	5,193.00	5,349.00	156.00	3.0%
SILVER ANYTIME DINING PLAN (\$150 DINING \$s)	5,409.00	5,572.00	163.00	3.0%
GOLD ANYTIME DINING PLAN (\$200 DINING \$s)	5,557.00	5,724.00	167.00	3.0%
<u>PARKING FEE</u>				
ANNUAL COMMUTER AND RESIDENTIAL STUDENTS	75.00	75.00	0.00	0.0%
COMMUTER STUDENT - SPRING AND FALL SEMESTER	40.00	40.00	0.00	0.0%
STUDENT SUMMER RATE	32.00	32.00	0.00	0.0%

University System of Maryland
Schedule of Self Support Charges and Fees
Fiscal Year 2026

	Recommended			
	<u>FY 2025</u>	<u>FY 2026</u>	<u>\$</u>	<u>%</u>
<u>UNIVERSITY OF BALTIMORE</u>				
<u>PARKING FEE</u>				
STUDENTS - semester - unlimited parking	299.00	299.00	0.00	0.0%
<u>SALISBURY UNIVERSITY</u>				
<u>ROOM AND BOARD</u>				
ROOM (9 month)				
SINGLE				
APARTMENT STYLE (CP)	8,520.00	8,690.00	170.00	2.0%
APARTMENT STYLE (DV)	7,730.00	7,886.00	156.00	2.0%
APARTMENT STYLE (SG 4x2)	8,890.00	9,070.00	180.00	2.0%
SUITE (NA, MK, PO, WI, CR, CK, SV)	8,780.00	8,956.00	176.00	2.0%
SUITE (St. Martin)	7,990.00	8,150.00	160.00	2.0%
APARTMENT STYLE (SGV) 3 bedroom x bath	8,260.00	8,426.00	166.00	2.0%
DOUBLE				
APARTMENT STYLE (CP)	7,680.00	7,834.00	154.00	2.0%
SUITE (NA, MK, PO, WI, CR, CK, SV)	7,820.00	7,976.00	156.00	2.0%
SUITE (St. Martin)	7,000.00	7,140.00	140.00	2.0%
ROOM (9 month)				
TRIPLE				
SUITE (CR, CK, SV)	6,790.00	6,926.00	136.00	2.0%
ROOM (12 month)				
1 BEDROOMS & 1 BATHROOMS	9,930.00	10,130.00	200.00	2.0%
2 BEDROOMS & 2 BATHROOMS	9,900.00	10,100.00	200.00	2.0%
4 BEDROOMS & 4 BATHROOMS	9,850.00	10,050.00	200.00	2.0%
4 BEDROOMS & 2 BATHROOMS	9,260.00	9,450.00	190.00	2.1%
2 BEDROOMS & 1 BATHROOMS	9,310.00	9,500.00	190.00	2.0%
BOARD				
ALL ACCESS (Unlimited meals in the Commons, \$280 dining dollars, 4 guest passes per semester)	6,080.00	6,214.00	134.00	2.2%
200 MEALS PLUS (200 meals+\$450 dining dollars, 2 guest passes per semester)	5,850.00	5,980.00	130.00	2.2%
125 MEALS Block (125 meals+\$330 dining dollars, 2 guest passes per semester)	4,090.00	4,180.00	90.00	2.2%
75 MEALS Block (75 meals+\$280 dining dollars, 2 guest passes per semester)	2,690.00	2,750.00	60.00	2.2%
45 MEALS Block (45 meals+\$115 dining dollars, 2 guest passes per semester)	1,530.00	1,564.00	34.00	2.2%
<u>PARKING FEE</u>				
STUDENTS:				
Main Campus Permit (Vehicle Only)	120.00	120.00	0.00	0.0%
Parking Garage Permit	100.00	100.00	0.00	0.0%
East Campus Permit	85.00	85.00	0.00	0.0%
Evening Only Permit (evening commuting students)	45.00	45.00	0.00	0.0%
Motorcycle Permit	120.00	120.00	0.00	0.0%
Summer Permit	30.00	30.00	0.00	0.0%

University System of Maryland
Schedule of Self Support Charges and Fees
Fiscal Year 2026

	<u>FY 2025</u>	<u>FY 2026</u>	<u>Recommended</u>	
			\$	%
UMBC				
<u>ROOM AND BOARD</u>				
ROOM				
RESIDENCE HALLS (8 & 9 MONTH)	8,382.00	8,717.00	335.00	4.0%
RESIDENCE HALLS TRIPLE/QUAD	5,900.00	6,136.00	236.00	4.0%
RESIDENCE HALLS/SUITES CONVERTED SINGLE RATE	8,852.00	9,206.00	354.00	4.0%
RESIDENCE SUITES (8 MONTH)	8,382.00	8,717.00	335.00	4.0%
RESIDENCE SUITES (9 MONTH)	8,852.00	9,206.00	354.00	4.0%
RESIDENCE APARTMENTS (9 MONTH)	8,938.00	9,296.00	358.00	4.0%
BOARD				
UNLIMITED MEAL PLAN	6,014.00	6,244.00	230.00	3.8%
SAVVY 16	6,004.00	6,234.00	230.00	3.8%
TERRIFIC 12	5,176.00	5,370.00	194.00	3.7%
SUPER 225	5,336.00	5,516.00	180.00	3.4%
FLEXIBLE 14 MEAL PLAN	6,570.00	6,820.00	250.00	3.8%
FLEXIBLE 10 MEAL PLAN (No Longer Offered)	5,476.00	0.00	N/A	N/A
<u>OTHER AUXILIARY FEES</u>				
NETWORK AND COMMUNICATION FEE				
ALL COMMUNITIES	375.00	375.00	0.00	0.0%
THE UNIVERSITIES AT SHADY GROVE				
<u>PARKING FEE</u>				
STUDENTS:				
Annual student rate	252.00	252.00	0.00	0.0%
Winter only	63.52	63.52	0.00	0.0%
Spring/Summer	126.00	126.00	0.00	0.0%
Summer only	63.52	63.52	0.00	0.0%

FY 26 UMCP Proposed Room Fees

	Traditional without Air Conditioning		Traditional with Air Conditioning		New Traditional		Semi-Suite		Suite		Apartment	
Single w/ Bath			\$13,065	5.39%	\$13,519	5.39%			\$13,670	5.39%	\$14,375	5.39%
Double As Single	\$10,681	5.39%										
Single	\$10,518	5.39%	\$11,572	5.39%	\$12,025	5.39%			\$12,176	5.39%	\$12,881	5.39%
Double w/ Bath	\$10,518	5.39%	\$11,572	5.39%	\$12,025	5.39%	\$10,833	5.39%	\$12,176	5.39%	\$12,881	5.39%
Double	\$9,023	5.39%	\$10,077	5.39%	\$10,530	5.39%			\$10,681	5.39%	\$11,385	5.39%
Double requires Bunked Beds	\$7,765	5.39%	\$8,819	5.39%					\$9,347	5.39%	\$9,964	5.39%
Structural Triple / Quad w/ Bath	\$9,510	5.39%	\$10,564	5.39%								
Structural Triple / Quad	\$8,016	5.39%	\$9,070	5.39%					\$9,615	5.39%	\$10,249	5.39%
Flex Triple / Quad												

Standard Room Rate

Note 1: The FY25 Traditional without Air Conditioning room rates were reduced after the CRSF meeting and budget-setting process; the FY26 rates were calculated using the reduced FY25 rates.

Note 2: Red print indicates the proposed FY26 room fee is less than the FY25 room fee (\$9,562 traditional double w/ air conditioning)

University System of Maryland
Schedule of Self-Support Charges & Fees – Summary

FY 2026 Room Rates Recommended		
	Room Rate - Typical	% increase
UMCP	10,074	5.4%
BSU	7,479	10.0%
TU	8,672	2.0%
UMES	6,349	5.0%
FSU	5,942	3.0%
CSU	6,928	5.0%
SU	7,834	2.0%
UMBC	8,717	4.0%
Average	7,749	4.5%

FY 2026 Board Rate (typical) Recommended		
	Board Rate - Typical	% increase
UMCP	6,673	10.5%
BSU	5,967	5.5%
TU	6,910	3.3%
UMES	5,042	5.0%
FSU	6,652	3.6%
CSU	5,349	3.0%
SU	5,980	2.2%
UMBC	6,244	3.8%
Average	6,102	4.6%

FY 2026 Parking Rates Recommended				
	Student (resident)	% increase	Student (commuter)	% increase
UMB	N/A	N/A	7/day-585/yr.	0.0%
UMCP	736	5.0%	380	5.0%
BSU	109	3.8%	102	4.1%
TU	504	0.0%	403	0.0%
UMES	62	0.0%	62	0.0%
FSU	N/A	N/A	50	0.0%
CSU	75	0.0%	40	0.0%
UBalt	299	0.0%	299	0.0%
SU	85-120	0.0%	45 (evenings only)	0.0%
USG	N/A	N/A	252	0.0%



University System of Maryland Student Involvement Summary FY 2026 Self-Support Charges and Fees Schedule



*The completion and submission of this form is required for BOR consideration of
USM institutional Room, Board, and other charge rates.*

1.) Institution Name:	UNIVERSITY OF MARYLAND, BALTIMORE
2.) Name and title of the person completing this form:	Meghan Bruce Bojo, Executive Director, Academic Administration
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	Student Fee Advisory Board (SFAB) Staff: Meghan Bruce Bojo and Raymond Dudeck
Meeting #1:	11/14/24
Meeting #2:	
Meeting #3:	
4.) Were the following topics discussed? (Yes, No, N/A) (Please Select from the drop-down menu list in column C)	
Parking Fees:	Yes
Room Rates:	Yes
Board (Dining Plans):	N/A
Other (Please Specify):	
5.) Briefly summarize the content that was discussed during the session(s):	Review of fees and no request for increases.
6.) Briefly summarize the comments/feedback received during the session(s):	No concerns.
7.) If applicable, provide a list of <u>non</u> -mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any nonmandatory student fee during the determination process.	



University System of Maryland Student Involvement Summary FY 2026 Self-Support Charges and Fees Schedule



*The completion and submission of this form is required for BOR consideration of
USM institutional Room, Board, and other charge rates.*

1.) Institution Name:	UNIVERSITY OF MARYLAND, COLLEGE PARK
2.) Name and title of the person completing this form:	Danny Catalano Director of Budget and Planning
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	<p>The President oversees student fees, including reviewing and recommending proposed fees and authorizing expenditures from the resulting fee revenues, with guidance from the President's Cabinet. The Committee for the Review of Student Fees (CRSF) advises the Cabinet on these proposals, ensuring that students have a meaningful role in the fee recommendation process. This student involvement guarantees transparency, providing insight into the appropriateness, necessity, and cost-benefit of the proposed fees.</p> <p>The process concludes with CRSF representatives (SGA President, GSG President, RHA President) attending the President's Cabinet meeting where the CFO presents proposed fee increases. At this meeting, student representatives can raise concerns about any proposed increases.</p> <p>Before the CRSF reviews proposed fees, each fee-setting unit undergoes a vetting process with their local advisory board. The goal is to create an annual budget that is fully transparent and incorporates extensive user input. This process ensures broad campus community engagement through elected representatives.</p> <p>Each unit's fee proposal is reviewed in-person by its advisory board. The unit Director presents a detailed review of projected headcount, expenses, and per-student fee calculations. Proposed enhancements are discussed to reach a consensus on endorsement. The board receives all relevant materials to make timely, thoughtful recommendations.</p>
Meeting #1:	12/09/2024 - SGA, GSG, RHA, University Budget Office Staff
Meeting #2:	01/27/2025 - SGA, GSG, RHA, Fee-Setting Units, University Budget Office Staff
Meeting #3:	02/11/2025 - SGA, GSG, RHA, President's Cabinet
4.) Were the following topics discussed? (Yes, No, N/A) (Please Select from the drop-down menu list in column C)	
Parking Fees:	Yes
Room Rates:	Yes
Board (Dining Plans):	Yes
Other (Please Specify):	
5.) Briefly summarize the content that was discussed during the session(s):	Each self- support unit explained their current fee structure, provided a complete review of forecasted headcount and expenses for the upcoming fee year, and the calculations that determine the per student fee amount.
6.) Briefly summarize the comments/feedback received during the session(s):	The CRSF unanimously supported the proposed fee increase for the Room Fee and Board Fee .The CRSF supported the proposed Parking Fee increase with a vote of 6 yes and 3 no.
7.) If applicable, provide a list of <u>non</u> -mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with	



University System of Maryland Student Involvement Summary FY 2026 Self-Support Charges and Fees Schedule



*The completion and submission of this form is required for BOR consideration of
USM institutional Room, Board, and other charge rates.*

1.) Institution Name:	BOWIE STATE UNIVERSITY
2.) Name and title of the person completing this form:	Angela Morton-Assistant Director of Budget
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	T&F were presented to Cabinet on 12/4/2024
Meeting #1:	SGA & GSA 12/9/2024
Meeting #2:	Faculty Senate 12/12/2024
Meeting #3:	Staff Council 02/06/2025 ; University Council /President Breaux 02/11/2025
4.) Were the following topics discussed? (Yes, No, N/A) (Please Select from the drop-down menu list in column C)	
Parking Fees:	Yes
Room Rates:	Yes
Board (Dining Plans):	Yes
Other (Please Specify):	
5.) Briefly summarize the content that was discussed during the session(s):	The justification for each self-supporting fee was discussed. The students were given a copy of the fees to review. The students had an opportunity to ask questions during the meeting and submit any questions after the meeting.
6.) Briefly summarize the comments/feedback received during the session(s):	There was positive feedback from the students. They approved of the justifications and the fees
7.) If applicable, provide a list of <u>non</u> -mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any nonmandatory student fee during the determination process.	N/A



University System of Maryland Student Involvement Summary FY 2026 Self-Support Charges and Fees Schedule



*The completion and submission of this form is required for BOR consideration of
USM institutional Room, Board, and other charge rates.*

1.) Institution Name:	TOWSON UNIVERSITY
2.) Name and title of the person completing this form:	Donna Auvil
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	
Meeting #1:	February 12, 2025 SGA and GSA hosted by Student Affairs
Meeting #2:	
Meeting #3:	
4.) Were the following topics discussed? (Yes, No, N/A) (Please Select from the drop-down menu list in column C)	
Parking Fees:	Yes
Room Rates:	Yes
Board (Dining Plans):	Yes
Other (Please Specify):	
5.) Briefly summarize the content that was discussed during the session(s):	Each fee owner presented a description of what services they provide. They provided the current rates and plans and shared the proposed new rates and plan adjustments. Each provided historical data as well as results of surveys done during the year with students.
6.) Briefly summarize the comments/feedback received during the session(s):	The only comment received back was a request to review the elimination of one type of evening parking permit.
7.) If applicable, provide a list of <u>non</u> -mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any nonmandatory student fee during the determination process.	



University System of Maryland Student Involvement Summary FY 2026 Self-Support Charges and Fees Schedule



*The completion and submission of this form is required for BOR consideration of
USM institutional Room, Board, and other charge rates.*

1.) Institution Name:	UNIVERSITY OF MARYLAND EASTERN SHORE
2.) Name and title of the person completing this form:	Beatrice Wright
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	SGA - Host - Wade Henley, Bonita Byrd, D. Jamar Simmons, Reginald Garcon, Beatrice Wright, Sherrell McBride
Meeting #1:	2/17/25
Meeting #2:	
Meeting #3:	
4.) Were the following topics discussed? (Yes, No, N/A) (Please Select from the drop-down menu list in column C)	
Parking Fees:	No
Room Rates:	Yes
Board (Dining Plans):	Yes
Other (Please Specify):	
5.) Briefly summarize the content that was discussed during the session(s):	The usual 2% increase would do little to substantially improve the conditions of the Residence Halls. A comparison of housing prices from other universities was presented. Potential upgrades that could happen with the additional increase.
6.) Briefly summarize the comments/feedback received during the session(s):	Students had concerns such as would they see a difference in the residence halls, have access to facilities or see a difference in food service. The students were assure that the funds would be invested back into the residence halls. They were also encouraged to join the Food Service Committee to engage with Thompson Hospitality regarding Dining Services. The vote was unanimous and the students approved the Self-Support Fee increases.
7.) If applicable, provide a list of <u>non</u> -mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any nonmandatory student fee during the determination process.	



University System of Maryland Student Involvement Summary FY 2026 Self-Support Charges and Fees Schedule



**The completion and submission of this form is required for BOR consideration of
USM institutional Room, Board, and other charge rates.**

1.) Institution Name:	FROSTBURG STATE UNIVERSITY
2.) Name and title of the person completing this form:	Denise Murphy - AVP Budget & Finance
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	Bobcat Fee Advisory Committee: Student Government Association (President, Vice President, DEI Chair & Student Life Chair), Residence Hall Association, President's Leadership Circle, Graduate Student Representative, (3) Independent Student Representatives , Student Athletic Advisory, January 30, 2025 Bobcat Fee Advisory Committee - VP Admin. & Finance, VP Student Affairs, Provost & Other FSU Leadership
Meeting #1:	
Meeting #2:	
Meeting #3:	
4.) Were the following topics discussed? (Yes, No, N/A) (Please Select from the drop-down menu list in column C)	
Parking Fees:	No
Room Rates:	Yes
Board (Dining Plans):	Yes
Other (Please Specify):	Residential Leadership Fee
5.) Briefly summarize the content that was discussed during the session(s):	FSU Leadership discussed the rate increases for room & board for fy2026 including what the increases will be and justification for the increases. Residential Leadership members explained the justification for the increase in their fee.
6.) Briefly summarize the comments/feedback received during the session(s):	Room rates were thought to be in line with other universities. One comment indicated why and increase with no additional amenities including the fact that laundry is now pay per load. Others understood that inflation was justification for the increases. Great communication amongst RA's and residence hall housekeepers. As for the increase in food service, some students didn't feel the food is worth the increase others understood inflation. The Residential Leadership fee was overall believed to be a great idea. FSU residents want to have more programming and opportunities on campus. There was a brief conversation about the sustainability fee and the request for students to be aware of the plan for spending those funds. Also, the Physician's Assistant tuition increase was larger than most. It was explained that the FSU tuition is less than most comparable.
7.) If applicable, provide a list of <u>non</u> -mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any nonmandatory student fee during the determination process.	



University System of Maryland Student Involvement Summary FY 2026 Self-Support Charges and Fees Schedule



*The completion and submission of this form is required for BOR consideration of
USM institutional Room, Board, and other charge rates.*

1.) Institution Name:

COPPIN STATE UNIVERSITY

2.) Name and title of the person completing this form:

Stephen Danik - Vice President for Administration and Finance

3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:

Meeting #1:

March 3, 2025, SGA Leadership, Dorothy Parrish-Harris and Stephen Danik

Meeting #2:

Meeting #3:

4.) Were the following topics discussed? (Yes, No, N/A)
(Please Select from the drop-down menu list in column C)

Parking Fees:

Room Rates:

Board (Dining Plans):

Other (Please Specify):

Yes

Yes

5.) Briefly summarize the content that was discussed during the session(s):

CSU explained the rationale behind increasing the room and board rates

6.) Briefly summarize the comments/feedback received during the session(s):

The students understood the rationale for the increases and asked a few questions regarding what the requested increases would fund.

7.) If applicable, provide a list of non-mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any nonmandatory student fee during the determination process.



University System of Maryland Student Involvement Summary FY 2026 Self-Support Charges and Fees Schedule



*The completion and submission of this form is required for BOR consideration of
USM institutional Room, Board, and other charge rates.*

1.) Institution Name:	University of Baltimore
2.) Name and title of the person completing this form:	Mary Beth Waak, Budget Director
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	N/A: no changes to self support charges and fees have been requested.
Meeting #1:	
Meeting #2:	
Meeting #3:	
4.) Were the following topics discussed? (Yes, No, N/A) (Please Select from the drop-down menu list in column C)	
Parking Fees:	
Room Rates:	
Board (Dining Plans):	
Other (Please Specify):	
5.) Briefly summarize the content that was discussed during the session(s):	
6.) Briefly summarize the comments/feedback received during the session(s):	
7.) If applicable, provide a list of <u>non</u> -mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any nonmandatory student fee during the determination process.	



University System of Maryland Student Involvement Summary FY 2026 Self-Support Charges and Fees Schedule



*The completion and submission of this form is required for BOR consideration of
USM institutional Room, Board, and other charge rates.*

1.) Institution Name:

SALISBURY UNIVERSITY

2.) Name and title of the person completing this form:

Elizabeth B. Zimmerman

3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:

SGA Executive Committee

Meeting #1:

2/10/25 SGA Executive Committee

Meeting #2:

Meeting #3:

4.) Were the following topics discussed? (Yes, No, N/A)
(Please Select from the drop-down menu list in column C)

Parking Fees:

Yes

Room Rates:

Yes

Board (Dining Plans):

Yes

Other (Please Specify):

5.) Briefly summarize the content that was discussed during the session(s):

The FY26 parking, residence hall and meal plan rates were presented to the SGA Executive Committee. We included a detailed breakdown of current and next year's rates for comparison.

6.) Briefly summarize the comments/feedback received during the session(s):

The students were genuinely pleased and impressed that SU held the rate increases to 2-2.2% on room and meal plans. Additionally, we communicated there would be no increase in parking pass rates for FY26 which was also received favorably. There were some specific comments and suggestions directed toward dining. Students were encouraged to participate on the Dining Advisory Committee which meets several times a semester as well as bring attention to dining issues in real time as they occur.

7.) If applicable, provide a list of non-mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any nonmandatory student fee during the determination process.



University System of Maryland Student Involvement Summary FY 2026 Self-Support Charges and Fees Schedule



**The completion and submission of this form is required for BOR consideration of
USM institutional Room, Board, and other charge rates.**

1.) Institution Name:	UNIVERSITY OF MARYLAND BALTIMORE COUNTY
2.) Name and title of the person completing this form:	Jared Fincke - Director, Budget & Resource Analysis
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	Hosting Staff: The Division of Student Affairs & Auxiliary Services
Meeting #1:	February 5th, 2025 - Fee presentations to the Residential Student Association (RSA)
Meeting #2:	
Meeting #3:	
4.) Were the following topics discussed? (Yes, No, N/A) (Please Select from the drop-down menu list in column C)	
Parking Fees:	No
Room Rates:	Yes
Board (Dining Plans):	Yes
Other (Please Specify):	Community Network & Communication Fee
5.) Briefly summarize the content that was discussed during the session(s):	Leadership from Residential Life and Auxiliary Services met with the RSA to present the proposed rate increases for room and board. Students were advised that the proposed room rates were based on potential FY 2026 salary adjustments and increases in fringe benefits, housekeeping, and utilities. The proposed board rates are tied to an increase in the Consumer Price Index for "food away from home." No change was proposed to the Community Network & Communication Fee.
6.) Briefly summarize the comments/feedback received during the session(s):	Students Offered comments, asked clarifying questions, and provided some feedback. Overall students sought to understand the rationale for the proposed increases, but did not express objections.
7.) If applicable, provide a list of non-mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any nonmandatory student fee during the determination process.	N/A



University System of Maryland Student Involvement Summary FY 2026 Self-Support Charges and Fees Schedule



***The completion and submission of this form is required for BOR consideration of
USM institutional Room, Board, and other charge rates.***

1.) Institution Name:	THE UNIVERSITIES AT SHADY GROVE
2.) Name and title of the person completing this form:	Nhi Eklund
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	2/7/2025 Mandatory Fees Briefing to the Student Council. Hosted by Senior Budget Analyst Nhi Eklund and Director of Finance &Ops, Emiko Kawagoshi.
Meeting #1:	
4.) Were the following topics discussed? (Yes, No, N/A) <i>(Please Select from the drop-down menu list in column C)</i>	
Parking Fees:	Yes
Room Rates:	N/A
Board (Dining Plans):	N/A
Other (Please Specify):	
5.) Briefly summarize the content that was discussed during the session(s):	Parking fees will remain the same as last year. No questions nor discussion followed from this announcement.
6.) Briefly summarize the comments/feedback received during the session(s):	None
7.) If applicable, provide a list of <u>non</u> -mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any nonmandatory student fee during the determination process.	Parking fees is the only non-mandatory fees applicable. No questions nor issues with current parking fees remaining the same as last year.

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Update on Civic Education Strategy Workgroup

COMMITTEE: Committee of the Whole

DATE OF MEETING: June 13, 2025

SUMMARY: At the April 11, 2025 meeting of the Board of Regents, the Board approved a motion to create a civic education knowledge data strategy workgroup. This group has a 90-day timeline to develop a comprehensive data strategy to assess the civic knowledge of current and former students within the USM. It comprises USM and campus representatives, including individuals from USM shared governance bodies.

Senior Vice Chancellor for Academic and Student Affairs, Alison Wrynn, will provide an update on the group's activities to date.

ALTERNATIVE(S): Information item

FISCAL IMPACT: Information item

CHANCELLOR'S RECOMMENDATION: Information item

COMMITTEE ACTION:	DATE: June 13, 2025
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BOARD ACTION:	DATE:
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SUBMITTED BY: Alison Wrynn, awrynn@usmd.edu; 301-445-1992

The Civic Education Data Strategy Workgroup consists of 15 members from across the system (see list below). Bi-weekly meetings have been scheduled over the next three months. The group is engaged in technical work related to understanding the types of data sources that currently exist nationally, regionally and statewide on civic education and student knowledge. SVC Wrynn will provide a short report to the BOR at the June meeting on the work of the first two meetings of the group.

When we reach the end of this initial 90-day phase of the technical aspects of this work, and begin to discuss potential policy implications, greater BOR engagement is likely. However, in the interim it would be useful to ask Student Regent Drhuvak Mirani to join the group. A student regent would be most appropriate as these are issues that directly impact USM students.

Civic Education Data Strategy Workgroup Members

Affiliation	Name	Title	Institution	Email
CUSF	Heather Haverback	Professor Chair of the Department of Secondary and Middle Education	Towson	hhaverback@towson.edu
USMSC	Eileen Brewer	Student Advisory Council	UMCG	eileenbunny@gmail.com
CUSP	Robert Wright	Special Assistant to the Vice President for Enrollment Management and Student Affairs	Coppin	robwright@coppin.edu
CUSS	Kalia Patricio	Associate Director Human Resources Stamp Student Union, University of Maryland, College Park	UMD	krp@umd.edu
CECE Council	Nicole Marano	Associate Vice President Student Success and Support Services	UBALT	nmarano@ubalt.edu
Faculty Expertise	Mileah Kromer	Associate Professor and Director of Institute of Politics	UMBC	mkromer@umbc.edu
Faculty Expertise	Sandy Pope	Associate Professor Secondary and Physical Education	Salisbury	axpope@salisbury.edu
Faculty Expertise	Lena Morreale Scott	Director Civic Education & Engagement Initiative	UMD	lscott12@umd.edu
Provosts	Ralph Mueller	Senior Vice President Academic Affairs and Provost	UBALT	rmueller@ubalt.edu

BOR	C. Thomas McMillan	Regent	USM	
BOR	Dhruvak Mirani	Regent	UMS	
USM Staff	Alison Wrynn	Senior Vice Chancellor Academic and Student Affairs	USM	awrynn@usmd.edu
USM Staff	Jennifer Lynch	AVCEE	USM	jlynch@usmd.edu
USM Staff	Chad Muntz	Associate Vice Chancellor Decision Support and Chief Analytics Officer	USM	cmuntz@usmd.edu
USM Staff	Dewayne Morgan	Senior Director for Education Outreach and Pipeline Development	USM	dmorgan@usmd.edu
USM Staff	Kelsey Beckett	Chief of Staff & Director of Operations	USM	kbeckett@usmd.edu
USM Staff	Elizabeth Johnson	Policy Fellow	USM	ejohnson@usmd.edu



FOR ACTION

2025-2026 Full Board Meeting Schedule

September 19, 2025 - Salisbury

October 8-9, 2025 – Board Retreat

October 31, 2025 - UMGC

December 12, 2025 - Coppin

February 13, 2026 - Virtual

April 17, 2026 - UMCP

June 12, 2026 - UMB

2026-2027 Full Board Meeting Schedule

September 18, 2026

October 7-8, 2026 – Board Retreat

November 13, 2026

December 11, 2026

February 12, 2027

April 16, 2027

June 11, 2027

2027-2028 Proposed Full Board Meeting Schedule

September 17, 2027

October 6 – 7, 2027 – BOR Retreat

November 12, 2027

December 17, 2027

February 11, 2028

April 21, 2028

June 9, 2028

September 15, 2028

October 11-12, 2028 – BOR Retreat

November 10, 2028

December 15, 2028

TOPIC: Resolutions of Appreciation

COMMITTEE: Committee of the Whole

DATE OF MEETING: June 13, 2025

SUMMARY: The Board will take action on a resolution of appreciation for:

- Regent Anderson
- Regent Breslin
- Regent Neuberger
- Regent Parker
- Regent Pope
- Vice Chancellor Raley
- Board Advisory Council Chairs Gambhir, Haverback, & Patricio

ALTERNATIVE(S): No alternative is suggested

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION:

COMMITTEE ACTION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 410-576-5734

RESOLUTION OF THE BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF MARYLAND
CONCERNING THE EXEMPLARY SERVICE OF

Kevin Anderson

University System of Maryland Board of Regents

WHEREAS, Kevin Anderson served as an *ex officio* member of the University System of Maryland (USM) Board of Regents while serving as Maryland Secretary of Commerce from February 2023 through February 2025; and

WHEREAS, in his capacity as Maryland Secretary of Commerce and USM Regent, Kevin Anderson recognized and supported USM's role in powering the twin engines of Maryland's prosperity: higher education and economic development; and

WHEREAS, through his service on the Committee on Economic Development & Technology Commercialization and the Committee on Education Policy & Student Life and Safety, he helped advance the USM's mission to provide quality education to the students we serve, strengthen the state's economic future, and improve the quality of life in Maryland; and

WHEREAS, he represented the University System of Maryland and the Board of Regents with distinction in meetings with state officials and at commencements and other academic events,

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Regents of the University System of Maryland gratefully acknowledges Kevin Anderson's contributions to the University System of Maryland and to the entire State of Maryland; and

BE IT FURTHER RESOLVED THAT the Board of Regents extends to Kevin Anderson its best wishes for success in all his future endeavors and its sincere gratitude for his service.

DATE

Linda R. Gooden
Chair, Board of Regents

Jay A. Perman
Chancellor, University System
of Maryland

**RESOLUTION OF THE BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF MARYLAND
CONCERNING THE EXEMPLARY SERVICE OF**

Hugh Breslin

University System of Maryland Board of Regents

WHEREAS, Hugh Breslin served as a member of the University System of Maryland (USM) Board of Regents from June 2021 through June 2025, a tenure which included leadership as Assistant Secretary; and

WHEREAS, Regent Breslin distinguished himself as a tireless advocate for the University System of Maryland and the students we serve; and

WHEREAS, his service—as Chair of the Committee on Advancement, Governance & Compensation, as a member of the Committee on Intercollegiate Athletics & Student-Athlete Health and Welfare, and with numerous workgroups—strengthened the impact of the USM on the state, while ensuring transparency, accountability, and excellence throughout the USM; and

WHEREAS, his insight and leadership were invaluable as the University System of Maryland developed and launched its first-ever branding campaign—“For the Good of Maryland”—focusing on how the USM is empowering students, strengthening communities, and building a better world for all; and

WHEREAS, Regent Breslin’s strong and unwavering commitment to the quality of public higher education in Maryland, combined with his experience in the private sector, gave him a valuable perspective and his contributions will make a difference for years to come,

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Regents of the University System of Maryland gratefully acknowledges Hugh Breslin’s outstanding contributions to the University System of Maryland and to the entire State of Maryland; and

BE IT FURTHER RESOLVED THAT the Board of Regents extends to Regent Breslin its sincere gratitude for his dedicated service and its best wishes for success in all his future endeavors.

DATE

Linda R. Gooden
Chair, Board of Regents

Jay A. Perman
Chancellor, University System
of Maryland

RESOLUTION OF THE BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF MARYLAND
CONCERNING THE EXEMPLARY SERVICE OF

Yehuda Neuberger

University System of Maryland Board of Regents

WHEREAS, Yehuda Neuberger served as a member of the University System of Maryland Board of Regents from July 2022 through June 2025; and

WHEREAS, Regent Neuberger distinguished himself as a tireless advocate for the University System of Maryland and the students we serve; and

WHEREAS, he brought a thoughtful perspective to issues impacting the University System of Maryland throughout his tenure as Regent, serving as Vice Chair of the Committee on Economic Development & Technology Commercialization and on the Committee Audit, the Committee on Finance, and the Committee on Education Policy & Student Life and Safety; and

WHEREAS, he was a key collaborator with the Chancellor on efforts to expand and enhance Early College efforts, further advancing the University System of Maryland's mission to provide quality education, strengthen the state's economic future, and improve the quality of life in Maryland; and

WHEREAS, he represented the University System of Maryland and the Board of Regents with distinction in meetings with state officials and at commencements and other academic events,

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Regents of the University System of Maryland gratefully acknowledges Yehuda Neuberger outstanding contributions to the University System of Maryland and to the entire State of Maryland; and

BE IT FURTHER RESOLVED THAT the Board of Regents extends to Regent Neuberger its sincere gratitude for his dedicated service and its best wishes for success in all his future endeavors.

DATE

Linda R. Gooden
Chair, Board of Regents

Jay A. Perman
Chancellor, University System
of Maryland

**RESOLUTION OF THE BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF MARYLAND
CONCERNING THE EXEMPLARY SERVICE OF**

Josiah Parker

University System of Maryland Board of Regents

WHEREAS, Josiah Parker served as a member of the University System of Maryland Board of Regents from July 2023 through June 2025; and

WHEREAS, Regent Parker demonstrated a strong and unwavering commitment to the quality of public higher education in Maryland; and

WHEREAS, he brought a thoughtful perspective to issues impacting the University System of Maryland throughout his tenure as Student Regent, serving on the Committee on Education Policy & Student Life and Safety, the Committee on Economic Development & Technology Commercialization, and the Committee on Intercollegiate Athletics & Student-Athlete Health and Welfare; and

WHEREAS, he represented the University System of Maryland and the Board of Regents with distinction in meetings, at commencements, and at other academic events; and

WHEREAS, he was a full partner on the Board, focusing not only on issues affecting the students we serve, but on every issue,

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Regents of the University System of Maryland gratefully acknowledges Josiah Parker's outstanding contributions to the University System of Maryland and to the entire State of Maryland; and

BE IT FURTHER RESOLVED THAT the Board of Regents extends to Josiah Parker its sincere gratitude for his dedicated service and its best wishes for success in all his future endeavors.

DATE

Linda R. Gooden
Chair, Board of Regents

Jay A. Perman
Chancellor, University System
of Maryland

**RESOLUTION OF THE BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF MARYLAND
CONCERNING THE EXEMPLARY SERVICE OF**

Louis Pope

University System of Maryland Board of Regents

WHEREAS, Louis Pope served as a member of the University System of Maryland Board of Regents from June 2016 through June 2025, a tenure which included leadership as Secretary; and

WHEREAS, his leadership—as Chair of the Enrollment Management Workgroup, Vice Chair and Chair of the Committee on Audit, and service on the Committee on Finance, the Committee on Advancement, and other committees and workgroups—helped advance the University System of Maryland’s mission to provide quality education to the students we serve, strengthen the state’s economic future, and improve the quality of life in Maryland; and

WHEREAS, Regent Pope strengthened and formalized enterprise risk management across the University System of Maryland, serving as Chair of the Board’s Enterprise Risk Management Workgroup and leading the development of a new System-wide policy; and

WHEREAS, Regent Pope also served with distinction as one of three USM Board members appointed to the University of Maryland Medical System Board of Directors, supporting its mission to advance compassionate, high-quality care, transform health care delivery, and improve health outcomes across Maryland; and

WHEREAS, his strong and unwavering commitment to the quality of public higher education in Maryland, combined with his experience in the private sector, gave him a valuable perspective and his contributions will make a difference for years to come,

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Regents of the University System of Maryland gratefully acknowledges Louis Pope’s outstanding contributions to the University System of Maryland and to the entire State of Maryland; and

BE IT FURTHER RESOLVED THAT the Board of Regents extends to Regent Pope its sincere gratitude for his dedicated service and its best wishes for success in all his future endeavors.

DATE

Linda R. Gooden
Chair, Board of Regents

Jay A. Perman
Chancellor, University System
of Maryland



RESOLUTION OF THE BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF MARYLAND
CONCERNING THE EXEMPLARY SERVICE OF

Leonard Raley

**USM Vice Chancellor for Advancement
President & CEO of the USM Foundation**

WHEREAS, Leonard Raley, the USM’s Vice Chancellor for Advancement and President & CEO of the USM Foundation, is retiring after nearly 20 years of service, during which time he worked with three USM chancellors—William E. Kirwan, Robert Caret, and Jay Perman; and

WHEREAS, Leonard significantly elevated the importance and awareness of engagement and philanthropy, building a professional development network to improve fundraising skills systemwide and working closely with the Board of Regents to prioritize endowment fundraising; and

WHEREAS, under his leadership, the USM executed an ambitious systemwide fundraising campaign that ultimately raised \$2.6 billion, far exceeding the initial goal of \$1.7 billion, while during his tenure USM Foundation endowment assets grew by more than 250 percent to a total of \$2.4 billion; and

WHEREAS, Leonard put a premium on supporting efforts that elevated the USM and benefitted the students we serve, raising \$3 million to endow the Kirwan Center for Academic Innovation and more than \$2 million for the “Matter of Degrees” college completion campaign, and leading the establishment of a \$1 million quasi-endowment fund to support advancement programs and endowment-building grants; and

WHEREAS, Leonard raised the visibility of the USM through his chairmanship of the Board of the former Baltimore Washington Corridor Chamber of Commerce and service on the Maryland Marketing Partnership Board as Vice Chair and Treasurer,

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Regents of the University System of Maryland gratefully acknowledges Leonard Raley’s outstanding contributions to the USM and to the entire state of Maryland.

BE IT FURTHER RESOLVED THAT the Board of Regents extends its sincere gratitude and appoints Leonard Raley as Senior Administrator Emeritus for the USM, a lasting tribute to his commitment and contributions.

Linda R. Gooden
Chairman, Board of Regents

Jay A. Perman
Chancellor, University System of
Maryland

DATE

1006/1014

**RESOLUTION OF THE BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF MARYLAND
CONCERNING THE EXEMPLARY SERVICE OF**

Vainavi Gambhir

University System of Maryland Student Council

WHEREAS, Vainavi Gambhir served as Chair of the University System of Maryland Student Council from July 2023 through June 2025, having previously served as Director of Student Affairs and Vice President of Undergraduate Affairs with the Council; and

WHEREAS, as one of four Shared Governance Councils, the University System of Maryland Student Council advises the Chancellor, the Board of Regents, and elected officials on issues impacting the University System of Maryland's 170,000 undergraduate and graduate students from the System's 12 universities and three regional centers; and

WHEREAS, Vainavi Gambhir carried out her duties as Chair with distinction, creating a strong and productive partnership with the Chancellor and the Board of Regents; and

WHEREAS, as Chair of the Council, Vainavi worked closely with University System of Maryland leadership to create the Board of Regents Student Excellence Scholarship Program, which has awarded \$72,000 in scholarship funds to 36 students over its first three years; and

WHEREAS, she worked to launch the University System of Maryland's first Student Speaker Forum, bringing together undergraduate and graduate students from across institutions and providing a platform to share unique perspectives and innovative ideas,

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Regents of the University System of Maryland gratefully acknowledges Vainavi Gambhir's outstanding contributions to the University System of Maryland and the students we serve; and

BE IT FURTHER RESOLVED THAT the Board of Regents extends to Vainavi Gambhir its sincere gratitude for her dedicated service and its best wishes for success in all her future endeavors.

DATE

Linda R. Gooden
Chair, Board of Regents

Jay A. Perman
Chancellor, University System
of Maryland

RESOLUTION OF THE BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF MARYLAND
CONCERNING THE EXEMPLARY SERVICE OF

Dr. Heather Rogers Haverback,

University System of Maryland Council of University System Faculty

WHEREAS, Dr. Heather Rogers Haverback served as Chair of the University System of Maryland Council of University System Faculty from July 2023 through July 2025, having previously served as Rules Committee Co-Chair and as Vice Chair; and

WHEREAS, as one of four Shared Governance Councils, the Council of University System Faculty advises the Chancellor, the Board of Regents, and elected officials on issues impacting faculty throughout the University System while keeping faculty members informed on Systemwide professional and educational matters; and

WHEREAS, Dr. Haverback carried out her duties as Chair with distinction, serving as a tireless advocate for faculty and creating a strong and productive partnership with the Chancellor and the Board of Regents; and

WHEREAS, as Chair of the Council, she ensured that the differing perspective and points of view of faculty from across the system were heard, that the Council was always transparent and forthright in its work, and that as new challenges arose the Council worked collaboratively on behalf of faculty throughout the System.

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Regents of the University System of Maryland gratefully acknowledges Dr. Heather Rogers Haverback's outstanding contributions to the University System of Maryland, our outstanding faculty, and the students we serve; and

BE IT FURTHER RESOLVED THAT the Board of Regents extends to Dr. Haverback its sincere gratitude for her dedicated service and its best wishes for success in all her future endeavors.

DATE

Linda R. Gooden
Chair, Board of Regents

Jay A. Perman
Chancellor, University System
of Maryland

**RESOLUTION OF THE BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF MARYLAND
CONCERNING THE EXEMPLARY SERVICE OF**

Kalia R. Patricio

University System of Maryland Council of University System Staff

WHEREAS, Kalia Patricio served as Chair of the University System of Maryland Council of University System Staff from August 2022 through July 2025, having previously served as a general member and as Vice Chair; and

WHEREAS, as one of four Shared Governance Councils, the Council of University System Staff advises the Chancellor, the Board of Regents, and elected officials on issues impacting staff throughout the University System while keeping employees informed on Systemwide issues; and

WHEREAS, Kalia Patricio carried out her duties as Chair with distinction, serving as a tireless advocate for staff and creating a strong and productive partnership with the Chancellor and the Board of Regents; and

WHEREAS, as Chair of the Council, she spearheaded the elimination of duplicative student fees charged to staff taking classes at their home institutions, created a non-exempt application for the Board of Regents Staff Awards to encourage more non-exempt nominations, and helped create the first system-wide shared governance awareness survey,

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Regents of the University System of Maryland gratefully acknowledges Kalia Patricio's outstanding contributions to the University System of Maryland, our outstanding staff, and the students we serve; and

BE IT FURTHER RESOLVED THAT the Board of Regents extends to Kalia Patricio its sincere gratitude for her dedicated service and its best wishes for success in all her future endeavors.

DATE

Linda R. Gooden
Chair, Board of Regents

Jay A. Perman
Chancellor, University System
of Maryland

TOPIC: Convening Closed Session

COMMITTEE: Committee of the Whole

DATE OF MEETING: June 13, 2025

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

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

ALTERNATIVE(S): No alternative is suggested.

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the BOR vote to reconvene in closed session.

COMMITTEE ACTION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 410-576-5734



STATEMENT REGARDING CLOSING A MEETING
OF THE USM BOARD OF REGENTS

Date: June 13, 2025
Time: Approximately 11:00 a.m.
Location: University System of Maryland at Hagerstown

STATUTORY AUTHORITY TO CLOSE A SESSION

Md. Code, General Provisions Article §3-305(b):

- (1) To discuss:
- [X] (i) The appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom it has jurisdiction; or
 - [X] (ii) Any other personnel matter that affects one or more specific individuals.
- (2) [X] To protect the privacy or reputation of individuals with respect to a matter that is not related to public business.
- (3) [X] To consider the acquisition of real property for a public purpose and matters directly related thereto.
- (4) [] To consider a preliminary matter that concerns the proposal for a business or industrial organization to locate, expand, or remain in the State.
- (5) [] To consider the investment of public funds.
- (6) [] To consider the marketing of public securities.
- (7) [X] To consult with counsel to obtain legal advice on a legal matter.
- (8) [] To consult with staff, consultants, or other individuals about pending or potential litigation.
- (9) [X] To conduct collective bargaining negotiations or consider matters that relate to the negotiations.

- (10) ☐ To discuss public security, if the public body determines that public discussions would constitute a risk to the public or public security, including:
- (i) the deployment of fire and police services and staff; and
 - (ii) the development and implementation of emergency plans.
- (11) ☐ To prepare, administer or grade a scholastic, licensing, or qualifying examination.
- (12) ☐ To conduct or discuss an investigative proceeding on actual or possible criminal conduct.
- (13) ☒ To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter.
- (14) ☒ Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiation strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding or proposal process.
- (15) ☐ To discuss cybersecurity, if the public body determines that public discussion would constitute a risk to:
- (i) security assessments or deployments relating to information resources technology;
 - (ii) network security information, including information that is:
 - 1. related to passwords, personal identification numbers, access codes, encryption, or other components of the security system of a governmental entity;
 - 2. collected, assembled, or maintained by or for a governmental entity to prevent, detect, or investigate criminal activity; or
 - 3. related to an assessment, made by or for a governmental entity or maintained by a governmental entity, of the vulnerability of a network to criminal activity; or
 - (iii) deployments or implementation of security personnel, critical infrastructure, or security devices.

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

- ☐ Administrative Matters

TOPICS TO BE DISCUSSED:

1. Meetings with two presidents as part of their performance reviews;
2. The awarding of contracts for services for dining and compensation consulting;

3. A real property acquisition request by an institution;
4. A discussion of the FY 2027 capital budget and a proposed Five-Year (FY 2027-2031) Capital Improvement Program (CIP);
5. Requests by institutions to name facilities after individuals;
6. Update on the status of collective bargaining at USM institutions;
7. Negotiation briefings regarding two institutional labor MOUs;
8. Information update regarding specific personnel contracts subject to review under BOR VII-10.0 Policy on Board of Regents Review of Certain Contracts and Employment Agreements;
10. An individual personnel matter at an institution;
11. Annual review discussion of the USMO senior staff, Presidents, and Chancellor; and
12. Discussion with legal counsel about the implications of recent federal actions.

REASON FOR CLOSING:

1. To maintain confidentiality of discussions in connection with employee performance reviews (§3-305(b)(1));
2. To maintain confidentiality of discussions of bid proposals prior to BOR approval and the awarding of new contracts (§3-305(b)(14));
3. To maintain confidentiality of a discussion of ongoing collective bargaining negotiations (§3-305(b)(9));
4. To maintain confidentiality of discussions regarding specific employment agreements and compensation (§3-305(b)(1));
5. To maintain confidentiality of discussions regarding an individual personnel matter (§3-305(b)(1));
6. To maintain confidentiality and attorney-client privilege with respect to communications with, and advice from, legal counsel (§3-305(b)(7) and (8));
7. To maintain confidentiality of a discussion of an institution's proposed acquisition of real property prior to Board of Regents approval (§3-305(b)(3));
8. To maintain the confidentiality (pursuant to executive privilege) of the proposed capital budget prior to the Governor's submission to the legislature (§3-305(b)(13)); and
9. To maintain confidentiality of personal and personnel-related information concerning individuals who are proposed to have facilities named after them (§3-305(b)(1)(i) and (2)).