BOARD OF REGENTS
University of Maryland, Baltimore
June 12, 2026

AGENDA FOR PUBLIC SESSION **8:00 A.M.**

Call to Order — Chair Gooden

PUBLIC COMMENT

Welcome from the University of Maryland, Baltimore — President Jarrell

Educational Forum: Update on USM Branding Campaign — Regent Gonella, VC Sandler

Chancellor's Report — Chancellor Perman

1. Report of Councils

   a. Council of University System Faculty — Dr. King-White
   b. Council of University System Staff — Mr. Prouty
   c. Council of University System Presidents — President Breaux
   d. University System of Maryland Student Council — Mr. Vasquez-Reyes

2. Consent Agenda — Chair Gooden

   a. Committee of the Whole
      i. Approval of meeting minutes from April 17, 2026, Public and Closed Sessions (action)

   b. Committee on Audit
      i. Meeting minutes from March 24, 2026, public and closed sessions (information)
      ii. FY 2026 Audit Committee Objectives (information)
      iii. SB & Co, LLC – FYE 6/30/2026 Independent Audit Scope (information)
      iv. Update of USM Enterprise Risk and Crisis Management (information)
      v. Office of Legislative Audit Activity – Published Audit Reports (information)
      vi. Follow-up on Action Items from Previous Meetings (information)

   c. Committee on Education Policy & Student Life
      i. Meeting minutes from April 8, 2026 Public Meeting (information)
      ii. Academic Program Life Cycle (information)

iii. Program Proposals (action)
    1. Towson University: Bachelor of Science in Climate Change & Community Resilience
    2. Towson University: Bachelor of Science in Geographic Information Science (GIS)
    3. University of Maryland, College Park: Bachelor of Science in Environmental and Resource Economics
    4. University of Maryland Eastern Shore: Bachelor of Science in Civil Engineering
    5. University of Maryland Eastern Shore: Bachelor of Science in Construction Engineering
iv. Diversity, Equity, and Inclusion – 2026 Cultural Diversity Reports and Beyond (action)
v. New Program 5-Year Enrollment Review (information)
vi. Results of Periodic (7-Year) Reviews of Academic Programs (information)
vii. Proposed Amendments to Policy VIII-2.70 — Policy on Student Classification for Admission and Tuition Purposes (information)
viii. 2026-2027 EPSLS Agenda Brainstorming (information)

d. Committee on Finance
    i. Meeting minutes from April 9, 2026 and May 6, 2026 (information)
    ii. University System of Maryland: Addition to Fiscal Year 2027 Schedule of Self-Support Charges and Fees – Coppin State University Dining Rates (action)
    iii. FY 2027 System Funded Construction Program Request (action)
    iv. University System of Maryland: Forty-Ninth 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. University of Maryland, Baltimore: Proposal to create a not-for-profit corporation as an affiliated business entity to operate the Nursing Faculty Practice for the University of Maryland School of Nursing (action)
    vii. Proposed Amendments to Policy VIII-2.70 — Policy on Student Classification for Admission and Tuition Purposes (action)
    viii. University System of Maryland: Facilities Renewal and Facilities Assessment Practices - Initial Update (information)

e. Committee on Governance & Compensation
    i. Meeting minutes from April 9, 2026, Public and Closed Sessions (information)
    ii. Establishment of a Salisbury University Board of Visitors (action)

f. Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
    i. Meeting minutes from March 27, 2026 (information)
    ii. A Student-Athlete Academic Experience in the NIL Era - a Panel Discussion with Academic and Athletics Leaders from Coppin State University, Salisbury

University, University of Maryland, College Park, and Frostburg State University (information)

iii. Mid-Year Athletic Directors' Updates – Rotating – UMES, BSU, TU (information)

iv. Title IX Intercollegiate Athletics Status (information)

v. Summary of Student-Athlete Admissions, Graduation, and Academic Progress (information)

g. Committee on Research & Economic Development

i. Meeting minutes from the February 20, 2026 Public Session (action)

ii. Discussion of Research Related Visits to Campuses (information)

iii. Update on ongoing Research and Economic Development Activities (information)

iv. Research Report for the University of Maryland, College Park & the University of Maryland, Baltimore (information)

h. Committee of the Whole

i. Review of USM BOR Policy Workgroup Policy Assignments (information)

3. Review of Items Removed from Consent Agenda

4. Committee Reports

a. Committee on Finance — Regent Gonella

i. University System of Maryland: FY 2027 Operating Budget (action)

ii. University System of Maryland: Operating Margin Review (information)

b. Committee of the Whole — Chair Gooden

i. Proposed Board of Regents meeting schedule CY 2029 (action)

ii. Resolutions of Appreciation (action)

1. Regent Hur
2. Regent Mirani
3. Former Regent Florestano
4. Senior Vice Chancellor Herbst
5. Senior Vice Chancellor Wrynn
6. Interim President Smith

5. Reconvene to Closed Session (action) — Chair Gooden

For the Good of Maryland

Impact of the Branding Campaign



University System of Maryland

National Headwinds

42%
Level of Confidence

Only 42% of Americans say they have “a great deal” or “quite a lot” of confidence in higher education, up slightly from the historic low of 36% in 2023–2024.

Gallup

70%
Headed in Wrong Direction

70% of Americans believe the U.S. higher education system is going in the wrong direction — up dramatically from 56% in 2020.

Pew Research

79%
Affordability Concerns

Almost 80% of Americans say colleges are doing a fair or poor job of keeping tuition affordable.

Pew Research

Why Have a Brand

- Creates more awareness about the USM as a force for good and an agent of change.
- Strengthens our reputation as a leading system of higher education.
- Tells our story and align our messaging with the USM goals.

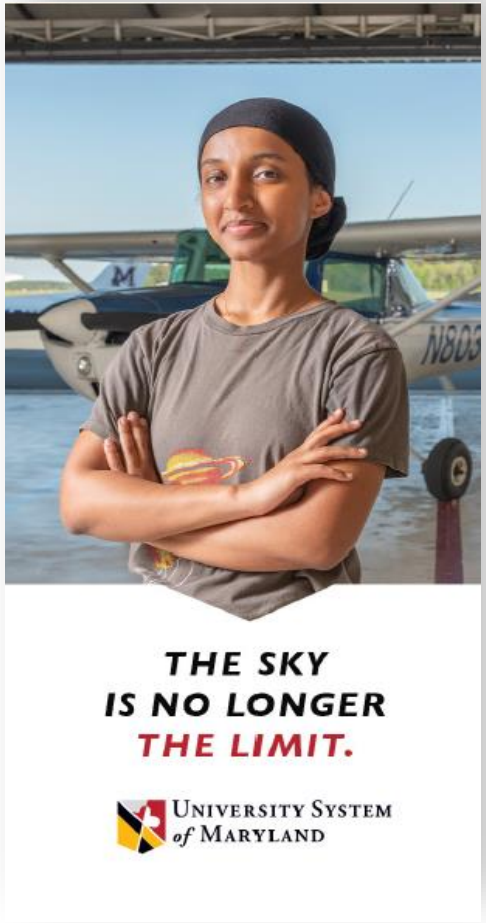


The USM Brand Represents

- Who we are, our mission, our values, and the work we do.
- What our students, faculty, staff, alumni, and communities expect from the USM.
- A promise:

  We are 12 universities and 3 regional higher education centers, working together
  For the Good of Maryland.

For the Good of Maryland



In 2024, the USM launched its first campaign in over a decade, with stories that demonstrate how the System…

- Makes a tangible impact on the state of Maryland.
- Provides a rich mosaic of opportunity for all.
- Empowers all students to reach their full potential.
- Tackles obstacles and develops solutions to complex challenges.

Targeted Multimedia Campaign

- Geotargeting Maryland and DC
- Diverse media mix designed to reach:

  * Prospective students, ages 16-24

  * Policymakers & business leaders

  * Maryland general public, adults ages 18+



Powerful Stories







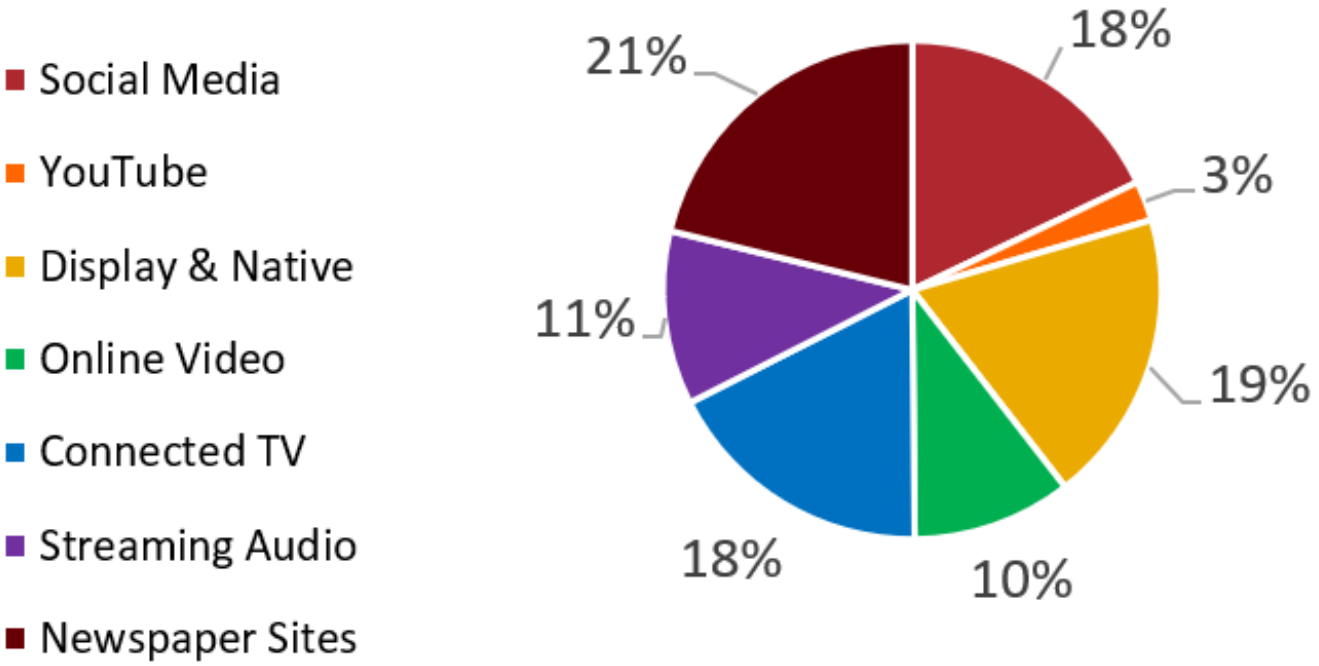
University System of Maryland

Powerful Stories



Media Allocation

October 2024 – May 2026



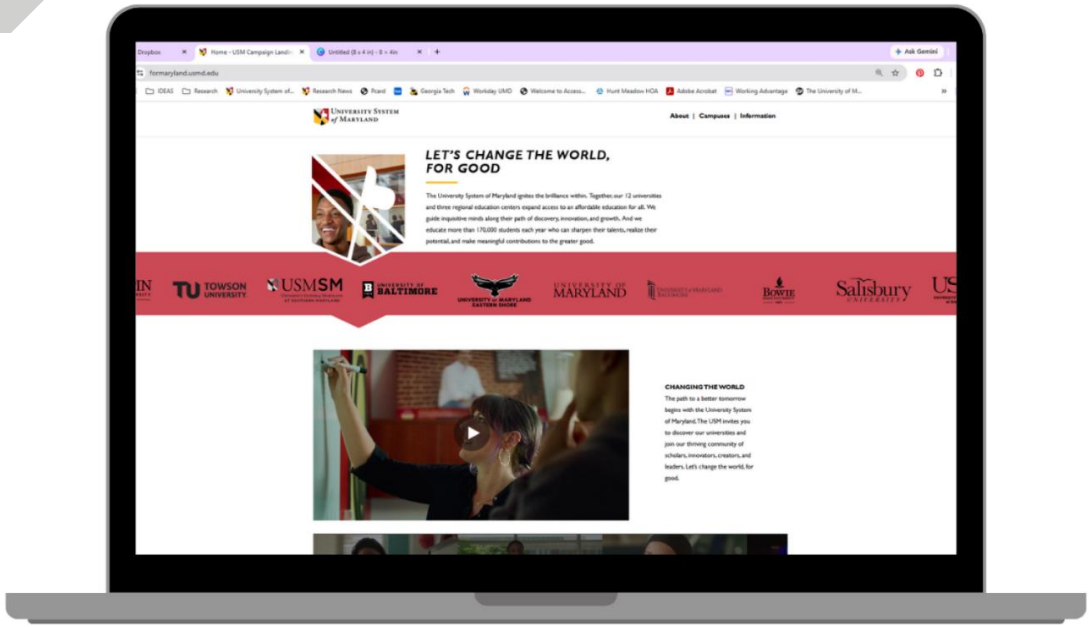
Broad Exposure to Brand Messages

77 million impressions

12 million videos completed

219,000 social clicks

270,000 visits to the campaign landing page



Statewide Brand Health Survey



University System of Maryland

Brand Health Survey

In 2023, we surveyed students, alumni, and state residents about the USM. In April and May of 2026, we conducted the survey a second time to see how the campaign influenced our market.

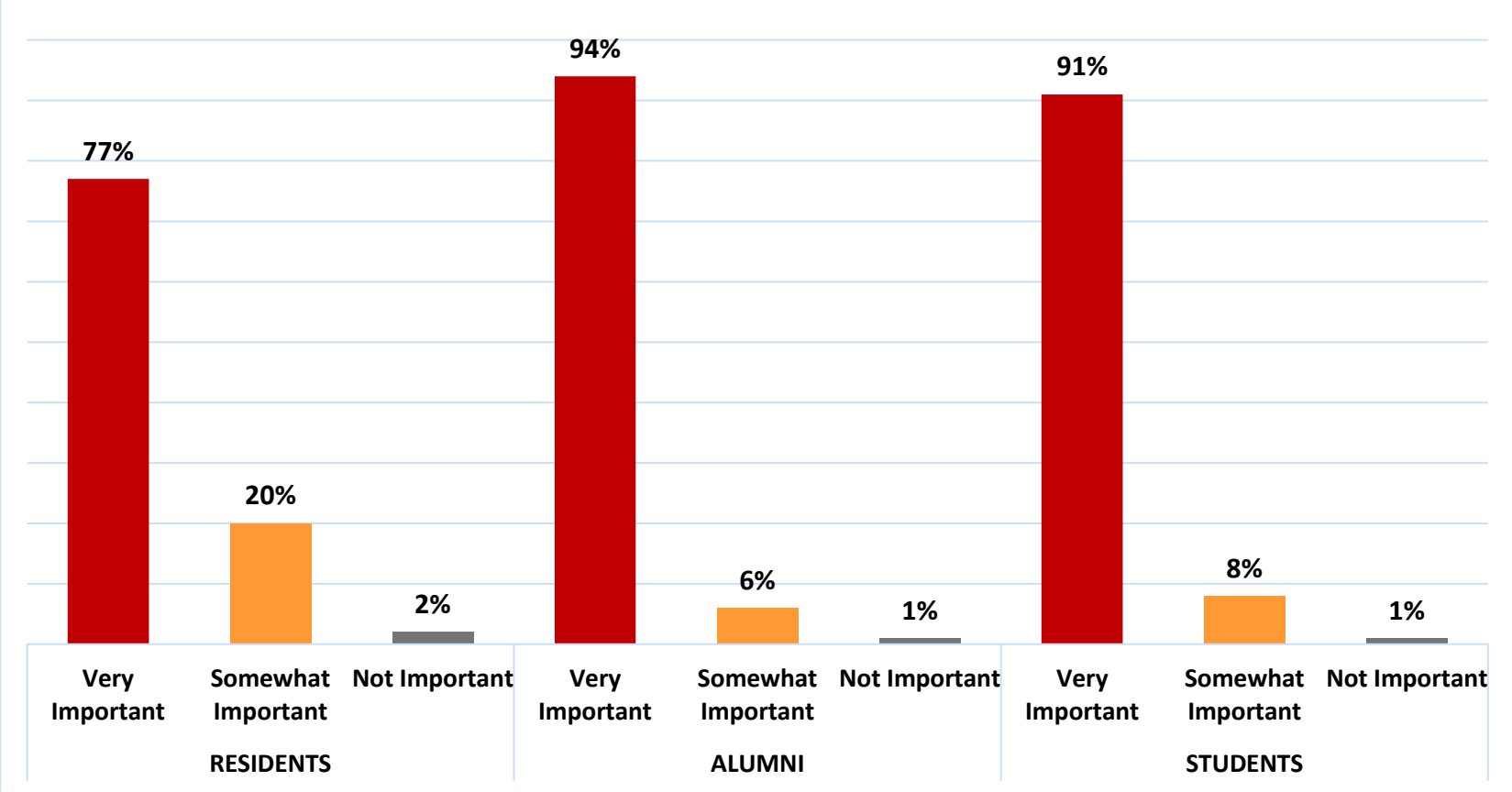
2026 Survey Participants	Exposed to USM advertising
1,029 students	62%
3,756 alumni	59%
1,500 Md residents	62%

Support for Public Higher Education Is Strong in Maryland

When asked how important it is to have a good higher education system is for the state, an overwhelming number of those surveyed said “VERY IMPORTANT."

- **94% of Alumni**
- **91% of Students**
- **77% of Maryland Residents**

Support for Public Higher Education Is Strong in Maryland



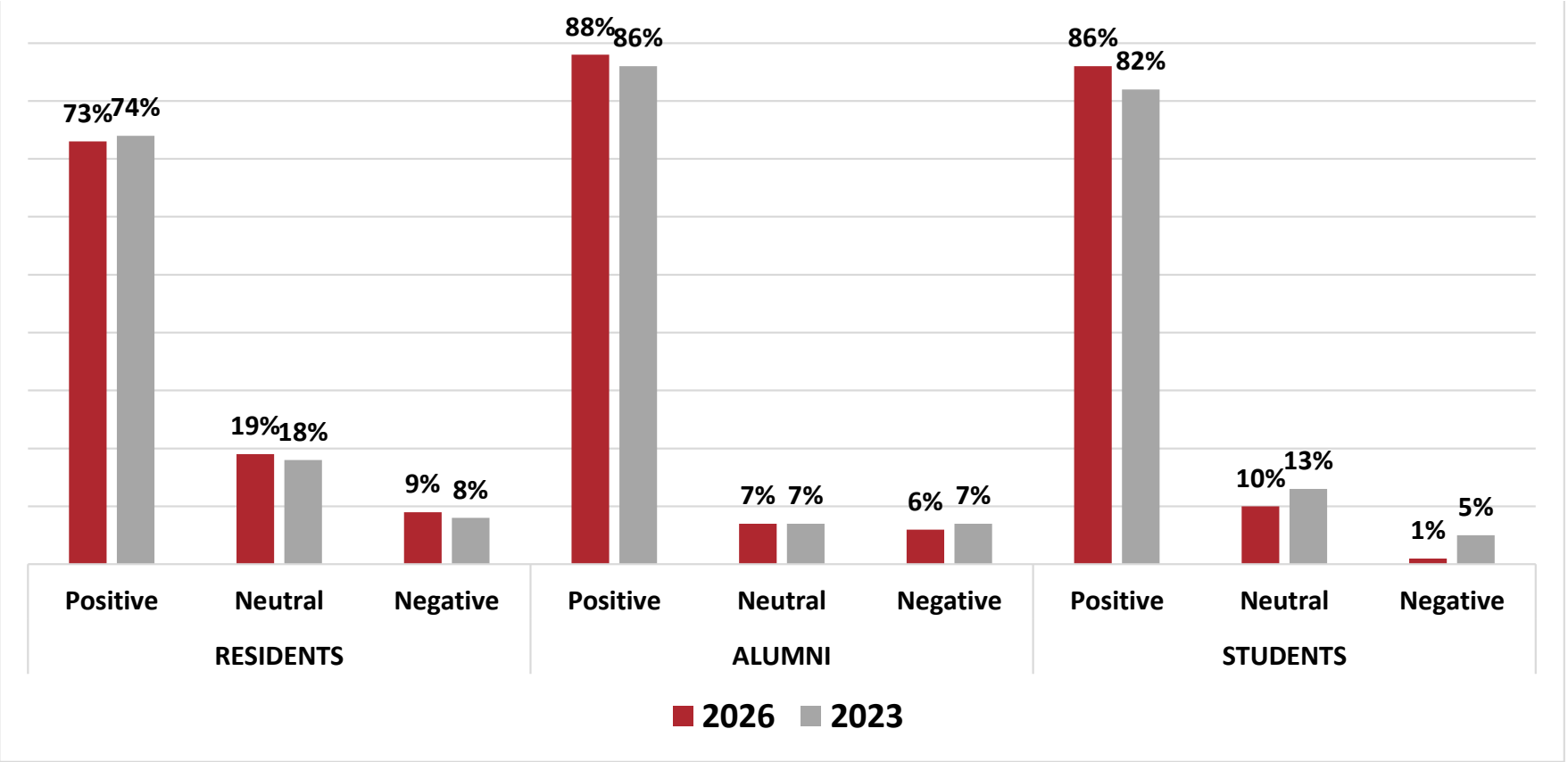
How important do you think having a good system of higher education is to the state?

Overall Opinions of Public Higher Education Are Positive

Nationally, only 42% of Americans say they have “a great deal” or “quite a lot” of confidence in higher education. In Maryland, an overwhelming number of those surveyed said they had a “POSITIVE” view of higher education.

- **88% of Alumni**
- **86% of Students**
- **73% of Maryland Residents**

Overall Opinions of Public Higher Education Are Positive



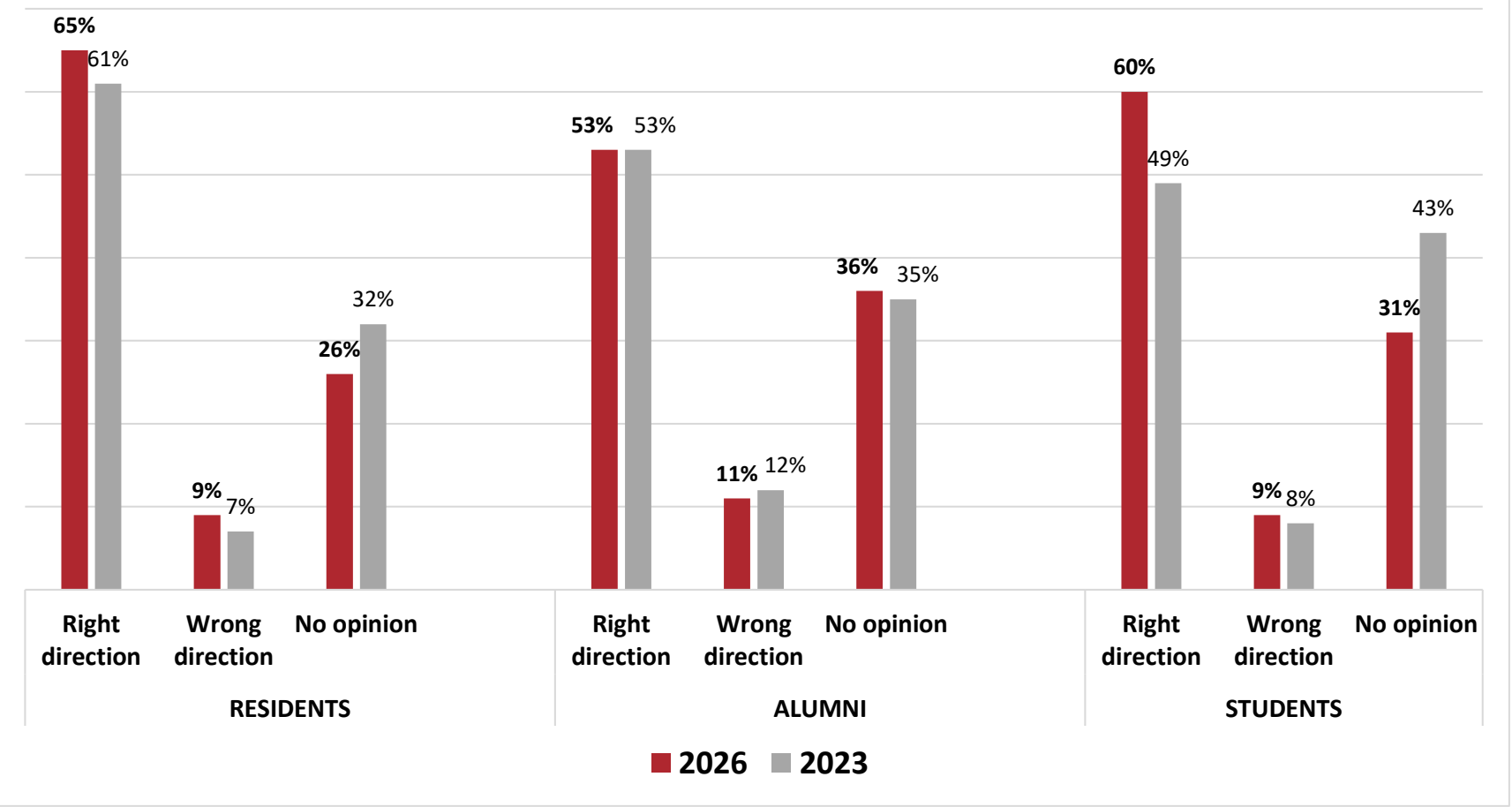
Is your opinion of public higher education in Maryland generally positive, neutral or negative?

Most Believe We Are Headed in the Right Direction

Nationally, 70% of Americans believe the U.S. higher education system is going in the wrong direction. In Maryland, however, a majority of groups surveyed said the USM is headed in the right direction.

- **65% of Maryland Residents - up from 61%**
- **60% of Students - up from 49%**
- **53% of Alumni – no change**

Most Believe We Are Headed in the Right Direction



Based on what you know about the institutions that make up the USM, would you say it is headed in the right direction or the wrong direction?

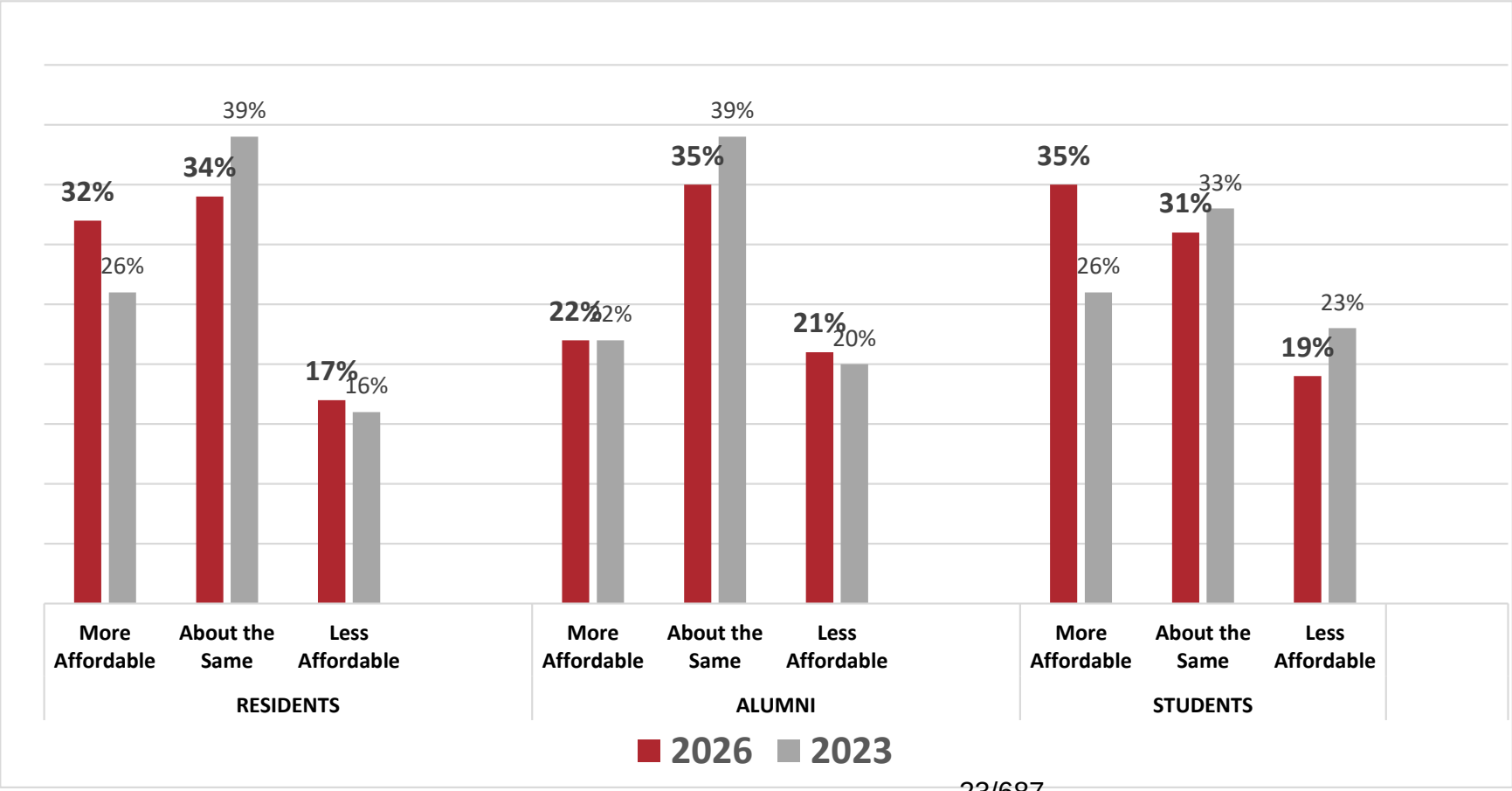
Views on Affordability Are Improving

Nationally, almost 80% of Americans say colleges are doing a fair or poor job of keeping tuition affordable. In Maryland, a growing number of residents and students said it is more affordable in Maryland than elsewhere.

- **35% of Students – up from 26%**

- **32% of Maryland residents – up from 26%**

Views on Affordability Are Improving



Compared to other states, how affordable do you think public higher education is in Maryland?

Most Believe Higher Education Is Accessible

When asked how accessible higher education is to Marylanders, all three groups overwhelmingly described it as accessible:

- **82% of Students**
- **82% of Alumni**
- **76% of Maryland Residents**

Most Recognize the Impact of USM Research

When asked whether they agreed or disagreed with the statement that the USM conducts research that positively impacts Marylanders lives, an overwhelming majority AGREED.

- **78% of Students**
- **76% of Alumni**
- **73% of Maryland Residents**

The USM Is Viewed as a Good Investment for Maryland

When asked whether they agreed or disagreed with the statement that the USM is a good investment for Maryland, more than 80% of all groups said Yes!

- **88% of Students**
- **88% of Alumni**
- **80% of Maryland Residents**

Students Are More Aware of the Value of the System

To what extent are you aware of the following benefits of being a student at a university that is part of a state's university system?

	2023	2026
Access to shared resources such as classes, facilities, and library materials	48%	52%
Research conducted across institutions within the System	58%	64%
Bringing together administrators across campuses and disciplines to improve services	41%	47%

Key Takeaways

- **The USM and the work of its 12 universities and 3 regional center is viewed favorably by Maryland Residents, Students and Alumni and that outlook has improved since the branding campaign started.**

- **Public opinion in Maryland contrasts greatly with the national narrative that sees declining public support for universities.**

- **The campaign is effective in telling our story and informing the public of our mission and value.**

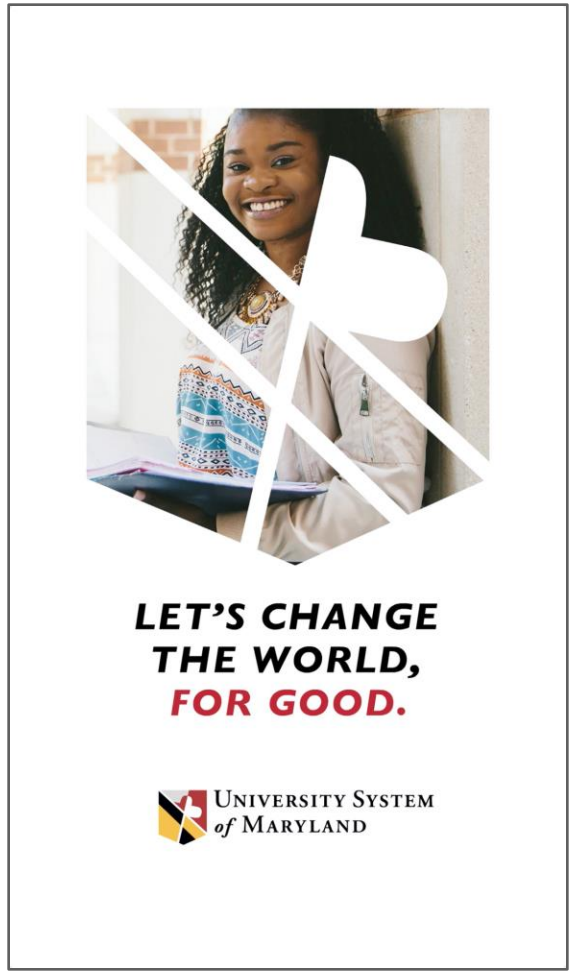
What's Next



University System of Maryland

Next Phase of Campaign

- Launch RFPs in 2026 to develop and execute the next phase of our campaign, FY27 – FY29.
- Create more content and creative assets to tell our story.
- Share brand toolkit.
- Infuse brand messaging across the System.



Brand-Driven Messaging

We are infusing all communications with our core brand messages.



Annual Report

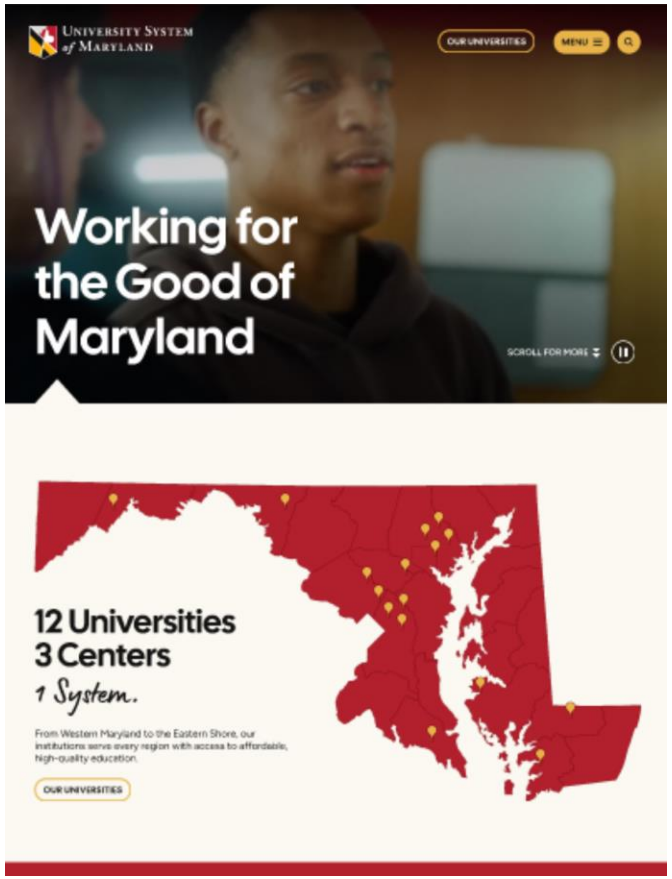
And using student voices to tell our story

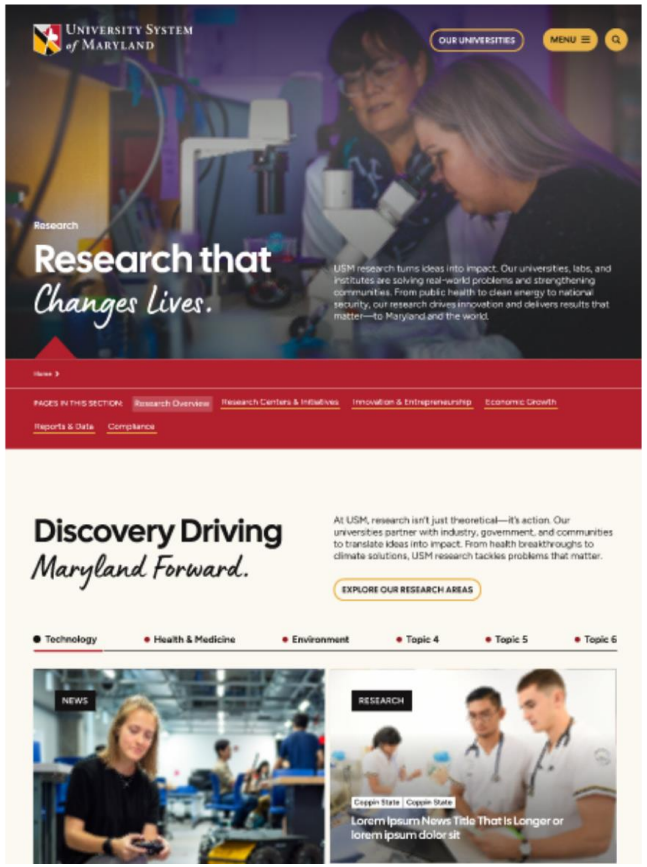


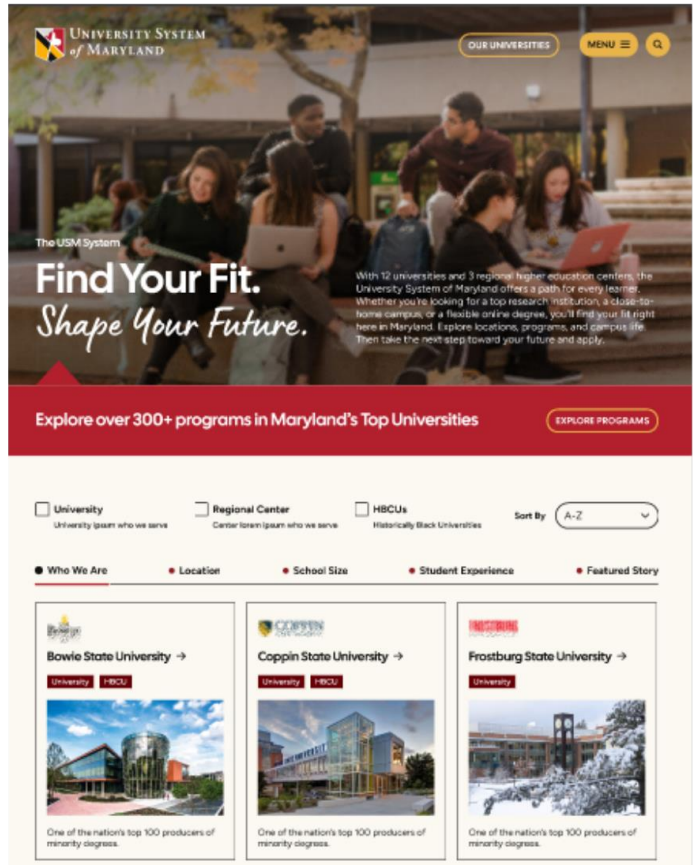


Student Video Campaign for Legislative Session

Brand-Aligned Website







Questions



University System of Maryland

Report to the Board of Regents

Chancellor Jay A. Perman

University of Maryland, Baltimore | June 12, 2026

Thank you, Madame Chair. Regent Bajaj, Regent Mohler, welcome.

Before I talk about the excellence of our universities, I need to talk about one of their leaders. From the moment Darlene Brannigan Smith said "yes" to the interim presidency of Frostburg State University—during what was a difficult transition—she was all in. She attended virtually every campus and community event. Joyfully. She fought for more resources and recognition. She took enormous pride in the school and its people.

Frostburg State is a special place and hard to leave. But I did promise Dr. Smith that she *could* leave, once we found the right person to help shape the university's future. And we have. But we won't forget what President Smith has done for Frostburg State and the community it serves. Could we show her our gratitude?

THE CLASS OF 2026

Our last Board meeting of the year gives us a chance to reflect on the thousands of graduates leaving us for their next adventure:

- the Coppin State University graduate William Tonnessen, who kept the promise he made to his mother before her passing, completing the degree he started 28 years earlier.
- the University of Maryland, Baltimore graduate Daniel Rascovar, who left a career in finance to find more meaning, more fulfillment, in social work.
- the University of Maryland Global Campus graduates, Lisette and Jason García, a mother and son who started their college journeys at different times, but ultimately finished on the same commencement stage, together.
- the University of Baltimore graduate Ayanna Roberts, who was on her own at 17, who started a business, only to see COVID take it away, who began a degree at UBalt only to stop out when she couldn't make ends meet. She wouldn't give up. She wouldn't stop. And she graduated from UBalt this spring.

Then there's Coppin State graduate Latia Carter. Latia is a Baltimore native, who graduated from Coppin with honors, earning degrees in computer science and mathematics. She plans to pursue her doctorate. Latia is also a first-generation college student, whose parents were just 14 and 16 years old when they had her.

And right around commencement, she dropped a video that's gotten *millions* of views. In it, she raps about her unbroken dean's list run, her perfect 4.0, the fact that she's beaten the odds that were stacked so high against her. And she raps about her love for the school that put her on this path. President Jenkins, I imagine Ms. Carter has your admissions office working overtime. Congratulations.

UMGC graduated 9,400 students worldwide this spring, 62% of them U.S. service members and their families. More than 1,300 military-affiliated learners received their degrees in Asia, where UMGC just marked 70 years of dedicated service. Closer to home, UMGC celebrated its largest class of graduating 3D Scholars. These are Prince George's County students who earn college credit while still in high school and complete their UMGC degree in less time, for less money, with less debt. Congratulations, President Fowler.

Among the newest graduates at the University of Maryland Eastern Shore are two from the very first class of STEM STARS. Supported with a Driving Change grant from the Howard Hughes Medical Institute—the only one awarded to an HBCU—the program aims to put more underrepresented students on a path to a PhD or an MD–PhD. Victoria Casteel and Paul Foster just finished leg 1 of that journey, completing their bachelor's programs in only three years. Congratulations, President Anderson.

The University of Maryland, Baltimore County knows a little something about producing underrepresented doctoral students. This spring, the university's famous Meyerhoff Scholars Program celebrated a massive milestone: 500 Meyerhoff graduates have earned STEM PhDs. UMBC remains the country's No. 1 school for producing Black MD–PhD graduates. Its alumni account for 15% of these dual-degree earners nationwide. Congratulations, President Sheares Ashby.

The USM at Southern Maryland celebrated students completing their University of Maryland, College Park degree through the Southern Maryland Engineering Partnership. The pathway shepherds students through pre-engineering coursework at the College of Southern Maryland and into College Park's Clark School of Engineering. And it all happens without these students ever leaving the region that needs them to stay.

HOW WE OPEN ACCESS

Of course, the USMSM *knows* its pathways. The center just hosted the annual Southern Maryland Teacher Pipeline Summit, bringing together 90+ leaders in the work of strengthening the region's educator workforce. This year's convening celebrated the summit partners whose pioneering efforts have yielded a new law shaping an Early College teacher pathway in Southern Maryland. Dr. Nesbary, again, thank you for your leadership in this.

As part of its Terrapin Commitment, College Park is covering full financial need for first-time, full-time students whose family income is under $75,000 a year. The Terrapin Commitment closes the gap between college costs and financial support for all Pell-eligible, in-state students, delivering aid to more than 8,000 Terps thus far. Thank you for your leadership, President Pines.

With the approval of this Board, Frostburg State is expanding in-state undergraduate tuition to students in states across Appalachia, reinforcing its mission as a regional access university. And FSU has just introduced a uniform tuition rate for all online graduate and doctoral programs.

Bowie State University celebrated its largest graduating class in history—887 students in all. The university is prioritizing hyper-local access with a fast-track admissions program for students in Prince George's County public schools. BSU has awarded 600+ scholarships to county seniors for the fall. Meanwhile, the school is using its historic fundraising success to focus long term on affordability and aid. With the BSU Bold campaign raising nearly $129 million—more than double the original goal—Bowie State will use compounding endowment growth to fund future scholarships. Congratulations, President Breaux.

This spring, Coppin State received more than 23,000 applications for admission, a record high. The volume reflects focused investments in student success, academic innovation, enrollment strategy, and institutional visibility. This achievement follows Coppin's record retention rates and fast-climbing enrollment among men.

The USM at Hagerstown launches an undergraduate degree this fall in Applied Computer Science and just debuted its complementary, state-of-the-art lab. In a bid to engage local learners and strengthen the pipeline into computer science careers, the lab just opened its doors to high school students learning game design and animation. Well done, Dr. Ashby.

The Universities at Shady Grove is using a digital platform to link students and prospective students to degree and career programs tied to each user's own strengths, interests, and values. Integrated into advising and outreach, the assessment yields tailored pathways and options for mapping next steps. Alumni can use the tool's job-listing and résumé-building resources for ongoing career development. Well done, Dr. Khademian.

At UBalt, benefactors Bob and Renee Parsons gave nearly $4 million to The Bob Parsons Veterans Center and Veterans Advocacy Clinic to serve the military learners who've served our nation. The number of veteran and military-affiliated students supported by the center is up 10% over last year. And among small schools, UBalt ranks in the U.S. top 10 for its programs helping military-connected learners succeed. Congratulations, President Schmoke.

WHAT THAT ACCESS YIELDS

When you open access like this, achievement follows. Salisbury University cements its place as one of the country's most prolific producers of Fulbright Students. Six SU students will study and teach across Western and Central Europe next year. Over the past decade, SU has sent 47 Fulbright students overseas. Congratulations, President Lepre.

Another SU student is traveling far from his lifelong Eastern Shore home. Junior Levi Cavaleri has won a competitive Gilman International Scholarship to study sustainability and biodiversity in Thailand this summer. Awarded by the U.S. Department of State, the scholarships open study-abroad access for Pell-eligible students. UMD, meanwhile, was just ranked a U.S. top 10

producer of Gilman scholars. In all, 502 Terps have won the award over the program's 25 years, including a record 46 this year. UMD's Gilman Guarantee makes international study even more accessible, adding $2,500 on top of the State Department's award.

At Towson University, sophomore Jake Shaheen will participate in one of the most selective summer research experiences for biomedicine in the country. He's the first-ever TU student to study at Cold Spring Harbor Laboratory in upstate New York, where he'll explore computational neuroscience and algorithms of the brain.

A rookie team from UMES made it to the Sweet 16 of the Honda Campus All-Star Challenge, the nation's premier academic quiz bowl for HBCUs.

At Towson, students just completed a semester-long capstone with the Baltimore Ravens. Five teams presented their recommendations for addressing the organization's business challenges. The winning team presented a plan to cultivate a multi-generational PSL ownership base, deepening fan loyalty and generating sustainable revenue. An incredible partnership, President Ginsberg.

Salisbury University has its own pro sports connection. The school has just been named the official higher ed partner of the Baltimore Orioles. But it's not all fun and games: Students will get hands-on learning in front-office functions like finance and HR, and present case-study capstone projects directly to team leadership.

At Frostburg State, a revitalized Planetarium is intended as a community-connecting space for learning and exploration, featuring professional-quality, immersive presentations for both classroom instruction and public programs.

DO WELL BY DOING GOOD

If achievement follows access, then impact follows achievement. And that impact is profound.

UMB alumna Debbie Sahlin used the university's Grid Pitch to advance a new model of care for people with disabilities and complex medical needs. Three years into development, she launched Ryan's Place, a specialized primary care practice catering to families—like hers—who need support in navigating complex health care systems.

Students, faculty, and volunteers with UMB's School of Dentistry provided no-cost dental care for 70 patients at its Mission of Mercy clinic, held twice yearly at the Universities at Shady Grove. The clinic is a longstanding tradition, helping low-income Marylanders access vital dental treatment and inculcating in students an ethos of volunteerism.

At College Park, engineering students developed a custom motorized therapy swing that's durable and adaptable, with sensors adjusting to even tiny variations in use. It's the culmination of two years of work and part of a course to advance projects with positive impact. Of course, Doing Good is part of UMD's mission. The university has named its inaugural Do Good Campus

signature initiatives, building out funds, programming, and partnerships for six marquee projects in service and social innovation—food security to sustainability to inclusive education.

Salisbury University will play a pivotal role in Voices 250, a Delmarva public history initiative commemorating America's semiquincentennial. By recording, archiving, and sharing oral history interviews with Lower Shore residents, faculty will capture regional perspectives on community, change, and civic life, creating a lasting resource for study and reflection, and connecting local experiences to our national story of America at 250.

IMPACT THROUGH INQUIRY

Impact through service has a close complement at the USM: impact through research.

Teams at UMB's School of Medicine and the University of Maryland Medical Center led development and clinical implementation of a landmark sickle cell gene therapy program aimed at preventing life-threatening complications and promoting a long-term cure. A Maryland woman became the first adult patient to receive an infusion of her own genetically engineered stem cells, promising to end her lifelong debilitating pain crises and frequent hospitalizations. Congratulations, President Jarrell.

UMES is partnering with 14 fellow HBCUs to launch a coalition aimed at accelerating research at the country's historically Black colleges and expanding their policy influence. The coalition's member universities are working toward R1 Carnegie Classification; to meet that goal, they're focusing on research capacity, faculty recruitment, institutional infrastructure, and student experiences.

With federally funded research under threat, UMBC has launched an intensive, months-long program that helps faculty translate their scholarship into compelling stories that resonate across disciplines, sectors, and audiences, while identifying funding to turn their ideas into impact.

UMD is expanding its partnership with IonQ through a $7.5 million state-funded agreement to boost quantum computing capacity at its QLab. And the university celebrated World Quantum Day by breaking ground on an expansive ARLIS facility that will convene government, industry, and academic leaders to advance quantum science and security research.

Prof. Emily Cohen at the University of Maryland Center for Environmental Science will use her Fulbright Scholar Award to study the airspace that forms the habitat for a variety of flying animals and how that airspace affects migratory patterns. Faculty at TU and College Park are partnering in a project sponsored by the National Audubon Society to restore Maryland tidal marshes threatened by sea-level rise, flooding, and habitat loss. The goal is to restore thousands of acres of tidal wetlands by 2035, tying rigorous ecological science to in-community conservation planning for long-term wetland resilience.

The Chesapeake Global Collaboratory at UMCES is convening cross-sector stakeholders to conceptualize collaborative projects aimed at improving Baltimore's harbor and restoring a

healthy harbor watershed. Thank you, President Miralles-Wilhelm. At UMBC, researchers are using a $1 million earmark to tackle the escalating threat of flooding in Maryland's most vulnerable communities. A lab dedicated to flood risk assessment and adaptation will track the impact of escalating flood risks on low-income populations living close to the bay and its tributaries.

LEADERSHIP TRANSITIONS

Before I close, I need to say goodbye to two valued colleagues, who've positioned the System for strength even after their departure.

Senior Vice Chancellor Alison Wrynn will retire this month. In her years with the System, she built out our capacity and our team to meet some of the most important strategic goals we've set for ourselves. She's brought stakeholders together around our vision for student-centered excellence, and made sure we have the policy, programming, and funding to make that vision real.

Under Alison's leadership, we've won multimillion-dollar awards to advance key initiatives: helping underserved students navigate college and connect to needed supports; expanding education for incarcerated learners and those returning home to their communities; fortifying programs in civic education and democratic engagement.

Alison and her team have been instrumental in two priorities close to my heart: expanding Early College pathways for underserved students, an effort that just won state backing this session; and institutionalizing community engagement across the System, helping us fulfill our mission as change-making anchor institutions.

Alison has strengthened shared governance in partnership with our students and faculty, and she's been a passionate and powerful advocate for our work.

She well deserves her retirement. Please join me in thanking Senior Vice Chancellor Alison Wrynn.

Now let me pay tribute to Senior Vice Chancellor Ellen Herbst, who leaves the System for her beloved alma mater, the University of Delaware.

Ellen has been *central* to the System's success. There's almost nothing we do that doesn't bear her mark—that doesn't benefit from her knowledge, her counsel, her leadership. And I think the fact that she took a pivotal role in developing and implementing our strategic plan reflects her omnipresence.

In many ways, Ellen has modernized the USM. She introduced enterprise risk management to insulate us from the consequential threats we face every day. She inaugurated the sharing of services Systemwide, not only because sharing is efficient but because it makes us better at what we do; because it's what Systemness is all about.

Ellen has made our work more transparent, showing exactly where our resources go—and *why.* She's strengthened our decisions with better, more dynamic data.

But I imagine Ellen will be best remembered for the financial strength this System has enjoyed under her leadership. Certainly, we face budget challenges; that's an evergreen feature of higher education. But with Ellen at the helm, we were confident, always, that we'd be nimble and resilient; that we'd have plans and contingencies for any scenario; that we'd steward taxpayer money, tuition-payer money, with full care and integrity.

As much as we'll miss Ellen, I know we're grateful that she gets the homecoming she deserves, back to the state where she was born and raised, and back to the school that shaped her extraordinary professional life. Please join me in thanking Senior Vice Chancellor Ellen Herbst.

Madame Chair, this concludes my report.

# # #

COUNCIL of UNIVERSITY SYSTEM FACULTY

Regents Report June 12, 2026

We have had a busy couple of months to finish the year for CUSF. As a general overview we selected our Executive Committee for 2026-2027. I was re-elected for a second, and final, term to serve as our chairperson. The rest of our ExCom are:

Dr. Maida Finch of Salisbury University - Vice Chair.

Dr. Lorenda Naylor of the University of Baltimore – Secretary

Dr. James Pierson of University of Maryland Center for Environmental Science – Member-at-Large

Dr. Doris Santamaria-Makang of Frostburg State University – Member-at-Large.

I also wish to welcome Dr. Jenny Owens to her new role as USM Senior Vice Chancellor for Academic and Student Affairs. We look forward to working with her closely and want to thank Dr. Alison Wrynn for her service in this role, as well as Dr. Heather Haverback for helping guide us as past chairperson this year. At the time of this presentation, Dr. Haverback and I should have submitted our state of shared governance review to the Chancellors office, and she has been an excellent colleague to work with this AY.

CUSF Meetings

The CUSF General Body met in hybrid fashion at Adelphi on April 15, 2026 and via zoom May 4, 2026 respectively predated by ExCom meetings on April 6, 2026 and May 13, 2026 and are what will be reported this session.

Our April 15 meeting was full with a report delivered by Dr. Alison Wrynn about USM matters. This was followed by conversations with Dr. Jessica Clark, interim Provost at Salisbury University, Dr. David Keifer, faculty senate chairperson at Salisbury University, and Chancellor Jay Perman. The first two were held via zoom, while Perman was able to meet us in person. In general, the discussion and continued communication between senior and faculty leadership at the USM and its campuses continue to be well received by the Council.

Following these exchanges, we held our 2026-7 Executive Committee votes. These were capably organized and run by Dr. Jordan Sly (University of Maryland – College Park), Dr. Sabrina Fu (University of Maryland – Global Campus), and Kelsey Beckett (USM). Although some may be disappointed in the outcome of the votes the election was run with integrity in such a way as to instill confidence in the council that the elections reflected the voice of the general body.

Our May 13, 2026 meeting opened with a presentation from Kelsey Beckett who detailed issues at the USM level. Chairperson, Ryan King-White (TU), then shared a slideshow outlining the various accomplishments that each CUSF committee had achieved throughout the year, that the work was laudable and not insignificant, and then shared the slides with each member of the council so that they may best report their service efforts at their home campuses. King-White then described goals and methods for best representing faculty positions on a variety of topics and asked the committee for insight on what they might like to see next year. One notable point was that very few of us understand what the current bill on collective bargaining means for faculty and how it can have an effect on those with different titles of employment. Thus, there was a call to have a speaker or two in AY26-27 come talk to the council about it.

We then moved to a discussion about the recent announcement of impending retrenchment at Bowie State University. Faculty senate chair, Dr. Tyesha Burks (BSU), delivered a presentation on the topic and this was followed by a joint resolution between Legislative Affairs and Faculty Concerns being introduced to the general body by Dr. Holly Brewer (UMD-CP). There was significant concern amongst the general body expressed during the meeting that the resolution did not fit the purview of CUSF and this warrant's mention. However, the resolution passed by a vote of 22-0-6 (yes/no/abstain).

Finally, there was a tabled resolution on AI from the Research Committee headed by Dr. Sujan Shrestha (UB). The goal of this resolution and/or initiative is for a multi-institutional faculty-led panel to be created that helps us share what types of research using AI are currently underway, foster collectivity via the development of a database of these research initiatives, use critical thinking about the ways AI is currently and could be used in such as way as to develop a best practices for the use of AI in research.

Committee Accomplishments

Please see the attached PowerPoint that was submitted to each CUSF general body member as a recount of the accomplishments of each committee this AY.,

Respectfully submitted,

Dr. Ryan King-White
CUSF Chair

CUSF ACCOMPLISHMENTS

August 2025 – May 2026

ENGAGING WITH CAMPUS LEADERSHIP

- Guest speaker in December 2025
  - Coppin State University
    - President Anthony Jenkins
    - Senate Chairperson John Hudgins
- Guest speaker in March 2026
  - Bowie State University
    - President Aminta Beaux
    - Senate Chairperson Tyesha Burks
- Guest speaker in April 2026
  - Salisbury Univesity
    - Provost Jessica Clark
    - Senate Chairperson David Keifer

EDUCATION POLICY COMMITTEE

- Joint CUSF/Kirwan Center/Montgomery Online AI, Unscripted Podcasts
- Worked with the USM on the "USM Bullying Policy"
- Generative AI Virtual Showcase – April 2026
- Revisiting the nuances of Student Evaluations of Teaching

FACULTY CONCERNS COMMITTEE

- Campus Safety Survey – Shared with Chancellor's Council
  - Developed a White Paper in April 2026
- Reviewed USM Bullying Policy Regarding Mental Health in Conjunction with Ed. Policy
  - Affirmation of Policy in March 2026
- Worked in Conjunction with Legislative Affairs, USM, and Office of Attorney General Regarding the C7 Policy
  - Met in November 2025

LEGISLATIVE AFFAIRS COMMITTEE

- Worked with Andy Clark, CUSS, USMSC, and USM Leadership to Plan Advocacy Day in Annapolis.
  - ~20 CUSF Members Attended
  - Developed a Google Document with CUSF Members Home Districts to Better Direct Members to Lawmakers
- Worked in Conjuction with Legislative Affairs, USM, and Office of Attorney General Regarding the C7 Policy
  - Met in November 2025
- Wrote Several Resolutions ranging from Collective Bargaining to Faculty Search Processes in Support of Shared Governance

RESEARCH COMMITTEE

- Developing the UMCES/UMBC-based cyber collaboratory
- Drafted a resolution on AI use in research
- Endeavor to continue conversations with the USM

MEMBERSHIP AND RULES COMMITTEE

- Nominations and Elections
  - Announcing procedures and seeking nominees
  - Providing consistent communication
  - Held elections with integrity

STATE OF SHARED GOVERNANCE REPORT

- Compiled shared governance surveys completed and submitted by Faculty Senate chairs from all 12 USM institutions over the course of the past two years
- Developing a summary report to be submitted to the Chancellor, with the completed surveys explaining the reports
- Share report findings with presidents, provosts, and others
- Brief findings:
  - Small shifts in faculty and administrative primacy/dominance
  - Faculty express concern about senate being considered advisory ("Shared Governance Theater")
  - Faculty express primacy/dominance in faculty searches and promotion and tenure, as well as academic development (day-to-day operations)
  - Faculty feel less primacy/dominance around budgetary issues (construction, salaries, admissions, and intellectual property)

SENATE CHAIRS' MEETINGS

- CUSF Vice Chair is responsible for constructing agendas for two meetings:
  - October 2026
    - "Academic Freedom and Shared Governance"
      - François Furstenberg, Professor of History, Johns Hopkins University and
      - Isaac Kamola, Associate Professor of Political Science, Trinity College
    - Q&A with Chancellor Jay Perman
    - System updates from Vice Chancellor Alison Wrynn
  - April 2026
    - System updates from Vice Chancellor Alison Wrynn
    - Q&A with Chancellor Perman
    - "Mental Health on Campus"
      - Elizabeth Click, Medical Director at Case Western University and Associate Professor in the Frances Payne Bolton School of Nursing
      - Chetan Joshi, Director of the Counseling Center and Special Assistant to the Senior Associate Vice President of Student Affairs at UMCP

THANK YOU!!!!

There have been challenges and difficult discussions, but, in general, this has been a positive experience. For those of you who have exhausted your service on CUSF I genuinely thank you for your hard work during and in between meetings. Next year promises to bring more challenges, but with collaboration and a commitment to seeking positive outcomes I believe we can improve on the work that we have put in this year with new colleagues who we will hand the reigns over to in the future.

COUNCIL OF UNIVERSITY SYSTEM STAFF

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Salisbury, MD 21801

Towson University
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Towson, MD 21204

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University of Maryland, Baltimore
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Baltimore, MD 21201

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Baltimore, MD 21250

University of Maryland Center for Environmental Science
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Cambridge, MD 21613

University of Maryland, College Park
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College Park, MD 20742

University of Maryland Eastern Shore
11868 College Backbone Rd
Princess Anne, MD 21853

University of Maryland Global Campus
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Adelphi, MD 20783

University System of Maryland Office
3300 Metzerott Rd
Adelphi, MD 20783

Council of University System Staff Report
Board of Regents Meeting
June 12, 2026

The Council of University System Staff held one meeting since the last report. This was a virtual meeting on May 12, 2026 at UMES. Many thanks to President Anderson for her remarks and welcome to campus as well as to Associate Vice Chancellor for Human Resources Dan Chanen and Director for Human Resources George Samuel and their teams for the active discussion of PFML policies. Our next meeting will be next week on Tuesday June 16, held virtually at UMGC. It is at this meeting that the Executive Board of the Council will be elected.

In late April, I was very happy to have been able to attend both the Faculty & Staff as well as the student Board of Regents Awards Celebrations. These were a wonderful way to kick-off the new Board of Regents Awards process, and I am looking forward to which of our community members this next cycle identifies. I would like to make this group aware that the Council committee organizing the nominations, grading, and selection of finalists for the Board of Regents Staff Awards has released the nomination packets for the 2027 cycle, along with a deadline of mid-October. This is about a month earlier than previous years and has been moved up to accommodate a new schedule for equitably grading nominees.

In campus relations, while competitive wages, clear workplace policies, and access to benefits is always top-of-mind for system staff – a general lack of awareness concerning our universities' budgets, and impacts on staff and units, is playing a larger and larger role in conversations on our campuses. The Council understands that right-sizing, reorganizations, and position removals are sometimes a necessity, but unannounced staff reductions generate anxiety and may contribute to a culture of distrust on our campuses. When there are not regular and clear budget updates, rumors can fill the void. As I have mentioned in these reports to the Board, the Council believes that a lack of clear conversation can do more damage to morale or retention than the outright sharing of bad news.

All of this is said in full acknowledgement that – even in light of clear communication – some groups may yet find ways to disagree and explore ways to undo thoughtful and deliberate change enacted by our campus leadership. While these instances certainly represent a measure of strife and increased tension, the Council feels that this is part of the process with which we are all engaged and that clear and timely communication should always be the norm.

As I like to remind members of this Board and senior leadership across the system, many staff across the system are eager to understand, contextualize, and share with our peers the various realities on our campuses. I therefore hope that we continue to set a high standard of communication, and further navigate together any pitfalls and successes.

Respectfully,

Roy Prouty (UMBC)
Chair

Meredith Carpenter (UMCP)
Vice Chair

Kevin Bruce (UMCES)
Secretary

Trish Johnson (BSU)
Member-at-Large

Kelly Cowger (SU)
Member-at-Large

Dr. Kalia Patricio (UMCP)
Past Chair

UNIVERSITY SYSTEM of MARYLAND

COUNCIL OF UNIVERSITY SYSTEM PRESIDENTS
June 12, 2026

Since the last Board of Regents meeting, the Chancellor's Council and the Council of University System Presidents (CUSP) met on May 4, 2026, and June 1, 2026, via Zoom.

On May 4, 2026, the presidents heard from Candace Caraco, Associate Vice Chancellor for Academic Affairs, on updates to the Board of Regent's Policy on Student Classification. Information about ADA Title II Web Accessibility was provided by Allison Boyle, Assistant Attorney General. Dan Chanen, Associate Vice Chancellor for Human Resources, and Collen Auburger, Associate Vice Chancellor for Budget Analysis, led a discussion on Fiscal Year 2027 Compensation Guidelines. Ms. Auburger continued with an Overview of the Operating Margin Project.

At the June 1, 2026, meeting, Attorney General Anthony Brown joined the presidents for a discussion on legal services. Colleen Auburger, Associate Vice Chancellor for Budget Analysis, returned to provide an Operating Margin Analysis. Michael Eismeier, Associate Vice Chancellor for Information Technology and the system's Chief Information Officer reported on the Canvas cyberattacks. Finally, Chancellor Perman discussed upcoming leadership transitions at the University System of Maryland Office.

Jefferson Vasquez-Reyes
President

Harshal Chauhan
Vice President of Graduate Affairs

Princess Nyamali
Vice President of Undergraduate Affairs

USMSC
University System of Maryland Student Council

USM Office
3300 Metzerott Rd,
Adelphi, MD 20783

USM Student Council Report to the USM Board of Regents (June 2026)

Good morning, Chair Gooden, Chancellor Perman, and Board of Regents,

The University System of Maryland Student Council held its final meeting on May 3rd, 2026. During the meeting, the full council un-tabled a resolution regarding divestment and voted on it. This resolution demands that the USM Board of Regents request that the USM Foundation divest from arms-producing companies and implement ethical investment and transparency reforms. The resolution passed and was transmitted to the Chancellor's Office. I have added the resolution to the board materials for everyone's review and consideration.

Then, we moved on to Executive Board elections. I am pleased to share with you the 2026-2027 SY executive board:

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

VP of Undergraduate Affairs: Kevin Lopez-Cruz, Bowie State University.

VP of Graduate Affairs: Aminah Amjad, University of Maryland, Baltimore County.

Starting in July, we will conduct interviews and select candidates for our Board of Directors positions. I would like to thank all our institution's Divisions of Student Affairs and previous representatives for spreading the word about these incredible leadership opportunities. A transition meeting is scheduled in the coming weeks with the current and incoming E-Board to review key materials, begin preparing for USMSC Launch 2026, and identify ways to best serve our student body as we move into the Fall semester.

I would also like to take this time to thank those who are transitioning out of the University System of Maryland. To Regent Mirani, thank you for your leadership, guidance, and life-saving carpool rides to our system's institutions. It has been an absolute pleasure serving alongside you, and I look forward to seeing what you accomplish abroad! I would also like to wish nothing but the best to Senior Vice Chancellor Alison Wrynn and Vice Chancellor Ellen Herbst. Thank you for your mentorship, encouragement, and unwavering support during my time as President.

Madam chair, this concludes my report.

In service,



Jefferson Vasquez-Reyes, President

April 2026

AN ACT CALLING ON THE UNIVERSITY SYSTEM OF MARYLAND BOARD OF REGENTS TO DIRECT THE USMF FOR DIVESTMENT FROM ARMS MANUFACTURERS, TRANSPARENCY, AND ETHICAL INVESTMENT REFORM

Passed at the USMSC General Body Meeting May 3, 2026 - 4 aye, 1 nay, 3 abstain

1. **WHEREAS**, University System of Maryland Foundation (USMF) manages the over $2 billion (A) Common Trust Fund, which is the aggregate of all the endowments of all universities in the system (B),
2. **AND WHEREAS**, the fund is used for designated purposes such as scholarships, special grants, and research projects (C) which directly support students and their institutions,
3. **AND WHEREAS**, the University System of Maryland (USM) Board of Regents are fiduciaries over the Common Trust Fund and responsible for adhering to "socially responsible investment goals or strategies" according to the USM's bylaws (B), but these responsibilities are not clearly defined or stated in the bylaws,
4. **AND WHEREAS,** the USMF has an Environmental, Social, and Governance (ESG) statement, which is a set of policies to guide an entity's impact on the world, and in their policy the USMF states that ESG, including human rights, is not a goal itself and only to be considered if they impact financial performance — "if that influence represents a material risk that the Endowment would not be able to meet its return objective, then that material ESG risk factor would have to be considered" (D),
5. **AND WHEREAS,** it is a fundamental responsibility of entities handling money to see ESG as a goal and incorporate it into investment practices rather than prioritizing profit, according to the United Nations Principles for Responsible Investment (E);
6. **AND WHEREAS,** for years students from campuses across the System have called on their institutions and the System to end their relations with arms-producing companies and their consequential complicity in armed violence around the world (F, G, H),
7. **AND WHEREAS**, transparent and publicly accessible investment disclosure is a foundational component of responsible institutional governance and considered "best

practices" by the United Nations Ethics Office (I), and students, faculty, and the public have a legitimate interest in knowing how endowment funds are managed and where they are invested (F, G, H),

8. **AND WHEREAS,** the USM Board of Regents, USM Foundation, and USM institutions have adhered to student calls for divestment in the past as with the apartheid in South Africa in 1989 (J), the genocide in Darfur in 2006 (K), and have stated that the USMF does not directly invest in Carbon 200 Underground companies as of 2020 (D),
9. **AND WHEREAS**, peer institutions across the country have already achieved formal divestment from arms-producing companies, including the University of San Francisco, which divested from companies such as GE Aerospace, L3Harris, Palantir, and RTX following student demands (L); Lewis & Clark College, whose board amended its endowment investment policy to exclude direct investments in weapons manufacturers (M); and San Francisco State University, which adopted a human rights-based investment strategy that includes divesting from weapons manufacturers (N), demonstrating that divestment is achievable and that student advocacy is what moves institutions to act,
10. **AND WHEREAS,** Stockholm International Peace Research Institute is an independent international institute dedicated to research into conflict, armaments, arms control, and disarmament that produces an annual list of the Top 100 arms-producing and military service companies in the world (O),
11. **LET IT BE RESOLVED THAT,** the University System of Maryland Student Council calls upon the USM Board of Regents to commit to directing the USM Foundation to:
    - Publish a comprehensive, searchable list of all current investments and holdings on a publicly accessible platform, thus meeting widespread student demands for over a decade; and,
    - Divest the Common Trust Fund from any direct investments in the top SIPRI 100 arms-producing companies in the world, ensuring the Fund does not profit from human rights violations; and,
    - Commit to not investing the Common Trust Fund in any direct investments in the top SIPRI 100 arms-producing companies in the world; and,
    - Revise the USMF's current ESG statement to commit to incorporating Environmental, Social, and Governance factors into investment decisions always, not only when they impact financial performance; and,

- Adding a clear, outright commitment in the ESG statement that commits to not investing the Common Trust Fund in any direct or indirect investments in the top SIPRI 100 arms-producing companies in the world; and,
- Convening a formal meeting between the USM Board of Regents and representatives of the University System of Maryland Student Council within 90 days of the passage of this resolution, and no less than every six months thereafter, for the purpose of reviewing progress on divestment commitments and providing students a structured opportunity to voice concerns on investment policy; and,
- For the Board of Regents to specifically review the Common Trust Fund annually to ensure the USMF is incorporating and adequately considering Environmental, Social, and Governance factors.

Sources:

A. https://www.usmf.org/our-work/
B. https://www.usmd.edu/regents/bylaws/SectionVIII/VIII550.pdf
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F. https://alhikmahnews.com/2026/03/13/from-2017-to-2025-heres-a-history-of-divestment-bills-for-palestine-at-umd/
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I. https://www.un.org/en/ethics/assets/pdfs/FINANCIAL%20DISCLOSURE%20FACTSHEET%202020_03_24.pdf
J. https://www.washingtonpost.com/archive/local/1989/05/05/u-md-moves-to-cut-ties-to-south-africa/089e7043-78e3-49a0-91c0-69b894f574c0/
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L. https://www.kqed.org/news/12038385/usf-divests-from-defense-companies-tied-to-israel-after-pressure-from-students
M. https://www.lclark.edu/live/news/56891-lewis-clark-updates-esg-investment-policy
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O. https://www.sipri.org/visualizations/2025/sipri-top-100-arms-producing-and-military-services-companies-world-2024

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Approval of Meeting Minutes (action)

COMMITTEE: Committee of the Whole

DATE OF MEETING: June 12, 2026

SUMMARY: The Board will take action to approve meeting minutes from the April 17, 2026 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
University of Maryland, College Park
April 17, 2026

MINUTES FOR PUBLIC SESSION **8:30 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 8:30 a.m. on Friday, April 17, 2026, at the University of Maryland, College Park. Those in attendance were: Chair Gooden; Regents Blount, Edwards, Fish (virtual), Gonella, Gourdine (virtual), Hasan, Leggett, Lewis, McMillen, Mirani, Rivera-Forbes, Smarick, Speaks, Stebbins, Wood; Chancellor Perman; Presidents Anderson, Breaux, Ginsberg, Jarrell, Jenkins, Lepre, Pines, Sheares Ashby, and Smith; Dr. Besendorfer, Provost Mueller, and COS Nemazie; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Lawrence, Masucci, Minor, Mosca, Sandler; Ms. Mulqueen, Ms. Wilkerson, and AAG Boyle.

Chair Gooden began by thanking the University of Maryland, College Park, and President Pines for their hospitality. She highlighted the significance of commencement season, including participation in UMGC Asia's 70th anniversary ceremony in Tokyo, recognizing 714 graduates, many of whom are active-duty service members, veterans, and their families. Chair Gooden noted that Regents will participate in 22 commencement ceremonies across the System in the coming weeks. She also reflected on the conclusion of the 2026 Legislative Session, acknowledging a positive funding outcome in a challenging budget year and expressing appreciation to state leaders, institutional partners, and staff for their advocacy.

Public Comment: Chair Gooden opened the public comment period. Five public comments were provided. Todd Holden (AFSCME local 1072) addressed the Collective Bargaining Update; Kadeejah Abdallah (Student-UMBC/UMGC), Shubh Agnihotri (Student - UMCP), Greyson Martin (Student - UMBC), and Emdya Permuy (Student - UMCP) addressed the Advancement-Related Board of Regents Policies and 4.b.i. Review of USM BOR Policy Workgroup Phase I Progress.

Welcome from the University of Maryland, College Park: President Darryll Pines welcomed the Board and highlighted the University of Maryland's efforts to transform itself into a "public good" flagship institution in response to challenges exposed during the COVID-19 pandemic and declining public trust in higher education. He outlined the university's strategic plan, Fearlessly Forward, emphasizing research, community partnership, and solving real-world problems through initiatives like the Grand Challenges Grants program. President Pines shared measurable outcomes, including expanded partnerships, increased research funding, improved student success metrics, and rising national rankings. He concluded by underscoring the university's growing impact across Maryland and beyond, and the importance of continued collaboration to advance public good.

Educational Forum: Vice Chancellor for Accountability Dave Mosca led the forum entitled "Internal Audit and Risk Management." Vice Chancellor Mosca provided a brief overview of audit and risk management, focused on how risks are identified, how they are managed once identified, and how we stay alert to emerging issues across the system. The presentation also outlined the key roles of internal and external audit functions in supporting oversight and accountability.

Chancellor's Report: Chancellor Perman opened by recognizing Vice Chancellor Dave Mosca's upcoming retirement and commending his contributions to the System's integrity and accountability. He highlighted strong national rankings across multiple USM institutions and programs, along with notable student, faculty, and research achievements that underscore the System's academic excellence and impact. The report also emphasized initiatives supporting military-affiliated students, civic engagement, community partnerships, and workforce development, as well as major investments in research, infrastructure, and innovation. Finally, he summarized outcomes from the 2026 legislative session, including collective bargaining expansions, new AI and Early College initiatives, and a state budget that largely preserves USM priorities despite fiscal challenges. The written report is available at [LINK-Page 14].

1. Report of Councils

Council of University System Faculty: Dr. King-White reported that faculty governance remains active and engaged, with strong participation in upcoming Executive Committee elections and continued collaboration across institutions. He highlighted recent CUSF meetings, including planning for Advocacy Day, passage of several unanimous resolutions (on faculty search processes and workplace bullying policy), and updates from system and campus leadership presentations. He also expressed appreciation for Executive Committee members and noted committee accomplishments, including completion of awards nominations, policy review work, and ongoing initiatives related to faculty affairs, legislation, and governance processes. The written report is available at [LINK-Page 21].

Council of University System Staff: Ms. Carpenter reported on two recent meetings, held virtually in March and in person at UMBC in April, and noted upcoming participation in the USM Board of Regents Faculty & Staff Awards Celebration. The Council also completed the 2025–2026 State of Staff Shared Governance Survey, with campus-specific reports distributed and a public summary forthcoming. CUSS emphasized ongoing staff concerns, particularly the need for clearer and more consistent communication around university budgets, as gaps in information are contributing to anxiety and morale challenges. The Council continues to advocate for improved transparency, inclusion of staff in decision-making, and attention to issues such as wage compression, access to services, and workplace policies. The written report is available at [LINK-Page 25].

Council of University System Presidents: President Aminta Breaux summarized the Council of University System Presidents (CUSP) activities. Since the last Board of Regents meeting, CUSP met on March 2, 2026, and March 30, 2026, via Zoom. On March 2, 2026, the presidents heard from Vice Chancellor for Communications & Marketing Sandler and Assistant Attorney General Boyle on resources and guidance related to interactions with ICE, Vice Chancellor Masucci on the Governor's Economic Competitiveness Subcabinet, and Senior Vice Chancellor for Administration and Finance Herbst and Associate Vice Chancellor/CIO Eismeier presented

findings from the shared services benchmark study. Associate Vice Chancellor for Academic Affairs Caraco led a discussion on a shared academic calendar and received a presentation on advancing the system's investment strategy and long-term value creation from USM Foundation leadership and system staff. The presidents also received a legislative update from Vice Chancellor for Legislative Affairs Lawrence. At the March 30, 2026, meeting, Vice Chancellor for Marketing & Communications Sandler presented on a student social media campaign, Associate Vice Chancellor for Human Resources Chanen presented proposed amendments to Policy VII-8.05 on Professional Conduct and Workplace Bullying, and Vice Chancellor Lawrence provided a legislative update. President Pines led a discussion on presidential priorities and actions for the remainder of the legislative session. The written report is available at [LINK-Page 26].

University System of Maryland Student Council: Council President Jefferson Vasquez-Reyes summarized the University System of Maryland Student Council (USMSC) activities. The USM Student Council completed the selection of Board of Regents Student Excellence Scholarship recipients from a highly competitive pool of nearly 300 applicants and continues to elevate student voices through systemwide engagement. Affordability remains the top concern—particularly for graduate students—as rising tuition, housing, and living costs are creating financial strain and food insecurity across campuses. The Council also discussed a proposed divestment resolution (currently tabled for revision), ongoing concerns related to ICE activity, and recent engagement with Governor Wes Moore on higher education priorities, with follow-up discussions planned. The written report is available at [LINK-Page 27].

2. **Consent Agenda** Chair Gooden

The Consent Agenda was presented to the Regents by Chair Gooden. Regent Mirani requested to remove agenda item 3-B-vi. Advancement-Related Board of Regents Policies. Vice Chancellor Minor and Chief of Staff Wilkerson discussed the agenda item and took questions. (Moved by Regent Gooden; seconded by Regent Gonella; unanimously approved). The items included were:

3. Consent Agenda Chair Gooden

   a. Committee of the Whole
      i. Approval of meeting minutes from February 13, 2026, Public and Closed Sessions (action)

   b. Committee on Advancement
      i. Approval of meeting minutes from February 18, 2026, Public and Closed sessions (information)
      ii. Approval of meeting minutes from April 1, 2026, Public and Closed sessions (information)
      iii. Fundraising Updates (information)
      iv. Shared Services (information)
      v. USM Quasi-Endowment Summary Report for CY25 (information)
      vi. Advancement-Related Board of Regents Policies (information)
      vii. Gift Agreement Amendment Request from the University of Maryland, College Park (action)

   c. Committee on Audit

i. Approval of meeting minutes from December 17, 2025, Public and Closed sessions (information)
ii. USM's Half Year (12/31/2025) Financial Statements & Financial Comparison Analysis to Peer Institutions and Financial Dashboard (information)
iii. Affiliated Foundation and Business Entity Policy Compliance Status (information)
iv. Update Regarding FY 2025 Single Audit & Enrollment Reporting (information)
v. Update of USM Enterprise Risk and Crisis Management (information)
vi. Office of Legislative Audit Activity – Published Audit Reports (information)
vii. Activity Follow-up of Action Items from Previous Meetings (information)

d. Committee on Education Policy & Student Life
    i. Approval of meeting minutes from January 29, 2026, Public and Closed Session Meetings (information)
    ii. Program Proposals (action)
        1. Salisbury University: Bachelor of Science in Forensic Science
        2. Towson University: Bachelor of Science in Business Analytics
        3. Towson University: Bachelor of Science in Business Economics
        4. Towson University: Bachelor of Science in Finance
        5. Towson University: Bachelor of Science in Financial Planning
        6. Towson University: Bachelor of Science in Marketing
        7. Towson University: Bachelor of Science in Project Management
        8. University of Baltimore: Bachelor of Science in Accounting
        9. University of Maryland, College Park: Bachelor of Arts in Human-Centered Artificial Intelligence
        10. University of Maryland, College Park: Bachelor of Science in Artificial Intelligence: Computational Structures of AI Systems
        11. University of Maryland Eastern Shore: Master of Science in Mechanical and Biomedical Engineering
        12. University of Maryland Global Campus: Bachelor of Science in Integrative Health and Wellness
        13. University of Maryland Global Campus: Master of Science in Integrative Health and Wellness
    iii. International Students Panel (information)
    iv. Alternative Teacher Certification Update (information)
    v. VII-8.05 – Policy on Professional Conduct and Workplace Bullying (information)

e. Committee on Finance
    i. Approval of Meeting Minutes from January 28, 2026, Public and Closed Sessions (information)
    ii. Proposed Amendment to VII-8.05 – Policy on Professional Conduct and Workplace Bullying (action)
    iii. Establishment of New Paid Family Medical Leave Policy in Compliance with Statutory Changes and Proposed Amendments to Existing Impacted Policies (action)
    iv. Salisbury University Facilities Master Plan (action)

v. University of Maryland Eastern Shore: Authorization for Renovations in support of School of Veterinary Medicine – Foundational Facilities (action)
vi. Towson University: Central Utility Plant Fire Restoration Update (information)
vii. University System of Maryland: Review of Capital Improvement Projects (information)
viii. University System of Maryland: Educational Overview of Capital Cost Management and Facilities Renewal (information)
ix. USM Enrollment Projections: FY 2027-2036 (action)
x. Financial Condition and Financial Results of Intercollegiate Athletics Programs (information)

f. Committee on Governance & Compensation
   i. Approval of meeting minutes from January 27, 2026, Public and Closed Sessions (information)

g. Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
   i. Approval of meeting minutes from November 19, 2025, Public Session (information)
   ii. Presentation on Gambling Trends and Compliance Issues by NCAA Representatives (information)
   iii. Mid-year Athletic Director Updates – Rotating – CSU, FSU (information)
   iv. Internal Audit Summary of Intercollegiate Athletics (information)
   v. Financial Condition and Results of Intercollegiate Athletic Programs (information)

h. Committee on Research & Economic Development
   i. Approval of meeting minutes from January 9, 2026, Public Session (information)
   ii. Highlights on Research Excellence Across the USM (information)
   iii. Metrics for Research and Economic Development (information)
   iv. Metrics as a Driver of Impact (information)

4. Committee Reports

a. Committee on Finance — Regent Fish
   i. University System of Maryland: FY 2027 Self-Support Charges and Fees (action)
   Regent Fish introduced the report. The procedure for approving student-related tuition, fees, and charges is a two-part process. This item involved the approval of room, board, and parking rates. The Board of Regents approved the proposed self-support charges and fees for FY 2027 as set forth.
   (Moved by Regent Wood, seconded by Regent Gonella; unanimously approved.)

   ii. University System of Maryland: Fiscal Year 2027 Schedule of Tuition and Mandatory Fees (action)

Regent Fish introduced the report. Each year, the Board of Regents exercises its authority to review and approve the schedule of tuition and mandatory fees for the USM institutions. The discussion indicated that the proposed FY 2027 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. That the Board of Regents approves 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.
(Moved by Regent Gonella, seconded by Regent Legget; Vote Count =Yeas: 13, Nays: 1, Abstentions: 0)

iii. Frostburg State University: Expansion and Restructuring of Regional Tuition Program (action)
Regent Fish introduced the report, and Interim President Darlene Smith provided the information. Frostburg State University (FSU) sought approval to expand and restructure its current regional tuition program beginning in academic year 2027–2028. Discussion indicated that approval at this time will allow the university to incorporate the revised pricing structure into upcoming recruitment and marketing efforts in advance of the 2027 admissions cycle. The proposal replaces FSU's existing regional tuition rate, currently available to students residing within a 120-mile radius of the campus, with an expanded regional classification under which eligible students would be charged the Maryland resident undergraduate tuition rate. This request was made pursuant to Board policy VIII-2.01 – Policy on Tuition, Section II. B.4 (Geographic Considerations), which permits institutions, with Board approval, to offer reduced tuition rates to students from designated geographic areas when justified by factors such as regional economic impact, student recruitment goals, and community partnerships. The Board of Regents approved Frostburg State University's expansion and restructuring of its regional tuition program, which will replace the current regional tuition classification beginning in the 2027–2028 academic year.
(Moved by Chair Gooden; seconded by Regent Leggett; unanimously approved.)

iv. Towson University: Implementation of Pilot Undergraduate Regional Tuition Rate Program (action)
Regent Fish introduced the report and President Mark Ginsburg provided the information. Towson University (TU) requested approval to implement a pilot undergraduate regional tuition rate beginning in Fall 2027 and continuing until Spring 2031. TU seeks to accelerate its approach to entrepreneurial enrollment management during an era when multiple factors are contributing to increased competition for students. Discussion indicated this proposed regional tuition pilot program would allow for a more competitive tuition pricing structure for TU's most robust out-of-state markets that are close to Maryland and are home to most TU's out-of-state students. This request is

made pursuant to Board policy VIII-2.01 – Policy on Tuition, Section II.B.4 (Geographic Considerations), which permits reduced tuition rates to achieve student recruitment goals. TU has sufficient capacity to accommodate the resulting incremental enrollments. The Board of Regents approved Towson University's implementation of a pilot regional tuition rate program at 200% of its instate undergraduate rate for a four-year pilot period starting Fall 2027 for students enrolling at TU from Delaware, District of Columbia, New Jersey, New York, Pennsylvania, Virginia, and West Virginia.
(Moved by Chair Gooden, seconded by Regent McMillen; unanimously approved.)

b. Committee on Governance and Compensation — Regent Leggett
   i. Review of USM Board of Regents Policy Workgroup Phase I Progress (information)
   Regent Leggett introduced the report and Regent Stebbins provided the information. The Board reviewed the USM Board of Regents Policy Workgroup Phase I Progress. This group was introduced at the December Board meeting and formally charged in January. The workgroup's deliverables for Phase I were discussed.

c. Committee on Research and Economic Development — Regent Wood
   i. Report on Symposium on Trust in Science (information)
   Regent Wood introduced the report. The Office of the Vice Chancellor for Research and Economic Development convened a symposium on the topic of trust in science called Science at the Crossroads. The Board heard an overview of the symposium's events and learned takeaways.

d. Committee of the Whole — Chair Gooden
   i. Board Resolution Supporting UMES Public Media Bridge Fund Grant (action)
   Chair Gooden introduced the report, and COS Wilkerson provided the information. The University of Maryland Eastern Shore has been awarded a grant from the Public Media Company's Public Media Bridge Fund to support critical local public media services at WESM 91.3, a non-profit National Public Radio station licensed to and operated by the university. To receive the remaining funds, the university must submit an interim report, financial statements, an audit report, and a resolution from UMES's governing body. The resolution affirms the Board's authorization to accept the grant and its commitment to comply with the grant requirements.
   (Moved by Regent Smarick, seconded by Regent Gonella; unanimously approved.)

   ii. Resolution of Appreciation for Vice Chancellor Mosca (action)
   Chair Gooden introduced a resolution of appreciation for Vice Chancellor for Accountability Dave Mosca. Discussion noted that Vice Chancellor Mosca has led the USM Office of Internal Audit since 2005 and is retiring next month. Throughout his long and distinguished tenure, Dave has overseen more than 1,500 audits and investigations, leading internal audit as it worked to ensure that the System and the Board of Regents are accountable to USM's students

and employees, state leaders, and the people of Maryland. Chair Gooden remarked on Dave's innovative vision and steadfast commitment to the principles of accountability, transparency, and integrity have strengthened USM's operations and governance, leading to a greater understanding of risk assessment, safeguarding of public trust, and ensuring responsible stewardship of Maryland's resources. The Board gratefully acknowledged and commended Dave Mosca for his exemplary service to the USM and to the entire state of Maryland.
(Moved by Chair Gooden, seconded by Regent Lewis; unanimously approved.)

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 Wood; unanimously approved.)

Meeting adjourned at 11:27 a.m.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
University of Maryland, College Park
April 17, 2026

Closed Minutes

Chair Linda Gooden called the closed meeting of the University System of Maryland Board of Regents to order at 12:01 p.m. on Friday, April 17, 2026, at The Hotel in College Park. Those in attendance were: Chair Gooden; Regents Atticks, Blount, Coker, Edwards, Fish, Gonella, Gourdine, Hasan, Hur, Leggett, Lewis, McMillen, Mirani, Rivera-Forbes, Smarick, Speaks, Stebbins, Wood; Chancellor Perman; Presidents Breaux, Ginsberg, Pines, and Sheares Ashby; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Lawrence, Masucci, Minor, Sandler; Ms. Mulqueen, Ms. Wilkerson, and AAG Boyle.

Call to Order.

1. **Consent Agenda (action)**
   Chair Gooden asked if there were items the Regents wished to remove from the consent agenda. The Committee on Governance and Compensation Collective Bargaining update was removed from the consent agenda and approved the consent agenda sans the collective bargaining update. The Regents approved the consent agenda. (Moved by Chair Gooden; Seconded by Regent Gonella; unanimously approved.)
   a. Committee on Advancement
      i. Honorific naming request from the University of Maryland Eastern Shore (action)
         1. Simon A. Haley School of Agriculture and Natural Sciences
      ii. Naming request from Frostburg State University (action)
         1. The Nowaczyk Family Children's Literature Centre
      iii. Naming request from the University of Maryland, College Park (action)
         1. Name in perpetuity the Whiting-Turner Plaza on the College Park campus

   b. Committee on Audit
      i. USM's Update of Cyber Security Environment (information)
      ii. Update of USM Legal Matters for OAG (information)
      iii. Office of Legislative Audit Activity in Process (information)
      iv. CY 2026 Office of Internal Audit Plan Update (information)
      v. Update – Allegations Reported to Internal Audit (information)

   c. Committee on Education Policy & Student Life and Safety
      i. Board of Regents Student Excellence Scholarships (action)

d. Committee on Finance
    i. Award of Contract for Advancement Customer Relationship Management for Towson University and University of Maryland Global Campus (action)

e. Committee on Governance & Compensation
    i. Review of Certain Contracts and Employment Agreements (information)
        1. Kyle Schmitt, UMCP – Tight Ends Coach, Football
        2. Mohamed Balde, FSU – Head Coach, Men's Soccer
        3. Chanel Davis, FSU – Head Coach, Women's Volleyball
        4. Dawson Odums, BSU – Head Coach, Football

2. **Collective Bargaining Update (information)**
   This item was pulled off the consent agenda for the Regents to hear the update on collective bargaining across the USM.

3. **Meeting with the Presidents (information)**
   As part of their performance reviews, the Board met individually with Presidents Ginsberg, Pines, Breaux, and Sheares Ashby. (§3-305(b)(1)).

4. **Personnel Matters Regarding Two USM Employees (action)**
   The Regents were provided with separate reports on two individual personnel matters. The first report was provided by Chair Gooden and concerned a required review of a personnel contract for a USM employee, subject to review under Policy VII-10.0. The Regents approved the recommendation presented on modifications to the contract. (Moved by Chair Gooden; Seconded by Regent Wood; unanimously approved.) (§3-305(b)(1))

   The second report was provided by Chancellor Perman and concerned a motion to confer emeritus status for a USM employee with exemplary service who is retiring. The Regents approved the recommendation. (Moved by Chair Gooden; Seconded by Regent Gonella; unanimously approved.) (§3-305(b)(1))

5. **Board of Regents Student Excellence Scholarships (action)**
   The Regents reviewed award guidelines, summaries of the prospective recipients, and the recommendations of the evaluation committee to honor the twelve students with 2025-2026 student excellence scholarship. The Regents approved this year's Board of Regents Student Excellence Scholarships. (Moved by Chair Gooden; seconded by Regent Wood; unanimously approved.) (§3-305(b)(1)

6. **Update on a Personnel Matter at a USM Institution (information)**
   Vice Chancellor Masucci updated the Board on a personnel matter regarding an employee at a USM institution. (§3-305(b)(1))

7. **Consult with Legal Counsel on Recent Federal Actions (information)**

The Regents consulted with counsel on litigation related to recent Federal actions. (§3-305(b)(7) and (8))

The meeting adjourned at 4:05 p.m.

TOPIC: Approval of Prior Audit Committee Minutes (action)

COMMITTEE: Committee on Audit

DATE OF COMMITTEE MEETING: June 8, 2026

SUMMARY: The Audit Committee will review the public and closed meeting minutes from its March 24, 2026 meeting and determine whether they accurately reflect the meeting and actions taken.

ALTERNATIVE(S): The committee may defer approval or suggest corrections.

FISCAL IMPACT: none

CHANCELLOR'S RECOMMENDATION: Approve the meeting minutes.

COMMITTEE RECOMMENDATION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Jessica Clark	

BOARD OF REGENTS
COMMITTEE ON AUDIT
Minutes from Open Session
March 24, 2026

Regent McMillen called the meeting of the Committee on Audit of the University System of Maryland Board of Regents to order at approximately 10:00 a.m. This meeting was conducted via videoconference.

Regents in attendance included: Mr. McMillen (Chair), Ms. Gooden, Ms. Edwards, Mr. Hasan, Mr. Hur, Ms. Lewis, and Mr. Wood. Also present were: USM Staff – Chancellor Perman, Mr. Acton, Mr. Brown, Mr. Cather, Ms. Clark, Ms. Denson, Mr. Eismeier, Mr. Hayes (phone – open session only), Ms. Herbst, Dr. Masucci, Mr. Mosca, Mr. Sandler, Ms. Wilkerson and Ms. Wrynn; Office of the Attorney General – Ms. Boyle; SB & Co. (USM's Independent Auditor) – Ms. Booker and Mr. Mark.

The following agenda items were discussed:

1. Approval of Prior Committee Minutes (action)

   Motion to approve prior committee minutes – Open Session
   [Moved by Ms. Lewis, seconded by Mr. McMillen, unanimously approved.]

   Motion to approve prior committee minutes – Closed Session
   [Moved by Ms. Gooden, seconded by Mr. McMillen, unanimously approved.]

   The Regents approved the minutes from the prior meeting.

2. USM's Half Year (12/31/2025) Financial Statements & Financial Comparison Analysis to Peer Institutions and Financial Dashboard (information)

   USM's Director of Financial Reporting/Comptroller presented:
   - Key Points Associated with USM's Half Year (12/31/2025) Financial Statements
   - Financial Comparison Analysis to Peer Institutions

3. Affiliated Foundation and Business Entity Policy Compliance Status (information)

   USM's Comptroller presented an update of the compliance status Affiliated Foundations and Business Entities at USM institutions.

4. Update Regarding FY 2025 Single Audit & Enrollment Reporting (information)

   USM external auditor, Ms. Booker, presented a status update on the Single Audit.

5. Update of USM Enterprise Risk and Crisis Management (information)

   USM's Associate Vice Chancellor for Information Technology/CIO presented an update of USM institutions' enterprise risk management activities.

6. Office of Legislative Audit Activity - Published Audit Reports (information)

   USM's Vice Chancellor for Accountability presented an update on audits presently conducted at USM institutions by the Office of Legislative Audit.

7. Activity Follow up of Action Items from Previous Meetings (information)

   USM's Vice Chancellor for Accountability presented a status update of action items from prior audit committee meetings.

8. Convene to Closed Session

   Mr. McMillen read aloud and reference the Open Meetings Act Subtitle 5, §3-305(b) which permits public bodies to close their meetings to the public in special circumstances.
   [Moved by Ms. Gooden, seconded by Mr. McMillen, unanimously approved.]

   The closed session convened at approximately 10:54 a.m.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON AUDIT
Minutes from Closed Session
March 24, 2026

Mr. McMillen read aloud and referenced the Open Meetings Act Subtitle 5, §3-305(b) which permits public bodies to close their meetings to the public in special circumstances. [Moved by Mr. Gooden, seconded by Mr. McMillen; unanimously approved.] The closed session commenced at approximately 10:54 a.m. This meeting was conducted via videoconference.

Regents in attendance included: Mr. McMillen (Chair), Ms. Gooden, Ms. Edwards, Mr. Hasan, Mr. Hur, Ms. Lewis, and Mr. Wood. Also present were: USM Staff – Chancellor Perman, Mr. Acton, Mr. Brown, Mr. Cather, Ms. Clark, Ms. Denson, Mr. Eismeier, Ms. Herbst, Dr. Masucci, Mr. Mosca, Mr. Sandler, Ms. Wilkerson and Ms. Wrynn; Office of the Attorney General – Ms. Boyle; SB & Co. (USM's Independent Auditor) – Ms. Booker and Mr. Mark.

The following agenda items were discussed:

1. USM's Associate Vice Chancellor for Information Technology/CIO provided an update of USM's Cyber Security Environment. (§3-305(b)(10)).

2. Chief of the Higher Education Division of OAG provided an update of USM Legal Matters from OAG. (§3-305(b)(12)).

3. USM's Vice Chancellor for Accountability provided an update of the Office of Legislative Audits' activity currently in process. (§3-305(b)(13)).

4. USM's Vice Chancellor for Accountability provided an update of the Office of Internal Audit's Audit Plan of Activity for Calendar Year 2026. (§3-103(a)(1)(i)).

5. USM's Vice Chancellor for Accountability discussed reported allegations received by the Office of Internal Audit through its Fraud Hotline. (§3-305(b)(12)).

6. The Committee members met separately with the Independent Auditors and the Vice Chancellor for Accountability. (§3-103(a)(1)(i)).

Closed session adjourned at 11:43 a.m.

TOPIC: FY 2026 Audit Committee Work Plan & Objectives (information)

COMMITTEE: Committee on Audit

DATE OF COMMITTEE MEETING: June 8, 2026

SUMMARY: Attached is a schedule of the Audit Committee's (Committee) FY 2026 work plan and objectives. The objectives are designed to assist the Committee in fulfilling the requirements of its Charter and Bylaws. The schedule also identifies the objectives addressed at each Audit Committee meeting throughout the year.

On the whole, the Committee has met its objectives and fulfilled its requirements as defined in its Charter and Bylaws.

ALTERNATIVE(S): none

FISCAL IMPACT: none

CHANCELLOR'S RECOMMENDATION: none

COMMITTEE RECOMMENDATION: DATE:

BOARD ACTION: DATE:

SUBMITTED BY: Jessica Clark

USM BOR Audit Committee
Annual Work Plan
FY 2026

Objective		When Performed Audit Committee Meetings						
		Oct	**Dec**	**Jan**	**Mar**	**June**	**As Needed**	**Completed**
Authority								
1	The Committee, with the approval of the Board, is empowered to retain outside counsel or persons having special competence as necessary to assist the Committee in fulfilling its responsibility.						x	N/A
2	Resolve any disagreements between the independent auditor and management.						x	N/A
Composition of Committee Members								
3	The Audit Committee shall comprise not less than **5** or more than **7** members. The majority of the members must be knowledgeable about financial matters.	x						Yes
Meetings								
4	Meet at least 4 times per year.	x	x	x	x	x		Yes
Responsibilities								
	Internal Audit							
5	Review with the Vice Chancellor for Accountability progress of completing the annual plan of activity.	x	x		x	x		Yes
6	Review and approve internal audit's annual plan of activity.		x					Yes
7	Ensure that there are no unjustified restrictions or limitations on the internal audit department.	x	x		x	x		Yes
8	Review the effectiveness of the internal audit function.					x		Yes
9	Meet separately with the Vice Chancellor for Accountability to discuss any matters that the committee or the VC believes should be discussed privately.	x	x		x	x		Yes
	Independent Auditor							
10	Review the external auditors' proposed audit scope and approach.					x		Yes
11	Review significant accounting and reporting issues and understand their impact on the financial statements.		x	x				Yes
12	Review with management and the external auditors the results of the audit, including any difficulties encountered.		x	x				Yes
13	Discuss the annual audited financial statements with management and the external auditors.		x	x				Yes
14	Review and discuss the results of enrolment testing agreed upon procedures.				x			Yes
15	Review and discuss the results of the Single Audit.				x			Yes
16	Discuss the scope of external auditors' review of internal control over financial reporting.		x					Yes
17	Review the performance of the external auditors, and exercise final approval on the appointment or discharge of the auditors.						x	N/A

USM BOR Audit Committee
Annual Work Plan
FY 2026

Objective		When Performed Audit Committee Meetings						
		Oct	**Dec**	**Jan**	**Mar**	**June**	**As Needed**	**Completed**
18	Meet separately with the external auditors to discuss any matters that the committee or auditors believe should be discussed privately.	x	x		x	x		Yes
	Financial Reporting							
19	Review FYE Consolidated Financial Statements	x	x	x				Yes
20	Review FYE Financial Dashboard Indicators		x					Yes
21	Review 12/31/25 six month Financial Statements				x			Yes
	Other							
22	Regularly report to the Board of Regents about Committee activities.	x	x	x	x	x		Yes
23	Confirm annually that all responsibilities outlined in the committee's charter have been carried out.					x		Yes
24	Discuss with the Attorney General or representative, the status of legal matters that may have a significant impact on USM institution’s financial statements.	x	x		x	x		Yes
25	Review legislative audits of the institutions of the University System and institutional responses thereto, and provide the Board with appropriate reports.	x	x		x	x		Yes
26	Review policies pertaining to Audit Committee	x			x	x		Yes
27	Monitor the Board’s observance of the State Ethics Code as it pertains to possible conflict of interest with matters of the University System of Maryland						x	N/A
28	Update Regarding ERM and Crisis Management		x			x		Yes
29	Receive updates of Cybersecurity environment and emerging risks.	x	x		x	x		Yes
30	Review Presidents, Chancellor and Board of Regents annual financial disclosure forms. This is to comply with Md. Education Code Ann. §12-104(p).					x		In Process
31	Review analysis of Office of Legislative Audit Findings	x			x	x		Yes

TOPIC: SB & Co, LLC – FYE 6/30/2026 – Independent Auditor Planning

COMMITTEE: Audit Committee

DATE OF COMMITTEE MEETING: June 8, 2026

SUMMARY: Materials attached.

ALTERNATIVE(S): none

FISCAL IMPACT: none

CHANCELLOR'S RECOMMENDATION: none

COMMITTEE RECOMMENDATION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Jessica Clark	

SBC Certified Public Accountants & Business Advisors

UNIVERSITY SYSTEM OF MARYLAND
PLANNING MEETING WITH THE AUDIT COMMITTEE

University System of Maryland

Fiscal Year Ending June 30, 2026

June 8, 2026



Engagement Team Leadership



Gray Smith, CPA
Client Service Partner

- Over 40 years of public accounting experience
- Graduate of Hampton University
- Chief Executive Officer of the firm
- Former member of Federal Accounting Standards Advisory Board
- Former Arthur Andersen and Ernst & Young Partner
- Former Andersen College and University East Coast Lead



Monique Booker, CPA
Engagement Partner

- Over 30 years of public accounting experience
- Graduate of Hampton University
- Leads SBC's education sector
- Current member of AICPA's Executive Committee of Government Audit Quality Center
- Former member of AICPA's Auditing Standards Board
- Former Arthur Andersen Senior Manager



Stephen Mackall, CPA
Audit Partner

- Over 13 years of public accounting experience
- Graduate of Towson University
- Former Manager at KPMG, LLP



Richard Lee, CPA
Engagement Senior Manager

- Over 10 years of public accounting experience
- Graduate of Purdue University
- Former Senior Manager at KPMG, LLP

Audit Approach

- **Central Testing**
  - Cash & investments
  - Debt and worker's compensation
  - Appropriations
  - Net Pension liability
  - OPEB liability
- **3 Levels of Institution Testing (Rotation)**
  - Audit
  - Review
  - Analytical
- **Significant Risk Items at Institutions**
  - Grant accounting
  - TBD
- **Federal Grant Compliance**
  - Rotation of single audit institutions

Level of Testing by Scope

Level	Understand Control Environment	Understand Effectiveness of the Design of Controls	Testing Effectiveness of Key Controls	Understand Financial Close Process	Financial Misstatement Analysis	Substantive Testing	Evaluate General IT Controls	Evaluate Applications IT Controls
Audit	X	X	X	X	X	X	X	X
Review	X	X		X	X	X*		
Analytical				X	X	X*		

* Certain substantive testing for high risk/problem areas

Scope and Location of Testing

Institution	2026 Scope of Work				2025 Scope of Work				2025 Totals	
	Audit	Review	Analytical	Single Audit	Audit	Review	Analytical	Single Audit	Assets	Operating Revenues and State Appropriations
Bowie State University			X			X			$ 550,461,518	$ 187,460,839
Coppin State University		X					X		355,655,107	99,015,233
Frostburg State University			X				X		330,491,073	108,504,500
Headquarters (cash, investments, debt)			X				X		629,899,960	31,137,012
Salisbury University	X			X		X			594,144,995	208,786,858
Towson University	X			X		X			1,580,328,234	505,213,950
University of Baltimore	X			X			X		302,577,391	133,459,968
University of Maryland Center for Environmental Science			X				X		102,489,916	59,238,142
University of Maryland Eastern Shore			X			X			317,121,327	158,739,005
University of Maryland Global Campus		X			X			X	566,535,387	456,392,484
University of Maryland, Baltimore		X			X			X	1,882,048,209	1,502,208,995
University of Maryland, Baltimore County		X			X			X	1,082,929,792	632,504,653
University of Maryland, College Park	X			X	X			X	4,086,088,965	2,672,736,375

	Audit		Review		Analytical		Total
Total Assets	$ 6,563,139,585	53%	$3,887,168,495	31%	$1,930,463,794 *	16%	$12,380,771,874
Total Operating Revenues and State Appropriations	$ 3,520,197,151	52%	$2,690,121,365	40%	$ 545,079,498	8%	$ 6,755,398,014

*Approximately $805 million of the assets of analytical institutions represents 42% of assets of the analytical institutions that will be substantively tested centrally

Engagement Timeline

Timing	Event
April	Planning meeting with System Headquarters
June	Audit Committee planning meeting
June/July	Preliminary fieldwork, including preliminary single audit testing
July	Meet with management to discuss preliminary results
July/August	Single audit testing, enrollment testing and IT environment review
September/October	Final fieldwork
October/November	Exit conference with institutions regarding findings and recommendations
November	Meet with Audit Committee to review Financial Statement draft and observations
December	Audit Committee presentation on financial results
December/January	Complete single audit testing and findings
March	Audit Committee presentation on single audit results

Assessment of Control Environment

Area	Points to Consider
Control Environment	▪ Key executive integrity, ethics, and behavior ▪ Control consciousness and operating style ▪ Commitment to competence ▪ Exercise oversee responsibility ▪ Organizational structure, responsibility, and authority ▪ Enforce accountability ▪ HR policies and procedures
Risk Assessment	▪ Define objectives and risk tolerances ▪ Identify, analyze, and respond to risk ▪ Assess fraud risk ▪ Identify, analyze, and respond to change ▪ Mechanisms to anticipate, identify, and react to significant events ▪ Processes and procedures to identify changes in GAAP, business practices, and internal control
Control Activities	▪ Design control activities ▪ Design activities for the information system ▪ Implement control activities ▪ Existence of necessary policies and procedures ▪ Clear financial objectives with active monitoring ▪ Logical segregation of duties ▪ Periodic comparisons of book-to-actual and physical count-to-books ▪ Adequate safeguards of documents, records, and assets ▪ Assess controls in place

Assessment of Control Environment (cont.)

Area	Points to Consider
Information and Communication	▪ Use quality information ▪ Communicate internally ▪ Communicate externally ▪ Adequate performance reports produced from information systems ▪ Information systems are connected with business strategy ▪ Commitment of HR and finance to develop, test, and monitor IT systems and programs ▪ Business continuity and disaster plan for IT ▪ Established communication channels for employees to fulfill responsibilities ▪ Adequate communication across organization
Monitoring	▪ Perform monitoring activities ▪ Remediate deficiencies ▪ Periodic evaluations of internal controls ▪ Internal audit function ▪ Implementation of improvement recommendations

Evaluation of Key Processes

Process	Function
Treasury	▪ Cash Management ▪ Investment Accounting ▪ Investment Monitoring ▪ Investment Valuation ▪ Investment Policy ▪ Reconciliation ▪ Debt Accounting
Estimation	▪ Methodology ▪ Information ▪ Calculation
Financial Reporting	▪ Accounting Principles and Disclosure ▪ Component Unit and Affiliate Monitoring ▪ Closing the Books ▪ General Ledger and Journal Entry Processing ▪ Verification and Review of Results ▪ Report Preparation
Purchase Cards/Travel and Entertainment Reimbursement	▪ Card Issuance and Collection ▪ Training ▪ Purchase Accounting and Approval ▪ Monitoring ▪ Purchase Approval ▪ Travel and Entertainment Reimbursement

Evaluation of Key Processes (cont.)

Process	Function
Expenditures	▪ Purchasing ▪ Receiving ▪ General Ledger Coding ▪ Accounts Payable and Cash Disbursement
Payroll	▪ Hiring ▪ Attendance Reporting ▪ Payroll Accounting and Processing ▪ Payroll Disbursements ▪ Separation ▪ Contract Management
Revenue	▪ Billing ▪ Cash Receipts ▪ Revenue Recognition ▪ Cutoff
Fixed Assets	▪ Physical Custody ▪ Asset Accounting ▪ Depreciation ▪ Retirement Obligations ▪ Asset Retirement and Disposal ▪ Project Management

Evaluation of Key Processes (cont.)

Process	Function
Inventory	▪ Physical Custody ▪ Inventory Accounting ▪ Valuation
Information Technology	▪ Logical Access Controls ▪ Program Changes ▪ System Operations ▪ System Migration ▪ Physical and Environmental Controls ▪ Back-up and Recovery ▪ Networks and Communication ▪ Cloud Service Providers ▪ Encryption ▪ System Maintenance/Software Versions ▪ Information Technology Policy Framework ▪ Cybersecurity Preparedness ▪ Graham Leach Bliley Act (GLBA) ▪ Third Party Processors

Evaluation of Key Processes (cont.)

Process	Function
Grant Compliance	▪ Acceptance ▪ Grant Oversight ▪ Compliance ▪ Reporting ▪ Monitoring ▪ Accounting ▪ Billing and Collection ▪ Grant Close Out

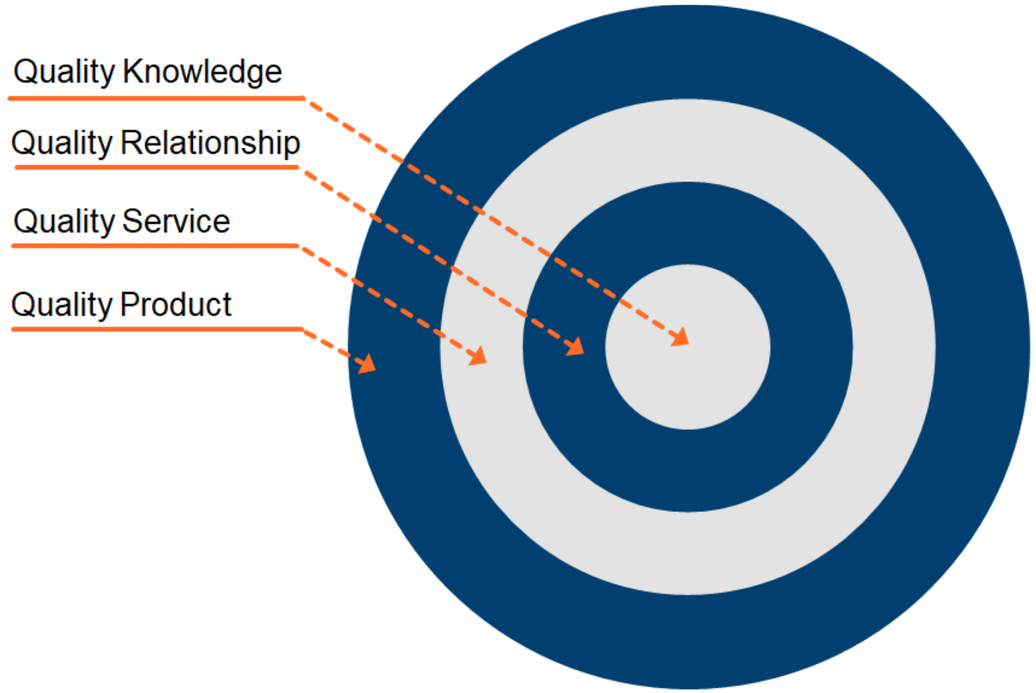
New GASB Pronouncements

- GASB 103 – *Financial Reporting Models (effective FY2026)*
  - Improve key components of the financial reporting model to enhance its effectiveness in providing information that is essential for decision making and assessing a government's accountability.
  - Outlines requirements for information in and presentation of MD&A, unusual or infrequent items, and Proprietary Fund Statement of Revenues, Expenses, and Changes in Fund Net Position. No significant changes to existing requirements.
- GASB 104 – *Disclosure of Certain Capital Assets (effective FY2026)*
  - Requires certain types of capital assets to be disclosed separately in the capital assets note disclosures required by Statement 34. Lease assets recognized in accordance with Statement No. 87, *Leases*, and intangible right-to-use assets recognized in accordance with Statement No. 94, *Public-Private and Public-Public Partnerships and Availability Payment Arrangements*, should be disclosed separately by major class of underlying asset in the capital assets note disclosures. Subscription assets recognized in accordance with Statement No. 96, *Subscription-Based Information Technology Arrangements*, also should be separately disclosed.
  - Also requires additional disclosures for capital assets held for sale.

New GASB Pronouncements (cont.)

- GASB 105 – *Subsequent Events (effective FY2027)*
  - Improve the financial reporting requirements for subsequent events, thereby enhancing consistency in their application and better meeting the information needs of financial statement users.
  - This Statement clarifies the subsequent events that constitute recognized and nonrecognized events and establishes specific note disclosure requirements for nonrecognized events.

SBC Client Service Model



Your Expectations and Communications of Us

Risk areas that are concerns to you	
Prior audit or reporting issues you wanted to discuss with us	
Significant current year transactions and concerns to you	
Expectations of us	
Communications with you	

Engagement Team
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TOPIC: Update on USM's Enterprise Risk and Crisis Management

COMMITTEE: Committee on Audit

DATE OF COMMITTEE MEETING: June 8, 2026

SUMMARY:

Update of top five institutional ERM risks will be discussed at the October meeting.

ALTERNATIVE(S): none

FISCAL IMPACT: none

CHANCELLOR'S RECOMMENDATION: none

COMMITTEE RECOMMENDATION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: David Mosca (443) 367-0035	

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Update of Office of Legislative Audit Activity (information)

COMMITTEE: Committee on Audit

DATE OF COMMITTEE MEETING: June 8, 2026

SUMMARY:

Since the Committee's March 2026 meeting, the Office of Legislative Audits (OLA) has not issued any audit reports on University System of Maryland institutions.

OLA is currently working on its audit at UMES. There are no other active OLA audits of USM institutions.

Attachment.

ALTERNATIVE(S): none

FISCAL IMPACT: none

CHANCELLOR'S RECOMMENDATION: none

COMMITTEE RECOMMENDATION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Jessica Clark	

USM
Summary of Audit Findings per Office of Legislative Audits
As of 05/12/26

	OLA Report Issued:												
	4/17/2025	11/6/2023	9/11/2024	3/5/2024	3/22/2024	9/3/2025	8/19/2025	10/11/2024	2/5/2024	6/6/2025	12/15/2022	8/20/2024	9/11/2024	
	BSU	**CSU**	**FSU**	**SU**	**TU**	**UB**	**UMB**	**UMBC**	**UMCES**	**UMCP**	**UMES**	**UMGC**	**USMO**	**Total**
Fiscal Compliance														
Business Initiatives/Relationships	-	-	-	-	-	-	-	-	-	-	-	1.00	-	1.00
Cash	-	1.00	1.00	-	-	1.00	-	-	-	-	-	1.00	1.00	5.00
Center and Institutes	-	-	-	-	-	-	-	-	-	-	-	-	1.00	1.00
Conflict of Interest	-	-	-	-	-	-	1.00	-	-	-	-	-	-	1.00
Corporate Purchasing Cards	-	-	-	-	-	-	-	-	-	1.00	-	-	-	1.00
Financial Account Reconciliations	-	-	-	-	-	-	-	-	-	-	1.00	-	-	1.00
Financial Aid Adjustments	-	-	0.50	-	-	-	-	-	-	-	-	-	1.00	1.50
Financial Aid Awards Without Written Eligibility Criteria	-	2.00	-	-	-	-	-	-	-	-	-	-	-	2.00
Food Services Contract	-	-	-	-	-	-	-	-	-	-	1.00	-	-	1.00
Grants Accounts Receivable	-	-	-	-	-	-	1.00	-	-	-	-	-	-	1.00
Payroll	-	-	1.00	-	-	1.00	-	1.00	-	1.00	-	-	-	4.00
Procurement / Contract Monitoring	-	1.00	3.00	-	-	-	1.00	-	-	-	-	4.00	1.00	10.00
Research Grants and Contracts	-	-	-	-	-	-	2.00	-	-	2.00	-	-	-	4.00
Student Accounts Receivable	1.00	-	0.50	-	-	1.00	-	-	-	-	0.50	-	-	3.00
Student Residency Verification	-	1.00	1.00	-	-	1.00	-	-	-	-	0.50	1.00	-	4.50
IT Areas														
Redacted 1	-	-	-	1.00	-	-	-	-	-	-	-	-	-	1.00
Redacted 2	1.00	-	-	-	1.00	1.00	-	1.00	-	1.00	2.00	-	-	7.00
Redacted 3	1.00	-	-	1.00	-	1.00	-	-	-	1.00	1.00	-	2.00	7.00
Redacted 4	-	-	-	-	-	-		-	-	1.00	-	-	-	1.00
Total number of findings per OLA Audit report	3.00	5.00	7.00	2.00	1.00	6.00	5.00	2.00	-	7.00	6.00	7.00	6.00	57.00
														57.00

TOPIC: Follow up of Action Items from Prior Meetings (information)

COMMITTEE: Committee on Audit

DATE OF COMMITTEE MEETING: June 8, 2026

SUMMARY:

Register of Open Action Items from Prior Audit Committee Meetings is attached.

ALTERNATIVE(S): none

FISCAL IMPACT: none

CHANCELLOR'S RECOMMENDATION: none

COMMITTEE RECOMMENDATION: DATE:

BOARD ACTION: DATE:

SUBMITTED BY: Jessica Clark

USM Board of Regents
Action Items From Prior Audit Committee Meetings

	Action Item	Status
	From March 2026 Audit Committee Meeting	
1.	Discussion of Top 5 risks (ERM) from each institution	Will be discussed during the October 2026 meeting.
	From December 2025 Audit Committee Meeting	
1.	At the next IT security update to the Audit Committee, provide an assessment of where Institutions are regarding these three best practices: (1) vulnerability patch management. Having a standard and efficient process to keep track of and identify vulnerabilities within your systems and software as they emerge. (2) Social engineering awareness and training. Improve that human weakest link since it's the vast majority of where compromises happen. Threat actors are using valid credentials that they get from users and are able to install information, stealing malware, often on someone's personal device. Teaching users and having a higher level of security awareness and training is important. (3) Examining cloud resources and data repositories and identifying and reviewing the configurations that you currently have to ensure that data is not exposed to the open web or to the public that is not meant to be. Perform a review of your cloud resources and data repositories to make sure that they're sufficiently locked down the way they should be with least privilege access.	In process. USMO Cybersecurity
	From June 2025 Audit Committee Meeting	
1.	Suggestion that a centralized system be created to capture various incidents related to campus safety, cybersecurity, etc. the data can then be reviewed to identify trends so you can make a decision where investment should be made to minimize those incidents that are happening.	To Be taken back to the Universities ERM Group. In process.
2.	Request that next year's ERM report provide an update as to how the institutions are handling privacy (PII) issues.	USMO ERM
	From March 2025 Audit Committee Meeting	
1.	Monitor BSU's student accounts receivables.	Ongoing.
	From June 2024 Audit Committee Meeting	
1.	Monitor Progress of UMGC's OLA audit results.	Update provided at October 2024, December 2024, and June 2025 Audit Committee meetings. Ongoing.

Note: Action items concluded prior to the March 2026 BOR Audit Committee meeting are not included in this schedule.

USM Board of Regents
Committee on Education Policy and Student Life and Safety
Minutes from Public Session
April 8, 2026
Zoom

Minutes of the Public Session

The Committee on Education Policy and Student Life and Safety (EPSLS) of the University System of Maryland (USM) Board of Regents (BOR) met virtually (via Zoom) in public session on Wednesday, April 8, 2026. The meeting was convened at 9:30 a.m. Committee members present were: Regents Smarick (vice chair), Coker, Hasan, Leggett, Mirani, Stebbins, and Wood. Chancellor Perman and Senior Vice Chancellor Alison Wrynn were also present.

The following were also in attendance on Zoom: Dr. Allen, Dr. Alvarez, Dr. Amoussou, Dr. Ashby, Ms. Beckett, Dr. Boyd-Graber, AAG Boyle, Dr. Caraco, Dr. Cariani, Mr. Chanen, Dr. Clark, Dr. Colson, Dr. Demarest, Dr. Dennison, Dr. Dougherty, Dr. Downing, Dr. Dunn, Dr. Esters, Dr. Evans, Dr. Hall, Dr. Harris, Dr. Haywood, Senior Vice Chancellor Herbst, Dr. Howland, Dr. Infantino, Dr. Jin, Dr. Kersh, Dr. King-White, Vice Chancellor Lawrence, Dr. Lee, Dr. Lynch, Dr. Marano, Vice Chancellor Masucci, Dr. Mathias, Dr. McLaughlin, Dr. Mueller, Dr. Muhoro, Mr. Muntz, Dr. O'Neill, Dr. Owens, Dr. Pacuit, Dr. Powers, Dr. Prabakar, Dr. Rashaw, Dr. Reed, Vice Chancellor Sandler, Dr. Scott, Dr. Segura, Dr. Skevakis, Dr. Thompson, Dr. Whitehead, Dr. Williams, and Ms. Wilkerson.

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

Action Items

Approval of Minutes from January 29th Public and Closed Session Meeting
Regent Smarick moved and Regent Wood seconded the motion to approve the minutes from the January 29th meeting of the Committee on Education Policy and Student Life and Safety. The motion was unanimously approved.

Academic Program Proposals

University of Maryland Global Campus: Bachelor of Science in Integrative Health and Wellness
Dr. Kimberly Whitehead, Acting Chief Academic Officer, and Dr. Debra McLaughlin, Assistant Dean, Department of Applied Sciences, Integrative and Professional Studies, presented University of Maryland Global Campus's proposal to offer a Bachelor of Science in Integrative Health and Wellness. This program provides students with the knowledge and skills to promote and advocate for individual and community health and wellness.

Regent Wood asked if UMGC has spoken to TU about duplication concerns. Dr. McLaughlin noted that was one of the first conversations they had.

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from University of Maryland Global Campus to offer a Bachelor of Science in Integrative Health and Wellness.

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

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

University of Maryland Global Campus: Master of Science in Integrative Health and Wellness Leadership

Dr. Kimberly Whitehead, Acting Chief Academic Officer, and Dr. Debra McLaughlin, Assistant Dean, Department of Applied Sciences, Integrative and Professional Studies, presented University of Maryland Global Campus's proposal to offer a Master of Science in Integrative Health and Wellness Leadership. This program will prepare graduates to lead, design, and deliver effective health and wellness initiatives to diverse communities and organizations. Students will build competencies in program development, health advocacy, community engagement, professional communication, and technology literacy.

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 University of Maryland Global Campus to offer a Master of Science in Integrative Health and Wellness Leadership.

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

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

University of Maryland Eastern Shore: Master of Science in Mechanical and Biomedical Engineering

Dr. Rondall Allen, Provost and Vice President for Academic Affairs, Dr. Derrek Dunn, Dean, School of Business, Engineering, Applied Sciences, Technology, and Tourism Management, and Dr. Yuanwei Jin, Department Chair, Department of Engineering presented University of Maryland Eastern Shore's proposal to offer a Master of Science in Mechanical and Biomedical Engineering. This program will feature two tracks, Applied Mechanics & Biomechanics and Biosystems & Instrumentation, and is designed to strengthen advanced engineering on the Eastern Shore.

Regent Mirani asked if the structure of the program with different options (thesis vs. not) is something done for other graduate programs. Dr. Jin said that is normal for graduate programs. Regent Hasan asked about the number of bachelor's students and the breakeven number. Dr. Jin said that they see strong demand from students not only from engineering backgrounds, but also natural sciences.

Regent Smarick asked how many students the program will need to be self-sustaining. Dr. Dunn noted that there are two feeder programs for this and enrollments will likely also come from other programs

too. Regent Wood asked about offering new courses with no projected increase in expense. Dr. Jin noted that the courses are proposed by faculty so they believe they can handle that. Dr. Allen said that they have taken workload into consideration.

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 University of Maryland Eastern Shore to offer the Master of Science in Mechanical and Biomedical Engineering.

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

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

University of Baltimore: Bachelor of Science in Accounting

Dr. Ralph Mueller, Senior Vice President and Provost and Dr. Kate Demarest, Associate Dean, Merrick School of Business, presented the University of Baltimore's proposal to offer a Bachelor of Science in Accounting. This program will accommodate working adults with a curriculum that emphasizes critical thinking, incorporates AI and data analytics, and prepares students to sit for the certified public accountant exam. Dr. Mueller noted that accounting has been a part of UBalt's curriculum since its founding, but has been a concentration in Business Administration. Dr. Demarest said that this will apply clearer labeling to the program.

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

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

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

Towson University:

1. **Bachelor of Science in Business Analytics**
2. **Bachelor of Science in Business Economics**
3. **Bachelor of Science in Finance**
4. **Bachelor of Science in Financial Planning**
5. **Bachelor of Science in Marketing**
6. **Bachelor of Science in Project Management**

Dr. Clare Muhoro, Associate Provost, Dr. Prabakar Kothandaraman, Dean, College of Business, and Dr. Judy Harris, Associate Dean, College of Business, presented six proposals from the Towson University College of Business:

1. Bachelor of Science in Business Analytics
2. Bachelor of Science in Business Economics

3. Bachelor of Science in Finance
4. Bachelor of Science in Financial Planning
5. Bachelor of Science in Marketing
6. Bachelor of Science in Project Management

These proposals elevate existing specializations within the Bachelor of Science in Business Administration into standalone degrees. These changes involve no new curriculum, no new courses, no new faculty, and require no additional resources. The proposed changes reflect current industry standards and respond to consistent student demand for greater program clarity and degree recognition.

Regent Mirani noted that the Bachelor of Business Administration degree has 11 concentrations and asked about the other 5 concentrations. The TU team noted that Investments will roll into the Finance degree and the others will stay in the Management department. This was a faculty decision.

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from Towson University to offer a Bachelor of Science in Business Analytics.

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

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

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from Towson University to offer a Bachelor of Science in Business Economics.

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

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

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

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

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

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from Towson University to offer a Bachelor of Science in Financial Planning.

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

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

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

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

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

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

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

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

Salisbury University: Bachelor of Science in Forensic Science
Dr. Jessica Clark, Interim Provost and VP for Academic Affairs, and Dr. Michael Scott, Dean, Henson School of Science and Technology, presented Salisbury University's proposal to offer a Bachelor of Science in Forensic Science. This program addresses regional workforce needs. Students choose among three tracks—Biology, Chemistry, or Criminalistics —complemented by foundational coursework in mathematics, physics, biology, chemistry, sociology, and criminal justice. The curriculum emphasizes laboratory skills, analytical reasoning, and applied practice, preparing graduates for roles in forensic laboratories, law enforcement, and related industries.

Regent Smarick asked when the Board approved this specialization. Dr. Scott said the specialization was approved three years ago and once the university saw the demand, they moved to transition to the B.S.

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

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

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

University of Maryland, College Park: Bachelor of Science in Artificial Intelligence: Computational Structures of AI Systems
Dr. Will Reed, Associate Provost for Academic Planning, Dr. Jordan Boyd-Graber, Professor, Department of Computer Science, and Dr. Robert Infantino, Associate Dean, College of Computer, Mathematical, and Natural Sciences, presented the University of Maryland, College Park's proposal to offer a Bachelor of Science in Artificial Intelligence: Computational Structures of AI Systems. This program was developed in partnership with the university's Artificial Intelligence Interdisciplinary Institute at Maryland (AIM) and provides a highly technical, interdisciplinary education focused on building artificial intelligence (AI) systems from the ground up, connecting theory, algorithms, and systems design with real-world applications. Five specializations are offered: (1) Generative AI; (2) AI Algorithms; (3) AI, Society, and Decision Making; (4) Accessibility; and (5) a general specialization

that allows students to pursue a flexible and customizable pathway through advanced artificial intelligence coursework.

Regent Mirani asked how they came up with the projections for full-time students. Dr. Boyd-Graber said they came from what they've seen in computer science already, as well as a general interest from students in AI. Regent Smarick asked about the math focus of the degree and Dr. Boyd-Graber noted that students will be able to do more with modeling, etc. with a math emphasis.

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from the University of Maryland, College Park to offer a Bachelor of Science in Artificial Intelligence: Computational Structures of AI Systems.

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

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

University of Maryland, College Park: Bachelor of Arts in Human-Centered Artificial Intelligence
Dr. Will Reed, Associate Provost for Academic Planning, Dr. Eric Pacuit, Professor, Department of Philosophy, and Dr. Audran M. Downing, Associate Dean for Academic Affairs, Undergraduate Education, College of Arts and Humanities, presented the University of Maryland, College Park's proposal to offer a Bachelor of Arts in Human-Centered Artificial Intelligence. This program was developed in coordination with the university's Artificial Intelligence Interdisciplinary Institute at Maryland (AIM) and is designed to make foundational AI concepts accessible to students from a wide range of backgrounds while integrating ethical, social, and humanistic perspectives. Seven initial specializations include Arts; Design and User Experience; Ethics; Language and Cognition; Logic, Epistemology, and Machine Learning; Law, Policy, and Governance; and Society, Culture, and Technology.

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from the University of Maryland, College Park to offer a Bachelor of Arts in Human-Centered Artificial Intelligence.

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

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

Information Items

Panel: USM's International Community: The Impacts of Policies, Laws, and Events
Dr. Zakiya Lee, Associate Vice Chancellor for Student Affairs, introduced a panel on how international events and policy decisions affect enrollment, student well-being, faculty recruitment, research, and long-term institutional strategy. The panel included:

- Allison Boyle, Assistant Attorney General, Maryland Office of Attorney General, University System of Maryland
- Susan-Ellis Doughtery, University of Maryland College Park, Director, International Student Scholar Services
- Christopher Powers, Towson University, Assistant Vice President for International Initiatives

AAG Boyle provided an overview of federal actions that have affected the international community at USM institutions, such as visa changes and federal litigation. Mr. Powers discussed the academic and economic impacts TU is seeing, such as decreases in graduate student enrollments and an effect on startups, many of which involve international students. He also discussed how challenges such as lower visa issuance and travel restrictions require continued bipartisan support, investment, and engagement to overcome.

Ms. Dougherty also discussed some of the challenges she is seeing at UMCP. She noted that lower international enrollments do not equal lower levels of effort. On the contrary, these changes require more advising, more staff time to research issues and raise awareness, more prep meetings, etc.

Amendment of Policy on Professional Conduct and Workplace Bullying

Dan Chanen, Associate Vice Chancellor for Human Resources, presented amendments to the Policy on Professional Conduct and Workplace Bullying. The amendments broaden the scope of the policy to include faculty. The wording of the policy has been updated to clarify that employees are prohibited from exhibiting bullying behavior not only toward other employees, but also towards students, contracts, or other persons where there is a nexus between the conduct, the individual, and the employee's work.

This policy went to the Committee on Finance for action and came to the Committee on Education Policy and Student Life and Safety for information.

Update on USM Alternative Teacher Licensure Program

Dr. Jennifer Lynch, Associate Vice Chancellor for Education and Engagement, presented an update on the progress of the USM Alternative Teacher Licensure Program. Dr. Lynch noted that Maryland's conditionally licensed teachers need a pathway to become fully licensed. The Alternative Teacher Licensure Program is a systemwide model that includes collaboration across nine USM institutions and will expand high-quality alternative credential pathways.

Regent Leggett asked about how to scale the program up and reach potential participants. Dr. Lynch said that they have worked closely school districts to be engaged and integrate into their programs. She noted that they are launching the program as a pilot in the fall to fully understand what the needs are.

Motion to Adjourn
Regent Smarick thanked all for a productive and adjourned the meeting at 11:52 a.m.

Respectfully,

Regent Andy Smarick
Vice Chair

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Academic Program Life Cycle

COMMITTEE: Committee on Education Policy and Student Life and Safety

DATE OF MEETING: June 2, 2026

SUMMARY: Dr. Candace Caraco, Associate Vice Chancellor for Academic Affairs, will provide a presentation on the academic program life cycle.

ALTERNATIVE(S): Information item

FISCAL IMPACT: Information item

CHANCELLOR'S RECOMMENDATION: Information item

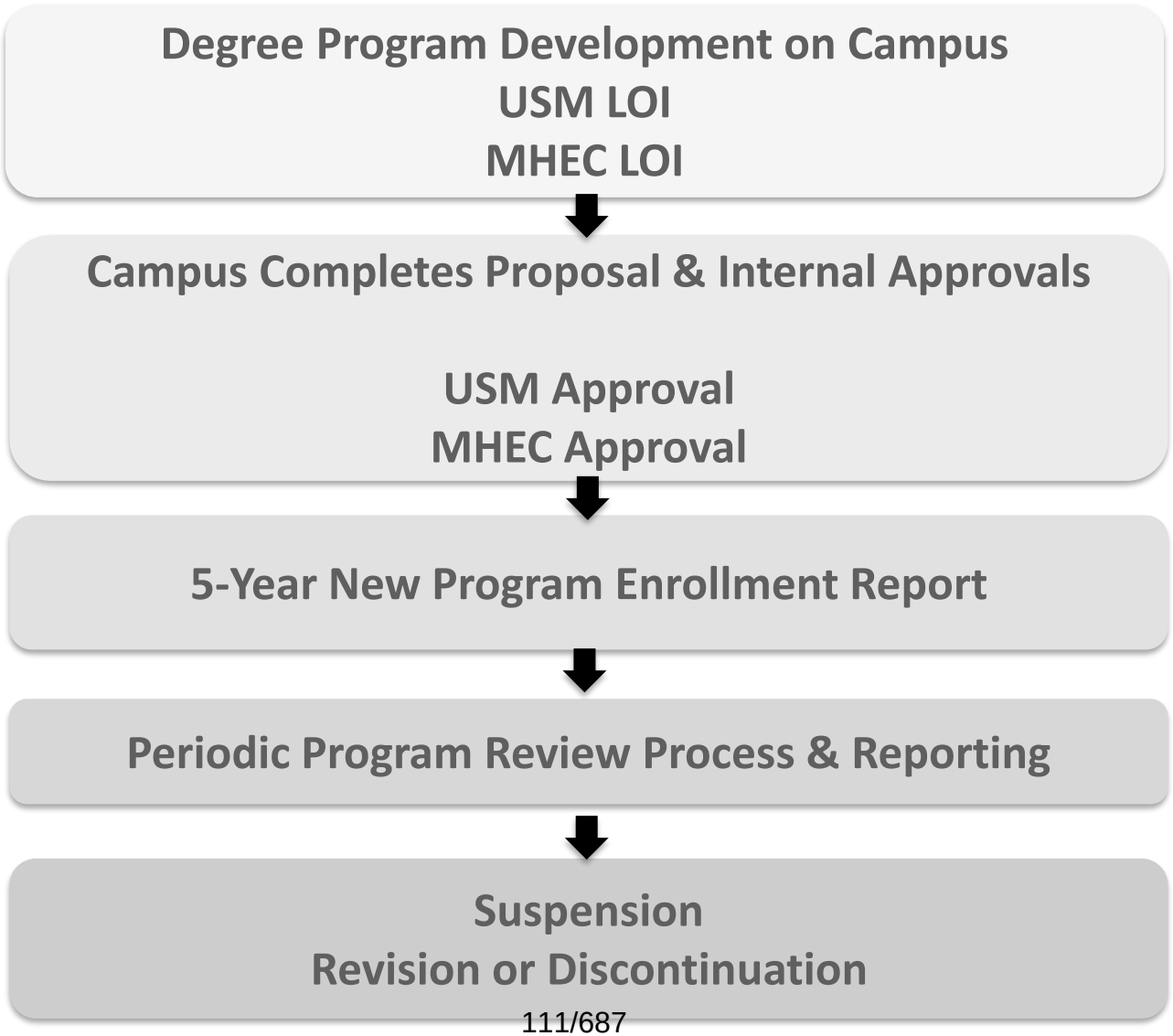
COMMITTEE ACTION:	DATE: June 2, 2026
BOARD ACTION:	DATE:
SUBMITTED BY: Alison Wrynn, awrynn@usmd.edu; 301-445-1992	

Academic Program Life Cycle

EPSLS Committee Meeting
June 2, 2026

University System of Maryland

Overview – Program Life Cycle



Shared Governance Process - Campus



Curriculum begins with faculty in one or more disciplines

Market demand study

We encourage LOIs before the full campus process is complete

- Internal Reviews and Approvals:
  - Marketing, admissions and enrollment, finance, library; committees, dean, faculty senate, provost, president

➢ Campus process can take more than a year from start to finish

Board Authorizations

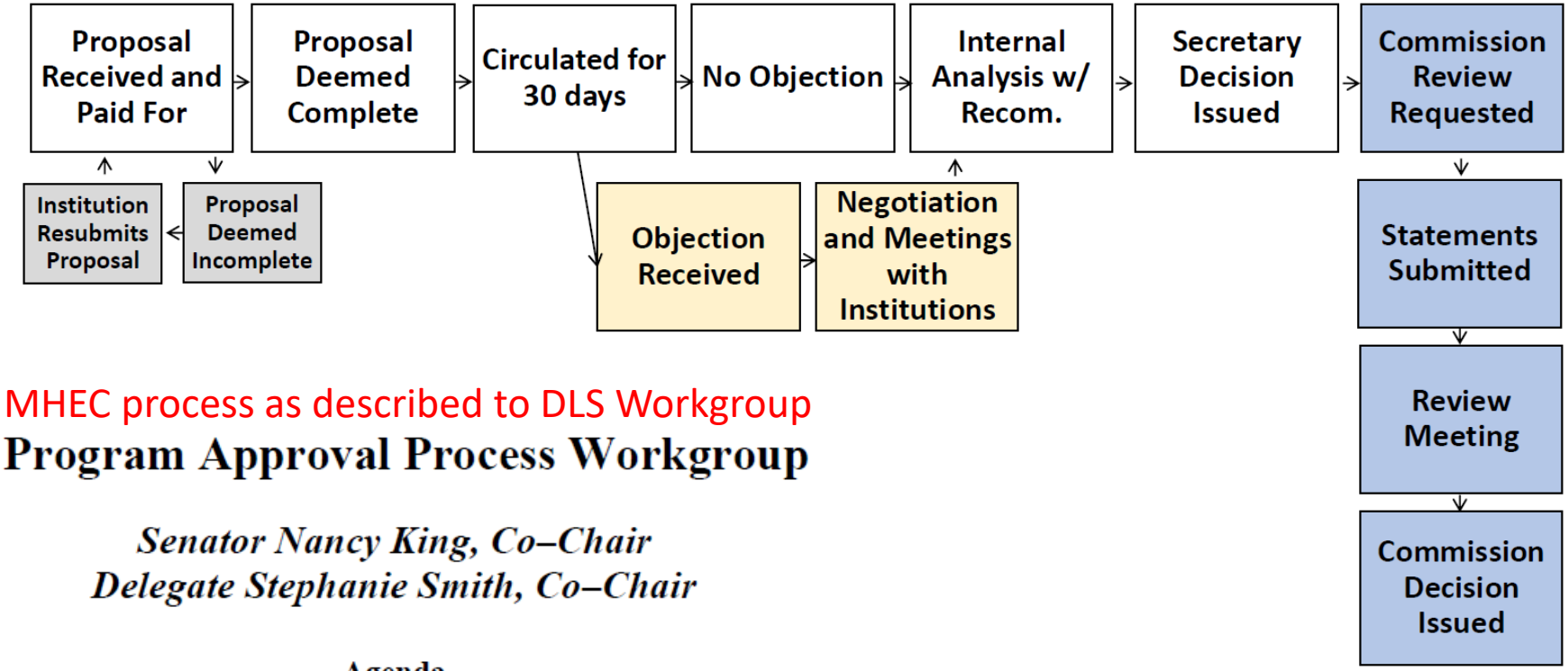
- Statute §12-106 and § 11-206.1
  - USM Board review timeline of 60 days concurrent with MHEC's
- Board policies: III-7.01, III-7.02, III-7.03, and then on the periodic review of programs, III-7.04
- COMAR Title 13B, Subtitle 2 Academic Regulations
  - Chapter 3 Academic Programs – Degree-Granting Institutions

Key Elements of Review

- Mission alignment
- Consistency with State Plan, strategic plan
- Regulatory requirements for curriculum, faculty, library &c. are met
- Coherence and quality
- “Existing resources”
- Expected financial sustainability, appropriate enrollment
- Meeting a state or regional demand as identified in the State Plan
- Audience for the program (admissions, modality, location etc.)
- Rationale for creating the program
- Graduate and professional programs
  - Unreasonable or unnecessary duplication

11-206.2 allows MHEC to identify duplication in any existing programs and call for a board to address the duplication

MHEC Process



MHEC process as described to DLS Workgroup

Program Approval Process Workgroup

Senator Nancy King, Co–Chair
Delegate Stephanie Smith, Co–Chair

Agenda
Monday, August 14, 2023
3:00 p.m.
Virtual Meeting

General Assembly Actions

2024

HB 1244

- Unreasonable & *unnecessary* duplication
- Grad LOI
- Workforce demand list, emerging workforce need
- Program Review Process Advisory Council

2025

SB 9

- passed to correct 2024 Session admin error
- eliminates duplication objection for UG programs

2026

Bill to (again) allow duplication objection for UG programs failed

Duplication – 2025

- §11-206.2 requires MHEC annual report on the impact to HBCUs of programs approved over an HBCU's objection over the past 4 years
- Also says MHEC can identify any existing program as duplicative and call for governing board to address the duplication
- MHEC & institutions may not object on duplication grounds to new undergraduate (UG) programs proposed "within existing resources"
- MHEC program proposal retains sections related to duplication
- For undergraduate programs proposed within existing resources, the Board may follow §11-206.1; additional issues for consideration:
  - USM LOI process is retained - collegiality, including for our 3 HBCUs
  - Efficient use of State resources
  - MHEC post hoc review in §11-206.2

Workforce Demand

- HB1244 - Annually updated appendices to the State Plan for Higher Education (§11-105)
  - A: In-Demand Occupations
  - B: In-Demand Academic Programs
  - C: Emerging Workforce Needs
  - D: Emerging Workforce Need Programs

  ➢ Feedback on the lists is invited

- §11-204 identifies data partnership – staff MHEC, Labor, Commerce – joint work on methodology and lists

Key Board Considerations

- Mission and goals
- Will enrollment or other resources support the program? Does the program fill a special role?
- If an objection from MHEC or another institution arises after EPSLS recommends approval but before the Board meets, the Board may:
  - opt to delay a decision until the objection is resolved; or
  - request additional information in order to make a decision; or
  - move forward to a vote.

Questions / Discussion

University System of Maryland

Candace Caraco, Ph.D.
Associate Vice Chancellor for Academic Affairs
ccaraco@usmd.edu


University System
of Maryland

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: Towson University (TU) proposal for a Bachelor of Science (B.S.) in Climate Change & Community Resilience

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: June 2, 2026

SUMMARY: The proposed program sits at the intersection of several disparate yet related fields: urban planning and policy, disaster preparation and natural hazards, environmental planning, and climate change. Programs in urban studies, geography, and environmental studies all address some aspects of community resilience and climate change, but none bring all the elements of this new field together. The proposal draws upon geography's interdisciplinary nature (with help from affiliated disciplines) to build a program in climate, environment, planning, and policy and politics that develop the initial skills for a career in the new field of community resilience and climate change. The proposed program aligns with TU's mission of "preparing graduates who will serve as effective leaders for the public good" by developing capacities to address problems related to climate change that are just beginning to dawn upon current leaders in the state. The program is innovative, draws upon faculty creativity and scholarship, and focuses on community service in a broad sense. The proposed program will be implemented using existing resources under Education Article § 11-206.1

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 Towson University to offer the Bachelor of Science in Climate Change & Community Resilience.

COMMITTEE RECOMMENDATION: DATE: June 2, 2026
BOARD ACTION: DATE: June 12, 2026
SUBMITTED BY: Alison M. Wrynn, 301-445-1992, awrynn@usmd.edu

TOWSON UNIVERSITY

Mark R. Ginsberg, Ph.D.
President

Office of the President
8000 York Road
Towson, MD 21252-0001

March 30, 2026

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

Dear Chancellor Perman:

In accordance with the Code of Maryland Regulation (COMAR) 13B.02.03.06, Towson University seeks your review and approval to offer a **Bachelor of Science in Climate Change and Community Resilience**, effective fall 2026. The proposed program will be implemented using existing resources under Education Article § 11-206.1.

If you have any questions or require additional information, please contact Rhodri Evans, Assistant Provost for Assessment, Accreditation and Compliance, at rhodrievans@towson.edu or by phone at 410-704-3312.

Thank you in advance for your review.

Sincerely,

Mark R. Ginsberg, Ph.D.
President

MG/rjme

cc: Dr. Candace Caraco, Associate Vice Chancellor for Academic Affairs, USM
Dr. Melanie L. Perreault, Provost and Executive Vice President for Academic Affairs
Dr. Clare N. Muhoro, Associate Provost for Academic Affairs
Dr. Chris Chulos, Dean, College of Liberal Arts

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www.towson.edu

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

Towson University
Institution Submitting Proposal

Climate Change & Community Resilience
Title of Proposed Program

Bachelor of Science
Award to be Offered

Fall 2026
Projected Implementation Date

2206.03
Proposed HEGIS Code

30.4401
Proposed CIP Code

Department of Geography and Environmental Planning
Department in which program will be located

Dr. Charles Schmitz
Department Contact

410-704-2966
Contact Phone Number

cschmitz@towson.edu
Contact E-Mail Address



Signature of President or Designee

3/11/2026

Date

College of Liberal Arts
Department of Geography & Environmental Planning
Proposal for Bachelor of Science in Climate Change & Community Resilience

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A. Centrality to Institutional Mission and Planning Priorities.

A.1 Program description and relation to TU mission.

The proposed Bachelor of Science (BS) in Climate Change and Community Resilience (CCCR) takes advantage of geography's interdisciplinary approach to address the socio-economic and physical impacts of climate change. The 45-47-credit major sits at the intersections of community justice and climate preparedness, combining the physical science of climate change with the socio-economic analysis of unequal vulnerabilities related to climate change related disaster or stress. The program focuses on the role of planning and community activism in preparing society for climate change.

Lower-division required foundational coursework (15 credits) introduces students to basic physical processes that shape the surface of the earth, the human process that shapes socio-economic and cultural landscape, the relationship between humans and nature and the configuration of nature in society, and a brief technical introduction to the power of geospatial technologies as a spatial analytical tool.

Upper-division requirements (18-19 credits) build on this foundation to develop more specialized knowledge of climatology, climate change, planning for climate change, community resilience, and more analytical skills for research and problem solving.

Four elective courses (12-13 credits) chosen from four categories further develop knowledge and skills in climate, physical environment, planning, and policy and politics.

The CCCR program furthers Towson University's mission of fostering "intellectual inquiry and critical thinking, preparing graduates who will serve as effective leaders for the public good." The interdisciplinary approach and the uncertain and variable character of climate change forces thinking "outside the box" since the impacts of climate change are unprecedented. Climate change and community resilience are pressing issues for today's leaders, as evidenced by the creation of new government offices and programs. The program offers students the vision, creativity, and adaptability to craft solutions that enrich the culture, society, economy, and environment of the state and region.

A.2 Alignment with TU's strategic goals and priorities.

The proposed program aligns with the strategic goals of Towson University to educate, innovate, engage, include, and sustain. The program is an "in-demand academic program" that emphasizes new interdisciplinary learning across the physical and human sciences. The program faculty in climate change and community resilience must innovate because the field is unprecedented and forward-looking by necessity. The program is inclusive in its emphasis on environmental justice that aims to overcome the inequalities in climate vulnerabilities created by socio-economic disparities. And of course, the program aligns with TU's goal to sustain environmental and human resources.

A.3 Adequate funding for first five years.
The proposed new BS degree will be implemented using the existing resources of the Department of Geography & Environmental Planning within the College of Liberal Arts (CLA). The program will require no new funding until the number of majors begins to exceed approximately 30. Resources and expenditures anticipated for the first five years are presented in Section L.

A.4 Institutional commitment.
The proposed bachelor's degree program is aligned with the university's new research- and innovation-oriented mission and strategic plan. The proposed program will require minimal financial commitment and no new funding allocations for administration or infrastructure (see Section L for further details). There are currently 18 faculty in the departments of Geography & Environmental Planning, Environmental Science, Political Science, and Anthropology who will contribute to this program as part of their existing instructional load (see Section I.1 and Appendix B for a detailed listing). See Section K for more details about physical facilities and infrastructure available to support the program.

TU's Office of Technology Services will provide support for general computing needs. More specialized technical support will come directly from the College of Liberal Arts, which has dedicated staff for computer technology needs, classroom support, and website development. This program will benefit from the computer labs and access to several software packages and utilities available to students through university, college, or departmental specialty licenses.

TU is committed to student success. Students in the program will receive academic advising from Department of Geography & Environmental Planning faculty who will assist them in designing degree completion plans, completing the degree requirements, choosing elective courses, and finding and applying for internship opportunities. The CCCR major requirements are designed to be completed in the standard four-year duration of an undergraduate degree. Required courses and a typical four-year plan of study are outlined in Appendix A and Appendix B.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan.
B.1 Demonstrated demand and need.
Significant impacts of climate change are already clear today, and state leaders, businesses, and community activists are marshaling resources to respond. Governor Moore created the Maryland Office of Resilience and the Office of Sustainability in 2023 to better prepare the state for future climate vulnerabilities. The Baltimore Office of Sustainability created a Baltimore City Community Resiliency Hub that coordinates with non-profits to increase community preparedness in the most climate-vulnerable neighborhoods.[1] The American Planning Association dedicates a large proportion of its knowledge center to long

[1] https://www.baltimoresustainability.org/baltimore-resiliency-hub-program/

term community sustainability, green communities, disaster recovery, and hazards mitigation in the face of climate change.[2] All these initiatives are clear evidence of the critical and compelling need to prepare qualified professionals to help address the climate challenges facing the state and region.

B.2 Consistency with the Maryland State Plan for Postsecondary Education.

The proposed program, with its focus on the new field of climate change and community resilience, helps maintain the state's commitment to high-quality post-secondary education in Maryland (Priority 5 within the Student Success goal) by keeping education relevant to address society's most urgent needs and challenges. The CCCR degree will help ensure Maryland's higher education programs remain on the cutting edge of academic and social development.

The proposed program also creates a platform for ongoing lifelong learning by fostering self-learning skills (Priority 7 within the Student Success goal). Climate change and community resilience is a new field that will undoubtedly evolve over time. Thus, students need to know how to adapt and learn new, yet to be developed skills to face the new and unknown challenges of the future. Self-directed learning is essential to much of the workforce today as rapid changes in technology and society dictate the need for adaptable employees.

The proposed program also addresses Priority 8 within the Innovation goal of the Maryland State Plan by promoting a culture of risk-taking. Students dedicating their careers to climate sustainability and community resilience are already risk-takers embarking on an unknown path as these fields are very new and untested.

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

C.1 Employment opportunities.

Since it is a new field, the US Bureau of Labor Statistics and the State of Maryland have yet to track jobs in climate change and community resilience, though a search for climate change and community resilience positions reveals an active job market in the field. The Environmental and Energy Study Institute (EESI) reports strong growth in many climate related industries, including adaptation and resilience jobs. The EESI also notes that many traditional occupations are beginning to incorporate climate resilience: "While new jobs are being created in this sector, existing jobs not traditionally considered to be climate jobs have begun to incorporate adaptation and resilience components as climate change intensifies."[3]

[2] https://www.planning.org/resources/climatechange/

[3] Environmental and Energy Study Institute. "Fact Sheet| Climate Jobs 2024." https://www.eesi.org/papers/view/fact-sheet-climate-jobs-2024.

Locally, the Baltimore Office of Sustainability advertised for a position in February 2025 as a "Climate and Resilience Planner." And, as noted, Maryland's Governor created two new offices for sustainability and climate resilience.

Graduates of the program will likely fill related positions as urban planners, environmental planners, community service workers, social and environmental technicians listed in the Maryland Bureau of Labor Statistics. Projections for these positions show plenty of opportunity for graduates at the baccalaureate level.

C.2 Market demand.

Table A: Projected Job Openings 2023-2033 Maryland Bureau of Labor Statistics

https://labor.maryland.gov/lmi/iandoproj/maryland.shtml

Occupation	PercentChange	TotalOpenings	AnnualTotalOpenings	
Geographers	7.09%	267	26	Bachelor's degree
Environmental Engineers	10.70%	485	49	Bachelor's degree
Environmental Scientists and Specialists, Including Health	11.92%	2179	218	Bachelor's degree
Community and Social Service Occupations	13.54%	56777	5678	

C.3 Expected vacancies over the next five years.

As evidenced by Table A, Maryland's Bureau of Labor Statistics shows strong employment opportunities for positions related to climate change and community resilience. Most positions are expected to grow by at least 9%, some as much as by 13-14%. Annual openings for these positions over the next 10 years leave plenty of opportunity for graduates to find employment in their field. The proposed program will also prepare students for graduate study in climate related fields.

C.4 Projected supply of prospective graduates.

The proposed BS program is expected to draw students with backgrounds primarily in geography, environmental science/studies, and biology. Tables B (enrollments) and C (degrees/certificates awarded) show the potential pipeline of students who might be recruited into the program from community colleges.

Table B: Enrollment in Potential Feeder Programs

Institution	Program Name	2020	2021	2022	2023	2024
Montgomery College	Applied Geography	14	18	13	14	18
College of Southern Maryland	Environmental Studies	40	46	42	37	55
Chesapeake College	Environmental Science	13	13	23	18	32

Institution	Program Name	2020	2021	2022	2023	2024
Hagerstown Community College	Environmental Studies	16	9	14	19	23
Carroll Community College	Biology	47	60	43	45	50

Table C: Degrees/Certificates Awarded in Potential Feeder Programs

Institution	Program Name	2020	2021	2022	2023	2024
Montgomery College	Applied Geography	6	2	3	2	6
College of Southern Maryland	Environmental Studies	1	2	4	4	2
Chesapeake College	Environmental Science	4	1	4	5	9
Hagerstown Community College	Environmental Studies	8	2	5	8	2
Carroll Community College	Biology	3	8	8	5	5

MHEC Report - Trends in Degrees and Certificates by Program 2015-2024

D. Reasonableness of Program Duplication.

D.1 Program duplication.

While there are currently no other programs at the undergraduate level that combine urban planning, community resilience, and climate change, there are two programs that contain some elements of the proposed program.

At the University of Maryland, College Park, the Environmental Politics and Policy concentration within the Environmental Science and Policy major is a flexible program that includes many choices among political science, economics, geography, and environmental policy. However, none of the course choices approach the proposed program's emphasis on urban planning and resilient communities. The College Park program also includes fewer courses on the physical science of climate change.

Salisbury University's Environmental Studies program is focused on the wetland environment of the eastern shore and contains little of the urban and community climate change preparedness that the proposed program emphasizes.

D.2 Justification for the proposed program.

The proposed program is unique in its focus on the intersection of climate change, disaster preparedness and recovery, urban planning, and social justice encapsuled in the term community climate resilience. The program offers an introductory background in natural science underlying climate change combined with a mix of urban planning, green infrastructure, environmental justice, and disaster preparedness and recovery. This is an emerging field that state managers and community activists are increasingly calling for, yet there are few programs that focus on both social planning along with the physical science of climate change. TU's program will fill a lacuna between the almost exclusive focus on physical science in environmental science and studies programs and urban planning and environmental policy programs that focus only on social sciences. The CCCR program

provides students with some background in the natural sciences of climatology and climate change while most of its focus is planning, disaster recovery, and environmental justice.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs).
There are environmental programs at Morgan State University and the University of Maryland Eastern Shore (UMES), but none intersect with the proposed program. TU does not anticipate that the proposed program will have any effect on high-demand programs at Maryland's HBIs.

At Morgan State University, there is a program in Coastal Science and Policy that focuses largely on the natural sciences related to coastal environments with some economics. The program does not focus on climate change or community resilience directly. Morgan State University also offers programs in Civil Engineering and Sustainable Urban Environmental Engineering, but this focus on engineering distinguishes Morgan from TU, which does not offer any engineering programs.

At UMES, the Environmental Science degree focuses on natural sciences rather than the social policy issues that the proposed program addresses.

F. Relevance to the identity of Historically Black Institutions (HBIs).
Given the specialized nature of the proposed program, TU does not anticipate that its implementation will impact the uniqueness and institutional identities and missions of Maryland's HBIs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning.
G.1 Program development and faculty oversight.
The program was designed by five TU faculty involved in climate change, community resilience, and urban planning. While these five faculty members designed the program, the Department of Geography & Environmental Planning will administer it. Initially the department chair will oversee the program, making sure that sufficient classes are offered for students, promoting the new program to prospective students, and assuring that the program's outcomes are assessed. When the program grows, a designated program director will take over administration and oversight of the program. Faculty teaching in the program and their credentials are listed in I.1 below.

G.2 Educational objectives and learning outcomes.
To make program assessment clearer and more coherent, the learning outcomes for the program align directly with TU's broad institutional student learning outcomes (ISLOs). Within each broad education goal, specific program content is detailed, so while TU teaches critical analysis and reasoning, in the program students will develop that skill by interpreting environmental data related to climate change.

The four TU ISLOs the program will assess are critical analysis and reasoning, working in multifaceted work environments, effective communication, and local and global citizenship.

1. **Critical Analysis and Reasoning:** Graduates will demonstrate the ability to analyze and interpret environmental data related to climate change. (Assessed in GEOG 373 Climatology)
2. **Working in Multifaceted Work Environments:** Student will exhibit problem-solving skills by designing climate adaptation and mitigation strategies to address community resilience. (Assessed in GEOG 402 Resilient Communities)
3. **Effective Communication:** Students will effectively communicate climate change concepts and solution recommendations. (Assessed in 383 Natural Resources and Society)
4. **Local and Global Citizenship**: Graduates will demonstrate an understanding of the tools to advocate for more socially equal, just, and sustainable communities, both locally and around the world. (Assessed in GEOG 406 Planning for Climate Change)

G.3 Assessment and documentation of student learning outcomes.

Table D indicates the courses in which the program learning outcomes (PLOs) will be assessed.

Table D: Program SLO Assessment

	Program Learning Outcomes (PLOs)	Direct and Indirect Measures	
PLO 1	Critical Analysis and Reasoning	Measure 1a:	Final project in GEOG 373 Climatology
		Measure 1b:	Survey of students
PLO 2	Working in Multifaceted Work Environments	Measure 2a:	Project in GEOG 402 Planning for Resilient Communities
		Measure 2b:	Survey of students
PLO 3	Effective Communication	Measure 3a:	Writing assignment in GEOG 383 Natural Resources and Society
		Measure 3b:	Survey of Students
PLO 4	Local and Global Citizenship	Measure 4a:	Research project in GEOG 406 Planning for Urban Climate Change
		Measure 4b:	Survey of Students

Each outcome will be assessed using an assignment in a specific course. Each time the course is offered, the work of students in the program will be placed in an assessment folder for that year. The students' work will be assessed based on the expected achievement level of 80% of students in the program. Data on student achievement will be reported each year using TU's institutional assessment data collection tool.

G.4 Program requirements.

The BS in Climate Change and Community Resilience includes required courses geography with a choice of elective courses from environmental science, political science, and anthropology. Students begin by taking five lower-division foundational courses in geography, then take six upper-division courses that form the core of the program. Finally, students choose four elective courses, one from each of the following subject areas: climate, physical environment, planning, and politics and policy. Table E summarizes the program requirements. (See Appendices A and B for the course descriptions for the required courses in the major and a sample four-year program completion plan.)

Table E: Program Curriculum

Course Number	Course Title	Credit Weighting
Foundation lower-division required courses in Geography		
GEOG 101*	Physical Geography	3
GEOG 109*	Introduction to Human Geography	3
GEOG 201*	Environment and Society	3
GEOG 221	Introduction to Geospatial Technology	3
GEOG 251*	Introduction to Urban Planning	3
	Total lower division GEOG required	**15**
Upper-division required courses in Geography		
GEOG 373	Climatology	3
GEOG 375 or	Quantitative Methods in Geography	3-4
GEOG 376 or	Qualitative Methods in Geography	
GEOG 322	Intro to Geographic Information Science (4)	
GEOG 383*	Natural Resources and Society: A Geographic Perspective	3
GEOG 402	Planning for Resilient Communities	3
GEOG 406	Planning for Urban Climate Change	3
GEOG 419	Climate Change: Science to Policy	3
	Total upper division Geography	**18-19**
Electives – Climate (select one)		
GEOG 377	Meteorology	**3**
GEOG 409	Applied Climatology	
GEOG 410	Environmental Geography	
GEOG 411	Studies in Natural Hazards	

Course Number	Course Title	Credit Weighting
Electives – Physical Environment (select one)		
GEOG 315	Geomorphology (4)	**3-4**
GEOG 317	Energy Resources	
GEOG 319	Soils and Vegetation	
GEOG 467	Environmental Hydrology	
GEOG 468	Fluvial Geomorphology	
Electives – Planning (select one)		
GEOG 391	Urban Systems	**3**
GEOG 403	Urban Housing Justice	
GEOG 404	Securitizing the City	
GEOG 481	Environmental Impact Analysis	
Electives – Policy and Politics (select one)		
ANTH 343	Resource Wars of the 21st Century	**3**
ENVS 411	Water Policies of the United States	
ENVS 420	Environmental Policy and Sustainable Management	
ENVS 425	Science and Policy of the Chesapeake Bay Restoration	
POSC 440	Global Environmental Politics	
	Total Electives	**12-13**
	Total Program Requirements	**45-47**

**Satisfies TU Core Curriculum requirement*

G.5 General education requirements

TU's Core Curriculum, comprising fourteen categories within four themes (43-46 credits in total), satisfies the general education requirements mandated by the State of Maryland (COMAR 13B.06.01.03) and educational effectiveness standards held by the university's accrediting body, the Middle States Commission on Higher Education. To fulfill Towson University's Core Curriculum requirements, students must complete one course from each of the following categories (1-14).

Table F: TU Core Curriculum Requirements

Core Category	Credits
Fundamentals	
(1) Towson Seminar (Must be completed with a minimum C grade; course not required for transfer students)	3
(2) English Composition (Must be completed with a minimum C grade)	3
(3) Mathematics	3-4
(4) Creativity & Creative Development*	3
Ways of Knowing	

Core Category	Credits
(5) Arts and Humanities*	3
(6) Social & Behavioral Sciences**	3
(7) & (8) Biological & Physical Sciences**	7-8
Writing in a Chosen Field	
(9) Advanced Writing Seminar** (Must be completed with a minimum C grade)	3-4
Perspectives	
(10) Metropolitan Perspectives**	3
(11) The United States as a Nation	3
(12) Global Perspectives**	3
(13) Diversity & Difference	3
(14) Ethical Issues & Perspectives	3
Total Credits	**43-46**

*Courses fulfilling Core 4 and Core 5 requirements must be from different subjects.
**GEOG 201 (Core 6), GEOG 101 (Core 8), GEOG 383 (Core 9), GEOG 251 (Core 10), and GEOG 109 (Core 12) fulfill both TU Core Curriculum and major requirements.

G.6 Specialized accreditation requirements.
Not applicable.

G.7 Outside contracts.
Not applicable.

G.8 Program assurances.
Curriculum, course, and degree requirements are updated and published annually in TU's academic catalog. The Department of Geography & Environmental Planning's website will post detailed information about degree requirements as well as information that will help students be successful in the program, such as advising resources, scholarship, and internship opportunities. TU's website offers extensive information about student support services, financial aid, and tuition costs each year.

All TU undergraduate students are required to meet with an academic advisor each semester. In the first meeting with an advisee after the student reaches 45 credits, the academic advisor develops a Four-Year Degree Completion Plan for the student, according to the academic requirements for the major and the expected schedule of course offerings. During subsequent advising meetings, the advisor reviews the student's progress towards their degree and helps the student plan courses for the next semester. The advisor may help the student modify the degree completion plan, if necessary. Advisors and students will also discuss the student's plans for employment or postgraduate education. Academic advisors often provide information about internships and other opportunities to help students achieve those goals.

Students in the CCCR program will be expected to develop technical competencies throughout the duration of the program, but there are no specific requirements to enter the program other than admission to TU. Students will have access to the same academic support that all TU students have, such as tutoring, coaching, and workshops available through the TU Tutoring and Learning Center.

CCCR students will pay regular TU undergraduate tuition and fees and will have the same opportunities for scholarships and research experiences as students in the existing Geography undergraduate major, including the Drew Dedrick Scholarship, the Morgan GIS Endowment, the Fred and Joan Ward Scholarship, the Barnes Paper Award, and the Mitchell Scholarship.

G.9 Assurances of advertising, recruiting, and admissions materials.
TU regularly reviews its advertising, recruiting, and admissions materials to ensure that they clearly and accurately represent programs and services available, and that there is consistency across different modes of communication such as the TU website, the academic catalog, and other print and online promotional materials.

H. Adequacy of Articulation.
TU has signed an articulation agreement with the College of Southern Maryland to facilitate transfer into the program (see Appendix C).

I. Adequacy of Faculty Resources.
I.1 Quality of program faculty
The program relies upon most of the full-time faculty of the Department of Geography. All completed doctoral programs, and all are engaged in on-going research in their fields.

Table G: Faculty Resources

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Proposed Courses Faculty Will Teach (Course Number)
Dr. Michael Allen	Full-Time	Ph.D., Geography, Kent State University, 2014	Associate Professor	GEOG 101 GEOG 373 GEOG 377 GEOG 409 GEOG 411 GEOG 419
Dr. Gorana Draguljic	Full-Time	Ph.D., Political Science, Temple University, 2016	Associate Professor	POSC 440
Dr. Michael Eduful	Full-Time	Ph.D., Geography, University of South Florida, 2018	Lecturer	GEOG 383
Dr. Nicole Fabricant	Full-Time	Ph.D., Socio-cultural Anthropology, Northwestern University, 2009	Professor	ANTH 343

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Proposed Courses Faculty Will Teach (Course Number)
Dr. Lester Facey	Part-Time	Ph.D., Environmental Science, SUNY College of Environmental Science and Forestry, 2006	Adjunct Faculty	ENVS 420
Dr. Natalia Fath	Full-Time	Ph.D., Geography, Moscow State University, 1993	Lecturer	GEOG 101 GEOG 410
Dr. Michael Haire	Part-Time	M.S., Biology, Towson University, 1979; M.B.A., Loyola College in Maryland, 1987	Adjunct Faculty	ENVS 411 ENVS 425
Dr. Kelsey Hanrahan	Full-Time	Ph.D., Geography, University of Kentucky, 2015	Associate Professor	GEOG 109 GEOG 376
Dr. E. Kaufman	Full-Time	Ph.D., Geography, University of Kentucky, 2021	Assistant Professor	GEOG 251 GEOG 403 GEOG 404
Dr. Sya Kedzior	Full-Time	Ph.D., Geography, University of Kentucky, 2011	Associate Professor	GEOG 201
Dr. Sayma Khajehei	Full-Time	Ph.D., Metropolitan Planning, Policy, and Design, University of Utah, 2023	Assistant Professor	GEOG 251 GEOG 402 GEOG 481
Dr. Shou Lu	Full-Time	Ph.D., Parks, Recreation, and Tourism Planning, Clemson University, 2001	Professor	GEOG 101 GEOG 221 GEOG 251
Dr. Robert Neff	Full-Time	Ph.D., Geography, Pennsylvania State University, 2005	Lecturer	GEOG 109 GEOG 251 GEOG 391 GEOG 406
Dr. Martin Roberge	Full-Time	Ph.D., Geography, Arizona State University, 1999	Professor	GEOG 101 GEOG 315 GEOG 319 GEOG 410 GEOG 467 GEOG 468
Dr. Charles Schmitz	Full-Time	Ph.D., Geography, University of California, Berkeley, 1997	Professor	GEOG 109 GEOG 375
Dr. Jeremy Tasch	Full-Time	Ph.D., School of Geography, Clark University, 2006	Professor	GEOG 101 GEOG 317
Dr. Paporn Thebpanya	Full-Time	Ph.D., Geography, University of Georgia, 2003	Professor	GEOG 101 GEOG 322
Dr. Carter Wang	Full-Time	Ph.D., Geography, Arizona State University, 2018	Assistant Professor	GEOG 101 GEOG 221

I.2 Ongoing pedagogy training for faculty.

The Faculty Academic Center of Excellence at Towson (FACET) is the faculty development center for Towson University. FACET's mission is to support an inclusive and collaborative faculty community and foster a culture of excellence in scholarship and teaching. FACET supports all campus faculty in their scholarship and teaching through a combination of

programs, workshops, resources, funding, and communities of practice such as: Student Engagement, Emerging Technologies, Open Educational Resources, and High Impact Educational Practices. In collaboration with the TU Office of Technology Services, FACET also recommends, reviews, and provides programs to support advancement of faculty skills with Blackboard, TU's learning management system. FACET provides one-on-one or small group, virtual or face-to-face meetings with an instructional design team, who also perform course reviews. Faculty may attend open meetings as well as request consultation from FACET staff.

In addition, faculty are mentored by peers. All faculty are required to undergo periodic peer review which allows fellow faculty to mentor fellow faculty at all levels to improve pedagogy and make adjustments to changing student and curricular needs.

J. Adequacy of Library Resources.
Resources available through TU's Cook Library are sufficient to meet the needs of students and faculty in the proposed program. The library houses an extensive collection of materials, including more than 500,000 print and electronic volumes. In addition to a dedicated subject librarian, team of research librarians, and subject-specific research guides, the library provides access to 19 physics and astronomy subject-specific databases, such as Nature Portfolio, Scopus, ScienceDirect, JoVE Science Education Unlimited, JSTOR, and SpringerLink. Cook Library also houses computer workstations with specialty software for data analysis, data visualization, and mapping.

In addition to Cook Library, faculty and students have access to materials through reciprocal agreements at nearby Baltimore institutions and across USM-affiliated institutions. Materials from other libraries across the country can be requested for loan through standard interlibrary loan (ILL) services. As part of this service, faculty and students have access to RAPID ILL, a service customary at high research activity institutions. The current turnaround time for article requests is typically less than 48 hours.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment.
K.1 Assurance of physical facilities
TU's existing physical facilities, infrastructure, and instructional equipment are sufficient to support the needs of the proposed program. The Department of Geography and Environmental Planning is housed in the College of Liberal Arts located in a facility completed in 2010 that includes nine computer labs with over 250 seats for students and an extensive array of software. Software needed for student work is included also in the large computer facility on the main floor of the Cook Library.

K.2 Assurance of distance education
The proposed program is designed to be delivered in-person via traditional modes of face-to-face instruction. If distance learning resources are required, whether in an individual

course or at a broader scale, TU is well positioned to provide adequate support. FACET offers training and certification programs for online and hybrid/blended instruction, Universal Design for Learning (UDL), and effective pedagogical approaches for enriching distance learning, including the Quality Matters Rubric. Students and faculty can enroll in training modules that provide instruction in university-sponsored distance learning technologies, including Blackboard, WebEx, Zoom, and Panopto. Technology support is available online, as well as via email, text, phone and on a walk-in basis at Student Computing Services and the Office of Technology Services.

I. Adequacy of Financial Resources.

The proposed CCCR program will be implemented using existing resources in the Department of Geography & Environmental Planning. All courses in the program are pre-existing. TU does not anticipate that additional faculty expenditures will be necessary for the first four years of the program. When the program's overall enrollment grows to approximately 30 students, the program will need to hire one new full-time faculty member to teach the climate courses.

Table H: 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[1]	**$58,640**	**$120,800**	**$223,956**	**$333,190**	**$396,000**
Number of Full-time Students	5	10	18	26	30
Annual Tuition Rate[2]	$11,728	$12,080	$12,442	$12,815	$13,200
Subtotal Tuition	$58,640	$120,800	$223,956	$333,190	$396,000
Annual Fees	$0	$0	$0	$0	$0
Subtotal Fees	$0	$0	$0	$0	$0
Total Full-time Revenue of New Students	$58,640	$120,800	$223,956	$333,190	$396,000
Number of Part-Time Students	0	0	0	0	0
Credit Hour Tuition Rate	$0	$0	$0	$0	$0
Annual Fees Per Credit Hour	$0	$0	$0	$0	$0
Annual Credit Hours Per Student	0	0	0	0	0
Subtotal Tuition	$0	$0	$0	$0	$0
Subtotal Fees	$0	$0	$0	$0	$0
Total Part-Time Revenue of New Students	$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)	**$58,640**	**$120,800**	**$223,956**	**$333,190**	**$396,000**

[1] *Student enrollments are calculated at 100% in-state. It is anticipated that all students will enroll on a full-time basis.*

[2] *Tuition and fees increase by 3% annually.*

Table I: Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Total Faculty Expenses (b + c below)	**$0**	**$0**	**$0**	**$0**	**$99,750**
a. #FTE	0	0	0	0	1.0
b. Total Salary	$0	$0	$0	$0	$75,000
c. Total Benefits (x 33%)	$0	$0	$0	$0	$24,750
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 (adjunct) (b + c below)	**$0**	**$0**	**$0**	**$0**	**$13,500**
a. #FTE	0	0	0	0	0.2
b. Total Salary	$0	$0	$0	$0	$13,500
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	**$1,000**	**$1,000**	**$1,000**	**$1,000**	**$1,000**
TOTAL (Add 1-7)	**$1,000**	**$1,000**	**$1,000**	**$1,000**	**$113,350**

Faculty (#FTE, Salary, and Benefits)
Only when enrollment reaches 30 students does the program anticipate the need for additional faculty in the form of one full-time faculty member. Faculty salary was estimated at current assistant professor starting salary.

Administrative Staff (# FTE, Salary, and Benefits)
The Department of Geography & Environmental Planning has sufficient administrative staff to run the proposed program through its initial launch. No additional administrative staff will be needed.

Support Staff (# FTE, Salary, and Benefits)
Only when enrollment reaches 30 students does the program anticipate the need for additional adjunct faculty to teach a few key courses. Adjunct faculty were calculated at current rates. No additional support staff will be needed in the initial phases of the program.

Equipment
The CCCR program will use the Department of Geography & Environmental Planning's existing computer lab space in the College of Liberal Arts building for teaching. Students have access to most of the labs in the CLA building as well as in Cook Library.

Library
No additional library expenses are necessary.

New and/or Renovated Spaces
The program will use existing spaces.

Other Expenses
The new program will require some modest marketing resources to attract prospective, new, and transferring TU students into the program, as well as to advertise the new opportunity to current TU students. The types of marketing activities the program anticipates undertaking include website development, email and social media marketing, flyers, and giveaway items for TU Open House/TU4U events, and visits to Maryland's community colleges. TU has budgeted approximately $1,000 per year for these efforts.

M. Adequacy of Provisions for Evaluation of Program.
M.1 Evaluation of the program.
The proposed program will be built using existing courses. Nevertheless, future course development will follow the regular Towson University procedures for approval, first at the program and department level, through the CLA curriculum committees, and finally the University Curriculum Committee.

The course approval process evaluates new courses for appropriate rigor, effective assessment and grading, and adherence of the course syllabus to best practices. Evaluation at the program level ensures course content accuracy and program alignment, while the college and university level reviews facilitate the production of quality course proposals.

Existing courses are evaluated through regular review by program faculty and by student evaluations. Faculty regularly review courses to determine if the course meets overall program objectives. Additionally, instructors are observed by peers on a routine basis, with more frequent observations if faculty are new to a course or the university. If a course review indicates concerns or problems with a course, faculty develop strategies for addressing problems. Student course evaluation takes place at the end of every semester. Using a tool developed by TU faculty that allows quantitative and qualitative feedback, students give feedback on instructors (e.g., ability to communicate clearly; quality of student-instructor interaction; preparedness) and suggest improvements for a course.

Evaluation of faculty follows policies and procedures established by TU's policies for faculty annual merit review and for faculty reappointment, tenure, and promotion. These evaluations occur at the department, college, and university level. The main areas of evaluation include teaching, scholarship, and service. Tools used as part of the annual evaluation process include review of the individual's portfolio that includes, but is not limited to, the following:

- Evidence of scholarship (e.g., articles in scholarly journals; presentations at scholarly meetings).
- Service work.
- A synopsis of teaching related activities (e.g., courses taught; new instructional procedures; interdisciplinary, diversity, international, and technology-related projects).
- Review of course syllabi.
- Peer teaching observation reports.
- Quantitative and qualitative student evaluation of instruction.

Section G.3 outlines the program assessment measures and shows their alignment with specific student learning outcomes. On an annual basis, specific learning outcomes are identified for assessment purposes. The program director, with the support of TU's Office of Assessment, will oversee the processes involved in the assessment of student learning outcomes, including collection and analysis of data, and creation of action plans, as necessary.

M.1 Evaluation of program effectiveness.

The assessment of this program will be guided by TU's Office of Assessment, following established TU policies and procedures, including review of the program's assessment plan to ensure that learning outcomes remain appropriate, and that students are meeting expectations.

The program will work with TU entities such as the Office of the Provost, Enrollment Services, and Student Services to review data on a regular basis and improve the program when needed. Effectiveness will be assessed by student retention, progress toward degree completion, career outcomes for graduates, student and faculty satisfaction, cost-effectiveness, and other key performance indicators.

Additionally, TU will conduct a comprehensive evaluation of the program every seven years as part of the USM-mandated Periodic Review of Academic Programs process. The purpose of the review is to promote continuous program improvement and ensure that the needs of students are being met. Each program will prepare a self-study, engage an external reviewer to evaluate the program and identify strengths and areas for improvement, and submit a final report to the USM Board of Regents for review and approval.

N. Consistency with the State's Minority Student Achievement Goals.
With approximately 60% of students identifying as non-white,[4] TU is nearly as diverse as the state of Maryland. It is one of only a few universities in the country to have no achievement gap, meaning that underrepresented student groups achieve the same or better academic success as the entire student population. TU strives to foster a learning community that reflects the population of our campus, region, and state, and recognizes that our success is dependent on cultivating diverse perspectives and approaches.

O. Relationship to Low Productivity Programs Identified by the Commission.
Not applicable

P. Adequacy of Distance Education Programs.
Not applicable, the program will be delivered in-person on the main TU campus.

[4] https://www.towson.edu/ir/documents/fall2025_factsheet_final.pdf

Appendix A – Course Descriptions

GEOG 101 PHYSICAL GEOGRAPHY (3)
Introductory spatial analysis of fundamental terrestrial natural phenomena, including their impact on humanity. Emphasis on Earth planetary motions, weather and climate, landforms, soils and vegetation. Core: Biological & Physical Sciences.

GEOG 109 INTRODUCTION TO HUMAN GEOGRAPHY (3)
Uses the analytical approach of social sciences in the study of institutions of human society to reveal spatial patterns in the responses of people to basic problems and needs. Core: Global Perspectives.

GEOG 201 ENVIRONMENT AND SOCIETY (3)
Exploration of human-environment interrelationships in the social sciences. Core: Social & Behavioral Sciences.

GEOG 221 INTRODUCTION TO GEOSPATIAL TECHNOLOGY (3)
Introduction to most effective ways to record and communicate spatial information. Emphasizes geotechniques including digital cartography, remote sensing, GIS and GPS. Includes georeference systems, cartographic representation, and basic skills needed to use and understand geospatial data.

GEOG 251 INTRODUCTION TO URBAN PLANNING (3)
The sequential origins of planning and urban design, a study of contemporary urban planning practice, and an analysis of the social, economic and political context of plan formulation and implementation. Core: Metropolitan Perspectives.

GEOG 315 GEOMORPHOLOGY (4)
Detailed analysis of the formation, surficial characteristics, and global distributions of the earth's landforms. Labs emphasize interpretation of landform assemblages through use of topographic maps and aerial photographs. Prerequisite: GEOG 101 or GEOL 121.

GEOG 317 ENERGY RESOURCES (3)
Spatial patterns and political economy of conventional and alternative forms of energy production and use. Climate change and geopolitics of global energy transition.

GEOG 319 SOILS AND VEGETATION (3)
A resource study of the world's soils and plant formations with emphasis placed upon their genesis and spatial differentiations. Prerequisite: GEOG 101.

GEOG 322 INTRO TO GEOGRAPHIC INFORMATION SCIENCE (4)
Study and use of selected computer hardware and software for the storage, retrieval, manipulation, analysis, and display of geographic data. Emphasis on practical applications of geographic information systems (GIS). Prerequisite: GEOG 221 or consent of instructor.

GEOG 373 CLIMATOLOGY (3)
Analysis of the character, causes, and global distribution of climatic types, chiefly employing the Koppen classification system.

GEOG 375 QUANTITATIVE METHODS IN GEOGRAPHY (3)
Focus on statistical problems associated with the analysis of geographic data. Emphasis on the unique spatial problems of point pattern analysis, area association, and regionalization. Prerequisite: MATH 100 or higher (except MATH 204).

GEOG 376 QUALITATIVE METHODS IN GEOGRAPHY (3)
Introduction to qualitative methods. Research design, ethical and procedural considerations, data collection methods, data analysis.

GEOG 377 METEOROLOGY (3)
Examines the composition and structure of the atmosphere, thermodynamic processes, forces and related small- and large-scale motions, air masses, fronts, tropical cyclones, solar and terrestrial radiation, general circulation and weather forecasting. Field work may be required.

GEOG 383 NATURAL RESOURCES AND SOCIETY: A GEOGRAPHIC PERSPECTIVE (3)
Social and environmental dimensions of natural resources, their management, and misuse from a geographic perspective. Requires grade of C or better to fulfill Core requirement. Prerequisite: ENGL 102 or ENGL 190 or equivalent. Core: Advanced Writing Seminar.

GEOG 391 URBAN SYSTEMS (3)
Survey of the structure, functions, forms and development of urban units. Emphasis upon the locational features of social, economic, and cultural phenomena. Field work.

GEOG 402 PLANNING FOR RESILIENT COMMUNITIES (3)
Examination of risks and vulnerabilities in hazard-prone areas, focusing on strategies for community resilience. Topics include resilience as a process and outcome, risk management, governance, and social-political factors in disaster planning. Prerequisite: GEOG 251 or consent of instructor.

GEOG 403 URBAN HOUSING JUSTICE (3)
Urban housing inequity in the U.S. Origins of racialized housing disparities. Informal exclusionary zoning. Alternative ways forward towards housing justice. This course has been offered as a special topic; students who have earned credit for this course as a special topic will not receive additional credit for GEOG 403.

GEOG 404 SECURITIZING THE CITY (3)
Exploration of urban security at multiple scales including international, national, metropolitan region, city block, the home, and the human body.

GEOG 406 PLANNING FOR URBAN CLIMATE CHANGE (3)
Examination of vulnerability, adaptation, and resilience to climate change in urban sites. This course has been offered as a special topic; students who have earned credit for this course as a special topic will not receive additional credit for GEOG 406. Prerequisites: GEOG 251, GEOG 319, GEOG 419, MTRO 101, or consent of instructor.

GEOG 409 APPLIED CLIMATOLOGY (3)
The effects of world climatic patterns on the human and physical environment are analyzed. Special emphasis is devoted to the interactions between climate and the urban environment.

GEOG 410 ENVIRONMENTAL GEOGRAPHY (3)
Human impact on the natural environment. Exploration of roots and nature of contemporary environmental issues. Prerequisite: GEOG 101.

GEOG 411 STUDIES IN NATURAL HAZARDS (3)
The nature, frequency of occurrences, and distribution of environmental hazards and their impact on humans.

GEOG 419 CLIMATE CHANGE: SCIENCE TO POLICY (3)
A survey of past, current, and future climate change. Emphasis on Earth's radiation balance, causes of climate change, observed and predicted signals of climate change, and impacts and mitigation of climate change.

GEOG 467 ENVIRONMENTAL HYDROLOGY (3)
Exploration of the water cycle and its interaction with human society. Examination of precipitation, infiltration, runoff, and stream hydrology. Introduction to storm water mitigation, flood control, sanitary sewerage, and stream restoration. This course has been offered as a special topic; students who have earned credit for this course as a special topic will not receive additional credit for GEOG 467. Prerequisites: GEOG 101 or GEOL 121 or consent of department.

GEOG 468 FLUVIAL GEOMORPHOLOGY (3)
Introduction to the study of river land forms and the processes that create them. Emphasis on human impacts to river systems and applied geomorphology. This course has been offered as a special topic; students who have earned credit for this course as a special topic will not receive additional credit for GEOG 468. Prerequisites: GEOG 101 or GEOL 121 or consent of department.

GEOG 481 ENVIRONMENTAL IMPACT ANALYSIS (3)
The collection, collation, analysis, and incorporation of physical, social, biological, and economic information for the reviewing and the preparing of environmental impact statement (EIS) reports. Prerequisite: 6 units of geography or consent of instructor.

ANTH 343 RESOURCE WARS OF THE 21ST CENTURY (3)
Examination of conflicts and inequities that result from resource extraction in a number of locales globally and domestically, and the social movements that arise in response. Prerequisite: ANTH 207 or ANTH 212.

ENVS 411 WATER POLICIES OF THE UNITED STATES (3)
History and application of the Clean Water Act, including ongoing actions and case studies with focus on Maryland issues. Prerequisite: POSC 103 or POSC 207.

ENVS 420 ENVIRONMENTAL POLICY AND SUSTAINABLE MANAGEMENT (3)
Analysis of the scientific approach to solve environmental problems within the socioeconomic concerns involved in formulating and administering environmental policy. Energy, management, policy, and sustainability are considered. Prerequisite: POSC 103 or POSC 207.

ENVS 425 SCIENCE AND POLICY OF THE CHESAPEAKE BAY RESTORATION (3)
Provides students with a basic understanding of the key physical, chemical and biological processes taking place in the largest estuary in America. The class will explore how an understanding of these important ecosystem components has informed scientist, managers, legislators and other stakeholders about the causes of the degradation of the Bay and has provided insight into the formulation of a strategy for its protection and restoration. In addition to class lectures, projects and possibly in-field experiences, regional Chesapeake Bay experts from the academic, political and regulatory sectors will provide students with a real-world perspective on both the opportunities and obstacles in the effort to save the Bay. Prerequisite: POSC 103 or POSC 207.

POSC 440 GLOBAL ENVIRONMENTAL POLITICS (3)
Examination of global environmental politics and policy-making. Assessment of the policy dimensions of contemporary global environmental challenges including climate change, pollution, resource depletion, and biodiversity. This course has been offered as a special topic; students who have earned credit for this course as a special topic will not receive additional credit for POSC 440. Prerequisite: POSC 107 is recommended, or consent of instructor.

Appendix B – Four-Year Plan of Study

Climate Change & Community Resilience: Four-Year Plan				
Year 1				
Fall			Spring	
GEOG 101 (Core 8)	3		Core 7	4
TSEM (Core 1)	3		GEOG 221	3
Elective	3		GEOG 109 (Core 12)	3
Core 3	3		English 102 (Core 2)	3
Core 4	3		GEOG 201 (Core 6)	3
Total	15		Total	16
Year 2				
Fall			Spring	
Elective	3		GEOG 322	4
GEOG 251 (Core 10)	3		Elective	3
GEOG 373	3		Core 11 (POSC 103 recommended)	3
Core 5	3		GEOG Climate Elective	3
Elective	3		Core 13	3
Total	15		Total	16
Year 3				
Fall			Spring	
GEOG 419	3		GEOG 406	3
GEOG Physical Environment Elective	4		Elective	3
Elective	3		Elective	3
Elective	3		GEOG 383 (Core 9)	3
Core 14	3		Elective	3
Total	16		Total	15
Year 4				
Fall			Spring	
GEOG 402	3		GEOG elective	3
Policy and Politics Elective	3		GEOG Planning Elective	3
Elective	3		Elective	3
Elective	3		Elective	3
Elective	3			
Total	15		Total	12
Credit Grand Total	**120**			

Appendix C – Articulation Agreement

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: Towson University (TU) proposal for a Bachelor of Science (B.S.) in Geographic Information Science (GIS)

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: June 2, 2026

SUMMARY: The proposed program prepares students for the technically demanding position of GIS technician. The proposed program fits with TU's mission by preparing students "for careers in high demand," using "technology effectively," and developing "specialized knowledge in defined fields." The proposed program bridges the programs of the Department of Computer and Information Sciences in addition to foundational courses in the Department of Mathematics with the Department of Geography and Environmental Planning's GIS minor. On top of GIS skills, students will develop programming, data management, data analytics, and other computer skills in the computer science and information systems programs, as well as enhanced math skills. The GIS technician takes requests from users for GIS products; develops and implements applications; tests and debugs; creates training documentation for users; deploys applications; maintains data; and provides processes and applications to users. The program will serve technically oriented students who are interested in both computer applications in general and GIS and who are already headed for a career in computer science but may not be aware of the possibilities of a career as a GIS technician. The proposed program will be implemented using existing resources under Education Article § 11-206.1

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 Towson University for a B.S. in GIS.

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

TOWSON UNIVERSITY

Mark R. Ginsberg, Ph.D.
President

Office of the President
8000 York Road
Towson, MD 21252-0001

March 30, 2026

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

Dear Chancellor Perman:

In accordance with the Code of Maryland Regulation (COMAR) 13B.02.03.06, Towson University seeks your review and approval to offer a **Bachelor of Science in Geographic Information Science**, effective fall 2026. The proposed program will be implemented using existing resources under Education Article § 11-206.1.

If you have any questions or require additional information, please contact Rhodri Evans, Assistant Provost for Assessment, Accreditation and Compliance, at rhodrievans@towson.edu or by phone at 410-704-3312.

Thank you in advance for your review.

Sincerely,

Mark R. Ginsberg, Ph.D.
President

MG/rjme

cc: Dr. Candace Caraco, Associate Vice Chancellor for Academic Affairs, USM
Dr. Melanie L. Perreault, Provost and Executive Vice President for Academic Affairs
Dr. Clare N. Muhoro, Associate Provost for Academic Affairs
Dr. Chris Chulos, Dean, College of Liberal Arts

O: *410.704.2356* F: *410.704.3488*
presidentsoffice@towson.edu
www.towson.edu

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

Towson University
Institution Submitting Proposal

Geographic Information Science
Title of Proposed Program

Bachelor of Science
Award to be Offered

Fall 2026
Projected Implementation Date

0799.01
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Department of Geography and Environmental Planning
Department in which program will be located

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Signature of President or Designee

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Date

College of Liberal Arts
Department of Geography & Environmental Planning
Proposal for Bachelor of Science in Geographic Information Science

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A. Centrality to Institutional Mission and Planning Priorities.

A.1 Program description and relation to TU mission

The proposed Bachelor of Science (BS) degree program prepares students in Geographic Information Science (GIS) and provides a solid background in computer science that enhances students' technological capabilities in the geospatial field. The program draws on three TU departments – Geography and Environmental Planning in the College of Liberal Arts (CLA) and Computer and Information Sciences and Mathematics in the Fisher College of Science and Mathematics (FCSM). The foundation in programming, data analytics, machine learning, and other computer skills allows students to take full advantage of the spatial analytical tools available in TU's geography courses.

The proposed program aligns with TU's mission of fostering "intellectual inquiry and critical thinking" by challenging students to solve spatial problems using tools developed in the program. The program supports the "interdisciplinary" and employment goals of TU's mission by combining coursework in computer science, mathematics, and geography in preparation for "careers in high demand." Spatial problem-solving is essential for developing solutions to today's environmental and social equity challenges in addition to being a powerful tool for business, non-profits, and the state, thus addressing both the public and entrepreneurial dimensions of TU's mission. Students equipped with spatial problem-solving skills will fulfill TU's mission by crafting "solutions that enrich the culture, society, economy and environment of the state, the region and beyond."

A.2 Alignment with TU's strategic goals and priorities

The proposed program will educate students in a very in-demand academic degree that emphasizes engaged learning. The field of GIS is still rapidly growing, with applications in most professions and sectors of the economy.

The proposed program will engage the community through civic engagement such as community driven research projects for students and experiential learning in the form of internships. GIS students and faculty help businesses, non-profits, and local and state government solve spatial problems and facilitate greater efficiency and equity in delivery of services and goods.

The proposed program will foster an inclusive and collaborative community of people from all backgrounds. The study of Geographic Information Science is an attractive gateway to meaningful and productive jobs for people from all backgrounds, abilities, identities, and life experiences.

The proposed program will support students by attracting students of the highest caliber and provide an engaging campus experience not only in the classroom but also through internships, opportunities to work on the TU Geospatial Summer Camp, or field trips such as to NASA's space center and the GIS office of the Montgomery County Planning Department.

A.3 Adequate funding for first five years
The proposed new BS degree will be implement using existing resources within the departments of Geography and Environmental Planning, Computer and Information Sciences, and Mathematics. The program is built on existing undergraduate courses taught by current faculty who are budgeted through existing faculty lines. The current course offerings all have capacity for additional enrollment. If the program's overall enrollment grows to 30 students, the program will need to hire one new full-time faculty member and some additional specialized adjuncts to teach certain courses. Resources and expenditures anticipated for the first five years are presented in Section L**,** Tables G and H.

A.4 Institutional commitment
The proposed bachelor's degree program is aligned with the university's new research- and innovation-oriented mission and strategic plan.

The proposed program will require minimal financial commitment and no new funding allocations for administration or infrastructure (see Section L for further details). There are currently over 20 faculty from across FCSM and CLA who will contribute to this program as part of their existing instructional load (see Section I.1 and Appendix C for a detailed listing). See Section K for more details about physical facilities and infrastructure available to support the program.

TU's Office of Technology Services will provide support for general computing needs. More specialized technical support will come directly from the relevant colleges involved in the program, which have dedicated staff for computer technology needs, classroom support, and website development. This program will benefit from the computer labs in FCSM and access to several software packages and utilities available through institutional, college, and departmental licenses: ArcGIS Pro, Minitab, Erdas, Capstone, DataStudio, Tracker, LabVIEW, MultiSim, Mathematica, Origin, SigmaPlot, MatLab, OSLO EDU, Adobe Illustrator, and Acrobat Creative Cloud.

TU is committed to student success. Students in the program will receive academic advising from Department of Geography and Environmental Planning faculty who will assist them in designing degree completion plans, completing the degree requirements, choosing elective courses, and finding and applying for internship opportunities. The Geographic Information Science major requirements are designed to be completed in the standard four-year duration of an undergraduate degree. Required courses and a typical four-year plan of study are outlined in Appendices A and B.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan.
B.1 Demonstrated demand and need
Geographic Information Science is increasingly in demand across many industries and sectors in today's workforce. GIS includes GIS software, remote sensing, global positioning systems (GPS), and other tools used to collect, analyze, and visualize spatial data.

GIS is essential today in designing infrastructure, managing urban growth, and implementing sustainable practices in smart cities. These technologies help monitor climate change, manage natural resources, and track deforestation, biodiversity, and pollution. Precision agriculture uses GIS to optimize crop yields, monitor soil health, and manage irrigation. GIS also supports route optimization, fleet management, and infrastructure planning.

Within the field of GIS, geospatial data is critical for predicting, monitoring, and responding to natural disasters such as hurricanes, wildfires, and floods. It helps emergency teams plan evacuation routes and allocate resources effectively. Companies use geospatial analytics to understand market trends, identify target demographics, and optimize store locations. Geospatial data is also used for logistics and supply chain optimization.

During the COVID-19 pandemic, GIS was widely used to track the spread of the virus, map hotspots, and manage healthcare resources. Public health agencies continue to use GIS for disease mapping and resource allocation. Governments and defense agencies rely on geospatial intelligence for surveillance, border security, and strategic planning.

B.2 Consistency with the Maryland State Plan for Postsecondary Education
The proposed BS in Geographic Information Science aligns with the Maryland State Plan for Postsecondary Education in several ways. The program aligns with both Priority 5 (maintaining a commitment to high-quality post-secondary education in Maryland) and Priority 7 (enhancing post-secondary education as a platform for ongoing lifelong learning) within the Student Success goal. GIS encompasses emerging technologies that are constantly changing and evolving, therefore requiring institutions to adapt to the latest developments in the field to ensure that their program offerings remain relevant for students wishing to pursue careers in this field. The proposed program will keep Maryland students on the cusp of the GIS technological wave.

The fact that GIS is still an emerging field also supports Priority 8 within the Innovation goal, promoting a culture of risk-taking, in that the field is rapidly evolving as software and hardware develops and new applications are found. A high percentage of graduates in GIS tend to become entrepreneurs founding their own businesses because the technology is in such high demand.

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

C.1 Employment opportunities
As described in B.1, GIS technicians are found in a wide variety of industries and sectors including planning, defense, business analytics, transportation and logistics, emergency management, environmental management, and public health, as well as academia. GIS graduates are even sought in fields seemingly far from geography such as forensics and archeology.

Because of the unique interdisciplinary nature of the program with its heavy computer science component, graduates holding a BS degree will be extremely well-positioned to begin careers in high-level technology positions.

C.2 Market demand
The GIS career is a high demand, fast growing occupational skill set. O*net Online predicts a "Bright Outlook" for Geographic Information Systems Technicians and Technologists in Maryland with a 19% job growth over the 2022-2032 decade. The same source uses the US Bureau of Labor Statistics to predict that nationally Geographic Information Systems Technicians and Technologists will see an 11% growth in opportunities between 2023 and 2033, which is categorized as "much faster than average."

However, this specific occupational category represents only a subset of the careers available because labor force statistics have not kept up with the rapidly evolving field of GIS, which encompasses a range of skills that involve the generation, manipulation, analysis, and presentation of georeferenced data. Some of these skills are in the labor category of cartography and photogrammetry, while others fall under database management and computer sciences. Suffice it to say that the collection, creation, processing, analysis, and presentation of georeferenced data is a high-demand field, evidenced by the fact that the Maryland Department of Labor's Growth Occupational Tool website prominently displays an interactive map using the very same GIS and data analysis technology that the proposed major will train graduates to use.

The market for geospatial products is expected to growth significantly as well. The market for mobile mapping is expected to grow at an annual rate of 16% between 2019 and 2033, an extraordinary rate of growth by any measure.

C.3 Expected vacancies over the next five years
In Maryland, there are projected to be 1,960 job openings annually for GIS technicians and technologists between 2022 and 2032, with the total number of positions increasing from 18,120 to 20,560 over this decade. Nationally, job growth is "much faster than average" with 34,800 projected annual job openings between 2023 and 2033, with the total number of positions exceeding half a million (522,000) by 2033.

C.4 Projected supply of prospective graduates
The proposed BS program is expected to draw students with backgrounds primarily in computer science and GIS. Tables A (enrollments) and B (degrees/certificates awarded) show the potential pipeline of students who might be recruited into the program from community colleges. As is evident from these tables, which only provide a sampling of potential routes into the program, there are thousands of students in a pipeline that is increasing in size who might be interested and qualified and interested in pursuing a bachelor's degree in Geographic Information Science.

Table A: Enrollment in Potential Feeder Programs

Institution	Degree Level	Program Name	2019	2020	2021	2022	2023
Allegany College of Maryland	Associates	COMPUTER SCIENCE TRANSFER	17	15	17	17	16
Allegany College of Maryland	Associates	COMPUTER TECHNOLOGY	75	51	60	69	75
Anne Arundel Community College	Lower Division Certificate	COMPUTER INFORMATION SYSTEMS	17	16	14	17	10
Anne Arundel Community College	Associates	COMPUTER SCIENCE TRANSFER	327	343	291	386	395
Anne Arundel Community College	Associates	COMPUTER SCIENCE, DATABASE MANAGEMENT SYSTEMS	72	87	83	77	67
Baltimore City Community College	Associates	COMPUTER INFORMATION SYSTEMS	177	145	114	97	97
Cecil Community College	Associates	COMPUTER SCIENCE - PROGRAMMING	8	12	11	16	24
Cecil Community College	Associates	GEOSCIENCES	1	1	3	3	1
Chesapeake College	Associates	COMPUTER INFORMATION SYSTEMS	40	28	1	0	0
Chesapeake College	Associates	COMPUTER SCIENCE TECHNOLOGY	0	0	49	67	61
College of Southern Maryland	Associates	COMPUTER SCIENCE	189	187	182	206	214
College of Southern Maryland	Associates	COMPUTER SCIENCE	0	0	9	12	20
College of Southern Maryland	Associates	INFORMATION SYSTEMS	24	21	25	36	25
College of Southern Maryland	Lower Division Certificate	INFORMATION SYSTEMS	0	0	2	0	1
Community College of Baltimore County	Lower Division Certificate	ADVANCED GEOSPATIAL APPLICATIONS	24	14	10	7	2
Community College of Baltimore County	Associates	COMPUTER SCIENCE	412	441	379	460	463
Community College of Baltimore County	Associates	INFORMATION TECHNOLOGY	290	277	249	273	314
Frederick Community College	Lower Division Certificate	COMPUTER SCIENCE STUDIES CERTIFICATE	5	3	1	0	3

Institution	Degree Level	Program Name	2019	2020	2021	2022	2023
Frederick Community College	Associates	COMPUTER SCIENCE TRANSFER	136	142	139	186	218
Frederick Community College	Associates	INFORMATION TECHNOLOGY	5	5	4	2	0
Garrett College	Associates	COMPUTER SCIENCE	10	17	16	9	17
Hagerstown Community College	Associates	COMPUTER SCIENCE	53	55	62	56	77
Hagerstown Community College	Associates	INFORMATION SYSTEMS TECHNOLOGY	56	49	51	60	73
Harford Community College	Associates	COMPUTER INFORMATION SYSTEMS	112	96	71	88	88
Harford Community College	Lower Division Certificate	COMPUTER INFORMATION SYSTEMS	10	5	10	9	6
Harford Community College	Associates	COMPUTER SCIENCE TRANSFER	110	94	94	111	110
Harford Community College	Associates	GEOSPATIAL TECHNOLOGY	0	3	8	8	9
Howard Community College	Associates	COMPUTER SCIENCE TRANSFER	176	257	277	342	319
Howard Community College	Associates	INFORMATION TECHNOLOGY	335	329	370	339	395
Montgomery College	Lower Division Certificate	CARTOGRAPHY & GEOGRAPHIC INFORMATION SYSTEMS	4	12	7	7	7
Montgomery College	Associates	COMPUTER SCIENCE AND TECHNOLOGIES	1167	1165	1099	1286	1443
Montgomery College	Lower Division Certificate	INFORMATION TECHNOLOGY	12	17	14	10	9
Prince George's Community College	Associates	COMPUTER INFORMATION SYSTEMS	324	326	320	262	218
Prince George's Community College	Associates	COMPUTER SCIENCE	394	360	374	367	416
Prince George's Community College	Associates	INFORMATION TECHNOLOGY	0	0	13	115	205
Wor-Wic Community College	Associates	COMPUTER STUDIES TRANSFER	67	54	68	64	63
Wor-Wic Community College	Associates	COMPUTER TECHNOLOGY	43	38	37	30	27

Institution	Degree Level	Program Name	2019	2020	2021	2022	2023
		Total Enrollments	**4,692**	**4,665**	**4,534**	**5,094**	**5,488**

Source: MHEC Report - Trends in Fall Enrollment by Program 2013-2023

Table B: Associate Degrees and Lower-Division Certificates Awarded in Potential Feeder Programs

Institution	Degree Level	Program Name	2020	2021	2022	2023	2024
Allegany College of Maryland	Associates	COMPUTER SCIENCE TRANSFER	3	0	2	1	2
Allegany College of Maryland	Associates	COMPUTER TECHNOLOGY	18	29	20	24	29
Anne Arundel Community College	Lower Division Certificate	COMPUTER INFORMATION SYSTEMS	12	10	12	9	3
Anne Arundel Community College	Associates	COMPUTER SCIENCE TRANSFER	29	39	43	44	40
Anne Arundel Community College	Associates	COMPUTER SCIENCE, DATABASE MANAGEMENT SYSTEMS	13	23	17	20	11
Baltimore City Community College	Associates	COMPUTER INFORMATION SYSTEMS	37	28	32	25	28
Cecil Community College	Associates	COMPUTER SCIENCE - PROGRAMMING	0	4	3	4	3
Cecil Community College	Associates	GEOSCIENCES	0	0	0	0	1
Chesapeake College	Associates	COMPUTER INFORMATION SYSTEMS	4	1	0	0	0
Chesapeake College	Associates	INFORMATION TECHNOLOGY	0	0	0	0	2
College of Southern Maryland	Associates	COMPUTER SCIENCE	18	19	33	24	26
College of Southern Maryland	Associates	COMPUTER SCIENCE	0	0	0	0	2
College of Southern Maryland	Associates	INFORMATION SYSTEMS	1	2	5	5	3
College of Southern Maryland	Lower Division Certificate	INFORMATION SYSTEMS	0	1	3	1	1
Community College of Baltimore County	Lower Division Certificate	ADVANCED GEOSPATIAL APPLICATIONS	5	7	8	5	0
Community College of Baltimore County	Associates	COMPUTER SCIENCE	51	44	40	44	70
Community College of Baltimore County	Associates	INFORMATION TECHNOLOGY	53	36	41	38	48

Institution	Degree Level	Program Name	2020	2021	2022	2023	2024
Frederick Community College	Lower Division Certificate	COMPUTER SCIENCE STUDIES CERTIFICATE	1	0	1	3	3
Frederick Community College	Associates	COMPUTER SCIENCE TRANSFER	9	20	20	30	33
Frederick Community College	Associates	INFORMATION TECHNOLOGY	4	3	2	0	0
Garrett College	Associates	COMPUTER SCIENCE	1	4	5	5	4
Hagerstown Community College	Associates	COMPUTER SCIENCE	14	7	12	10	10
Hagerstown Community College	Associates	INFORMATION SYSTEMS TECHNOLOGY	16	10	7	12	11
Harford Community College	Associates	COMPUTER INFORMATION SYSTEMS	32	20	24	18	19
Harford Community College	Lower Division Certificate	COMPUTER INFORMATION SYSTEMS	2	1	0	1	5
Harford Community College	Associates	COMPUTER SCIENCE TRANSFER	19	15	12	13	20
Harford Community College	Associates	GEOSPATIAL TECHNOLOGY	0	0	0	0	5
Howard Community College	Associates	COMPUTER SCIENCE TRANSFER	28	39	21	29	36
Howard Community College	Associates	INFORMATION TECHNOLOGY	74	54	63	60	49
Montgomery College	Lower Division Certificate	CARTOGRAPHY & GEOGRAPHIC INFO SYS CERTIF	9	4	4	4	4
Montgomery College	Associates	COMPUTER SCIENCE AND TECHNOLOGIES	195	271	246	257	291
Montgomery College	Lower Division Certificate	INFORMATION TECHNOLOGY	3	4	6	3	3
Prince George's Community College	Associates	COMPUTER INFORMATION SYSTEMS	70	72	61	76	69
Prince George's Community College	Associates	COMPUTER SCIENCE	17	22	25	32	30
Prince George's Community College	Associates	INFORMATION TECHNOLOGY	0	0	0	10	25
Wor-Wic Community College	Associates	COMPUTER STUDIES TRANSFER	9	3	12	2	12

Institution	Degree Level	Program Name	2020	2021	2022	2023	2024
Wor-Wic Community College	Associates	COMPUTER TECHNOLOGY	13	6	5	9	5
		Total Enrollments	**4,692**	**4,665**	**4,534**	**5,094**	**5,488**

Source: MHEC Report - Trends in Degrees and Certificates by Program 2015-2024

D. Reasonableness of Program Duplication.

D.1 Program duplication

There are currently no undergraduate programs offered in Maryland leading to the award of bachelor's degree in Geographic Information Science – TU's proposed program will be the first of its kind in the state. There are two programs in Maryland that include tracks with a GIS/geospatial data science focus – Salisbury University's Geographic Information Science track within the Geography major and the University of Maryland, College Park's Geospatial Data Science track within the Geographical Sciences major – but neither of these offerings rises to the level of a formal area of concentration, let alone a full degree, and thus do not provide the breadth and depth of study in Geographic Information Science that TU's program will provide.

D.2 Justification for the proposed program

TU's proposed BS in Geographic Information Science will be the only program in Maryland in which students are required to complete extensive coursework in computer science, information technology, and mathematics along with the geospatial courses, which are all fields of knowledge that a GIS technician is expected to possess in order to succeed in this career.

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

While most HBIs offer a GIS course, and Coppin State University has a bachelor's degree in geography, none of Maryland's four HBIs offers an undergraduate major that is comparable to TU's proposed degree.

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

Given the specialized nature of the proposed program, TU does not anticipate that its implementation will impact the uniqueness and institutional identities and missions of Maryland's HBIs.

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

G.1 Program development and faculty oversight

The program was established through consultation principally in the departments of Geography and Environmental Planning and Computer and Information Sciences. Faculty in Geography and Environmental Planning specializing in GIS, the chairs of both departments, and faculty in Computer and Information Sciences teaching the required courses in the program collectively refined the goals and course composition of the major. The Department

of Geography and Environmental Planning within CLA will administer, maintain, and assess the efficacy of the program.

G.2 Educational objectives and learning outcomes

The overarching educational objective of the program is to create technically competent GIS technicians possessing the skills necessary for advanced GIS analysis and for supporting applications of GIS in a wide variety of private and public sector settings. The program learning outcomes (PLOs) are as follows (with the alignment to TU's institutional student learning outcomes [ISLOs] indicated):

1. **Spatial Data Analysis** *(Critical Analysis and Reasoning)*: Students will be able to perform comprehensive analyses of geospatial data using professional geospatial software, spatial analysis techniques, and statistical methods.
2. **Data Mining and Management** *(Information Literacy and Technological Competency):* Students will apply information systems and data science techniques, such as programming, data mining, big data processing, database management, algorithm development, workflow automation, and web development, to effectively manage, analyze, and visualize geospatial data and to address complex geospatial challenges in diverse industries.
3. **Data Visualization** *(Effective Communication)*: Students will be able to visualize and communicate geospatial data and results using various formats, such as maps, web mapping applications, story maps, charts, and professional presentations.
4. **Problem-Solving Skills** *(Working in Multifaceted Work Environments)*: Students will be able to integrate geospatial data with other types of data to address socio-economic, environmental, planning, and other real-world challenges, supporting decision-making processes.

G.3 Assessment and documentation of student learning outcomes

Table C.1 indicates the courses in which the program learning outcomes will be assessed and the measures used, while Table C.2 shows the alignment of these PLOs with TU's ISLOs. Data on student achievement will be reported each year using TU's institutional assessment data collection tool.

Table C.1: Program Learning Outcomes Assessment

	Program Learning Outcomes (PLOs):	Direct and Indirect Measures	
PLO 1	Spatial Data Analysis	Measure 1a:	Final Project in GEOG 465 or 414
		Measure 1b:	Survey of students
PLO 2	Data Mining and Management	Measure 2a:	Project in GEOG 416
		Measure 2b:	Survey of students
PLO 3	Data Visualization	Measure 3a:	Normalized Difference Vegetation Project and Heat Island Analysis GEOG 321
		Measure 3b:	Survey of Students
PLO 4	Problem-Solving Skills	Measure 4a:	Pattern analysis lab in GEOG 465 or GEOG 414
		Measure 4b:	Survey of Students

Table C.2: PLO Alignment to TU ISLOs

ISLO / PLO	Information Literacy & Technological Competency	Effective Communication	Critical Analysis & Reasoning	Specialized Knowledge in Defined Fields	Working in Multifaceted Work Environments
Spatial Data Analysis	X		X	X	
Data Mining & Management	X			X	
Data Visualization	X	X		X	
Problem-Solving Skills	X		X	X	X

G.4 Program requirements

The BS in Geographic Information Science includes required courses in geography, computer science, computer information science, and mathematics. Table D summarizes the program requirements. (See Appendices A and B for the course descriptions for required courses in the major and a sample four-year program completion plan.)

Table D: Program Curriculum

Course Number	Course Title	Credit Weighting
Required courses in Geography		
GEOG 101*	Physical Geography	3
GEOG 221	Introduction to Geospatial Technology	3
GEOG 321	Introduction to Remote Sensing and Photogrammetry	3
GEOG 322	Introduction to Geographic Information Science	4
GEOG 323	Cartography and Graphics	3
GEOG 414 or	GIS Applications	3
GEOG 465	Advanced Techniques in GIS	
GEOG 416	Advanced Remote Sensing	3
	Total GEOG required	***22***
Required courses in Computer Science and Computer Information Science		
COSC 236	Introduction to Computer Science	4
CIS 211	Fundamentals of Information Systems & Technology	3
CIS 328	Introduction to Data Analytics	3
	Total COSC and CIS required	***10***
Required courses in Mathematics*		
MATH 231	Basic Statistics	3
MATH 211 or	Calculus for Applications	3/4
MATH 273	Calculus I	
	Total MATH required	**6/7**
Upper-level electives in GEOG		**9**
Upper-level electives in COSC and CIS and MATH		**6**
Total Credits in Major		**53/4**
Additional core curriculum/electives credits required to complete degree		**66/67**
Total Credits for BS Degree		**120**

**Satisfies TU Core Curriculum requirement*

G.5 General education requirements

TU's Core Curriculum, comprising fourteen categories within four themes (43-46 credits in total), satisfies the general education requirements mandated by the State of Maryland (COMAR 13B.06.01.03) and educational effectiveness standards held by the university's accrediting body, the Middle States Commission on Higher Education. To fulfill Towson University's Core Curriculum requirements, students must complete one course from each of the following categories (1-14).

Table E: TU Core Curriculum Requirements

Core Category	Credits
Fundamentals	
(1) Towson Seminar (*Must be completed with a minimum C grade; course not required for transfer students*)	3
(2) English Composition (*Must be completed with a minimum C grade*)	3
(3) Mathematics	3-4
(4) Creativity & Creative Development*	3
Ways of Knowing	
(5) Arts and Humanities*	3
(6) Social & Behavioral Sciences	3
(7) & (8) Biological & Physical Sciences	7-8
Writing in a Chosen Field	
(9) Advanced Writing Seminar (*Must be completed with a minimum C grade*)	3-4
Perspectives	
(10) Metropolitan Perspectives	3
(11) The United States as a Nation	3
(12) Global Perspectives	3
(13) Diversity & Difference	3
(14) Ethical Issues & Perspectives	3
Total Credits	**43-46**

*Courses fulfilling Core 4 and Core 5 requirements must be from different subjects.

GEOG 101 satisfies Core 8 and one of MATH 211, MATH 231, or MATH 273 satisfies Core 3 in the TU core curriculum while also fulfilling the major requirement. For the geography electives, students may choose from a Core 10 or Core 12 course . Students will need to take an additional 12 core courses to meet TU's core curriculum requirements.

All other TU Core Curriculum requirements will be fulfilled through additional credits as described in Table D and in Appendix B. The proposed major allows students to fulfil major and TU Core Curriculum requirements in 120 total credits.

G.6 Specialized accreditation requirements
Not applicable

G.7 Outside contracts
Not applicable

G.8 Program assurances
Curriculum, course, and degree requirements are updated and published annually in TU's academic catalog. The Department of Geography and Environmental Planning's website will post detailed information about degree requirements as well as information that will help

students be successful in the program, such as advising resources, scholarship, and internship opportunities. TU's website offers extensive information about student support services, financial aid, and tuition costs each year.

All TU undergraduate students are required to meet with an academic advisor each semester. In the first meeting with an advisee after the student reaches 45 credits, the academic advisor develops a Four-Year Degree Completion Plan for the student, according to the academic requirements for the major and the expected schedule of course offerings. During subsequent advising meetings, the advisor reviews the student's progress towards their degree and helps the student plan courses for the next semester. The advisor may help the student modify the degree completion plan, if necessary. Advisors and students will also discuss the students' plans for employment or postgraduate education. Academic advisors often provide information about internships and other opportunities to help students achieve those goals.

Students in the GIS program will be expected to develop technical competencies throughout the duration of the program, but there are no specific requirements to enter the program other than admission to TU. Students will have access to the same academic support that all TU students have, such as tutoring, coaching, and workshops available through the TU Tutoring and Learning Center.

GIS students will pay regular TU undergraduate tuition and fees and will have the same opportunities for scholarships and research experiences as students in the existing Geography undergraduate major, including the Drew Dedrick Scholarship, the Morgan GIS Endowment, the Fred and Joan Ward Scholarship, the Barnes Paper Award, and the Mitchell Scholarship.

G.9 Assurances of advertising, recruiting, and admissions materials
TU regularly reviews its advertising, recruiting, and admissions materials to ensure that they clearly and accurately represent programs and services available, and that there is consistency across different modes of communication such as the TU website, the academic catalog, and other print and online promotional materials.

H. Adequacy of Articulation.
TU has signed an articulation agreement with Harford Community College to facilitate transfer into the program (see Appendix C).

I. Adequacy of Faculty Resources.
I.1 Quality of program faculty
The proposed program relies upon well-qualified full-time core faculty (see Table F) in the departments of Geography and Environmental Planning, Mathematics, and Computer and Information Sciences as well as adjuncts who meet minimum qualifications and who are vetted and supervised by full-time faculty. Adjuncts typically teach introductory courses that

are in high demand by students looking to satisfy general education requirements such as GEOG 101, MATH 211, and MATH 231. The demand for these courses is such that only the addition of contingent adjunct instructors can satisfy student demand.

All courses in the program are existing courses and can be delivered using existing faculty lines. If the program's overall enrollment grows to 30 students, the program will need to hire one new full-time faculty member to teach GIS coursework.

Table F: Faculty Resources

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Proposed Courses Faculty Will Teach (Course Number)
Dr. Paporn Thebpanya	Full-Time	Ph.D., Geography, University of Georgia, 2003	Professor	GEOG 101 GEOG 322 GEOG 323 GEOG 465
Dr. Shou Lu	Full-Time	Ph.D., Geographic Information Systems and Land Use Planning, Clemson University, 2001	Professor	GEOG 101 GEOG 414
Dr. Carter Wang	Full-Time	Ph.D., Geography, Arizona State University, 2018	Assistant Professor	GEOG 101 GEOG 221 GEOG 321 GEOG 416
Dr. Nadim Alkharouf	Full-Time	Ph.D., Computation Sciences and Informatics, George Mason University, 2004	Professor	COSC 236
Dr. Weixian Liao	Full-Time	Ph.D., Computer Engineering, Case Western Reserve University, 2018	Associate Professor	COSC 236
Dr. Nam Phoung Nguyen	Full-Time	Ph.D., Computer Science, University of Florida, 2013	Professor	COSC 236
Dr. Bassam Zahran	Full-Time	D.Sc., Information Technology, Towson University, 2019	Clinical Assistant Professor	COSC 236
Mr. Hashi Orabi	Full-Time	M.S., Computer Science, New Mexico Institute of Mining and Technology	Lecturer	CIS 211
Dr. Jinjuan Feng	Full-Time	Ph.D., Information Systems, University of Maryland, Baltimore County	Professor	CIS 328
Kari Schumm	Full-Time	M.S., Operations Research, The University of North Carolina at Chapel Hill, 2018	Lecturer	MATH 231
Dr. Felice Shore	Full-Time	Ph.D., Mathematics Education, University of Maryland, College Park, 2003	Professor	MATH 231
Dr. Christopher Robert Cornwell	Full-Time	Ph.D., Mathematics, Michigan State University, 2016	Associate Professor	MATH 273 MATH 211

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Proposed Courses Faculty Will Teach (Course Number)
Dr. Yunwei Cui	Full Time	Ph.D., Statistics, Clemson University, 2009	Professor	MATH 273 MATH 211
Dr. Vefa Goksel	Full-Time	Ph.D., Mathematics, University of Wisconsin-Madison, 2020	Assistant Professor	MATH 273 MATH 211
Dr. Vincent Guingona	Full-Time	Ph.D., Mathematics, University of Maryland, College Park, 2011	Associate Professor	MATH 273 MATH 211
Dr. Ge Han	Full-Time	Ph.D., Mathematics, University of Pittsburgh, 2003	Associate Professor	MATH 273 MATH 211
Dr. Angel Kumchev	Full-Time	Ph.D., Mathematics, University of South Carolina, 2001	Professor	MATH 273 MATH 211
Dr. Nathan McNew	Full-Time	Ph.D., Mathematics, Dartmouth College, 2015	Associate Professor	MATH 273 MATH 211
Dr. Herve Nganguia	Full-Time	Ph.D., Mathematical Sciences, New Jersey Institute of Technology, 2014	Associate Professor	MATH 273 MATH 211
Dr. Miriam Parnes	Full-Time	Ph.D., Mathematics, Wesleyan University, 2019	Lecturer	MATH 273 MATH 211
Dr. Rajeev Walia	Full-Time	Ph.D., Mathematics, Michigan State University, 2007	Lecturer	MATH 273 MATH 211
Dr. Moustapha Pemy	Full-Time	Ph.D., Mathematics, University of Georgia, 2005	Professor	MATH 273 MATH 211
Dr. Na Zhang	Full-Time	Ph.D., Mathematics, University of Cincinnati, 2019	Assistant Professor	MATH 273 MATH 211

I.2 Ongoing pedagogy training for faculty

The Faculty Academic Center of Excellence at Towson (FACET) is the faculty development center for Towson University. FACET's mission is to support an inclusive and collaborative faculty community and foster a culture of excellence in scholarship and teaching. FACET supports all campus faculty in their scholarship and teaching through a combination of programs, workshops, resources, funding, and communities of practice such as: Student Engagement, Emerging Technologies, Open Educational Resources, and High Impact Educational Practices. In collaboration with the TU Office of Technology Services, FACET also recommends, reviews, and provides programs to support advancement of faculty skills with Blackboard, TU's learning management system. FACET provides one-on-one or small group, virtual or face-to-face meetings with an instructional design team, who also perform course reviews. Faculty may attend open meetings as well as request consultation from FACET staff.

In addition, faculty are mentored by peers. All faculty are required to undergo periodic peer review which allows fellow faculty to mentor fellow faculty at all levels to improve pedagogy and make adjustments to changing student and curricular needs.

J. Adequacy of Library Resources

Resources available through TU's Cook Library are sufficient to meet the needs of students and faculty in the proposed program. The library houses an extensive collection of materials, including more than 500,000 print and electronic volumes. In addition to a dedicated subject librarian, team of research librarians, and subject-specific research guides, the library provides access to 19 physics and astronomy subject-specific databases, such as Nature Portfolio, Scopus, ScienceDirect, JoVE Science Education Unlimited, JSTOR, and SpringerLink. Cook Library also houses computer workstations with specialty software for data analysis, data visualization, and mapping.

In addition to Cook Library, faculty and students have access to materials through reciprocal agreements at nearby Baltimore institutions and across USM-affiliated institutions. Materials from other libraries across the country can be requested for loan through standard interlibrary loan (ILL) services. As part of this service, faculty and students have access to RAPID ILL, a service customary at high research activity institutions. The current turnaround time for article requests is typically less than 48 hours.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment

K.1 Assurance of physical facilities

TU's existing physical facilities, infrastructure, and instructional equipment are sufficient to support the needs of the proposed program. The departments of Mathematics and Computer and Information Sciences are housed in a recently renovated building on the main TU campus dedicated entirely to the two disciplines. Additionally, TU opened the 320,000 square foot Science Complex building in 2021 that includes 50 new teaching laboratories and 30 research laboratory facilities with state-of-the-art instrumentation. The Department of Geography and Environmental Planning is housed in the College of Liberal Arts located in a facility completed in 2010 that includes nine computer labs with over 250 seats for students and an extensive array of software. Software needed for student work is included also in the large computer facility on the main floor of the Cook Library.

K.2 Assurance of distance education

The proposed program is designed to be delivered in-person via traditional modes of face-to-face instruction. If distance learning resources are required, whether in an individual course or at a broader scale, TU is well positioned to provide adequate support. FACET offers training and certification programs for online and hybrid/blended instruction, Universal Design for Learning (UDL), and effective pedagogical approaches for enriching distance learning, including the Quality Matters Rubric. Students and faculty can enroll in training modules that provide instruction in university-sponsored distance learning technologies, including Blackboard, WebEx, Zoom, and Panopto. Technology support is available online, as well as via email, text, phone and on a walk-in basis at Student Computing Services and the Office of Technology Services.

L. Adequacy of Financial Resources

The proposed GIS program will be implemented using existing resources from CLA and FCSM. All courses in the program are pre-existing. TU does not anticipate that additional faculty expenditures will be necessary for the first four years of the program. If the program's overall enrollment grows to 30 students, the program will need to hire one new full-time faculty member to teach the geospatial courses.

Table G: Programmatic 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[1]	**$58,640**	**$120,800**	**$223,956**	**$333,190**	**$396,000**
Number of Full-time Students	5	10	18	26	30
Annual Tuition Rate[2]	$11,728	$12,080	$12,442	$12,815	$13,200
Subtotal Tuition	$58,640	$120,800	$223,956	$333,190	$396,000
Annual Fees	$0	$0	$0	$0	$0
Subtotal Fees	$0	$0	$0	$0	$0
Total Full-time Revenue of New Students	$58,640	$120,800	$223,956	$333,190	$396,000
Number of Part-Time Students	0	0	0	0	0
Credit Hour Tuition Rate	$0	$0	$0	$0	$0
Annual Fees Per Credit Hour	$0	$0	$0	$0	$0
Annual Credit Hours Per Student	0	0	0	0	0
Subtotal Tuition	$0	$0	$0	$0	$0
Subtotal Fees	$0	$0	$0	$0	$0
Total Part-Time Revenue of New Students	$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)	**$58,640**	**$120,800**	**$223,956**	**$333,190**	**$396,000**

[1] Student enrollments are calculated at 100% in-state. It is anticipated that all students will enroll on a full-time basis.

[2] Tuition and fees increase by 3% annually.

Table H: Programmatic Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Total Faculty Expenses (b + c below)	**$0**	**$0**	**$0**	**$0**	**$99,750**
a. #FTE	0	0	0	0	1.0
b. Total Salary	$0	$0	$0	$0	$75,000
c. Total Benefits (x 33%)	$0	$0	$0	$0	$24,750
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 (adjunct) (b + c below)	**$0**	**$0**	**$0**	**$0**	**$13,500**
a. #FTE	0	0	0	0	0.2
b. Total Salary	$0	$0	$0	$0	$13,500
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	**$1,000**	**$1,000**	**$1,000**	**$1,000**	**$1,000**
TOTAL (Add 1-7)	**$1,000**	**$1,000**	**$1,000**	**$1,000**	**$113,350**

Faculty (#FTE, Salary, and Benefits)
Only when enrollment reaches 30 students does the program anticipate the need for additional faculty in the form of one full-time faculty member. Faculty salary was estimated at current assistant professor starting salary.

Administrative Staff (# FTE, Salary, and Benefits)
The Department of Geography and Environmental Planning has sufficient administrative staff to run the proposed program through its initial launch. No additional administrative staff will be needed.

Support Staff (# FTE, Salary, and Benefits)
Only when enrollment reaches 30 students does the program anticipate the need for additional adjunct faculty to teach three courses. Adjunct faculty were calculated at current rates. No additional support staff will be needed in the initial phases of the program.

Equipment
The GIS program will use the Department of Geography and Environmental Planning's existing computer lab space in the College of Liberal Arts building for teaching. Students have access to most of the labs in the CLA building as well as in Cook Library.

Library
No additional library expenses are necessary.

New and/or Renovated Spaces
The program will use existing spaces.

Other Expenses
The new program will require some modest marketing resources to attract prospective, new, and transferring TU students into the program, as well as to advertise the new opportunity to current TU students. The types of marketing activities the program anticipates undertaking include website development, email and social media marketing, flyers, and giveaway items for TU Open House/TU4U events, and visits to Maryland's community colleges. TU has budgeted approximately $1,000 per year for these efforts.

M. Adequacy of Provisions for Evaluation of Program
M.1 Evaluation of the program
The proposed program will be built using existing courses. Nevertheless, future course development will follow the regular Towson University procedures for approval, first at the program and department level, through the FCSM or CLA curriculum committees, and finally the University Curriculum Committee.

The course approval process evaluates new courses for appropriate rigor, effective assessment and grading, and adherence of the course syllabus to best practices. Evaluation at the program level ensures course content accuracy and program alignment, while the college and university level reviews facilitate the production of quality course proposals.

Existing courses are evaluated through regular review by program faculty and by student evaluations. Faculty regularly review courses to determine if the course meets overall program objectives. Additionally, instructors are observed by peers on a routine basis, with more frequent observations if faculty are new to a course or the university. If a course review indicates concerns or problems with a course, faculty develop strategies for addressing problems. Student course evaluation takes place at the end of every semester. Using a tool developed by TU faculty that allows for quantitative and qualitative feedback, students give feedback on instructors (e.g., ability to communicate clearly; quality of student-instructor interaction; preparedness) and suggest improvements for a course.

Evaluation of faculty follows policies and procedures established by TU's policies for faculty annual merit review and for faculty reappointment, tenure, and promotion. These evaluations occur at the department, college, and university level. The main areas of evaluation include teaching, scholarship, and service. Tools used as part of the annual evaluation process include review of the individual's portfolio that includes, but is not limited to, the following:

- Evidence of scholarship (e.g., articles in scholarly journals; presentations at scholarly meetings).
- Service work.
- A synopsis of teaching related activities (e.g., courses taught; new instructional procedures; interdisciplinary, diversity, international, and technology-related projects).
- Review of course syllabi.
- Peer teaching observation reports.
- Quantitative and qualitative student evaluation of instruction.

Section G.3 outlines the program assessment measures and shows their alignment with specific student learning outcomes. On an annual basis, specific learning outcomes are identified for assessment purposes. The program director, with the support of TU's Office of Assessment, will oversee the processes involved in the assessment of student learning outcomes, including collection and analysis of data, and creation of action plans, as necessary.

M.2 Evaluation of program effectiveness
The assessment of this program will be guided by TU's Office of Assessment, following established TU policies and procedures, including review of the program's assessment plan to ensure that learning outcomes remain appropriate, and that students are meeting expectations.

The program will work with TU entities such as the Office of the Provost, Enrollment Services, and Student Services to review data on a regular basis and improve the program when needed. Effectiveness will be assessed by student retention, progress toward degree completion, career outcomes for graduates, student and faculty satisfaction, cost-effectiveness, and other key performance indicators.

Additionally, TU will conduct a comprehensive evaluation of the program every seven years as part of the USM-mandated Periodic Review of Academic Programs process. The purpose of the review is to promote continuous program improvement and ensure that the needs of students are being met. Each program will prepare a self-study, engage an external reviewer to evaluate the program and identify strengths and areas for improvement, and submit a final report to the USM Board of Regents for review and approval.

N. Consistency with the State's Minority Student Achievement

With approximately 60% of students identifying as non-white,[1] TU is nearly as diverse as the state of Maryland. It is one of only a few universities in the country to have no achievement gap, meaning that underrepresented student groups achieve the same or better academic success as the entire student population. TU strives to foster a learning community that reflects the population of our campus, region, and state, and recognizes that our success is dependent on cultivating diverse perspectives and approaches.

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

Not applicable.

P. Adequacy of Distance Education Programs

Not applicable. The program will be delivered in-person on the main TU campus.

[1] https://www.towson.edu/ir/documents/fall2025_factsheet_final.pdf

TOWSON UNIVERSITY

Appendix A: Course Descriptions
Required Courses in the BS in Geographic Information Science

GEOG 101 PHYSICAL GEOGRAPHY (3)
Introductory spatial analysis of fundamental terrestrial natural phenomena, including their impact on humanity. Emphasis on Earth planetary motions, weather and climate, landforms, soils and vegetation. (Fulfills Core 8: Biological & Physical Sciences)

GEOG 221 INTRODUCTION TO GEOSPATIAL TECHNOLOGY (3)
Introduction to most effective ways to record and communicate spatial information. Emphasizes geotechniques including digital cartography, remote sensing, GIS and GPS. Includes georeference systems, cartographic representation, and basic skills needed to use and understand geospatial data.

GEOG 321 INTRODUCTION TO REMOTE SENSING AND PHOTOGRAMMETRY (3)
Fundamentals and the development of remote sensing, the nature of the electromagnetic radiation and its interaction with the atmosphere and surface objects, photographic systems, aerial photography, and photogrammetry basics. Prerequisites: GEOG 101 and GEOG 221.

GEOG 322 INTRODUCTION TO GEOGRAPHIC INFORMATION SCIENCE (4)
Study and use of selected computer hardware and software for the storage, retrieval, manipulation, analysis, and display of geographic data. Emphasis on practical applications of geographic information systems (GIS). Prerequisite: GEOG 221 or consent of instructor.

GEOG 323 CARTOGRAPHY AND GRAPHICS I (3)
Study in design, construction, and effective application of maps and charts for analysis and publications; practical exercises in the use of cartographic tools, materials, and techniques. Prerequisite: GEOG 322 or consent of instructor.

GEOG 414 GIS APPLICATIONS (3)
Vector-based GIS software for solving real world problems. Prerequisite: GEOG 322 or consent of instructor.

GEOG 416 ADVANCED REMOTE SENSING: DIGITAL IMAGE PROCESSING AND ANALYSIS (3)
Remote sensing platforms and sensors, remotely sensed data collection, field measurements, and the processing and analysis of various types of remotely sensed digital imagery. Prerequisite: GEOG 321.

GEOG 465 ADVANCED TECHNIQUES IN GIS (3)
Project-based learning within the spatial framework of GIS. Emphasis on advanced GIS techniques for spatial analysis and on quantifying geographic patterns and relationships. Prerequisite: GEOG 322.

COSC 236 INTRODUCTION TO COMPUTER SCIENCE I (4)
Introduction to structured problem-solving, algorithm development and computer programming. Three lecture hours and two laboratory hours. Prerequisites: COSC 175 and at least one of [MATH 115, MATH 117, MATH 119, MATH 211, (MATH 231 or ECON 205), MATH 273, MATH 274, MATH 275, or a qualifying score on the Math Placement Exam].

CIS 211 FUNDAMENTALS OF INFORMATION SYSTEMS & TECHNOLOGY (3)
An introduction to information systems and technology in today's organizations. Topics include hardware, software and communications fundamentals, systems development, information management, work force considerations, and related societal, legal, and ethical issues. Prerequisite: COSC 111 (may be taken concurrently).

CIS 328 INTRODUCTION TO DATA ANALYTICS (3)
Designed as an entry-level course of a three-course sequence that prepares students to pursue a career related to data analytics. The course provides an overview of the lifecycle of data analysis, the introduction and practical application of commonly used parametric and non-parametric statistical tests as well as predictive data modeling. The datasets and analysis cases will cover a variety of domains including IT, healthcare, education, manufacture, natural science. Students will learn how to apply the statistical tests and modeling techniques to solve practical problems through widely adopted statistical and programming tools such as SPSS, R, and Python. This course has been offered as a special topic; students who have earned credit for this course as a special topic will not receive additional credit for CIS 328. Prerequisites: CIS 211; MATH 231 or MATH 330 or ECON 205, or consent of instructor.

MATH 211 CALCULUS FOR APPLICATIONS (3)
Intended primarily for students in biology, business, economics, psychology and the social sciences. Elements of differential and integral calculus from an intuitive standpoint with emphasis on the use of calculus in the above fields. Exponential and logarithmic functions, partial derivatives included. Not open to mathematics majors or minors. Prerequisite: qualifying score on the Math Placement Test or MATH 115 (recommended) or MATH 119. (Fulfills Core 3: Mathematics)[2]

MATH 231 BASIC STATISTICS (3)
A non-calculus based introduction to statistics with emphasis on applications. Topics include categorical and quantitative data collection through sampling and experimental design, data description and displays, confidence intervals and hypothesis tests for one- and two-samples, and matched-pairs design; normal and t-distributions; correlation and simple linear regression. Emphasis on interpretations of results throughout. Substantial use of a computer package as a learning and computational tool. Students who have successfully

[2] Students may only apply one of MATH 211, MATH 231, and MATH 273 to fulfill the Core 3 Mathematics requirement.

completed the honors version of this course (MATH 233) will not receive additional credit for this course. Prerequisite: qualifying score on Math Placement exam or MATH 100 (recommended) or MATH 102 or higher. (Fulfills Core 3: Mathematics)Error! Bookmark not defined.

MATH 273 CALCULUS I (4)

Functions, limits, and continuity; differentiation of algebraic and trigonometric functions; mean value theorem; differentials; introduction to integration; applications. Four lecture hours and one laboratory hour per week. Students who have successfully completed the honors version of this course (MATH 283) will not receive additional credit for this course. Prerequisite: qualifying score on Math Placement exam or MATH 117 or MATH 119. (Fulfills Core 3: Mathematics)Error! Bookmark not defined.

TOWSON UNIVERSITY

Appendix B: Sample Four-Year Program Completion Plan

Geographic Information Science: Four-Year Plan				
Year 1				
Fall			*Spring*	
GEOG 101 (Core 8)	3		Core 7	4
TSEM (Core 1)	3		GEOG 221	3
Elective (COSC 111 recommended)	3		MATH 231 (Core 3)	3
Elective	3		English 102 (Core 2)	3
Core 4	3		Core 6	3
	15		Total	16
Year 2				
Fall			*Spring*	
GEOG 322	4		GEOG 321	3
MATH 273	4		COSC 236	4
Elective	3		Core 11	3
Core 5	3		GEOG elective (1)	3
Core 10	3		Core 13	3
Total	17		Total	16
Year 3				
Fall			*Spring*	
CIS 211	3		CIS 328	3
Core 12	3		GEOG 323	3
MATH elective (1)	3		COSC/CIS elective (1)	3
GEOG elective (2)	3		Core 9	3
Core 14	3		COSC/CIS elective (2)	3
Total	15		Total	15
Year 4				
Fall			*Spring*	
GEOG 414 or 465	3		GEOG elective (3)	3
GEOG 416	3		Elective	3
Elective	3		Elective	3
Elective	3		Internship/Elective	3
Elective	2		Total	12
Total	14			
Credit Grand Total	**120**			

TOWSON UNIVERSITY

Appendix C: Articulation Agreement

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: University of Maryland, College Park (UMCP) proposal for a Bachelor of Science (B.S.) in Environmental and Resource Economics

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: June 2, 2026

SUMMARY: UMCP proposes a B.S. in Environmental and Resource Economics housed in the Department of Agricultural and Resource Economics in the College of Agriculture and Natural Resources. This new undergraduate major will equip students with a rigorous foundation in economics, quantitative methods, and environmental policy, enabling them to address some of the world's most pressing challenges—such as climate change, resource scarcity, and sustainable development. The curriculum requires 42-43 credits. Students take 18 credits of foundational courses in economics and statistics. Students also take 15 credits of upper-level courses in the major ranging from environmental economics, energy economics, economic development to natural resource policy. Through a 9-credit field requirement, students may specialize in one of four areas: Environmental Data Science, Environmental and Resource Management and Policy, Advanced Degree Preparation for students interested in graduate studies, or the Student Design Field track, which allows students to follow other interests within the major. The program builds upon an existing specialization in Environmental and Resource Economics within the Agricultural and Resource Economics major. Graduates will be prepared for careers in environmental policy, sustainable resource management, and economic development, and will be well-positioned for employment in the private sector, government agencies, international organizations, and nonprofit organizations.

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

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and 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 UMCP for a Bachelor of Science in Environmental and Resource Economics.

COMMITTEE RECOMMENDATION: DATE: June 2, 2026
BOARD ACTION: DATE: June 12, 2026
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 20, 2026

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 Science program in Environmental and Resource Economics. 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

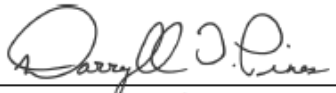
cc: Candace Caraco, Associate Vice Chancellor
Jennifer King Rice, Senior Vice President and Provost
Wendy Powers, Dean, College of Agriculture and Natural Resources

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland, College Park
Institution Submitting Proposal

Environmental and Resource Economics
Title of Proposed Program

Bachelor of Science	**Fall 2026**
Award to be Offered	Projected Implementation Date
220402	**03.0204**
Proposed HEGIS Code	Proposed CIP Code
Agricultural and Resource Economics	Lori Lynch
Department in which program will be located	Department Contact
301-405-1264	llynch@umd.edu
Contact Phone Number	Contact E-Mail Address
	04-20-2026
Signature of President or Designee	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 Science in Environmental and Resource Economics**. This new undergraduate major will equip students with a rigorous foundation in economics, quantitative methods, and environmental policy, enabling them to address some of the world's most pressing challenges, such as climate change, resource scarcity, and sustainable development. With a strong emphasis on research and real-world application, graduates are well-prepared for careers in data analytics, environmental policy, and sustainable resource management.

Relation to Strategic Goals. The proposed Bachelor of Science in Environmental and Resource Economics aligns strongly with the University of Maryland's strategic plan, *Fearlessly Forward*, particularly its commitment to "accelerate solutions to the grand challenges of our time through creativity and discovery." The program directly addresses pressing global and societal challenges—such as climate change, sustainable resource management, and environmental policy—while preparing students with the analytical and applied skills needed to contribute to evidence-based solutions. In addition, the program supports the strategic goal to "expand the use of high-impact experiential learning," by emphasizing applied coursework, data analysis, and policy engagement opportunities that connect students to real-world environmental and economic issues. Through its interdisciplinary and problem-focused approach, the new major advances UMD's broader institutional priority to reimagine learning and produce graduates equipped to address complex, real-world challenges in service of the public good.

Funding and Institutional Commitment. The program will be offered by the Department of Agricultural and Resource Economics within the university's College of Agriculture and Natural Resources. The proposed curriculum features courses that are already offered by the department through their existing major, Agricultural and Resource Economics, which has a specialization in Environmental and Resource Economics. As such, the instructional, administrative, and physical infrastructure needed to offer the program are already in place. Because the major can be implemented and supported using existing resources, the university strongly supports this new degree program as a way to recognize students who want to focus on analytically rigorous environmental economics coursework.

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

Need. Environmental and Resource Economics is a critical discipline examining climate change, sustainability, and energy supply and demand. Students are eager to deepen their understanding of these issues, enhance their ability to advocate for meaningful change, and equip themselves with the skills needed to thrive in emerging economic opportunities. As the home of the Chesapeake Bay and at the junction of policy-making in the US and worldwide, Maryland is at the forefront of the discussion on environmental issues. The Maryland State Department of Education (MSDE) recognizes the importance of Environmental, Agriculture and Natural Resources by listing it among its career clusters. According to MSDE, "Growing public concerns over natural resources, environmental quality, and public health will continue to

expand the role and scope of the natural resource management and environmental services sectors."[1]

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," specifically addressing the Action Item to "Identify innovative fields of study." The Environmental and Resource Economics program will empower students to tackle critical global challenges such as climate change, energy sustainability, and resource scarcity, not just by learning about these important issues, but also by integrating rigorous coursework in economics and data analysis with environmental policy. The program equips students with the analytical tools and practical skills needed to drive innovative solutions at local, national, and global levels. With a strong emphasis on research and real-world application, graduates will be well-prepared for careers in data analytics, environmental policy, and sustainable resource management, contributing to workforce development and societal well-being.

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

Employment in the area of Environmental and Resource Economics, which includes environmental consulting, climate policy, and regulatory compliance, is expected to generate approximately 8,500 job openings annually, fueled by workforce replacement needs and increased sustainability efforts. The job market for graduates with a bachelor's degree in environmental economics is expanding rapidly, driven by the growing demand for professionals who can integrate economic analysis with sustainability initiatives. The U.S. Bureau of Labor Statistics (BLS) projects a 4% growth in jobs for environmental scientists and specialists from 2024 to 2034.[2] The outlook is even more promising within the state, as the Maryland Department of Labor projects employment for Environmental Scientists and Specialists, Including Health to increase by 9% between 2023 and 2033.[3]

The rapid expansion of green industries—such as renewable energy, sustainable agriculture, and energy efficiency—further strengthens job prospects for environmental economics graduates. Positions in renewable energy economics, climate adaptation, and sustainability consulting are expected to grow due to legislative support and private-sector investment in clean energy infrastructure. Graduates from UMD's Agricultural and Resource Economics program (which currently features Environmental and Resource Economics as a specialization) have demonstrated strong employment outcomes across private industry, government, non-profits, and civic organizations, with placement rates increasing from 88% in 2021 to 93% in 2023. Additionally, a national survey of agricultural college graduates found that salaries for

[1] Maryland State Department of Education. Division of College and Career Pathways. Environmental, Agriculture and Natural Resources. https://marylandpublicschools.org/programs/pages/cte-programs-of-study/clusters/eanr.aspx

[2] United States Bureau of Labor Statistics. Occupational Outlook Handbook. Environmental Scientists and Specialists. https://www.bls.gov/ooh/life-physical-and-social-science/environmental-scientists-and-specialists.htm.

[3] Maryland Department of Labor. Maryland Occupational Projections - 2023-2033 - Workforce Information and Performance. Occupational Projects (Excel): https://labor.maryland.gov/lmi/iandoproj/maryland.shtml

Agricultural and Resource Economics students increased by 8.2% to $55,640, underscoring the rising value of environmental economics expertise in the job market. These trends indicate that the Environmental and Resource Economics major will effectively prepare students for high-demand careers in sustainability, policy, and economic analysis, ensuring strong employment prospects in both the public and private sectors.

D. Reasonableness of Program Duplication

Many Institutions in the state of Maryland offer undergraduate degrees in environmental science. These programs tend to focus on one of two areas: science or technology, or policy. A table of these programs is below.

Institution	Bachelor's Program
Frostburg State University	Environmental Science
Goucher College	Environmental Studies
Hood College	Environmental Science & Policy
Johns Hopkins University	Environmental Engineering
Johns Hopkins University	Environmental Science
Johns Hopkins University	Environmental Studies
Loyola University Maryland	Environmental Science
Loyola University Maryland	Environmental Studies
Maryland Institute College of Art	Environmental Design
McDaniel College	Environmental Studies
Morgan State University	Architecture and Environmental Design
Morgan State University	Sustainable Urban Environmental Engineering
Mount St. Mary's University	Environmental Science
Salisbury University	Environmental Health
Salisbury University	Environmental Studies
St. Mary's College of Maryland	Environmental Studies
Stevenson University	Environmental Science
Towson University	Environmental Science and Studies
Univ. of Maryland Eastern Shore	Environmental Science
Univ. of Maryland University College	Environmental Health and Safety
Univ. of Maryland, College Park	Environmental Science and Technology
Univ. of Maryland, College Park	Environmental Science and Policy
University of Baltimore	Environmental Sustainability
University of Maryland, Baltimore County	Environmental Science
University of Maryland, Baltimore County	Environmental Science and Geography
University of Maryland, Baltimore County	Environmental Studies
University of Maryland, Baltimore County	Geography and Environmental Studies
Washington College	Environmental Science
Washington College	Environmental Studies

Our proposed Environmental and Resource Economics program differs from each of these programs by focusing on economics and data analysis in the context of environmental issues. Our program will integrate economic theory, statistical analysis, and data-driven decision-making to address environmental challenges. It will offer advanced coursework in environmental and resource economics, econometrics, and policy evaluation. Our graduates will be prepared for roles in governmental agencies, private sector firms, and nonprofit organizations that require expertise in environmental economics, rather than just environmental science or policy. There are no bachelor's programs in the state of Maryland that use the CIP Code for Environmental/Natural Resource Economics, 03.0204.

E. Relevance to Historically Black Institutions (HBIs)

As listed above, Morgan State University has both an Architecture and Environmental Design major and a Sustainable Urban Environmental Engineering major. Both programs are technical programs, with the former an architecture and design-oriented program and the latter an environmental engineering major. Neither program focuses on the economics of environmental issues in the way that our proposed program does. The University of Maryland Eastern Shore offers an Environmental Science major, but its curriculum is primarily rooted in natural sciences rather than economics.

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

As mentioned above, no Historically Black Institution has a similar program to our proposed Environmental and Resource Economics program; therefore, the proposed program will not impact the identity of any Historically Black Institution. The proposed program is an existing specialization within the university's Agricultural and Resource Economics major. The Agricultural and Resource Economics department and its current Agricultural and Resource Economics major have traditionally taught a full suite of courses on environmental economics, the economics of climate change, and energy economics. However, this new major highlights these resources in a way that is more accessible to students and easier to market to potential employers.

Our program will complement, rather than duplicate, existing offerings in Maryland by filling a niche that is currently underserved. The market demand for professionals with strong analytical skills in economics and environmental policy is growing, especially in fields such as environmental consulting, regulatory analysis, and corporate sustainability. By focusing on quantitative and economic analysis, our program will provide a unique educational pathway distinct from broader environmental science or policy degrees.

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

Curricular Development. Environmental and resource economics as an academic discipline focuses on understanding critical issues such as climate change, differential environmental resources, and resource depletion. The proposed program currently exists as a track within the existing bachelor of science program in Agricultural and Resource Economics, which is a branch

of applied economics that studies the production, distribution, and consumption of agricultural and resource related products. Courses that focus on environmental and resource economics have been offered by the Agricultural and Resource Economics Department for several years. By establishing the specialization as its own academic program, we believe that major will be more visible to students interested in environmental and resource economics. Whether the students are first-time students or internal or external transfer students, we believe that students will find the major earlier in their academic careers. As it is now, some students overlook the relevance of the major to their interests because it is contained within what they think is a traditional agricultural program.

Faculty Oversight. As an existing specialization within an academic program, the faculty oversight of the program is already in place. The department's Director of Undergraduate Programs will provide academic direction and will meet with the department's Undergraduate Committee on a semi-semester basis. The academic director will consult with the committee regarding challenges and positive aspects of the new major and any alterations that may be needed.

Educational Objectives and Learning Outcomes. The educational objectives of the new program focus on equipping students with analytical, theoretical, and applied skills necessary to address complex environmental challenges through economics. Students first develop a strong foundation in statistics and mathematics, preparing them to apply quantitative methods in advanced coursework. They then explore environmental economics theory and its practical applications in critical areas such as energy, climate change, air pollution, and water scarcity, gaining the expertise needed to analyze and develop solutions for real-world issues.

Beyond coursework, students engage in experiential learning through faculty research, internships, service-learning, and teaching assistantships, enhancing their practical skills and career readiness. By integrating rigorous academic training with hands-on experience, the program prepares graduates for careers or advanced studies in environmental economics, equipping them to drive data-informed solutions in a rapidly evolving field.

The learning outcomes for the program are as follows:

1. Students will demonstrate knowledge of economic principles, terms and concepts and their application to analysis of economic problems in environmental and resource economics.
2. Students will demonstrate an ability to think critically about economic issues and to analyze and draw inferences from data.
3. Students will demonstrate knowledge of laws, policies and institutional arrangements in environmental and resource economics, their role in determining resource allocation, and how economics can inform policy design.
4. Students will demonstrate an understanding of the causes and consequences of differences in the distribution of environmental and natural resources across diverse socioeconomic, racial, and ethnic groups.

Institutional assessment and documentation of learning outcomes. The Agricultural and Resource Economics department ensures the quality of its undergraduate curriculum through a comprehensive assessment process on an annual basis. Outcomes are assessed for all majors and across all upper-level AREC courses annually. This broad approach mitigates small sample biases commonly found in limited or randomized assessments. Students' competencies are evaluated using department-designed rubrics. Depending on the course, competency is demonstrated through exams, assignments, written work, or a combination of these methods. Each student is evaluated across five upper-level AREC courses. A majority of positive assessments in these courses results in an overall competency determination for each learning outcome.

Assessment outcomes are collected throughout the academic year, with analysis conducted in the subsequent fall semester. The department is also developing a comprehensive database to track historical trends in learning outcomes for all graduates, providing a foundation for long-term program development and improvement. This systematic assessment process reflects the department's commitment to maintaining academic excellence and preparing students for success in their professional and academic pursuits.

Course requirements. The Environmental and Resource Economics major prepares students to address complex environmental and natural resource challenges through a rigorous curriculum. Foundational courses in economics, analytics, and business statistics are paired with specialized upper-level coursework in environmental economics, energy economics, economic development, and natural resource policy. Students also enhance their knowledge by selecting nine credits of additional electives n complementary fields such as Environmental Data Science, Environmental and Resource Management and Policy, Advanced Degree Preparation (for students planning to pursue graduate studies in Environmental and Resource Economics), and the Student Designed Field, which allows students to focus on their own area of interest.

Course Code	Course Title	Credits
One of the following courses:		**3-4**
AREC250	Elements of Agricultural and Resource Economics (3 credits)	
or AREC240	Introduction to Economics and the Environment (4 credits)	
or AREC241	Environment, Economics and Policy (4 credits)	
or ECON200	Principles of Microeconomics (3 credits)	
ECON201	**Principles of Macroeconomics**	**3**
AREC326	**Intermediate Applied Microeconomics**	**3**
One of the following calculus courses:		**3-4**
MATH120	Elementary Calculus I (3 credits)	
or MATH140	Calculus I (4 credits)	
Statistics Requirement I		**3**
STAT100	Elementary Statistics and Probability	
or MATH107	Introduction to Math Modeling and Probability	
Statistics Requirement II		**3**
BMGT230	Business Statistics	
or ECON230	Applied Economic Statistics	

or STAT400	Applied Probability and Statistics I	
Upper-Level AREC Courses. Select five of the following 3-credit courses		**15**
AREC380	Data Science for Environmental and Resource Economics	
AREC405	Economics of Production	
AREC422	Econometric Analysis in Agricultural and Environmental Economics	
AREC430	Introduction to Agricultural and Resource Law	
AREC431	Agricultural Water Quality: Policy and Legal Issues	
AREC445	Agricultural Development, Population Growth and the Environment	
AREC453	Natural Resources and Public Policy	
AREC454	The Economics of Climate Change	
AREC455	Economics of Land Use	
AREC456	Energy and Environmental Economics	
AREC466	Transportation Engineering, Economics, and Policy	
AREC481	Environmental Economics	
	Other upper-level AREC courses with permission of advisor	
Select three courses from one of the following fields		**9**
	Advanced Degree Preparation	
	Environmental Data Science	
	Environmental and Resource Management and Policy	
	Student Designed Field	
Total Credits		**42-44**

Appendix B provides a list of course descriptions.

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 C 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 university 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 first-time college students or transfer students will learn about the program through their orientation program. The Department of Agricultural and Resource Economics' existing advising staff will provide advising support to students in the program. The

department does not anticipate the proposed program placing significant additional burdens on its 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

The University of Maryland respectfully requests a waiver of the requirement to provide a formal transfer pathway agreement for the Bachelor of Science in Environmental and Resource Economics, based on the unique nature of this program.

The proposed program is not a traditional economics program but bridges economic and data analysis methodologies to a variety of issues concerning the environment and natural resources, and there are currently no such Associate Arts degrees in Environmental Economics or Natural Resources Economics.

While students may transfer into the program from a variety of related fields, such as economics, environmental science, business, or general studies, these programs do not collectively replicate the integrated combination of economics, data analysis, and environmental policy that defines the major. As a result, there is no single lower-division pathway that aligns with the totality of the program's requirements. The University of Maryland will continue to support transfer students through existing advising structures and established transfer credit policies.

I. Adequacy of Faculty Resources

Program faculty. Appendix A contains a list of faculty members who will teach in the program. Because of the existing specialization in Environmental and Resource Economics, a core group of faculty already teach the courses listed in the 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 university's 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

Because the program exists as a specialization in the Agricultural and Resource Economics program, 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 for the Environmental and Resource Economics program reflect the reallocation of internal UMD resources to operate the program since the proposed program already operates as a specialization within the existing Agricultural and Resource Economics Bachelor of Science program. Consequently, the budget reflects a redistribution of students from the existing specialization into the new program without increasing the overall UMD enrollment. Tuition revenue is therefore not counted among the resources for the program. Because the program relies on existing courses, faculty, and infrastructure, the university is able to sustain the program over the five-year projection period without requiring additional financial investment.

Resources (see Table 1):
This table assumes an enrollment of approximately 15 full-time students and 5 part-time students in the first year with manageable increases over five years. The reallocated resources refer to funding currently dedicated to teaching students in the specialization, including instructional resources for department-led courses (with the AREC prefix), as well as supporting coursework needed for the program taught by other departments (for example, MATH or STAT courses). The reallocated resources also reflect funding for current administrative and support staff, equipment, library resources, and other operational expenses.

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. Consistent with MHEC guidance, tuition revenue is presented for informational purposes only and is not included in total resources because it does not represent new revenue to the institution.
3. Our model for the annual tuition rate factors in a 60% in-state student rate, with $12,290 annual in-state tuition rate and $42,052 out-of-state rate and a 3% inflation rate.
4. We expect that most students will be full-time undergraduates with some part-time students.
5. No external sources of funding are assumed.

6. No other sources of funding are assumed.

Expenditures (see Table 2):
Faculty and staff are already in place to operate this program since the proposed program currently exists as a specialization within the Agricultural and Resource Economics Bachelor of Science program.

1. Line 1 reflects the dedicated costs for the faculty who already teach courses for the specialization. Instructional costs reflect seats in departmental courses (with the AREC subject code) as well as a percentage of seats taught in MATH, STAT, or ECON and other courses that serve several existing programs across campus.
2. Line 2 reflects the percentage of administrative support (.2 FTE) that will be dedicated to this new major.
3. Line 3 reflects the percentage of staff support (.2 FTE) that will be dedicated to this new major.
4. Salary information includes a 3% annual inflation rate.
5. The additional equipment, library, and operational expenses were determined by expenses already incurred by offering the current specialization.

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

Environmental and Resource Economics focuses on understanding critical issues such as climate change, differential environmental resources, and resource depletion. Students from diverse backgrounds will be motivated by the opportunity to study these problems and contribute to global solutions that positively impact the world. The Agricultural and Resource Economics department and College of Agriculture and Natural Resources has developed programs and strategies to recruit and retain a diverse population of students. Students from a wide-range of backgrounds may have personal or community experiences related to environmental issues like pollution, resource scarcity, or environmental justice. These personal connections can drive their interest in studying how economic principles can be applied to improve environmental outcomes.

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	$300,000	$309,000	$318,270	$327,818	$337,653
2. Tuition/Fee Revenue (c+g below)	$0	$0	$0	$0	$0
a. #FT Students	15	20	25	35	45
b. Annual Tuition/Fee Rate	$24,195	$24,921	$25,668	$26,438	$27,231
c. Annual FT Revenue (a x b)	$362,922	$498,413	$641,707	$925,341	$1,225,416
d. # PT Students	5	10	15	20	20
e. Credit Hour Rate	$2,360.20	$2,431.01	$2,503.94	$2,579.05	$2,656.43
f. Annual Credit Hours	15	16	16	16	16
g. Total Part Time Revenue (d x e x f)	$177,015	$388,961	$600,945	$825,297	$850,056
3. Grants, Contracts, & Other External Sources	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (Add 1 - 4)	**$300,000**	**$309,000**	**$318,270**	**$327,818**	**$337,653**

Table 2: Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	$266,000	$273,980	$282,199	$290,665	$299,385
a. #FTE	2	2	2	2	2
b. Total Salary	$200,000	$206,000	$212,180	$218,545	$225,102
c. Total Benefits	$66,000	$67,980	$70,019	$72,120	$74,284
2. Admin. Staff (b+c below)	$16,625	$17,124	$17,637	$18,167	$18,712
a. #FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary	$12,500	$12,875	$13,261	$13,659	$14,069
c. Total Benefits	$4,125	$4,249	$4,376	$4,507	$4,643
3. Total Support Staff (b+c below)	$15,960	$16,439	$16,932	$17,440	$17,963
a. #FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary	$12,000	$12,360	$12,731	$13,113	$13,506
c. Total Benefits	$3,960	$4,079	$4,201	$4,327	$4,457
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	$1,500	$1,500	$1,500	$1,500	$1,500
6. Library	$1,000	$1,000	$1,000	$1,000	$1,000
7. New or Renovated Space	$0	$0	$0	$0	$0
8. Other Expenses: Operational Expenses	$12,500	$12,500	$12,500	$12,500	$12,500
TOTAL (Add 1 - 8)	**$298,585**	**$307,543**	**$316,769**	**$326,272**	**$336,060**

Appendix A: Faculty Involved in Major

The chart below lists faculty members projected to regularly teach in the program. All faculty are full-time unless otherwise indicated.

Name	Highest Degree Earned, Institution and Program	UMD Title	Courses
Anna Alberini	Ph.D., Economics, University of California, San Diego	Professor	AREC454
James Archsmith	Ph.D., Economics, University of California, Davis	Assistant Professor	AREC280; AREC380
Maria Bardossy	Ph.D., Management Science, University of Maryland, College Park	Associate Clinical Professor	BMGT230
Robert Chambers	Ph.D., Agricultural and Resource Economics, University of California, Berkeley	Professor	AREC405
Julie Daberkow	M.A., University of California, Davis	Senior Lecturer	MATH107
Pierre De Leo	Ph.D., Economics, Boston College	Assistant Professor	ECON230
Rebecca Epanchin-Niell	Ph.D., Agricultural and Resource Economics, University of California, Davis	Associate Professor	AREC200
Jonathan Fernandes	Ph.D., Mathematics, University of Maryland, College Park	Senior Lecturer	STAT100; STAT400
Paul Goeringer	J.D., University of Oklahoma	Principal Faculty Specialist	AREC430
Mestiyage Gunatilleka	Ph.D., Mathematics, University of Maryland, College Park	Senior Lecturer	MATH120; MATH140
Erik Lichtenberg	Ph.D., Agricultural and Resource Economics, University of California, Berkeley	Professor	AREC453
Joshua Linn	Ph.D., Economics, Massachusetts Institute of Technology	Professor	AREC240; AREC456; AREC466
Erin Moody	Ph.D., Economics, University of Maryland, College Park	Principal Lecturer	ECON200; ECON201
David Newburn	Ph.D. Environmental Science, Policy and Management, University of California, Berkeley	Associate Professor	AREC455
Lars Olson	Ph.D., Economics, Cornell University	Professor	AREC241; AREC280
Louis Preonas	Ph.D., Agricultural and Resource Economics, University of California, Berkeley	Associate Professor	AREC422; AREC431

Cory Smith	Ph.D., Economics, Massachusetts Institute of Technology	Assistant Professor	AREC445
Neslihan Uler	Ph.D., Economics, New York University	Associate Professor	AREC326
Roberton Williams	Ph.D. Economics, Stanford University	Professor	AREC481
Maria Soppelsa	Ph.D. Economics University of IL Urbana-Champaign	Lecturer	AREC250; AREC326

Appendix B Course Descriptions

AREC Courses

AREC200 The Chesapeake Bay Ecosystem: Intersection of Science, Economics, and Policy 3 Credits
The Chesapeake Bay is one of the most studied and monitored ecosystems in the world. To develop effective policies to restore this system to a healthier status requires integrating what we know about the biological and physical properties of the system with our understanding of the human dimension. Issues such as achieving nutrient reduction goals, restoring healthy blue crab and oyster fisheries in the bay will be used to demonstrate how economics interacts with science to guide policies that can be effective in achieving Bay restoration goals.

AREC240 Introduction to Economics and the Environment 4 Credits
Costs and social impacts of pollution and human crowding in the modern environment. The economic, legal and institutional causes of these problems. Public policy approaches to solutions and the costs and benefits of alternative solutions.

AREC241 Environment, Economics and Policy 4 Credits
How can economics help us understand modern environmental problems and design better policies to solve them? This course studies the relationship between the economy, environment and policy. The importance of production, consumption, externalities, property rights and public goods in environmental issues is examined. Technological and incentive-based solutions are considered. Students will apply these concepts to evaluate current controversial environmental problems.

AREC250 Elements of Agricultural and Resource Economics 3 Credits
An introduction to economic principles of production, marketing, agricultural prices and incomes, farm labor, credit, agricultural policies, and government programs.

AREC280 Harvesting Big Data to Examine Agriculture and Climate Change 3 Credits
Can agricultural production keep up with climate change? The digital revolution has changed the way we analyze and interpret the world. Big data offers both opportunities and challenges that require new tools and methods of analysis. This course applies sophisticated digital tools to an age-old concern: the impact of climate on agricultural productivity. In this hands-on introduction to data analysis and visualization with real-world data, students acquire the tools to understand the impacts of environmental change and more.

AREC326 Intermediate Applied Microeconomics 3 Credits
Deepens and broadens your ability to apply rigorous economic analysis skills to a broad range of problems.

AREC380 Data Science for Environmental and Resource Economics 3 Credits
An introduction to principles of data science using modern, open source software tools with applications to important problems in environmental, energy and resource economics. Topics

include data wrangling, exploratory data analysis and visualization, modeling, forecasting, practices for reproducible research, and communication of results.

AREC405 Economics of Production 3 Credits
The use and application of production economics in analysis of firm and policy decisions. Production functions, cost functions, multiple product and joint production, and production processes through time.

AREC422 Econometric Analysis in Agricultural and Environmental Economics 3 Credits
This course offers a hands-on introduction to econometrics. Students will explore the linear regression model from the ground up by analyzing real-world datasets and learning how to distinguish causation from correlation. They will gain practical experience using econometrics to address important questions in agricultural economics and environmental economics.

AREC430 Introduction to Agricultural and Resource Law 3 Credits
Survey of law with emphasis on problems and applications related to agricultural and natural resource economics. The course emphasizes strategies for managing legal risk arising from ownership, management, and use of agricultural resources. Students will get practical information to utilize in personal or professional settings. Contract law, constitutional law, tort law, property law, real estate transactions, business organization, estate planning, and debtor.

AREC431 Agricultural Water Quality: Policy and Legal Issues 3 Credits
An overview of the American and Maryland legal systems and sources of legal information as it pertains to water quality and agriculture.

AREC445 Agricultural Development, Population Growth and the Environment 3 Credits
Development theories, the role of agriculture in economic development, the agricultural policy environment, policies impacting on rural income and equity, environmental impacts of agricultural development.

AREC453 Natural Resources and Public Policy 3 Credits
Rational use and reuse of natural resources. Theory, methodology, and policies concerned with the allocation of natural resources among alternative uses. Optimum state of conservation, market failure, safe minimum standard, and cost-benefit analysis.

AREC454 The Economics of Climate Change 3 Credits
The role of economics in the formation of climate policy; basic concepts of environmental economics including efficiency, externalities, and policy instruments; economic models of intertemporal decisions and decision making in the face of uncertainty. Applied economic analysis of specific issues and current policy initiatives.

AREC455 Economics of Land Use 3 Credits
Fundamentals of location theory. Microeconomics of land use decisions, including determination of rent and hedonic pricing models. Impacts of government decisions on land use, including regulation (e.g., zoning), incentives (transferable development rights), provision

of public services, and infrastructure investments. Impacts of land use on environmental quality, including issues relating to sprawl, agricultural land preservation, and other topics of special interest.

AREC456 Energy and Environmental Economics 3 Credits
Economic theory and empirical methods are used to study problems of energy, the environment, and the economy. It examines the extraction, production, and use of energy and market institutions and regulatory approaches used to correct market failures. Topics covered include: oil and natural gas markets, management and design of electricity markets, renewable energy, non-market valuation, climate change, and transportation policies.

AREC466 Transportation Engineering, Economics, and Policy 3 Credits
The transportation system moves people and goods around the world, but transportation has downsides: harming local air quality, contributing to climate change, causing traffic accidents, and wasting people's time on congested roads. Mitigating these downsides will require new policies, new technologies, and new decisions by households and businesses. Focusing on the US transportation system, students will apply an integrated economics, policy, and engineering perspective to analyze transportation's most pressing challenges. Students are expected to have some background in one of the three disciplines--economics, engineering, or policy--but not all three. The beginning of the semester will include tutorials for students without much economics or engineering background.

AREC481 Environmental Economics 3 Credits
An exploration of the use of economic incentives for protection of the environment and the determination of appropriate (or efficient) level of environmental quality. Also covers the choice of policy instruments for the attainment of environmental standards.

BMGT Courses

BMGT230 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.

ECON Courses

ECON200 Principles of Microeconomics 3 Credits
Introduces economic models used to analyze economic behavior by individuals and firms and consequent market outcomes. Applies conceptual analysis to several policy issues and surveys a variety of specific topics within the broad scope of microeconomics.

ECON201 Principles of Macroeconomics 3 Credits

An introduction to how market economies behave at the aggregate level. The determination of national income/output and the problems of unemployment inflation, will be examined, along with monetary and fiscal policy.

ECON230 Applied Economic Statistics 3 Credits
Introductory course to develop understanding of statistical concepts used in applied economics. Students will acquire skills needed to calculate and interpret statistical concepts, including descriptive statistics, probability, discrete and continuous distributions, sampling, point and interval estimations, hypothesis testing, basic analysis of variance, and simple linear regression models. Students will apply these concepts to data using both handheld calculators and spreadsheets(Excel), and students will be introduced to an econometric software package such as SPSS or SAS or R.

MATH Courses

MATH107 Introduction to Math Modeling and Probability 3 Credits
A goal is to convey the power of mathematics as shown by a variety of problems which can be modeled and solved by quantitative means. Also included is an introduction to probability. Topics include data analysis, equations, systems of equations, inequalities, elementary linear programming, Venn diagrams, counting, basic probability, permutations, combinations, tree diagrams, standard normal and normal distributions. The mathematics of finance is covered. The course includes problem solving and decision making in economics, management, and social sciences.

MATH120 Elementary Calculus I 3 Credits
Basic ideas of differential and integral calculus, with emphasis on elementary techniques of differentiation and applications.

MATH140 Calculus I 4 Credits
Introduction to calculus, including functions, limits, continuity, derivatives and applications of the derivative, sketching of graphs of functions, definite and indefinite integrals, and calculation of area. The course is especially recommended for science, engineering and mathematics majors.

STAT Courses

STAT100 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.

STAT400 Applied Probability and Statistics I 3 Credits

Random variables, standard distributions, moments, law of large numbers and central limit theorem. Sampling methods, estimation of parameters, testing of hypotheses.

Appendix C: B.S. in Environmental and Resource Economics (with General Education code)

Year 1	Fall		Spring	
	Course	Credit	Course	Credit
	MATH113 or MATH115 (MA)	3	ECON200, AREC240, AREC241, or AREC250 (HS)	3-4
	ENGL101 (AW)	3	MATH120 or MATH140 (AR)	3
	Humanities (HU, UP)	3	Natural Sciences (NS)	3
	Oral Communication (OC)	3	Humanities (HU)	3
	Elective	3	Elective	3
	Total	**15**	**Total**	**15-16**
Year 2	Fall		Spring	
	Course	Credit	Course	Credit
	ECON201 (HS)	3	AREC326	3
	STAT100 or MATH107	3	BMGT230, ECON230 or STAT400	3
	Scholarship in Practice (SP)	3	Field of Study Elective 1	3
	Natural Science Lab (NL)	4	Cultural Competence (CC)	3
	Elective	3	Elective	3
	Total	**16**	**Total**	**15**
Year 3	Fall		Spring	
	Course	Credit	Course	Credit
	Scholarship in Practice (SP)	3	Upper-level Program Elective 2	3
	Professional Writing (PW)	3	Upper-level Program Elective 3	3
	Upper-level Program Elective 1	3	Elective	3
	Elective	3	Elective	3
	Elective	3	Elective	3
	Total	**15**	**Total**	**15**
Year 4	Fall		Spring	
	Course	Credit	Course	Credit
	Upper-level Program Elective 4	3	Field of Study Elective 3	3
	Upper-level Program Elective 5	3	Elective	3
	Field of Study Elective 2	3	Elective	3
	Elective	3	Elective	3
	Elective	2	Elective	2-3
	Total	**14**	**Total**	**14-15**
			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 Credits [4]		
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
[4] Big Question credits may be double-counted with courses taken for the Distributive Studies requirement.		
Diversity: 4-6 Credits[5]		
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.		

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: University of Maryland Eastern Shore (UMES) proposal for a Bachelor of Science (B.S.) in Civil Engineering.

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: June 2, 2026

SUMMARY: The Department of the Built Environment at UMES proposes to establish a Bachelor of Science in Civil Engineering. The Civil Engineering program is designed to equip students with the knowledge and skills needed to support modern infrastructure development. The curriculum integrates mathematics, science, and engineering principles with core coursework in structural, transportation, geotechnical, environmental, and water resources engineering. It prepares a diverse and skilled workforce for professional licensure, graduate study, and careers in both public and private sectors, addressing real-world challenges and advancing infrastructure, sustainability, and community development. Aligned with ABET accreditation standards, the program requires a total of 120 credits, including 39 credits in general education, 59 credits in core Civil Engineering courses (56 required and 3 electives), and 22 credits in supportive areas such as mathematics, science, business, and computer science. Notably, there are currently no other Civil Engineering programs in the Delmarva Peninsula, and UMES will provide an affordable and accessible option for underrepresented students pursuing a civil engineering degree close to home.

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 UMES for a Bachelor of Science in Civil Engineering. *e).*

COMMITTEE RECOMMENDATION: DATE: June 2, 2026
BOARD ACTION: DATE: June 12, 2026
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

University of Maryland Eastern Shore

Institution Submitting Proposal

Civil Engineering

Title of Proposed Program

Bachelor of Science	**Fall 2026**
Award to be Offered	Projected Implementation Date
908	**140801**
Proposed HEGIS Code	Proposed CIP Code
Department of the Built Environment	**Leesa Thomas-Banks**
Department in which program will be located	Department Contact
(410) 621-3384	**lpthomasbanks@umes.edu**
Contact Phone Number	Contact E-Mail Address
	04-15-2026
Signature of President or Designee	Date

UNIVERSITY OF MARYLAND EASTERN SHORE

Office of the President

April 15, 2026

Dr. Jay Perman, Chancellor
University System of Maryland
701 E. Pratt St.
Baltimore, MD 21202

RE: Proposal for New Academic Program (BS in Civil Engineering)

Dear Chancellor Perman:

The University of Maryland Eastern Shore (UMES) hereby submits a proposal to begin offering a Bachelor of Science in Civil Engineering within the School of Business, Engineering, Applied Sciences, Technology, and Tourism Management (S-BEAST-TM).

Consistent with its mission, UMES seeks to expand its capacity to offer unique and/or critical certificate and degree programs. Accordingly, UMES has developed a Bachelor of Science in Civil Engineering degree designed to align with the accreditation standards of the Accreditation Board for Engineering and Technology (ABET). The program will equip students with the knowledge and skills necessary to support modern infrastructure development, advance engineering education on the Eastern Shore and across Maryland, and address critical workforce needs.

The curriculum integrates mathematics, science, and engineering principles with core coursework in structural, transportation, geotechnical, environmental, and water resources engineering. It prepares a diverse and highly skilled workforce for professional licensure, graduate study, and careers in both the public and private sectors by addressing real-world challenges and advancing infrastructure development, sustainability, and community well-being. The program also complements existing engineering offerings within the University System of Maryland.

The proposed degree program will position UMES at the forefront of educational innovation in STEM-related academic programs. It aligns with UMES's strategic priorities by advancing academic excellence, workforce development, innovation, and equitable access to STEM education. The Maryland construction industry is currently experiencing a transition period marked by strong federally backed infrastructure investments, growth in specialized sectors such as data centers, and persistent labor shortages. The proposed Bachelor of Science in

Civil Engineering degree is designed to respond to this demand by providing a comprehensive curriculum that equips graduates with the skills necessary to design, analyze, and implement complex infrastructure projects. Graduates of the program will be well prepared to excel in a dynamic professional environment, meet evolving industry needs, and contribute to sustainable and innovative civil engineering solutions.

The UMES campus is in Somerset County, Maryland. The Bachelor of Science in Civil Engineering degree 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 program is to provide students and working professionals with advanced training in the discipline and to contribute to the economic development in the state of Maryland, especially in the Eastern Shore region where learning opportunities in advanced engineering disciplines are severely limited.

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 for Academic Affairs
Dr. Derrek Dunn, Dean, School of Business and Technology
Dr. Ishmail Farajpour, Department Chair, The Built Environment

Proposal for New Four-Year Undergraduate Degree Program

Bachelor of Science in Civil Engineering

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 the Built Environment at the University of Maryland Eastern Shore (UMES) proposes expanding its degree offerings with the establishment of a Bachelor of Science in Civil Engineering. This four-year degree program is designed to align with the accreditation standards set by the Accreditation Board for Engineering and Technology (ABET). ABET's 2026-2027 Criteria for Accrediting Civil and Similarly Named Engineering programs guidelines state, "The program must prepare graduates to apply mathematics through differential equations, probability and statistics, calculus-based physics, chemistry, and either computer science, data science, or an additional area of basic science; apply engineering mechanics, materials science, and numerical methods relevant to civil engineering; apply principles of sustainability, risk, and resilience to civil engineering problems; apply the engineering design process in at least two civil engineering contexts; apply an engineering code of ethics to ethical dilemmas; solve complex engineering problems in at least four specialty areas appropriate to civil engineering; conduct of experiments in at least two civil engineering contexts and reporting of results; explain concepts and principles in project management and engineering economics; explain professional attitudes and responsibilities of a civil engineer, including licensure and safety." (Source: https://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-engineering-programs-2026-2027/)

The curriculum comprises core civil engineering courses, foundational coursework in science and mathematics, and a selection of major electives, alongside the university's general education requirements. It is designed to provide students with a comprehensive foundation across key subdisciplines, including civil and structural engineering, transportation engineering, geotechnical engineering, environmental engineering, surveying, and water resources engineering.

The University of Maryland Eastern Shore (UMES), the state's historically Black 1890 land-grant institution, grounds its purpose and uniqueness in distinctive opportunities for learning, discovery, and engagement across the arts and sciences, education, technology, engineering, agriculture, business, and health professions. UMES offers degrees at bachelor's, master's, and doctoral levels (UMES Mission: wwwcp.umes.edu/about/mission/). The proposed Bachelor of Science in Civil

Engineering directly aligns with the university's mission by advancing educational and professional opportunities in engineering and supporting the institution's broader goals of academic excellence, innovation, and community engagement.

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

The proposed undergraduate Civil Engineering program directly supports the strategic goals outlined in the University of Maryland Eastern Shore (UMES) Strategic Plan (https://wwwcp.umes.edu/president/strategic-plan/). Specifically, the program aligns with the following priorities:

Priority 1: Goal 1.1: Attract, retain, and graduate more aspiring students at the undergraduate and graduate levels.

Description: The Civil Engineering program offers a dynamic and high-demand field of study that appeals to a diverse population of STEM students. Employment of civil engineers is projected to grow 5% from 2024–2034, with about 23,600 openings each year due to infrastructure needs and workforce replacement (U.S. Bureau of Labor Statistics, 2024). With a comprehensive curriculum and emphasis on practical, real-world applications, the program is designed to enhance student engagement, support retention, and promote successful graduation outcomes. (https://www.bls.gov/ooh/architecture-and-engineering/civil-engineers.htm)

Priority 1: Goal 1.7: Pilot innovative pathways for working professionals that respond to workforce demands.

Description: Although primarily structured as a traditional four-year undergraduate program, the Civil Engineering program may be adapted in the future to include evening or part-time options. This flexibility could create alternative pathways for working professionals seeking formal credentials in Civil Engineering.

Priority 2: Goal 2.3: Develop innovative programs that result in opportunities for new credentials.

Description: The ABET-aligned curriculum ensures that graduates are well prepared to pursue professional credentials, including the Fundamentals of Engineering (FE) exam, a critical first step toward obtaining Professional Engineer (PE) licensure.

Priority 2: Goal 2.6: Strengthen programs, concentrations, and certificates, making them more relevant to the workforce and societal needs.

Description: The Civil Engineering program addresses the growing demand for professionals skilled in civil and structural engineering, transportation engineering, geotechnical engineering, environmental engineering, surveying, and water resources engineering (American Society of Civil Engineers, 2025,

Civil engineering salary report). The curriculum ensures relevance to workforce needs and responsiveness to societal challenges.

Priority 3: Goal 3.2: *Expand the number of graduates in fields critical to Maryland's economy: STEAM, cyber, and healthcare.*

Description: The Civil Engineering program contributes to Maryland's STEAM workforce by preparing skilled professionals for careers in structural design, transportation systems, geotechnical engineering, water resources management, and infrastructure development.

Priority 3: Goal 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).*

Description: As a historically Black institution, UMES is uniquely positioned to diversify the civil engineering workforce by graduating underrepresented minority students who are well prepared to contribute meaningfully to this vital field. According to the Fall 2025 Census Enrollment Summary, UMES serves a diverse student population, with an ethnic distribution of: Black 64.5%, White 14%, Native American 0.2%, Asian 2.2%, Hispanic 3.2%, International 4.5%, Multi & Non-Hispanic 5.4%, and Unknown 5.9%. (University System of Maryland, 2025, https://www.usmd.edu/IRIS/?view=UMES)

Priority 3: Goal 3.4: *Develop new, revise, and enhance existing academic programs to remain current with evolving workforce demands.*

Description: The program will remain responsive to industry advancements, continuously evolving to equip graduates with the knowledge and skills needed to excel in emerging technologies and practices within the civil engineering profession.

The proposed degree program will help the University of Maryland Eastern Shore achieve its strategic goals while strengthening its position as a leader in educational innovation within civil engineering. Through the development of innovative academic pathways, strong industry partnerships, and a commitment to serving underrepresented populations, the Civil Engineering program will not only advance the mission of UMES but also support the economic advancement and workplace development goals of the state of Maryland.

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 University of Maryland Eastern Shore will support the proposed program through the resources, facilities, and faculty currently in place within the Department of the Built Environment, consistent with the level of support provided to existing

academic programs. This commitment ensures effective program delivery and student success. (Please see section L for more details.)

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

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

The University administration is committed to adequately funding this program. With support from the HBCU Lawsuit Settlement fund, UMES, and the School of Business, Engineering, Applied Sciences, Technology, and Tourism Management, the Department of the Built Environment is equipped with the necessary resources and is committed to supporting the program in every way, including ongoing administrative, financial, and technical support. The resources, expenditures, and financial sustainability of the program are outlined in section L.

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

The University of Maryland Eastern Shore is committed to supporting the program with sufficient time for enrolled students to complete the Bachelor of Science in Civil Engineering degree. To accomplish the strategic goals identified earlier and maintain the quality of the department, continued support of this program and its students through graduation is essential to the UMES mission and goals. This commitment includes the allocation of administrative support, instructional facilities, and necessary financial resources to ensure program continuity through students' graduation.

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 Maryland construction industry is experiencing a transition period characterized by strong federally backed infrastructure projects, a pivot toward specialized sectors such as data centers, and ongoing labor shortages. The proposed Bachelor of Science in Civil Engineering degree is designed to address this demand by providing a comprehensive curriculum that equips graduates with the knowledge and skills necessary to design, analyze, and implement infrastructure projects. This program will prepare students to

excel in a dynamic career, meet industry needs, and contribute to the development of sustainable and innovative civil engineering solutions. Key drivers of current industry demand include significant federally supported infrastructure investments—such as the Frederick Douglass Tunnel Program and the revived Red Line light rail project—along with legislative initiatives like the Starter and Silver Homes Act of 2026 aimed at expanding affordable housing development. These efforts are increasing the need for civil engineers with expertise in transportation systems, structural design, geotechnical engineering, water resources, and sustainable infrastructure.

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

The University of Maryland Eastern Shore (UMES) is strategically located in Somerset County, one of the most economically disadvantaged counties in Maryland, according to the U.S. Census Bureau. The proposed B.S. in Civil Engineering program is designed to offer minority, and educationally disadvantaged students access to a high-quality education in a field experiencing robust growth.

Currently, civil engineering professionals are predominantly White (78.0%), followed by Hispanic or Latino (12.5%), Asian (10.7%), and Black or African American (9.0%), indicating a clear underrepresentation of Black professionals in the field (U.S. Bureau of Labor Statistics, 2025; https://www.bls.gov/cps/cpsaat11.htm). According to recent U.S. Census data, the Black population in the United States represents approximately 13.7% of the total population.

As a historically Black university, UMES is uniquely positioned to address this disparity. Graduates of the proposed program will be well-prepared to secure competitive entry-level positions with strong earning potential, contributing not only to their personal advancement but also to the economic and societal development of the Eastern Shore and the State of Maryland. This program presents a critical opportunity to diversify the civil engineering workforce and uplift local communities by fostering greater representation and opportunity in the field.

c) The need to strengthen and expand the capacity of historically black institutions to provide high-quality and unique educational programs.

The proposed B.S. in Civil Engineering program will offer high-quality and distinctive educational experiences, thereby strengthening UMES's role as one of the four Historically Black Institutions (HBIs) in the state of Maryland.

Historically Black Institutions play a critical role in increasing access to STEM education for underrepresented students and in producing a more diverse engineering workforce. Black or African Americans represent only about 9.0% of the civil engineering workforce, compared with 13.7% of the U.S. population (U.S. Bureau of Labor Statistics, 2025). By expanding engineering opportunities at UMES, the program will help address workforce needs in civil and infrastructure development while increasing the number of minority graduates in a vital STEM discipline. In doing so, the program will contribute to regional and statewide economic development and support broader efforts to diversify the engineering profession.

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

According to the 2022 *Maryland State Plan for Higher Education*, developed by the Maryland Higher Education Commission (MHEC), three primary goals for the state's postsecondary education system are outlined:

"Student Access: Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents."

The B.S. in Civil Engineering program will prepare students to oversee construction projects and ensure their successful completion in accordance with engineering plans and specifications. The program provides high-quality education to all Maryland residents, including those from disadvantaged backgrounds, creating a pathway to a rewarding career in civil engineering. It equips students with the knowledge and experience that support the development of a skilled and diverse workforce for the state.

"Student Success: Promote and implement practices and policies that will ensure student success."

The proposed Civil Engineering program aligns with UMES's commitment to student success. With a well-designed curriculum, access to advanced laboratories and modern equipment, dedicated faculty, and partnerships with industry, the program will provide students with opportunities for internships and experiential learning. These experiences will support students throughout their academic journey while strengthening pathways to timely graduation and successful job placement.

"Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success."

The proposed program advances Maryland's "Economic Growth and Vitality" goal by enhancing education and training at Historically Black Institutions. The B.S. in Civil Engineering will equip students with

industry-relevant skills and experience in emerging technologies, thereby contributing to the state's economic progress and workforce development.

UMES's significance is further underscored in Priority 5 of the 2022 *Maryland State Plan for Higher Education:* "The need to strengthen and expand the capacity of historically black colleges and universities to provide high-quality and unique educational programs."

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.

Graduates of the proposed B.S. in Civil Engineering program will be prepared for careers in industries such as structural design, infrastructure, transportation systems, geotechnical engineering, environmental engineering, and water resources engineering management. These individuals will be qualified for entry-level to mid-level roles with engineering consulting firms, construction companies, and public agencies responsible for planning, designing, building, and maintaining infrastructure such as highways, bridges, buildings, water systems, and environmental protection projects. These opportunities reflect the sustained demand for civil engineers across Maryland and the broader region.

Regional companies such as Whiting-Turner Contracting Company, DPR Construction, Harkins Builders, Inc., Davis, Bowen & Friedel, Inc., and Skanska USA Building, Inc. are representative of employers expected to hire graduates from the program.

Currently, graduates of the Construction Management Technology program at UMES, which also confers a Bachelor of Science degree, are employed by the aforementioned organizations as well as other small and large construction firms within Maryland and across the U.S. These alumni have secured roles as project engineers, project managers, project superintendents, building inspectors, site managers, and safety managers. Graduates with bachelor's degrees normally start with entry-level positions.

Graduates of the proposed B.S. in Civil Engineering program will be prepared for technical roles in the planning, design, and analysis of civil and infrastructure systems. Career paths include civil, structural, transportation, geotechnical, and environmental or water resources engineering. In these roles, professionals design and evaluate structures, transportation networks, foundations, and water systems to support the development and maintenance of public and private infrastructure.

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 proposed program is designed to meet the growing demand for civil engineers in key sectors such as infrastructure planning and design, transportation systems, geotechnical engineering, construction management, environmental systems, surveying, and water resources management. Employers in these sectors, including engineering consulting firms, construction companies, and public agencies responsible for infrastructure development and maintenance, are actively seeking professionals with expertise in structural design, site development, and infrastructure systems. Job openings in these areas are expected to remain robust, driven by regional development priorities.

According to the Bureau of Labor Statistics (BLS), the reported number of Civil Engineer jobs in 2024 was 368,900, with a job outlook for 2024-2034 at 5%, which is much faster than average. On average, about 23,600 openings for civil engineers are projected each year over the decade. The median annual wage for entry-level civil engineers with bachelor's degrees was $99,590 in 2024 (Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Civil Engineers, https://www.bls.gov/ooh/architecture-and-engineering/civil-engineers.htm accessed March 7, 2026).

The job search platform *Indeed* lists the following Civil Engineering jobs currently available in the state of Maryland, along with their average salary.

Position	**Average Base Salary**
Entry-Level Civil Engineer	$80,233
Civil Engineer	$96,310
Civil Design Engineer	$79,965
Civil Supervisor	$110,630
Associate Engineer (Civil)	$84,452
Structural Engineer	$98,460
Geotechnical Engineer	$92,735
Transportation Engineer	$127,634
Bridge Design Engineer	$101,809
Water Resources Engineer	$101,537
Source: Indeed Career Salaries https://www.indeed.com/career/salaries	

A study of the job market for civil Engineers (CareerExplorer, n.d.) https://www.careerexplorer.com/careers/civil-engineer/job-market/ reports 7,110 civil engineering jobs in Maryland, ranking the state 16th in the country for employment in this field. In addition, projections from CareerOneStop

estimate that Maryland will experience about 390 annual job openings for civil engineers.
(https://cloudfront.careeronestop.org/Toolkit/StateAndLocal/ProjectedEmployment.aspx) This data reflects the demand for civil engineering professionals with strong technical expertise to support infrastructure development and related initiatives.

Continued population growth, economic expansion, and the need to modernize aging infrastructure are driving demand for civil engineering professionals in the United States. According to the U.S. Bureau of Labor Statistics, employment of civil engineers is projected to grow by about 5% from 2024 to 2034, with roughly 23,600 job openings annually due to employment growth and workforce replacement. In addition, the U.S. Census Bureau projects that the U.S. population will continue to grow over the next decade, reaching approximately 363 million by 2034, further increasing demand for transportation systems, water infrastructure, housing, and public works. (U.S. Census Bureau. (2017). National population projections tables: Main series. Retrieved from https://www.census.gov/data/tables/2017/demo/popproj/2017-summary-tables.html)

The proposed B.S. in Civil Engineering will prepare students with the knowledge and skills needed to contribute to this critical field and support the nation's infrastructure and economic development.

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

   The Bureau of Labor Statistics (BLS) is normally used for employment data and to determine market demand. Data is usually listed for civil engineers (https://www.bls.gov/ooh/architecture-and-engineering/civil-engineers.htm)

   According to the BLS, there were 368,900 civil engineering jobs in 2024, with an expected job growth rate of 5% from 2024 to 2034, which is faster than the average for all occupations. This growth is driven by infrastructure projects and urban development.

   These projections indicate about 23,600 annual openings for civil engineers over the next decade, highlighting the need for a well-trained workforce and the importance of educational programs to meet this demand.

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

The current supply of Civil Engineering graduates in the region is primarily sourced from institutions outside the Eastern Shore. However, there is a gap in local access to ABET-accredited Civil Engineering programs, as none are available on the Eastern Shore. Establishing this program at UMES will not only provide regional students with the opportunity to pursue a high-quality education close to home, but it will also ensure a consistent supply of graduates ready to enter the workforce. These graduates will play a vital role in addressing local infrastructure challenges and meeting the growing demand for skilled engineers.

Once the proposal is approved, the program will seek ABET accreditation following the graduation of its first cohort. ABET accreditation is essential for meeting industry standards and preparing students for successful careers. It also enhances the program's reputation, attracting students, employers, and faculty. According to the ABET's official database for accredited programs (ABET, 2026)(https://amspub.abet.org/aps/name-search?searchType=program&keyword=Civil%20Engineering&exactMatch=true&degreeLevels=B), there are 373 institutions worldwide that offer ABET-accredited bachelor's degree programs in Civil Engineering, with 278 of these located in the United States. Higher education institutions in Maryland and neighboring states to the Eastern Shore offer ABET-accredited Civil Engineering bachelor's programs, and the number of Civil Engineering degrees awarded in the 2021—2022 academic year, the most recent data currently available on the College Factual website (https://www.collegefactual.com), is provided below:

Institutions	**Location**	**# of Civil Engineering BS Degrees Awarded in 2021-2022**
Johns Hopkins University	Baltimore, MD	7
University of Maryland, College Park	College Park, MD	120
Morgan State University	Baltimore, MD	48
University of Delaware	Newark, DE	53
Liberty University	Lynchburg, VA	84 (Online)
Old Dominion University	Norfolk, VA	50
Virginia Military Institute	Lexington, VA	57
Virginia Polytechnic Institute and State University	Blacksburg, VA	204
University of Virginia	Charlottesville, VA	48
Catholic University of America	Washington, DC	19
University of the District of Columbia	Washington, DC	29
George Washington University	Washington, DC	22
Howard University	Washington, DC	14

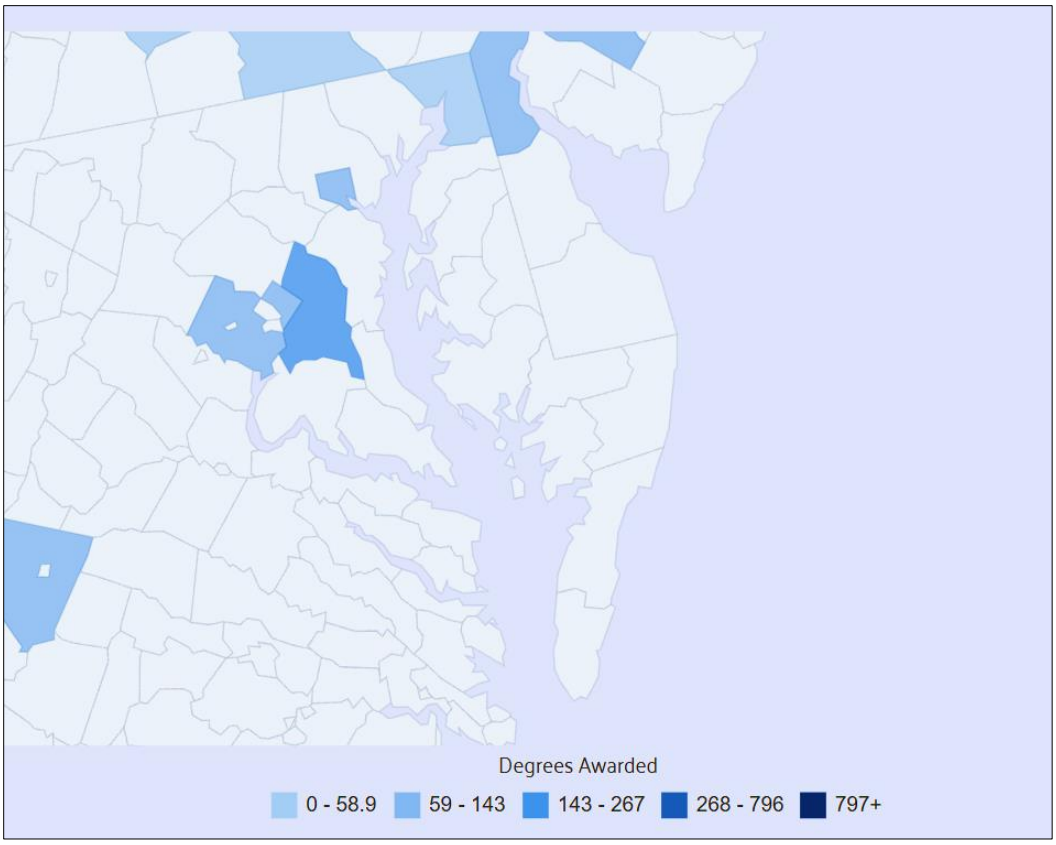
The existing Civil Engineering programs in Maryland and neighboring states are located outside the geographic area served by UMES, leaving the Eastern Shore without a local option.

Establishing a Civil Engineering program at UMES will increase access to high-quality education for regional students, address workforce demands, and support infrastructure development on the Eastern Shore and in surrounding areas.

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.**

   Several institutions in Maryland and the surrounding region offer Civil Engineering programs, but none are located on Maryland's Eastern Shore, resulting in a geographic gap for local students. According to the ABET website (https://amspub.abet.org/aps/name-search?searchType=program&keyword=civil%20engineering&countries=US&states=MD), institutions such as the University of Maryland, College Park, Morgan State University, and the University of Delaware offer similar accredited Civil Engineering bachelor's degree programs. These programs have established reputations and serve a broad student population, including those from outside the immediate area (Map below).



Civil Engineering degrees awarded by the county in the Eastern Shore [Data USA. (n.d.). Civil engineering. https://datausa.io/profile/cip/civil-engineering]

While similar programs exist within the state and surrounding regions, no institution on the Eastern Shore currently offers a Civil Engineering degree. As a result, students interested in this field must leave the region to attend programs elsewhere. At the same time, the Eastern Shore faces growing demand for civil engineers to support infrastructure, transportation, and environmental projects. The proposed UMES Civil Engineering program would address both the regional workforce need and the lack of a local educational pathway, filling a critical gap without duplicating existing offerings in the region.

According to the National Center for Education Statistics, there is currently no Bachelor of Science program in Civil Engineering or closely related fields (Civil Engineering, General,14.0801; Civil Engineering, Other, 14.0899; Structural Engineering, 14.0803; Geotechnical and Geoenvironmental Engineering, 14.0802; Transportation and Highway Engineering, 14.0804; Water Resources Engineering, 14.0805) within a 50-mile radius of Princess Anne, Maryland (Zip Code: 21853).
(source:https://nces.ed.gov/collegenavigator/?s=all&zc=21853&zd=50&of=3&p=14.0805+14.0801+14.0899+14.0802+14.0803+14.0804&l=93)

Within a 100-mile radius, several institutions offer Civil Engineering programs, as summarized in the table below (source: https://nces.ed.gov/collegenavigator/?s=all&zc=21853&zd=100&of=3&p=14.0805+14.0801+14.0899+14.0802+14.0803+14.0804&l=93). However, none are located on the Delmarva Peninsula or Maryland's Eastern Shore, creating a clear geographic gap in access to this field of study.

Institution-Program	Characteristics	City, State	Public/ Private	Tuition and fees (2024-2025)	
				In-state	Out-of-state
George Mason University-Civil and Infrastructure Engineering	--	Fairfax, VA	Public	$14,220	$38,688
George Washington University-Civil Engineering	--	Washington, DC	Private	--	$67,710
Howard University-Civil Engineering	HBCU	Washington, DC	Private	--	$35,810
Johns Hopkins University-Civil Engineering	--	Baltimore, MD	Private	--	$65,230
Morgan State University-Civil Engineering	HBCU	Baltimore, MD	Public	$8,229	$19,124
Old Dominion University-Civil Engineering	--	Norfolk, VA	Public	$12,750	$33,780
The Catholic University of America-Civil Engineering	Roman Catholic	Washington, DC	Private	--	$58,378
University of Maryland, College Park, Civil Engineering; AoC Construction Engineering & Management	--	College Park, MD	Public	$11,809	$41,186
Capitol Technology University, Civil Engineering**	--	Laurel, MD	Private	--	$27,592
University of the District of Columbia-Civil Engineering	HBCU	Washington, DC	Public	$5,662	$12,514
University of Maryland Eastern Shore (UMES)*	**HBCU**	**Princess Anne, MD**	**Public**	**$9,076**	**$20,122**

* UMES does not currently offer Civil Engineering; it is included for comparison.
** Note that, as of May 10, 2026, the Civil Engineering program at Capitol Technology University is not listed in https://nces.ed.gov. This item has been added per the MHEC Institution Program Inventory.

The table below lists all programs with the CIP code 14.0801, as well as programs with the title "Civil Engineering" in the state of Maryland. (Source: MHEC Institution Program Inventory, https://mhec.maryland.gov/institutions_training/pages/searchschool.aspx)

Institution	Johns Hopkins University	Morgan State University	University of Maryland, College Park	Capitol Technology University	University of Maryland Eastern Shore*
Public/Private	Private	Public	Public	Private	Public
Minority-Serving Status	--	HBCU	--	--	HBCU
City, Region	Baltimore, Central MD	Baltimore, Central MD	College Park, Central MD	Laurel, Central MD	Princess Anne, Eastern Shore
Distance from UMES	136mi	139mi	132mi	133mi	--
Cost of Living compared to the Maryland Average[$]	**+5%** more (↑)	**+5%** more (↑)	**+10%** more (↑)	**+3%** more (↑)	**- 13%** less (↓)
Program title	CIVIL ENGINEERING (B.S.)	CIVIL ENGINEERING (B.S.)	CIVIL ENGINEERING; Also, AoC CONSTRUCTION ENGINEERING & MANAGEMENT (B.S.)	CIVIL ENGINEERING (B.S.)	CIVIL ENGINEERING (B.S.)*
CIP Code	14.0801	14.0801	14.0801	14.0801	14.0801
Accreditation Status	ABET Accredited	ABET Accredited	ABET Accredited	--	Will seek ABET Accreditation
Mode of Delivery	In-Person	In-Person	In-Person	In-Person	In-Person*
Approximate Department Faculty Size	25	15	32	4	4 + One more will join Fall 2026
Enrollment Fall 2024**	28	200	338	Not available (The program is not currently accepting students.)	--
Program size	Small	Medium	Large	Small	Small
In-State Tuition and Fees per year (2025-2026) [††]	--	$8,346	$12,290	--	$9,365.50
Out-of-State Tuition and Fees per year (2025-2026) [††]	$66,670	$19,456	$42,053	$28,258	$20,910.50
Required Credits	125	120	122	120	120
Internship/Co-op Requirement	Encouraged, but internship not required	Internship not required	Internship not required	Internship not required	Internship required
Technical Elective Courses	2	3	2	2	1
Program similarities	All programs lead to a B.S. in Civil Engineering. Each program includes foundational coursework in mathematics, physics, engineering science, engineering design, and laboratory experiences. Core subject areas typically include statics, dynamics, mechanics of materials, structural analysis, transportation engineering, environmental engineering, geotechnical engineering, and hydraulics/hydrology, as well as surveying and a capstone design project. All programs have ABET-oriented student outcomes. All programs				

	are primarily delivered in person and are designed to prepare students for professional engineering practice and licensure pathways.				
Program differences/Distinctions	Research-intensive private institution with an analytical, systems-oriented Civil Engineering program.	Urban public HBCU offering a traditional Civil Engineering program	Major public research university with a large, comprehensive civil engineering program	Technology-focused private institution with a small Civil Engineering Program	Public HBCU serving the Eastern Shore and underrepresented communities; Civil Engineering program focused on the regional workforce needs
* Proposed program pending approval $ Economic Research Institute, Cost of living: https://www.erieri.com/cost-of-living/united-states/maryland **Source:https://mhec.maryland.gov/publications/Documents/Research/AnnualReports/TRENDS%20IN%20ENROLLMENT%20BY%20PROGRAM%20-%20Fall%202024%20FINAL.pdf †† Data collected from official university financial webpages: Johns Hopkins University: https://www.jhu.edu/admissions/tuition/ Morgan State University: https://www.morgan.edu/bursar/tuition-and-fees/fall-2025-spring-2026 University of Maryland, College Park:https://academiccatalog.umd.edu/undergraduate/fees-expenses-financial-aid/tuition-fees/ Capitol Technology University: https://www.captechu.edu/node/1596 University of Maryland Eastern Shore: https://wwwcp.umes.edu/fms/tuition-and-fees/					

All Civil Engineering programs lead to a B.S. degree and share a core curriculum that includes mathematics, physics, engineering science, and key civil engineering topics such as structures, geotechnical, transportation, environmental engineering, hydraulics, surveying, and a capstone design project, all aligned with ABET requirements to prepare students for professional practice and licensure. However, they differ in institutional mission and emphasis, ranging from research-intensive universities to smaller teaching-focused or technology-oriented programs. In this context, UMES is a public HBCU serving the Eastern Shore and underrepresented communities, with a Civil Engineering program focused on addressing regional workforce needs and rural infrastructure challenges while maintaining core engineering standards.

Furthermore, the cost of living in Princess Anne, where UMES is located, and the surrounding areas is significantly lower than in Baltimore, College Park, and Laurel. This difference in living expenses positions UMES as one of the most affordable public engineering options in the region. The combination of lower tuition and reduced cost of living can significantly improve access to engineering education for students from underrepresented and economically disadvantaged backgrounds who might otherwise face financial barriers to attending similar programs located on the other side of the Chesapeake Bay Bridge.

While similar programs exist outside of the Delmarva region, the proposed program at the University of Maryland Eastern Shore (UMES) stands out in terms of accessibility. UMES is an HBCU located in Somerset County, one of the most economically disadvantaged counties in Maryland, where approximately 20.3% of residents live below the poverty line, according to the U.S. Census Bureau (https://www.census.gov/quickfacts/fact/table/somersetcountymaryland). As such, UMES plays a critical role in serving underrepresented and underserved populations, including first-generation college students and low-income students.

In contrast to many comparable institutions listed in the table, UMES offers relatively low in-state tuition, making it an affordable option for regional students who may not have the financial means to attend higher-cost institutions in surrounding states or across the Chesapeake Bay. This affordability, combined with its geographic location, significantly expands access to engineering education for students who might otherwise be excluded.

Establishing a Civil Engineering program at UMES will address a critical regional and socioeconomic gap rather than duplicate existing programs, providing local students, particularly those from underrepresented backgrounds, with access to a high-quality, affordable engineering education close to home.

2. Provide justification for the proposed program.

Civil Engineering encompasses the planning, design, construction, and maintenance of infrastructure, including roads, bridges, highways, water systems, dams, and buildings. It integrates technical engineering principles with practical problem-solving to address the region's infrastructure needs.

The proposed Civil Engineering program at UMES will provide students with a solid foundation in core engineering disciplines such as structural analysis, environmental engineering, transportation systems, and water resources, in addition to basic science and mathematical knowledge. This comprehensive curriculum is designed to prepare students with the technical expertise and problem-solving skills required to meet the growing demand for infrastructure development and to address complex engineering challenges in the field.

According to Levelset (n.d.), "the heavy construction industry, currently valued at $176 billion, is projected to reach a market value of $273 billion by 2030." Additionally, CareerExplorer (n.d.) reports that approximately 7,110 civil engineers are currently employed in Maryland. Projections from CareerOneStop also indicate that Maryland will experience approximately 390 annual job openings for civil engineers (https://cloudfront.careeronestop.org/Toolkit/StateAndLocal/ProjectedEmployment.aspx).

By offering this program at the University of Maryland Eastern Shore, the university will provide local students with accessible education and hands-on training needed to become vital contributors to the construction industry.

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 demand for skilled civil engineers continues to rise due to aging infrastructure, sustainability initiatives such as Maryland's Better Buildings Act of 2024, and ongoing advancements in green building and transportation. Among Maryland's four Historically Black Institutions (HBIs)—Morgan State, Coppin State, Bowie State, and UMES—only Morgan State currently offers a B.S. in Civil Engineering, primarily serving the Baltimore metropolitan region.

The proposed Civil Engineering program at UMES will address a critical gap in access to high-demand STEM education on the Eastern Shore, particularly for underrepresented students. This program will strengthen the role of HBIs in producing engineers equipped with expertise in structural design, environmental engineering, and infrastructure development. It will also foster industry partnerships, ensuring that graduates are equipped with workforce-ready skills.

Rather than duplicating Morgan State's program, the UMES offering will complement it by serving a distinct geographic region. In doing so, the program will enhance the collective impact of Maryland's HBIs in addressing regional and national infrastructure needs while advancing diversity in the engineering profession.

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.**

   According to the Fall 2025 Census Enrollment data, University of Maryland Eastern Shore serves a student population with the following ethnic distribution: Black 64.5%, White 14%, Native American 0.2%, Asian 2.2%, Hispanic 3.2%, International 4.5%, Multi & Non-Hispanic 5.4%, and Unknown 5.9%. (University System of Maryland, 2025, https://www.usmd.edu/IRIS/?view=UMES)

   The mission of UMES and the Department of the Built Environment is to provide educational opportunities for underrepresented minorities and first-generation college students who might not otherwise have a chance to earn a B.S. degree in Civil Engineering. The proposed Civil Engineering degree is designed to meet the accreditation criteria by the Accreditation Board for Engineering and Technology (ABET), ensuring academic rigor and quality.

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.**

Curriculum Design: The proposed Bachelor of Science in Civil Engineering was developed by faculty within the Department of the Built Environment to meet the growing industry demand for skilled professionals in infrastructure development, transportation, water resources, and environmental engineering.

Faculty Oversight: The core courses in the proposed Civil Engineering program will be taught by existing faculty in the Department of the Built Environment. In addition, the UMES Department of Engineering currently offers foundational courses that support several courses in the proposed curriculum. The new Civil Engineering program will be fully supported with the necessary faculty resources to maintain high standards of instruction and program quality. (Please see section I for a list of current faculty members and their backgrounds.)

Program Modality: The program will be offered in person at the University of Maryland Eastern Shore's main campus.

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

The Bachelor of Science in Civil Engineering at the University of Maryland Eastern Shore is designed to prepare graduates for successful careers in Civil Engineering by equipping them with the knowledge and skills needed to address real-world engineering challenges. The program produces graduates who are expected to achieve the following educational objectives within a few years after graduation:

Objective 1: **Demonstrate technical competence** as civil engineers in industry and government agencies or through the pursuit of advanced studies.

Objective 2: **Collaborate effectively** on engineering project teams in industry or government settings.

Objective 3: **Contribute meaningfully** as active and responsible professionals to the Civil Engineering field and its interaction with global society.

Objective 4: **Engage in lifelong learning** by continuously updating skills and knowledge to stay current with emerging tools, technologies, and best practices in Civil Engineering.

Consistency of the
Program Educational Objectives with the Institutional Mission

Program Educational Objectives	**Institutional Mission Statement:** 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.
Objective 1: Demonstrate technical competence as civil engineers in industry and government agencies or through the pursuit of advanced studies.	UMES empowers first-generation and underserved students with the technical skills to excel in their careers and further studies.
Objective 2: Collaborate effectively on engineering project teams in industry or government settings.	UMES fosters diversity and teamwork, preparing students to work well in diverse professional environments.
Objective 3: Contribute meaningfully as active and responsible professionals to the Civil Engineering field and its interaction with global society.	UMES transforms students into responsible professionals who make positive impacts locally and globally.
Objective 4: Engage in lifelong learning by continuously updating skills and knowledge to stay current with emerging tools, technologies, and best practices in Civil Engineering.	UMES provides research and learning opportunities to ensure students stay current with evolving technologies in the field.

Students' Learning Outcomes:

Graduates of the Bachelor of Science in Civil Engineering program will demonstrate the following learning outcomes:

1. An ability **to identify, formulate, and solve** complex engineering problems by applying principles of engineering, science, and mathematics.
2. An ability to **apply engineering design** to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to **communicate effectively** with a range of audiences.
4. An ability to **recognize ethical and professional responsibilities** in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to **function effectively on a team** whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

6. An ability to **develop and conduct appropriate experimentation**, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to **acquire and apply new knowledge** as needed, using appropriate learning strategies.

Relationship of Student Outcomes to Program Educational Objectives

Student Learning Outcomes	**Program Educational Objectives**			
	Objective 1: Demonstrate technical competence as civil engineers in industry and government agencies or through the pursuit of advanced studies.	**Objective 2:** Collaborate effectively on engineering project teams in industry or government settings.	**Objective 3:** Contribute as active and responsible professionals to the Civil Engineering field and its interaction with global society.	**Objective 4:** Continuously updating skills and knowledge to stay current with advancing Civil Engineering tools and technologies.
1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.	✓			
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.	✓		✓	
3. An ability to communicate effectively with a range of audiences.		✓		
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.			✓	
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.		✓		
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.	✓			
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.	✓	✓		✓

Rubrics aligned with the learning outcomes will be developed and implemented by faculty to assess each student's progress throughout the program. These outcomes will be used to evaluate the overall success of the Civil Engineering program.

3. Explain how the institution will:

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

Assessment methods based on established departmental standards will include the following:

- **Assessing written student reports** and oral presentations, as well as individual, team, and/or senior design projects.
- **Evaluating student performance** through assignments, quizzes, and exams in required major courses.
- **Administering surveys** to students, alumni, and industry partners to gather feedback on the program's effectiveness and its alignment with current industry needs and expectations.

b) Document student achievement of learning outcomes in the program.

The department will document student achievement of learning outcomes in the Civil Engineering program in the same fashion as its currently accredited Construction Management Technology program. For instance, in that program, based on American Council for Construction Education (ACCE) requirements, student work, project evaluations, surveys, and feedback from Industrial Advisory Board (IAB) are used to assess and document the achievement of these outcomes. Assessment of learning outcomes for the newly proposed program will be conducted every six years per ABET accreditation requirements, once accredited.

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

The Bachelor of Science in Civil Engineering program requires the successful completion of 120 credit hours. The curriculum includes 39 credit hours of general education courses in English, arts and humanities, social and behavioral sciences, and discipline-specific courses. Students will complete 59 credit hours of core Civil Engineering courses (56 required and 3 electives). Additionally, the program includes 22 credit hours of supportive courses in mathematics, science, business, and computer science, which are integrated into the requirements for the Civil Engineering major. A complete list of courses, including titles, semester credit hours, and descriptions, is provided below:

Bachelor of Science in Civil Engineering

Category		Distribution
I.	General Education Courses	39 credit hours
II.	Supportive Math/Science/Business/Computer Courses	22 credit hours
III.	Core Required Courses	56 credit hours
IV.	Core Elective Courses	3 credit hours
		120 credit hours

Curriculum of Bachelor of Science in Civil Engineering

General Education		**39 credits needed**
Course Code	**Course Title**	**Credit Hours**
GEP Area 1: Arts and Humanities		**6 credit hours**
ARTS 101, ARTS 310, ARAB 101, ASLS 203, CHIN 101, ENGL 204, ENGL 205, ENGL 206, ENGL 207, FREN 101, HIND 101, HONR 101, JAPN 101, KORE 101, PORT 101, SPAN 101, THAR 101	Elective Arts and Humanities [NP]	3 hrs
ENGL 203	Fundamentals of Contemporary Speech [PR: ENGL 101, ENGL 102]	3 hrs
GEP Area 2: Social and Behavioral Sciences		**6 credit hours**
ECON 201	Principles of Economics (Macro) [PR: MATH 102 or Higher]	3 hrs
CRJS 101, ECON 202, GEOG 201, GEOG 202, HIST 101, HIST 102, HIST 201, HIST 202, HONR 201, HUEC 203, HUEC 220, HUEC 361, PHIL 201, PHIL 202, POLI 200, POLI 220, POLI 342, PSYC 100, SOCI 101, SOCI 201	Elective Social and Behavioral Sciences [PR: As specified by the selected course]	3 hrs
GEP Area 3: Biological and Physical Sciences		**7 credit hours**
ENVS 101	Introduction to Environmental Sciences [NP]	3 hrs
PHYS 161	General College Physics I [PR: MATH 112/CR: PHYS 163]	3 hrs
PHYS 163	General College Physics I Laboratory [CR: PHYS 161]	1 hr
GEP Area 4: Math		**4 credit hours**
MATH 112	Calculus I [PR: MATH 110]	4 hrs

GEP Area 5: English Composition		**9 credit hours**
ENGL 101	Principles of Composition I [NP]	3 hrs
ENGL 102	Principles of Composition II [PR: ENGL 101]	3 hrs
ENGL 305, ENGL 310	Technical Writing [PR: ENGL 101, ENGL 102, ENGL 203], or Advanced Composition [PR: ENGL 101, ENGL 102]	3 hrs
GEP Area 6: Institution-Specific Courses		**7 credit hours**
ENGE 100	First-Year Orientations with Engineering [NP]	1 hr
BUAD 213, BUED 212, ETGE 110, ETGE 111, ETGE 112	Computer Literacy [NP]	3 hrs
BUAD 311, CRJS 455, DMST 440, ENGL 348, ENGL 359, EXSC 111, EXSC 265, EXSC 382, HUEC 230, HUEC 463	JEDI (Justice, Equity, Diversity, Inclusion): UMES Signature Course [PR: ENGL 102]	3 hrs

Supportive Math/Science/Business/Computer Courses		**22 credits needed**
Course Code	**Course Title**	**Credit Hours**
CHEM 111	Principles of Chemistry I [CR: CHEM 113]	3 hrs
CHEM 113	Principles of Chemistry I Laboratory [CR: CHEM 111]	1 hr
CSDP 120	Introduction to Computer Programming [PR: MATH 110]	3 hrs
MATH 211	Calculus II [PR: MATH 112]	4 hrs
MATH 212	Calculus III [PR: MATH 211]	4 hrs
MATH 241	Differential Equations [PR: MATH 211]	3 hrs
PHYS 262	General College Physics II [PR: PHYS 161, PHYS 163/CR: PHYS 264]	3 hrs
PHYS 264	General College Physics II Laboratory [CR: PHYS 262]	1 hr

Core Required Courses		**56 credits needed**
Course Code	**Course Title**	**Credit Hours**
CENG 201	Engineering Graphics [NP]	3 hrs
CENG 214	Surveying and Geomatics [PR: CENG 201, MATH 112]	3 hrs
CENG 230	Construction Materials [PR: CHEM 111, PHYS 161]	3 hrs
CENG 310	Structural Analysis [PR: ENGE 362, MATH 241]	3 hrs
CENG 320	Introduction to Environmental Engineering [PR: CHEM 111, ENVS 101]	3 hrs
CENG 325	Construction Methods and Equipment [PR: CENG 201, CENG 230, PHYS 262]	3 hrs
CENG 330	Introduction to Transportation Engineering [PR: CENG 214, ENGE 320, PHYS 161]	3 hrs

CENG 350	Fluid Mechanics and Hydraulics [PR: MATH 241, PHYS 161]	3 hrs
CENG 363	Properties and Mechanics of Materials Lab [PR: CENG 230/CR: ENGE 362]	1 hr
CENG 395	Internship [PR: Junior Standing, Permission of Instructor]	1 hr
CENG 410	Structural Steel Design [PR: CENG 310]	3 hrs
CENG 412	Reinforced Concrete Design [PR: CENG 310]	3 hrs
CENG 415	Hydrology and Drainage [PR: CENG 350]	3 hrs
CENG 427	Soil Mechanics and Foundation Engineering [PR: CHEM 111, CENG 230, ENGE 362]	3 hrs
CENG 459	Civil Engineering Design Project [PR: Senior Standing, CENG 427, CENG 410]	3 hrs
ENGE 260*	Statics [PR: MATH 112]	3 hrs
ENGE 261*	Dynamics [PR: ENGE 260, MATH 211]	3 hrs
ENGE 320*	Statistics and Probability for Engineers [PR: MATH 211]	3 hrs
ENGE 362*	Mechanics of Materials [PR: ENGE 260, MATH 211]	3 hrs
ENME 345*	Thermodynamics [PR: ENGE 261]	3 hrs

Core Elective Courses		**3 credits needed**
Course Code	**Course Title**	**Credit Hours**
CENG 305	Engineering Economy [PR: ECON 201, ENGE 320]	3 hrs
CENG 326	Mechanical and Electrical Building Systems [PR: CENG 201, MATH 112, PHYS 262]	3 hrs
CENG 360	Introduction to Wind Energy and Turbine Technology [PR: MATH 212, PHYS 262]	3 hrs
CENG 386	Construction Planning and Scheduling [PR: CENG 230, ENGE 320]	3 hrs
CENG 416	Water and Wastewater Treatment [PR: CHEM 111]	3 hrs
CENG 430	Highway Engineering [PR: CENG 310, CENG 330]	3 hrs
CENG 445	Construction Cost Estimating and Control [PR: Senior Standing, CENG 201, CENG 230]	3 hrs
CENG 450	Sustainable Design and Construction [PR: Senior Standing, CENG 230]	3 hrs
CENG 499	Undergraduate Research Project [PR: Senior Standing, Permission of Instructor, Approval of Department Chair]	1-6 hrs
ENGE 370*	Computational Methods in Engineering [PR: MATH 211/CR: MATH 241]	3 hrs

Abbreviations: **NP**- No Prerequisites, **PR**- Prerequisite, **CR**- Corequisite

Note: *The following six (6) courses are cross-listed in the existing engineering programs: ENGE 260, ENGE 261, ENGE 320, ENGE 362, ENME 345, and ENGE 370. This cross-listing enables current faculty to contribute to course delivery for the proposed Civil Engineering program.

Based on the ABET accreditation guidelines and outlined in the table below, the curriculum includes 30 credit hours of mathematics and basic sciences, 59 credit hours of engineering topics, 22 credit hours of general education, and 9 credit hours of business and computer courses.

ABET Curriculum Breakdown by Credit Hours

General Education		**39 credits needed**	**Math & Basic Sciences**	**Engineering Topics**	**General**	**Other**
Course Code	**Course Title**	**Credit Hours**				
GEP Area 1: Arts and Humanities		**6 credit hours**				
ARTS 101, ARTS 310, ARAB 101, ASLS 203, CHIN 101, ENGL 204, ENGL 205, ENGL 206, ENGL 207, FREN 101, HIND 101, HONR 101, JAPN 101, KORE 101, PORT 101, SPAN 101, THAR 101	Elective Arts and Humanities	3			✓	
ENGL 203	Fundamentals of Contemporary Speech	3			✓	
GEP Area 2: Social and Behavioral Sciences		**6 credit hours**				
ECON 201	Principles of Economics (Macro)	3				✓
CRJS 101, ECON 202, GEOG 201, GEOG 202, HIST 101, HIST 102, HIST 201, HIST 202, HONR 201, HUEC 203, HUEC 220, HUEC 361, PHIL 201, PHIL 202, POLI 200, POLI 220, POLI 342, PSYC 100, SOCI 101, SOCI 201	Elective Social and Behavioral Sciences	3			✓	
GEP Area 3: Biological and Physical Sciences		**7 credit hours**				
ENVS 101	Introduction to Environmental Sciences	3	✓			
PHYS 161	General College Physics I	3	✓			
PHYS 163	General College Physics I Laboratory	1	✓			
GEP Area 4: Math		**4 credit hours**				
MATH 112	Calculus I	4	✓			
GEP Area 5: English Composition		**9 credit hours**				

ENGL 101	Principles of Composition I	3			✓	
ENGL 102	Principles of Composition II	3			✓	
ENGL 305, ENGL 310	Technical Writing, or Advanced Composition	3			✓	
GEP Area 6: Institution-Specific Courses		**7 credit hours**				
ENGE 100	First-Year Orientations with Engineering	1			✓	
BUAD 213, BUED 212, ETGE 110, ETGE 111, ETGE 112	Computer Literacy	3				✓
BUAD 311, CRJS 455, DMST 440, ENGL 348, ENGL 359, EXSC 111, EXSC 265, EXSC 382, HUEC 230, HUEC 463	JEDI (Justice, Equity, Diversity, Inclusion): UMES Signature Course	3			✓	
Supportive Math/Science/Business/Computer Courses		**22 credits needed**				
Course Code	**Course Title**	**Credit Hours**				
CHEM 111	Principles of Chemistry I	3	✓			
CHEM 113	Principles of Chemistry I Laboratory	1	✓			
CSDP 120	Introduction to Computer Programming	3				✓
MATH 211	Calculus II	4	✓			
MATH 212	Calculus III	4	✓			
MATH 241	Differential Equations	3	✓			
PHYS 262	General College Physics II	3	✓			
PHYS 264	General College Physics II Laboratory	1	✓			
Core Required Courses		**56 credits needed**				
Course Code	**Course Title**	**Credit Hours**				
CENG 201	Engineering Graphics	3		✓		
CENG 214	Surveying and Geomatics	3		✓		
CENG 230	Construction Materials	3		✓		
CENG 310	Structural Analysis	3		✓		
CENG 320	Introduction to Environmental Engineering	3		✓		
CENG 325	Construction Methods and Equipment	3		✓		
CENG 330	Introduction to Transportation Engineering	3		✓		
CENG 350	Fluid Mechanics and Hydraulics	3		✓		
CENG 363	Properties and Mechanics of Materials Lab	1		✓		
CENG 395	Internship	1		✓		
CENG 410	Structural Steel Design	3		✓		
CENG 412	Reinforced Concrete Design	3		✓		

CENG 415	Hydrology and Drainage	3		✓		
CENG 427	Soil Mechanics and Foundation Engineering	3		✓		
CENG 459	Civil Engineering Design Project	3		✓		
ENGE 260	Statics	3		✓		
ENGE 261	Dynamics	3		✓		
ENGE 320	Statistics and Probability for Engineers	3		✓		
ENGE 362	Mechanics of Materials	3		✓		
ENME 345	Thermodynamics	3		✓		
Core Elective Courses		**3 credits**		✓		
Course Code	**Course Title**	**Credit Hours**				
CENG 305	Engineering Economy	3				
CENG 326	Mechanical and Electrical Building Systems	3				
CENG 360	Introduction to Wind Energy and Turbine Technology	3				
CENG 386	Construction Planning and Scheduling	3				
CENG 416	Water and Wastewater Treatment	3				
CENG 430	Highway Engineering	3				
CENG 445	Construction Cost Estimating and Control	3				
CENG 450	Sustainable Design and Construction	3				
CENG 499	Undergraduate Research Project	1-6				
ENGE 370	Computational Methods in Engineering	3				
	TOTAL	**120**	**30**	**59***	**22**	**9**

Note: *The 59 total credits include choosing one of the 3-hour core elective courses included at the end of the chart above.

Semester-by-Semester Plan Outline

Total credits: 120 credits

Freshman Year: 32 credits

Fall: 15 credits

- GEP Elective Arts and Humanities (3 Credits)
- CHEM 111 Principles of Chemistry I (3 Credits)
- CHEM 113 Principles of Chemistry I Laboratory (1 Credit)
- ENGE 100 First-Year Orientations with Engineering (1 Credit)
- ENGL 101 Principles of Composition I (3 Credits)
- MATH 112 Calculus I (4 Credits)

Spring: 17 credits

- CSDP 120 Introduction to Computer Programming (3 Credits)
- ENGL 102 Principles of Composition II (3 Credits)
- ENVS 101 Introduction to Environmental Sciences (3 Credits)
- MATH 211 Calculus II (4 Credits)
- PHYS 161 General College Physics I (3 Credits)
- PHYS 163 General College Physics I Laboratory (1 Credit)

Sophomore Year: 32 credits

Fall: 17 credits

- CENG 201 Engineering Graphics (3 Credits)
- ECON 201 Principles of Economics (Macro) (3 Credits)
- ENGE 260 Statics (3 Credits)
- MATH 212 Calculus III (4 Credits)
- PHYS 262 General College Physics II (3 Credits)
- PHYS 264 General College Physics II Laboratory (1 Credit)

Spring: 15 credits

- CENG 214 Surveying and Geomatics (3 Credits)
- CENG 230 Construction Materials (3 Credits)
- ENGE 261 Dynamics (3 Credits)
- ENGL 203 Fundamentals of Contemporary Speech (3 Credits)
- MATH 241 Differential Equations (3 Credits)

Junior Year: 32 credits

Fall: 16 credits

- GEP Computer Literacy (3 Credits)
- CENG 325 Construction Methods and Equipment (3 Credits)
- CENG 363 Properties and Mechanics of Materials Lab (1 Credit)
- ENGE 320 Statistics and Probability for Engineers (3 Credits)
- ENGE 362 Mechanics of Materials (3 Credits)
- ENME 345 Thermodynamics (3 Credits)

Spring: 15 credits

- GEP JEDI (Justice, Equity, Diversity, Inclusion) (3 Credits)
- CENG 310 Structural Analysis (3 Credits)
- CENG 320 Introduction to Environmental Engineering (3 Credits)
- CENG 330 Introduction to Transportation Engineering (3 Credits)
- CENG 350 Fluid Mechanics and Hydraulics (3 Credits)

Summer: 1 credit

- CENG 395 Internship (1 Credit)

Senior Year: 24 credits

Fall: 12 credits

- CENG 410 Structural Steel Design (3 Credits)
- CENG 415 Hydrology and Drainage (3 Credits)
- CENG 427 Soil Mechanics and Foundation Engineering (3 Credits)
- ENGL 305/310 Technical Writing or Advanced Composition (3 Credits)

Spring: 12 credits

- CENG 412 Reinforced Concrete Design (3 Credits)
- CENG 459 Civil Engineering Design Project (3 Credits)
- GEP Elective Social and Behavioral Sciences (3 Credits)
- ELECT Core Elective Course (3 Credits)

CIVIL ENGINEERING CORE AND ELECTIVE COURSE DESCRIPTIONS – Bachelor of Science Degree

CENG 201 Engineering Graphics: 3 credits (2 Lecture hours, 2 Lab hours). This course focuses on the principles of engineering graphics and their application in technical design and communication. Topics include orthographic projection, isometric drawings, computer-aided drafting (CAD) techniques, and the interpretation of technical drawings and blueprints. Students will gain proficiency in geometric construction, sectional and auxiliary views, and proper dimensioning techniques, with an emphasis on industry standards and best practices. The course also covers the use of CAD libraries containing pre-drawn components to enhance drafting efficiency. By the end of the course, students will be able to communicate design concepts effectively through professional engineering drawings. [No prerequisites needed.]

CENG 214 Surveying and Geomatics: 3 credits (1 Lecture hour, 4 Lab hours). This course introduces the fundamental principles and practices of surveying and geomatics. Topics include distance and angle measurement, leveling, topographic mapping, traverse and area computations, horizontal and vertical curves, cross sections, triangulation, state plane coordinates, and global positioning systems (GPS). Students will learn data collection, analysis, and mapping techniques, including creating topographic maps and layout plans. The course emphasizes the use of computer applications for solving typical field and class problems. A concurrent lab provides hands-on experience with surveying techniques and equipment. [Prerequisites: CENG 201: Engineering Graphics, MATH 112: Calculus I]

CENG 230 Construction Materials: 3 credits (2 Lecture hours, 2 Lab hours). This course covers the fundamental concepts of materials science, focusing on the structure and properties of materials and their relationship to material selection and design. Topics include the classification and mechanical properties of construction materials such as soils, aggregates, cement, concrete, metals, wood, asphalt, composites, and new materials. Students will learn mix-design procedures for Portland cement concrete and bituminous/asphalt mixtures, as well as quality control and assurance practices in construction materials. The course also focuses on testing material properties and evaluating performance following established industry standards. [Prerequisites: CHEM 111: Principles of Chemistry I, PHYS 161: General College Physics I]

CENG 305 Engineering Economy: 3 credits (3 Lecture hours, 0 Lab hours). This course introduces the principles of economic analysis as applied to engineering decision-making. Topics include the time value of money, interest rates, present and future value calculations, cost-benefit analysis, break-even analysis, and the economic evaluation of alternative projects. Students will learn how to apply economic concepts to civil and construction engineering problems, including project budgeting, investment decisions, and financial planning. The course also covers inflation, depreciation, tax considerations, and risk analysis in project evaluation. Monte Carlo simulation techniques are employed throughout the course to study variability in engineering designs and assess their economic impact. Emphasis is placed on developing the skills necessary to make informed, cost-effective

decisions in engineering practice. [Prerequisites: ECON 201: Principles of Economics (Macro), ENGE 320: Statistics and Probability for Engineers]

CENG 310 Structural Analysis: 3 credits (3 Lecture hours, 0 Lab hours). This course provides a study of the principles and methods used to analyze the behavior of structures under various loads. Topics include static equilibrium, internal forces, shear and bending moment diagrams, axial loads, torsion, and analysis of determinate trusses, frames, and beams. The calculation of deflections and the effects of moving loads are covered, as well as approximate methods to analyze indeterminate beams and frames. [Prerequisites: ENGE 362: Mechanics of Materials, MATH 241: Differential Equations]

CENG 320 Introduction to Environmental Engineering: 3 credits (3 Lecture hours, 0 Lab hours). This course covers the principles and practices of environmental engineering, including mass balance, rainfall and runoff analysis, surface water and groundwater hydrology, water and wastewater treatment, air pollution control, solid and hazardous waste management, and environmental impact assessment. The role of the U.S. Environmental Protection Agency (EPA) in environmental protection is examined. Topics also include sustainable technologies, regulatory frameworks, and the role of engineers in addressing environmental challenges. Emphasis is placed on applying engineering principles to solve environmental problems and improve public health and safety. [Prerequisites: CHEM 111: Principles of Chemistry I, ENVS 101: Introduction to Environmental Sciences]

CENG 325 Construction Methods and Equipment: 3 credits (3 Lecture hours, 0 Lab hours). This course covers the methods and equipment used in construction projects. Topics include excavation, material handling, lifting operations, formwork, and machinery for grading, trenching, and road construction. Emphasis is placed on the selection, application, and production of appropriate equipment for various construction tasks, with a focus on sustainability, as well as the economic and environmental considerations in equipment selection and operation. Students will also explore construction methods for foundations, superstructures, and infrastructure. [Prerequisites: CENG 201: Engineering Graphics, CENG 230: Construction Materials, PHYS 262: General College Physics II]

CENG 326 Mechanical and Electrical Building Systems: 3 credits (3 Lecture hours, 0 Lab hours). This course examines building mechanical and electrical systems from the construction manager's point of view. The course will review how the basic design calculations are performed to determine how building systems are selected and designed, review design documents including drawings and specifications, how the subcontractor bid packages are determined, purchasing of subcontracts, review of the shop drawing process, review of the mechanical systems shop drawing coordination process, construction of systems, turn-on and energization, start-up, testing, systems balancing, commissioning of systems, final turn-over, training demonstration to the owner, and close-out operations. [Prerequisites: CENG 201: Engineering Graphics, MATH 112: Calculus I, PHYS 262: General College Physics II]

CENG 330 Introduction to Transportation Engineering: 3 credits (3 Lecture hours, 0 Lab hours). This course introduces the fundamental principles of transportation

engineering, including transportation systems planning, design, operation, and management. Topics include traffic flow theory, transportation safety, and an overview of different modes of transportation. Students will also learn about transportation demand forecasting, capacity analysis, and the environmental and economic impacts of transportation projects. [Prerequisites: CENG 214: Surveying and Geomatics, ENGE 320: Statistics and Probability for Engineers, PHYS 161: General College Physics I]

CENG 350 Fluid Mechanics and Hydraulics: 3 credits (2 Lecture hours, 2 Lab hours). This course introduces the fundamental principles of fluid mechanics and their practical applications, applicable to civil and construction engineering disciplines. Topics include the properties of fluids, fluid statics and dynamics, flow measurement, Bernoulli's equation, and the analysis of open channel and pipe flow. Students will learn about flow rate, pressure, velocity, energy losses, and fluid resistance in various systems. The course also covers hydraulic systems, pumps, and valves, as well as their applications in water distribution, stormwater management, and wastewater systems. Emphasis is placed on practical applications and the design of fluid systems in construction projects. The laboratory component provides hands-on experience in fluid property measurements, flow visualization, and hydraulic experiments. [Prerequisites: MATH 241: Differential Equations, PHYS 161: General College Physics I]

CENG 360 Introduction to Wind Energy and Turbine Technology: 3 credits (3 Lecture hours, 0 Lab hours). This course introduces students to the fundamentals of wind turbine mechanical systems, including wind energy potential and application to power generation. Topics include wind energy principles, wind site assessment, wind turbine components, power generation machinery, control systems, connection to the electric grid, and maintenance. The course will reinforce theoretical topics through relevant case studies and practical examples. [Prerequisites: MATH 212: Calculus III, PHYS 262: General College Physics II]

CENG 363 Properties and Mechanics of Materials Lab: 1 credit (0 Lecture hours, 2 Lab hours). This laboratory course provides practical experience in testing and analyzing the mechanical and physical properties of engineering materials. Experiments include tensile, compression, hardness, and impact testing, as well as microstructure examination and fracture analysis. Students will learn to apply fundamental concepts of material behavior, use modern testing equipment, analyze experimental data, and prepare technical reports. [Prerequisites: CENG 230: Construction Materials/CR: ENGE 362: Mechanics of Materials]

CENG 386 Construction Planning and Scheduling: 3 credits (3 Lecture hours, 0 Lab hours). This course covers the application of a variety of construction planning and scheduling methods. They include arrow and precedence networks using the Critical Path Method (CPM), Gantt charts and S-curves, resource allocation and resource leveling, time-cost tradeoffs, scheduling updating, C/SCSC and earned value systems, linear scheduling, and PERT and computer scheduling software applications. [Prerequisites: CENG 230: Construction Materials, ENGE 320: Statistics and Probability for Engineers]

CENG 395 Internship: 1 credit (120 Work hours). This course provides students with practical work experience with an approved employer in the civil or construction engineering field. A minimum of 120 documented contact hours with the selected employer is required. The course allows students to apply classroom knowledge in real-world engineering and construction settings, gaining hands-on experience and exposure to industry practices. [Prerequisites: Junior Standing, Permission of Instructor]

CENG 410 Structural Steel Design: 3 credits (3 Lecture hours, 0 Lab hours). This course covers the properties of structural steel, followed by the design of structural elements in steel buildings. Topics include the design of tension members, compression members, beams, beam-columns, and connections using the AISC (American Institute of Steel Construction) Load and Resistance Factor Design (LRFD) specifications. The course also covers construction techniques, along with the economic and safety considerations involved in the design and construction of steel structures. [Prerequisites: CENG 310: Structural Analysis].

CENG 412 Reinforced Concrete Design: 3 credits (3 Lecture hours, 0 Lab hours). This course covers the properties of concrete materials and reinforcing steel, as well as design approaches and structural loading. It introduces ACI (American Concrete Institute) Building Code requirements for reinforced concrete design. Topics include the design of beams, slabs, columns, and footings using ultimate strength design principles. The course also addresses serviceability considerations such as short- and long-term deflections, crack control, as well as bond, development lengths, and splices. [Prerequisites: CENG 310: Structural Analysis]

CENG 415 Hydrology and Drainage: 3 credits (3 Lecture hours, 0 Lab hours). This course covers the principles of hydrology and their application in designing drainage systems. Topics include precipitation, runoff, watershed analysis, stormwater management, and flood control. Students will also explore hydrological models and the environmental and regulatory considerations in drainage system design. [Prerequisites: CENG 350: Fluid Mechanics and Hydraulics]

CENG 416 Water and Wastewater Treatment: 3 credits (3 Lecture hours, 0 Lab hours). This course covers the fundamental principles and processes involved in water and wastewater treatment. Topics include water quality parameters, physical, chemical, and biological treatment methods, water purification, disinfection, sludge treatment, and emerging technologies in water and wastewater management. Students will also learn about regulatory standards, environmental considerations, and sustainability practices in treatment facility design and operation. [Prerequisites: CHEM 111: Principles of Chemistry I]

CENG 427 Soil Mechanics and Foundation Engineering: 3 credits (2 Lecture hours, 2 Lab hours). This course covers the principles of soil mechanics and their application in foundation engineering. Topics include the mechanical and physical properties of soils, classification, and behavior under different loading conditions. The course explores soil exploration techniques, compaction, consolidation, settlement, permeability, and shear strength tests. It also addresses bearing capacity, stress distribution, and lateral earth

pressure, as well as the analysis and design of shallow and deep foundations and earth-retaining structures. The laboratory component includes hands-on testing and analysis of soil properties to reinforce the theoretical concepts covered in the course. [Prerequisites: CHEM 111: Principles of Chemistry I, CENG 230: Construction Materials, ENGE 362: Mechanics of Materials]

CENG 430 Highway Engineering: 3 credits (3 Lecture hours, 0 Lab hours). This course focuses on the design, construction, and maintenance of highway systems. Topics include geometric design, materials selection, pavement design, traffic analysis, intersection design, drainage systems, earthwork, and highway maintenance. Students will apply engineering principles to evaluate and design various components of highways, considering factors such as safety, efficiency, and environmental impact. [Prerequisites: CENG 310: Structural Analysis, CENG 330: Introduction to Transportation Engineering]

CENG 445 Construction Cost Estimating and Control: 3 credits (3 Lecture hours, 0 Lab hours). This course covers the creation of construction project cost estimates and bid proposals for both public and private sector projects. Topics include professional ethics, types of project cost estimates and their uses, life cycle costing, and the analysis and determination of materials, labor, and equipment costs. The course also addresses subcontracting, direct and indirect overhead costs, and profits. Additionally, students will explore the use of spreadsheets and cost-estimating software applications to enhance accuracy and efficiency in cost estimation and control. [Prerequisites: CENG 201: Engineering Graphics, CENG 230: Construction Materials]

CENG 450 Sustainable Design and Construction: 3 credits (3 Lecture hours, 0 Lab hours). This course is the study of sustainable construction techniques and best practices. It provides an understanding of the independence between planning, designing, building, operating, and demolishing the built environment and their impacts on the natural environment. Course topics will include: 1) issues of resource efficiency, economics, ethics, waste, human health, environmental justice, and industrial ecology; 2) alternative practices that significantly reduce adverse environmental impacts of built infrastructure; and 3) exploration of past and present thinking of engineering practitioners in this newly emerging discipline. [Prerequisites: Senior Standing, CENG 230: Construction Materials]

CENG 459 Civil Engineering Design Project: 3 credits (1 Lecture hour, 2 credits Project work). This capstone course involves the development and completion of a comprehensive design project that integrates the knowledge and skills acquired throughout the civil engineering program. Students will work in teams to identify, analyze, and develop solutions to complex civil engineering problems. The project involves detailed design, analysis, and the preparation of technical reports and presentations. Emphasis will be placed on integrating knowledge from various civil engineering disciplines, including structural, environmental, and geotechnical engineering, as well as on professional ethics, communication skills, and teamwork. The course culminates in a final presentation to students and faculty. [Prerequisites: Senior Standing, CENG 427: Soil Mechanics and Foundation Engineering, CENG 410: Structural Steel Design]

CENG 499 Undergraduate Research Project: 1-6 credits (Research). This course is designed for junior or senior undergraduate students who have an interest in pursuing a special problem as an independent research project. An Independent Study Contract must be prepared and submitted for approval by the Department Chair within the first week of the semester. Students cannot take more than two CENG 499 courses for a combined total of 6 credits. This course requires the consent of the instructor and the approval of the Department Chairperson. [Prerequisites: Senior Standing, Permission of Instructor, Approval of Department Chair]

ENGE 260* Statics: 3 credits (3 Lecture hours, 0 Lab hours). Addition, subtraction, and multiplication of force and moment vectors; equilibrium of particles, planar, and 3-dimensional rigid bodies under the action of forces and moments; applications of equilibrium principles to simple trusses, frames, and machines; center of mass and centroids; moments of inertia; internal forces and moments; shear force and bending moment diagrams. [Prerequisite: MATH 112: Calculus I]

ENGE 261* Dynamics: 3 credits (3 Lecture hours, 0 Lab hours). Kinematics and kinetics of particles and rigid bodies; relative motion, force acceleration, work energy, and impulse-momentum relationships in Cartesian, normal tangential, polar, spherical, and cylindrical coordinate systems; introduction to design analysis involving dynamics principles. [Prerequisites: ENGE 260: Statics, MATH 211: Calculus II]

ENGE 320* Statistics and Probability for Engineers: 3 credits (3 Lecture hours, 0 Lab hours). Probability; random variables and processes; discrete and continuous distributions and densities; collection and presentation of sample data; frequency distributions and histograms; confidence intervals; hypothesis testing; basic problems of statistical inference; linear regression and correlation; designing engineering experiments. [Prerequisite: MATH 211: Calculus II]

ENGE 362* Mechanics of Materials: 3 credits (3 Lecture hours, 0 Lab hours). Introduction to stress, strain, materials properties, and Hooke's law; distortion of engineering materials in relation to changes in stress or temperature; torsion of circular rods and tubes; bending and shear stresses in beams; deflection of beams; thin wall pressure vessels; combined loading; stress and strain transformation; buckling of columns; engineering applications. [Prerequisites: ENGE 260: Statics, MATH 211: Calculus II]

ENGE 370* Computational Methods in Engineering: 3 credits (3 Lecture hours, 0 Lab hours). Fundamentals of linear algebra and basic operations of vectors and matrices; error analysis; solution of a system of linear equations; iterative solution of nonlinear equations; numerical integration; numerical solution of differential equations; introduction to Matlab software; programming and applications relating to the computational functions in Matlab. [Prerequisites: MATH 211: Calculus II/CR: MATH 241: Differential Equations]

ENME 345* Thermodynamics: 3 credits (3 Lecture hours, 0 Lab hours). Work and heat transfer; the study of the classical thermodynamics approach to closed systems and control volumes; properties and processes of gases and vapors; zeroth, first, and second laws of

thermodynamics for closed systems and control volumes; entropy; thermodynamic power and refrigeration/heat pump cycles. [Prerequisite: ENGE 261: Dynamics]

Note: [*] Existing Courses

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

   Students in the Civil Engineering program will take a total of 39 credit hours of General Education courses at the undergraduate level. This includes courses in Arts and Humanities (6 credits), Social and Behavioral Sciences (6 credits), Biological and Physical Sciences (7 credits), Math (4 credits), English Composition (9 credits), and Institution-Specific Courses (7 credits). Additionally, 22 credit hours are required in supportive Math, Science, Business, and Computer courses to provide a well-rounded foundation for the major.

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

   The proposed Bachelor of Science in Civil Engineering degree will be designed to meet the general accreditation criteria set by the Accreditation Board for Engineering and Technology (ABET). Additionally, the program will align with the guidelines and expectations of the American Society of Civil Engineers (ASCE) to ensure that graduates meet industry standards and professional competencies. According to the ABET official website, "ABET accreditation assures confidence that a collegiate program has met standards essential to prepare graduates to enter critical STEM fields in the global workforce. Graduates from an ABET-accredited program have a solid educational foundation and can lead the way in innovation, emerging technologies, and in anticipating the welfare and safety needs of the public." (ABET. (n.d.). Why ABET accreditation matters. Retrieved March 2026, from https://www.abet.org/accreditation/what-is-accreditation/why-abet-accreditation-matters/).

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

   There will be no contracts with other institutions or non-collegiate organizations.

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 full curriculum and course-specific information for the proposed degree program will be made available on the Department of the Built Environment website: www.umes.edu/tech. Additional information regarding academic and student support services, financial aid resources, and tuition payment policies can be accessed through the websites of the UMES Office of Admissions and Recruitment and the Office of Student Financial Aid. Students are introduced to these resources during the university's onboarding and orientation for new students, where they receive guidance on accessing academic information and campus support services. This ensures that students have clear and convenient access to essential information throughout their academic journey.

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 proposed Civil Engineering program will be advertised alongside other academic programs within the School of Business, Engineering, Applied Sciences, Technology, and Tourism Management at UMES. Advertising and recruiting efforts will be made through multiple platforms, including social media such as the UMES Facebook page, the University newsletter "*The Key,"* the UMES Alumni Association, professional societies, and Public Radio WESM 91.3. Advertising will also be done in collaboration with the Maryland Center for Construction Education. Additionally, printed brochures and flyers will also be developed and distributed.

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.**

UMES currently maintains articulation agreements with several community colleges and high schools throughout the state to support undergraduate degree pathways. For example, the existing Construction Management Technology program in the Department of the Built Environment has articulation agreements in place with Wor-Wic Community College, Frederick Community College, Montgomery College, and Northern Virginia Community College.

Recently, UMES established a provisional articulation agreement with Wor-Wic Community College, Salisbury, MD for the STEM Transfer, Engineering Concentration (A.S.), providing a pathway to the proposed Bachelor of Science in Civil Engineering program.

The goal of the proposed program is to strengthen existing partnerships with community colleges and high schools while developing new articulation agreements. Furthermore, the department will collaborate with the Maryland State Department of Education to establish articulation agreements with K–12 schools, creating a comprehensive educational pipeline that supports students' progression from secondary education through degree completion in Civil Engineering.

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

1. **Provide a brief narrative demonstrating the quality of the 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 of the Built Environment at the University of Maryland Eastern Shore (UMES) has a qualified and experienced faculty prepared to support the proposed Bachelor of Science in Civil Engineering program. Currently, four (4) full-time, tenured faculty members with terminal doctoral degrees in civil or construction engineering fields are available to deliver the core and elective courses in the proposed program.

   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.

Course Prefix & Number	Course Title	Course Credit	Instructor Name	Instructor Title	Instructor Degree Field	Instructor Academic Rank	Instructor Status
CENG 201	Engineering Graphics	3	Ismail Farajpour	Ph.D.	Civil/Structural Engineering	Associate Professor	Full-time/Tenured
CENG 214	Surveying and Geomatics	3	Joseph Arumala	Ph.D.	Civil Engineering	Professor	Full-time/Tenured
CENG 230	Construction Materials	3	Joseph Arumala	Ph.D.	Civil Engineering	Professor	Full-time/Tenured
CENG 310	Structural Analysis	3	Ismail Farajpour	Ph.D.	Civil/Structural Engineering	Associate Professor	Full-time/Tenured
CENG 320	Introduction to Environmental Engineering	3	Joseph Arumala	Ph.D.	Civil Engineering	Professor	Full-time/Tenured
CENG 325	Construction Methods and Equipment	3	Carlos Salgado	Ph.D.	Construction Engineering and Management	Associate Professor	Full-time/Tenured
CENG 330	Introduction to Transportation Engineering	3	Joseph Arumala	Ph.D.	Civil Engineering	Professor	Full-time/Tenured

CENG 350	Fluid Mechanics and Hydraulics	3	Jeffrey Molavi	Ph.D.	Civil/Construction Engineering and Management	Professor	Full-time/Tenured
CENG 363	Properties and Mechanics of Materials Lab	1	Sandeep Aryal	Ph.D.	Mechanical Engineering	Assistant Professor	Full-time/ Tenure-track
CENG 395	Internship	1	Jeffrey Molavi	Ph.D.	Civil/Construction Engineering and Management	Professor	Full-time/Tenured
CENG 410	Structural Steel Design	3	Ismail Farajpour	Ph.D.	Civil/Structural Engineering	Associate Professor	Full-time/Tenured
CENG 412	Reinforced Concrete Design	3	Ismail Farajpour	Ph.D.	Civil/Structural Engineering	Associate Professor	Full-time/Tenured
CENG 415	Hydrology and Drainage	3	Jeffrey Molavi	Ph.D.	Civil/Construction Engineering and Management	Professor	Full-time/Tenured
CENG 427	Soil Mechanics and Foundation Engineering	3	Joseph Arumala	Ph.D.	Civil Engineering	Professor	Full-time/Tenured
CENG 459	Civil Engineering Design Project	3	Jeffrey Molavi	Ph.D.	Civil/Construction Engineering and Management	Professor	Full-time/Tenured
ENGE 260	Statics	3	MD Sarker	Ph.D.	Biomedical Engineering	Assistant Professor	Full-time/ Tenure-track
ENGE 261	Dynamics	3	Sandeep Aryal	Ph.D.	Mechanical Engineering	Assistant Professor	Full-time/ Tenure-track
ENGE 320	Statistics and Probability for Engineers	3	Russell Kohl	Ph.D.	Applied Mathematics and Mathematical Physics	Associate Professor	Full-time/Tenured
ENGE 362	Mechanics of Materials	3	Aaron Persad	Ph.D.	Mechanical and Industrial Engineering	Assistant Professor	Full-time/ Tenure-track
ENME 345	Thermodynamics	3	Abhijit Nagchaudhuri	Ph.D.	Mechanical Engineering	Professor	Full-time/Tenured
CENG 305	Engineering Economy	3	Jeffrey Molavi	Ph.D.	Civil/Construction Engineering and Management	Professor	Full-time/Tenured
CENG 326	Mechanical and Electrical Building Systems	3	Jeffrey Molavi	Ph.D.	Civil/Construction Engineering and Management	Professor	Full-time/Tenured
CENG 360	Introduction to Wind Energy and Turbine Technology	3	Jeffrey Molavi	Ph.D.	Civil/Construction Engineering and Management	Professor	Full-time/Tenured
CENG 386	Construction Planning and Scheduling	3	Carlos Salgado	Ph.D.	Construction Engineering and Management	Associate Professor	Full-time/Tenured
CENG 416	Water and Wastewater Treatment	3	Jeffrey Molavi	Ph.D.	Civil/Construction Engineering and Management	Professor	Full-time/Tenured
CENG 430	Highway Engineering	3	Joseph Arumala	Ph.D.	Civil Engineering	Professor	Full-time/Tenured
CENG 445	Construction Cost Estimating and Control	3	Carlos Salgado	Ph.D.	Construction Engineering and Management	Associate Professor	Full-time/Tenured
CENG 450	Sustainable Design and Construction	3	Joseph Arumala	Ph.D.	Civil Engineering	Professor	Full-time/Tenured

CENG 499	Undergraduate Research Project	1-6	Ismail Farajpour; Jeffrey Molavi; Joseph Arumala; Carlos Salgado	Ph.D.	Civil/Structural Engineering; Civil/Construction Engineering and Management; Civil Engineering; Construction Engineering and Management	Associate Professor; Professor; Professor Associate Professor	Full-time/Tenured
ENGE 370	Computational Methods in Engineering	3	Ricky Stanfield	Ph.D.	Aerospace/Mechanical Engineering	Associate Professor	Adjunct Faculty

The following reflects the four (4) full-time, tenured faculty members with terminal doctoral degrees in civil or construction engineering fields who will deliver the core and elective courses in the proposed program.

Faculty Name	**Appointment Type**	**Terminal Degree (Title & Field)**	**Academic Title / Rank**	**Status (FT/PT/Adjunct)**	**Courses Assigned in the Proposed Program**
Joseph Arumala	Tenured	Ph.D. in Civil Engineering	Professor	full-time	CENG 214-Surveying and Geomatics CENG 320-Introduction to Environmental Engineering CENG 330-Introduction to Transportation Engineering CENG 427-Soil Mechanics and Foundation Engineering Core Elective
Ismail Farajpour	Tenured	Ph.D. in Civil/Structural Engineering	Associate Professor	full-time	CENG 201-Engineering Graphics CENG 310-Structural Analysis CENG 410-Structural Steel Design CENG 412-Reinforced Concrete Design Core Elective
Jeffrey Molavi	Tenured	Ph.D. in Civil/Construction Engineering and Management	Professor	full-time	CENG 350-Fluid Mechanics and Hydraulics CENG 395-Internship CENG 415-Hydrology and Drainage CENG 459-Civil Engineering Design Project Core Elective
Carlos Salgado	Tenured	Ph.D. in Construction Engineering and Management	Associate Professor	full-time	CENG 230-Construction Materials CENG 325-Construction Methods and Equipment Core Elective

The Department of the Built Environment at the University of Maryland Eastern Shore (UMES) has qualified and experienced faculty to support the proposed BS in Civil Engineering program. In addition to Civil Engineering courses, the Department of Engineering at UMES offers foundational courses that support the curriculum. The Department of Mathematics offers one of the core courses. All core and elective courses with term, year taken and assigned faculty are listed in the table below.

Category	Course Prefix & Number	Course Name	Level	Semester	Faculty Name	Associated Department of the Faculty
Core	CENG 201	Engineering Graphics	Sophomore	Fall	Ismail Farajpour	Built Environment
Core	CENG 214	Surveying and Geomatics	Sophomore	Spring	Joseph Arumala	Built Environment
Core	CENG 230	Construction Materials	Sophomore	Spring	Joseph Arumala	Built Environment
Core	CENG 310	Structural Analysis	Junior	Spring	Ismail Farajpour	Built Environment
Core	CENG 320	Introduction to Environmental Engineering	Junior	Spring	Joseph Arumala	Built Environment
Core	CENG 325	Construction Methods and Equipment	Junior	Fall	Carlos Salgado	Built Environment
Core	CENG 330	Introduction to Transportation Engineering	Junior	Spring	Joseph Arumala	Built Environment
Core	CENG 350	Fluid Mechanics and Hydraulics	Junior	Spring	Jeffrey Molavi	Built Environment
Core	CENG 363	Properties and Mechanics of Materials Lab	Junior	Fall	Sandeep Aryal	Engineering
Core	CENG 395	Internship	Junior	Summer	Jeffrey Molavi	Built Environment
Core	CENG 410	Structural Steel Design	Senior	Fall	Ismail Farajpour	Built Environment
Core	CENG 412	Reinforced Concrete Design	Senior	Spring	Ismail Farajpour	Built Environment
Core	CENG 415	Hydrology and Drainage	Senior	Fall	Jeffrey Molavi	Built Environment
Core	CENG 427	Soil Mechanics and Foundation Engineering	Senior	Fall	Joseph Arumala	Built Environment
Core	CENG 459	Civil Engineering Design Project	Senior	Spring	Jeffrey Molavi	Built Environment
Core	ENGE 260	Statics	Sophomore	Fall	MD Sarker	Engineering
Core	ENGE 261	Dynamics	Sophomore	Spring	Sandeep Aryal	Engineering

Core	ENGE 320	Statistics and Probability for Engineers	Junior	Fall	Russell Kohl	Mathematics
Core	ENGE 362	Mechanics of Materials	Junior	Fall	Aaron Persad	Engineering
Core	ENME 345	Thermodynamics	Junior	Fall	Abhijit Nagchaudhuri	Engineering
Elective	CENG 305	Engineering Economy	Senior	Spring	Jeffrey Molavi	Built Environment
Elective	CENG 326	Mechanical and Electrical Building Systems	Senior	Spring	Jeffrey Molavi	Built Environment
Elective	CENG 360	Introduction to Wind Energy and Turbine Technology	Senior	Spring	Jeffrey Molavi	Built Environment
Elective	CENG 386	Construction Planning and Scheduling	Senior	Spring	Carlos Salgado	Built Environment
Elective	CENG 416	Water and Wastewater Treatment	Senior	Spring	Jeffrey Molavi	Built Environment
Elective	CENG 430	Highway Engineering	Senior	Spring	Joseph Arumala	Built Environment
Elective	CENG 445	Construction Cost Estimating and Control	Senior	Spring	Carlos Salgado	Built Environment
Elective	CENG 450	Sustainable Design and Construction	Senior	Spring	Joseph Arumala	Built Environment
Elective	CENG 499	Undergraduate Research Project	Senior	Spring	Ismail Farajpour/Jeffrey Molavi/Joseph Arumala/Carlos Salgado	Built Environment
Elective	ENGE 370	Computational Methods in Engineering	Senior	Spring	Ricky Stanfield	Engineering

The table below includes the appointment type, terminal degree, academic title, and status for all faculty members involved in offering the core courses of the Civil Engineering program, including those who are not part of the Department of Built Environment.

Faculty Name	Associated Department of the Faculty	Appointment Type	Terminal Degree	Academic Title	Status
Carlos Salgado	Built Environment	9- month	Ph.D. in Construction Engineering and Management	Associate Professor	Full-time/Tenured
Ismail Farajpour	Built Environment	12-month	Ph.D. in Civil/Structural Engineering	Associate Professor	Full-time/Tenured
Jeffrey Molavi	Built Environment	9- month	Ph.D. in Civil/Construction Engineering and Management	Professor	Full-time/Tenured
Joseph Arumala	Built Environment	9- month	Ph.D. in Civil Engineering	Professor	Full-time/Tenured
Aaron Persad	Engineering	9- month	Ph.D. in Mechanical and Industrial Engineering	Assistant Professor	Full-time, Tenure-track
Abhijit Nagchaudhuri	Engineering	9- month	Ph.D. in Mechanical Engineering	Professor	Full-time/Tenured
MD Sarker	Engineering	9- month	Ph.D. in Biomedical Engineering	Assistant Professor	Full-time, Tenure-track
Ricky Stanfield	Engineering	Part Time	Ph.D. in Aerospace/Mechanical Engineering	Associate Professor	Adjunct Faculty
Sandeep Aryal	Engineering	9- month	Ph.D. In Mechanical Engineering	Assistant Professor	Full-time, Tenure-track
Russell Kohl	Mathematics	9- month	Ph.D. in Applied Mathematics and Mathematical Physics	Associate Professor	Full-time/Tenured

The UMES Department of Engineering currently offers and teaches foundational engineering courses that support the proposed curriculum, including:

CENG 363 – Properties and Mechanics of Materials Lab
ENGE 260 – Statics
ENGE 261 – Dynamics
ENGE 320 – Statistics and Probability for Engineers
ENGE 362 – Mechanics of Materials
ENGE 370 – Computational Methods in Engineering
ENME 345 – Thermodynamics

The Department of Built Environment is also in the process of hiring one additional faculty member for Fall 2026, which will further strengthen instructional capacity and support program growth.

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

a) Pedagogy that meets the needs of the students

The University of Maryland Eastern Shore (UMES) supports faculty development through ongoing professional development, ensuring the use of evidence-based teaching practices that enhance student success. Faculty participate in workshops, seminars, and learning communities led by the Center for Teaching Excellence (CTE), emphasizing active learning, inclusive pedagogy, assessment strategies, and continuous course improvement.

The Department of the Built Environment further supports faculty development through participation in conferences and workshops, including the Accreditation Board for Engineering and Technology (ABET) and American Council for Construction Education (ACCE), to strengthen pedagogical practices in civil and construction engineering education.

b) The learning management system

UMES provides faculty with ongoing training in the Canvas LMS through webinars and workshops led by the Center for Instructional Technology and Online Learning (CITOL). Training covers course design, content delivery, assessment tools, accessibility features, and feedback mechanisms. Faculty also have access to continuous technical assistance, ensuring effective integration of the LMS to enhance student learning.

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

Some courses in the program may be offered in online or hybrid formats. Faculty receive training through the Center for Instructional Technology and Online Learning (CITOL) on course alignment, online engagement, accessibility, and assessment. Courses are regularly reviewed, and faculty receive feedback to ensure and improve the quality of distance education.

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 at the University of Maryland Eastern Shore provides a multiplicity of print and digital resources to support the mission and academic programs of the university. According to the Library's website, "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, makes it possible for our patrons to have 24/7 access to the library catalog, USMAI collections, and electronic resources. These digital resources available from the library's website include over 100 research databases that provide access to eBooks and full-text coverage of thousands of scholarly journals, magazines, and newspapers." (Source: https://umes.libguides.com/library_admin/overview)

Before the start of each semester, the Frederick Douglass Library reaches out to faculty to identify the resources that will be used in their upcoming courses. The library ensures that these materials, including textbooks, are available to students by the first day of classes. This proactive approach helps support student learning and ensures that all course-related resources are readily accessible from the beginning of the semester.

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 University of Maryland Eastern Shore's Department of the Built Environment is housed in the Thomas & Briggs Arts and Technologies Complex (ATC), a 37,878-square-foot facility that serves both the Department of Fine Arts and the Department of the Built Environment. Within the Built Environment suite, there are nine designated offices for faculty and staff to facilitate student advising, office hours, and administrative duties. There are also two offices for files, a copier, and storage as well as a conference room. The ATC houses instructional classroom space and instructional laboratory space (as detailed below), which makes it convenient for students to take classes and conduct laboratory experiments in the same building.

Instructional Classroom Space – At the ATC building, there is a Project Planning Room, a small computer laboratory used as a classroom. In addition, there is a larger classroom with a projector for instructional purposes. The building also houses a Computer-Aided Drafting and Design Lab, equipped with 13 recently upgraded computers and a new 98-inch display, along with the necessary software packages to support the new program.

The Student Resource Center includes nine newly upgraded computers, a 98-inch display, conference tables, previous edition textbooks, industry publications, and a large plotter/printer. Designed as an open resource lab for students in the Department of the Built Environment, it has limited scheduled classes, and students can use this space for software access, research, and small group study.

In addition to the labs in the ATC building, students have access to the computer labs in the Engineering and Aviation Science Complex (EASC) building. All computer labs receive ongoing technical support from the UMES Department of Information Technology (IT).

Instructional Laboratory Space/Equipment – The Department of the Built Environment is housed in the Arts and Technology building, which includes multiple laboratory spaces and equipment.

- The Construction Laboratory is an area where students apply skills and knowledge related to construction technology. This lab contains various woodworking equipment and hand tools. It is divided by portable dividers that separate the learning and activity areas. The learning area is equipped with whiteboards, desks, chairs, and furniture, while the activity area houses equipment such as lathes, drill presses, planers, jointers, miter saws, table saws, scroll saws, and large worktables for student projects.

- The Soil Mechanics Laboratory (located in one portion of the Construction Laboratory) is equipped for experiments in soil behavior and geotechnical testing. Key apparatus includes Proctor compaction test equipment, California Bearing Ratio (CBR) test setup, direct shear, Atterberg limits apparatus, a lab oven, and a sieve set for grain size analysis. The lab provides practical experience in evaluating soil properties and understanding their engineering applications.

- The Surveying Equipment Storage: The Surveying equipment is maintained in a designated storage space and used primarily for field measurement and surveying exercises. Key instruments include measuring tapes and chains, tripods and ranging rods, prismatic compasses, auto levels, theodolites, and total stations. The lab supports practical learning in surveying techniques and accurate measurement.

- The Resource Laboratory contains a 3D printer and various pieces of construction equipment, all available for student projects.

In addition to these departmental labs, a couple of laboratories in the Engineering and Aviation Science Complex (EASC) building on the UMES main campus, within walking distance of the ATC, will also be utilized to further support experimental learning.

- The Statics and Materials Laboratory accommodate up to 20 students. It provides experience with material strength and behavior through experiments such as hardness testing, shear and torsion testing, compression and tension testing, strain measurement, beam deflection

analysis, beam and cylinder testing, impact testing, and fatigue testing. These activities give students practical skills in evaluating and testing a wide range of materials.

- The Thermal/Fluid Laboratory includes equipment for hydraulics, fluid mechanics, and heat transfer. Students gain experience through experiments such as flow channels, hydraulic benches, airflow analysis, Bernoulli's principle, friction losses in pipes, flow measurement, stability of floating bodies, center of pressure, impact of jets, Reynolds number studies, air conditioning systems, steam turbines, convection and radiation heat transfer, and temperature measurement and calibration. This laboratory supports studies in water resources, environmental engineering, and building systems.

The classroom and laboratory spaces are equipped to support the activities in the new courses and research activities. Equipment maintenance and consumable materials are included in the annual budget of the program (TABLE 2).

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.

a) All enrolled students and hired faculty at the University of Maryland Eastern Shore are assigned official university email accounts. They also have access to video conferencing via Microsoft Teams.

b) All enrolled students and hired faculty have access to Canvas, the official Learning Management System at UMES. Faculty members receive support for course development and instruction from the Center for Instructional Technology and Online Learning (CITOL) as well as the Academic Computing Unit. Additionally, the Department of Information Technology (IT) provides Helpdesk services, computer support, and maintenance for the campus data network, telephone systems, classroom technology, computer labs, technology procurement, data center, email, and network storage.

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

The financial sustainability and break-even point for the proposed program have been carefully evaluated by the department as part of the program development process. This analysis considered current resource utilization, enrollment trends, and projected revenue growth to ensure that the program is fiscally sound from inception and sustainable over time.

The department currently operates within a financially stable model in which the revenue generated from tuition and fees across its portfolio of academic programs exceeds the annual costs associated with faculty salaries, fringe benefits, and support staff. This existing surplus demonstrates that the department is operating above its break-even point and has the capacity to support additional programmatic offerings.

The proposed program is expected to further strengthen this financial position by increasing student enrollment and associated tuition revenue without requiring additional faculty hires or expansion of support staff. The program will leverage existing instructional capacity, infrastructure, and administrative resources, allowing for efficient scaling and cost containment.

Enrollment projections for the program reflect steady, controlled growth and have been developed to ensure that the program remains financially viable throughout its implementation. As enrollment increases, the additional tuition and fee revenue will contribute positively to the department's overall revenue stream, further reinforcing its financial sustainability.

In addition, the department intends to pursue accreditation through the Accreditation Board for Engineering and Technology (ABET). This process requires ongoing assessment and monitoring of program quality, resources, and financial stability, providing an added layer of accountability and assurance regarding the program's long-term sustainability.

Based on these considerations, the proposed resources are sufficient to cover all anticipated program expenses. The program is therefore financially viable, operates above the break-even point at launch, and is positioned to generate additional revenue while maintaining high academic quality and operational efficiency.

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	$0	$0	$0	$0	$0
2. Tuition / Fee Revenue (C + G below)	$71,415	$117,027	$164,436	$213,694	$264,857
A. # of FT Students	7	11	15	19	23
B. Annual Tuition / Fee Rate	$9,366	$9,553	$9,744	$9,939	$10,138
C. Annual / Full-Time Revenue (A x B)	$65,559	$105,081	$146,158	$188,836	$233,163
D. # of PT Students	2	4	6	8	10
E. Credit Hour Rate	$244	$249	$254	$259	$264
F. Annual Credit Hours	12	12	12	12	12
G. Total Part-Time Revenue (D x E x F)	$5,856	$11,946	$18,278	$24,858	$31,694
3. Grants, Contracts & Other External Sources	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (Add 1 – 4)	$71,415	$117,027	$164,436	$213,694	$264,857

Narrative Rationale for Table 1: Resources

1. **Reallocated Funds**
   No reallocated funds are expected for the launch or continuation of the Civil Engineering program. The program will be supported through new revenue sources and existing departmental infrastructure.

2. **Tuition and Fee Revenue**
   The annual in-state tuition rate is $9,365.50 for full-time students. For part-time students, the credit hour rate is $244.00 per credit hour, with calculations for 6 credits per semester or 12 credits per academic year. The above fees are based on a 2% tuition rate increase per year.

3. **Grants and Contracts**
   Currently, no additional external sources of funding, such as grants or contracts, are expected to support the proposed program. However, the department may pursue such opportunities in the future.

4. **Other Sources**
   No additional sources of funding are expected at this time.

5. **Total Year: A 5-year estimate is provided.**
   The total projected revenue over the five years is based solely on tuition and fee income, as detailed above. This revenue will be allocated to instructional costs, equipment, and program development.

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					
Expenditures 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	$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	$30,000	$30,600	$31,212	$31,836	$32,473
5. Library	$1,000	$1,020	$1,040	$1,061	$1,082
6. New or Renovated Space	$5,000	$5,100	$5,202	$5,306	$5,412
7. Other Expenses	$10,000	$10,200	$10,404	$10,612	$10,824
TOTAL (Add 1 – 7)	$46,000	$46,920	$47,858	$48,816	$49,792

Narrative Rationale for Table 2: Expenditures

1. **Faculty (Number of FTE, Salary, and Benefits)**
   No additional faculty is required to launch the program. The existing department faculty will be sufficient to support the program.

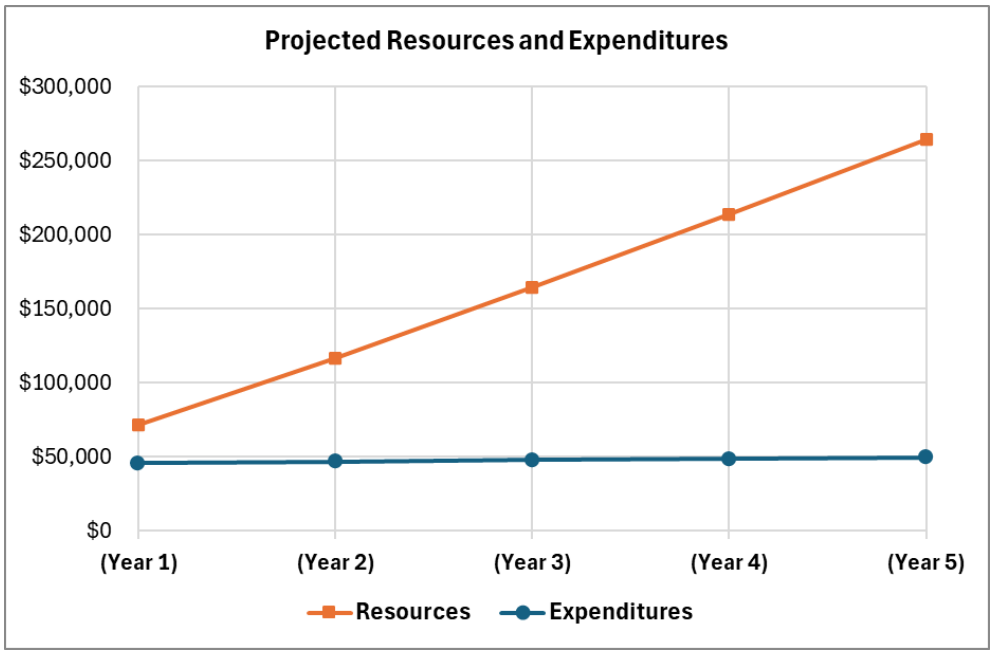
2. **Support Staff (Number of FTE, Salary, and Benefits)**
   No additional support staff is required. The existing department administrative staff will be sufficient to support the program.

3. **Equipment**
   The school has the initial equipment and facilities to launch the proposed program, including instructional spaces and laboratories in the ATC and EASC buildings, equipped with upgraded computers, large displays, surveying instruments, construction equipment, and essential apparatus for the Soil Mechanics Laboratory. Additional support is provided by the Statics and Materials Laboratory and the Thermal/Fluid Laboratory in the EASC building, which offers laboratory experience in material testing, hydraulics, fluid mechanics, and heat transfer. Ongoing maintenance, upgrades, and consumables have been budgeted to ensure continued functionality and support future program development. These costs are included in the annual expenditure and are projected to increase by 2 percent annually.

4. **Library**
   Given the existing robust collection of resources available for the construction-related disciplines, only minimal funds are required to acquire Civil Engineering textbooks and academic resources specific to the new curriculum. These costs are included in the annual expenditure and are projected with a 2 percent annual increase.

5. **New and/or Renovated Space**
   Only minor space renovations are anticipated. This includes modest updates such as painting and reconfiguring existing classroom and laboratory areas within the Thomas & Briggs Arts and Technologies Complex and the EASC building to accommodate the new program. These costs are included in the annual expenditure with a 2 percent annual increase.

6. **Other Expenses**
   Funds for professional development opportunities, such as ABET accreditation training, are to be allocated. Additionally, vendor training for the proper use and integration of equipment upgrades will be provided as needed. These costs are included in the annual expenditure with a 2 percent annual increase.



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 University of Maryland Eastern Shore employs a comprehensive and systematic approach to the evaluation process for courses, faculty, and student learning outcomes. Each course syllabus includes specific course learning outcomes aligned with broader student learning outcomes. These are assessed through embedded questions on tests, assignments, and portfolios, with data collected and analyzed to improve course content and teaching methodologies.

Courses undergo systematic evaluation through student feedback, where students reflect on course structure, content, and instructor performance. This feedback is reviewed by faculty members, the department chair, and the school administration to determine if curriculum adjustments or pedagogical improvements are needed.

Faculty are evaluated annually based on teaching effectiveness, research productivity, and service contributions at the department and university levels. Student evaluations of faculty are conducted at the end of each semester, and these ratings, along with peer reviews and scholarly contributions, influence the overall performance assessment. The tenured faculty also undergo post-tenure reviews every five years. Faculty members receiving lower evaluations may be placed on improvement plans to enhance their teaching effectiveness.

Student learning outcomes are assessed using direct measures such as graded assignments, quizzes, exams, project evaluations, and presentations. Rubrics developed for each outcome determine achievement levels. Continuous assessment and improvement efforts align with accreditation requirements. This evaluation framework ensures that the Civil Engineering program remains responsive to student needs, maintains academic rigor, and fosters a culture of continuous improvement.

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.**

   Once the B.S. in Civil Engineering program is launched, it will enter the institution's structured course evaluation system. Program outcomes will be assessed through direct and indirect evaluation procedures like those used for other accredited degree programs.

   The effectiveness of the program will be reviewed through periodic academic program assessments, conducted every five years. The Office of Decision Science and Visualization, in collaboration with the Department Chair, will collect and analyze data on program enrollment, retention, and graduation rates. This analysis will guide program enhancements and align with institutional goals. Additionally, comprehensive accreditation reviews by ABET will occur every six years to ensure continuous improvement and adherence to national standards.

   Student retention and satisfaction will be monitored using course evaluations and exit interviews. Maintaining a high-quality program, updating the curriculum to reflect industry advancements, hiring and retaining qualified faculty, and fostering a supportive learning environment will be key strategies for ensuring student engagement and success.

   Faculty satisfaction and program cost-effectiveness will be evaluated through performance reviews, faculty feedback, and an analysis of operational expenses versus program enrollment and job placement outcomes. Through these multi-faceted evaluation strategies, the university will ensure that the Civil Engineering program delivers high-quality, outcomes-driven education that meets the needs of students, employers, and the broader community.

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 proposed B.S. in Civil Engineering program directly supports the mission of the University of Maryland Eastern Shore and the State of Maryland's minority achievement goals. As an 1890 land-grant HBCU, UMES attracts a diverse student body, with the majority being African American, as well as individuals from multiethnic and multicultural backgrounds. The University actively recruits minority students for all undergraduate and graduate degree programs, with a particular emphasis on increasing diversity in STEM and multidisciplinary fields at the undergraduate and graduate levels. The same commitment will be extended to the B.S. in Civil Engineering program.

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 B.S. in Civil Engineering program has no relationship with low-productivity programs.

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.**

   The proposed B.S. in Civil Engineering program is not a distance education program. Some general or supportive courses may have online delivery options; however, the core courses will be delivered primarily in-person.

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

   Not applicable.

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: University of Maryland Eastern Shore (UMES) proposal for a Bachelor of Science (B.S.) in Construction Engineering

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: June 2, 2026

SUMMARY: The Department of the Built Environment at UMES proposes establishing a Bachelor of Science in Construction Engineering. The Construction Engineering program is designed to prepare students to plan, design, and oversee construction processes and systems that advance modern infrastructure. The curriculum integrates mathematics, science, and engineering fundamentals with coursework in construction methods, materials, sustainability, safety, cost analysis, and project management. The program emphasizes innovation, ethical practice, and leadership to develop technically proficient, industry-ready professionals capable of leading complex construction projects in both public and private sectors. Graduates are well-prepared to meet evolving demands and contribute to advancement and innovation in the construction industry. The program is aligned to ABET standards and requires a total of 120 credits, including 39 credits in general education, 59 credits in core Construction Engineering courses (56 required and 3 electives), and 22 credits in supportive areas such as mathematics, science, business, and computer science. Notably, there are currently no other Construction Engineering programs in the Delmarva Peninsula, and UMES will provide an affordable and accessible option for underrepresented students pursuing a Construction Engineering degree close to home.

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 UMES for a B.S. in Construction Engineering.

COMMITTEE RECOMMENDATION: DATE: June 2, 2026
BOARD ACTION: DATE: June 12, 2026

SUBMITTED BY: Alison M. Wrynn 301-445-1992 awrynn@usmd.edu

UNIVERSITY OF MARYLAND EASTERN SHORE

Office of the President

April 15, 2026

Dr. Jay Perman, Chancellor
University System of Maryland
701 E. Pratt St.
Baltimore, MD 21202

RE: New Academic Program (BS in Construction Engineering)

Dear Chancellor Perman:

The University of Maryland Eastern Shore (UMES) hereby submits this proposal to begin offering a new Bachelor of Science in Construction Engineering within the School of Business, Engineering, Applied Sciences, Technology, and Tourism Management (S-BEAST-TM).

Consistent with its mission, UMES seeks to expand its capacity to offer unique and/or critical certificate and degree programs. Accordingly, UMES has developed a Bachelor of Science in Construction Engineering degree designed to align with the accreditation standards of the Accreditation Board for Engineering and Technology (ABET). The program will equip students with the knowledge and skills necessary to support modern infrastructure development, advance engineering education on the Eastern Shore and across Maryland and address critical workforce needs.

The curriculum integrates mathematics, science, and engineering principles with core coursework in structural, transportation, geotechnical, environmental, and water resources engineering. It prepares a diverse and highly skilled workforce for professional licensure, graduate study, and careers in both the public and private sectors by addressing real-world challenges and advancing infrastructure development, sustainability, and community well-being. The program also complements existing engineering offerings within the University System of Maryland.

The proposed degree program will position UMES at the forefront of educational innovation in STEM-related academic programs. It aligns with UMES's strategic priorities by advancing academic excellence, workforce development, innovation, and equitable access to STEM education. The Maryland construction industry is currently experiencing a transition period marked by strong federally backed infrastructure investments, growth in specialized sectors such as data centers, and persistent labor shortages. The proposed Bachelor of

Science in Construction Engineering degree is designed to respond to this demand by providing a comprehensive curriculum that equips graduates with the skills necessary to design, analyze, and implement complex infrastructure projects. Graduates of the program will be well prepared to excel in a dynamic professional environment, meet evolving industry needs, and contribute to sustainable and innovative engineering solutions.

The UMES campus is in Somerset County, Maryland. The Bachelor of Science in Construction Engineering degree 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 program is to provide students and working professionals with advanced training in the discipline and to contribute to the economic development in the state of Maryland, especially in the Eastern Shore region where learning opportunities in advanced engineering disciplines are severely limited.

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 for Academic Affairs
Dr. Derrek Dunn, Dean, School of Business and Technology
Dr. Ishmail Farajpour, Department Chair, The Built Environment

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 Eastern Shore

Institution Submitting Proposal

Construction Engineering

Title of Proposed Program

Bachelor of Science	**Fall 2026**
Award to be Offered	Projected Implementation Date
908	**143301**
Proposed HEGIS Code	Proposed CIP Code
Department of the Built Environment	**Leesa Thomas-Banks**
Department in which program will be located	Department Contact
(410) 621-3384	**lpthomasbanks@umes.edu**
Contact Phone Number	Contact E-Mail Address
	04/15/2026
Signature of President or Designee	Date

Proposal for New Four-Year Undergraduate Degree Program

Bachelor of Science in Construction Engineering

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 the Built Environment at the University of Maryland Eastern Shore (UMES) proposes expanding its academic offerings in the field of construction through the establishment of a Bachelor of Science in Construction Engineering. This four-year degree program is designed to align with the accreditation standards set by the Accreditation Board for Engineering and Technology (ABET). ABET's 2025-2026 Criteria for Accrediting Construction and Similarly Named Engineering Programs guidelines state, "The program must prepare graduates to apply mathematics through differential and integral calculus, probability and statistics, general chemistry, and calculus-based physics; apply knowledge of construction methods, materials, equipment, planning, scheduling, safety, and cost analysis; analyze and design construction processes and systems in a construction engineering specialty field; explain basic legal and ethical concepts and the importance of professional engineering licensure in the construction industry; explain basic concepts of management topics such as economics, business, accounting, communications, leadership, decision and optimization methods, engineering economics, engineering management, and cost control."
(Source: https://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-engineering-programs-2025-2026/)

The proposed program has been developed to meet these rigorous standards and prepare graduates for successful careers in construction engineering and management.

The curriculum comprises core construction engineering courses, foundational coursework in science and mathematics, and a selection of major electives, alongside the university's general education requirements. It is designed to provide students with a comprehensive foundation in construction engineering, emphasizing key areas such as construction methods, materials, sustainability, and project management.

The proposed Bachelor of Science in Construction Engineering directly aligns with the university's mission by advancing educational and professional opportunities in engineering and supporting the institution's broader goals of academic excellence, innovation, and community engagement.

The University of Maryland Eastern Shore (UMES), the state's historically Black 1890 land-grant institution, grounds its purpose and uniqueness in distinctive opportunities for learning, discovery, and engagement across the arts and sciences, education, technology, engineering, agriculture, business, and health professions. UMES offers degrees at bachelor's, master's, and doctoral levels. (UMES Mission: https://wwwcp.umes.edu/about/vision-mission-and-values/)

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

The proposed undergraduate Construction Engineering program directly supports the institution's strategic goals. According to the UMES Strategic Plan (https://wwwcp.umes.edu/president/strategic-plan/). Specifically, the program aligns with the following priorities:

Priority 1: Goal 1.1: Attract, retain, and graduate more aspiring students at the undergraduate and graduate levels.

Description: The Construction Engineering program offers a unique and high-demand field of study, attracting a diverse population of students interested in STEM disciplines. Its robust curriculum and emphasis on practical applications are designed to enhance student retention and successful graduation outcomes.

Priority 1: Goal 1.7: Pilot innovative pathways for working professionals that respond to workforce demands.

Description: While primarily structured as a traditional four-year undergraduate program, Construction Engineering may be adapted in the future to include evening or part-time options. This flexibility could create alternative pathways for working professionals seeking formal credentials in Construction Engineering.

Priority 2: Goal 2.3: Develop innovative programs that result in opportunities for new credentials.

Description: The ABET-aligned curriculum ensures that graduates are well prepared to pursue professional credentials, including the Fundamentals of Engineering (FE) exam—a critical first step toward obtaining Professional Engineer (PE) licensure, and the Certified Construction Manager (CCM) credential.

Priority 2: Goal 2.6: Strengthen programs, concentrations, and certificates, making them more relevant to the workforce and societal needs.

Description: The Construction Engineering program addresses the growing demand for professionals skilled in sustainable construction, advanced construction methods, and project management. This demand is supported by

labor market projections; according to the Bureau of Labor Statistics (BLS), construction manager employment is projected to grow by 9% from 2024 to 2034, which is much faster than average. The curriculum ensures relevance to modern workforce needs and responsiveness to societal challenges.

Priority 3: Goal 3.2: *Expand the number of graduates in fields critical to Maryland's economy: STEAM, cyber, and healthcare.*

Description: The program directly contributes to Maryland's STEAM workforce by preparing skilled professionals for careers in construction, infrastructure development, and project management.

Priority 3: Goal 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).*

Description: As a historically Black institution, UMES is uniquely positioned to diversify the construction engineering workforce by graduating underrepresented minority students who are well prepared to contribute meaningfully to this vital field. According to the Fall 2025 Census Enrollment Summary, UMES serves a diverse student population, with an ethnic distribution of: Black 64.5%, White 14%, Native American 0.2%, Asian 2.2%, Hispanic 3.2%, International 4.5%, Multi & Non-Hispanic 5.4%, and Unknown 5.9%.

Priority 3: Goal 3.4: *Develop new, revise, and enhance existing academic programs to remain current with evolving workforce demands.*

Description: The program will remain responsive to industry demands and advancements, continuously evolving to equip graduates with the knowledge and skills needed to excel in emerging technologies and practices in the construction engineering profession.

The proposed degree program will enable the University of Maryland Eastern Shore to achieve its strategic goals while strengthening its position as a leader in educational innovation within the construction industry. Through the development of innovative academic pathways, strong industry partnerships, and a commitment to serving underrepresented populations, the Construction Engineering program will not only support the mission of UMES but also support the economic advancement and workplace development goals of the state of Maryland.

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 University of Maryland Eastern Shore will support the proposed program through the resources, facilities, and faculty currently in place within the Department of the Built Environment, consistent with the level of support provided to existing academic

programs. This commitment ensures effective program delivery and student success. (Please see Section L for more details.)

4. **Provide a description of the institution's commitment to:**
   a) **Ongoing administrative, financial, and technical support of the proposed program.**

      The University administration is committed to adequately funding this program. With support from the HBCU Lawsuit Settlement fund, UMES, and the School of Business, Engineering, Applied Sciences, Technology, and Tourism Management, the Department of the Built Environment is equipped with the necessary resources and is committed to supporting the program in every way, including ongoing administrative, financial, and technical support. The resources, expenditures, and financial sustainability of the program are outlined in Section L.

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

      The University of Maryland Eastern Shore is committed to supporting the program with sufficient time for enrolled students to complete the Bachelor of Science in Construction Engineering degree. To accomplish the strategic goals identified earlier and maintain the quality of the department, continued support of this program and its students through graduation is essential to the UMES mission and goals. This commitment includes the allocation of administrative support, instructional facilities, and necessary financial resources to ensure program continuity through students' graduation.

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 Maryland construction industry is experiencing a transition period characterized by strong federally-backed infrastructure projects, a pivot toward specialized sectors such as data centers, and ongoing labor shortages. The proposed Bachelor of Science in Construction Engineering degree is designed to address this demand by offering a comprehensive curriculum that equips graduates with the knowledge and skills necessary to effectively manage day-to-day construction site operations. This program prepares students to excel in a

dynamic and challenging career, contributing to the advancement of sustainable and innovative infrastructure development. Key drivers of current industry demand include significant public investment in projects such as the Frederick Douglass Tunnel Program and the revived Red Line light rail project, legislative initiatives like the Starter and Silver Homes Act of 2026 to support affordable housing, the adoption of AI-enabled tools and modular construction to address labor shortages, and the ongoing need for cost and material management amid economic pressures..

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

The University of Maryland Eastern Shore (UMES) is strategically located in Somerset County, one of the most economically disadvantaged counties in Maryland, according to the U.S. Census Bureau. The proposed B.S. in Construction Engineering program is designed to offer minority, and educationally disadvantaged students access to a high-quality education in a field that is experiencing robust growth.

Currently, construction engineering professionals are predominantly White (52.9%), followed by Hispanic or Latino (27.7%) and Black or African American (11.1%), reflecting a clear underrepresentation of Black professionals in the field (Construction Employers Association, https://www.ceacisp.org/news/construction-worker-demographics-us#:~:text=The%20average%20age%20of%20an,94%25%20of%20what%20men%20earned.) According to recent U.S. Census data, the Black population in the United States represents approximately 13.7% of the total population.

As a historically Black university, UMES is uniquely positioned to address this gap. Graduates of the proposed program will be well-prepared to secure competitive entry-level positions with strong earning potential, contributing not only to their personal advancement but also to the broader economic and societal development of both the Eastern Shore and the State of Maryland. This program represents a critical opportunity to diversify the construction engineering workforce and uplift local communities by fostering greater representation and opportunity in the field.

c) The need to strengthen and expand the capacity of historically black institutions to provide high-quality and unique educational programs.

The proposed B.S. in Construction Engineering program will offer high-quality and distinctive educational experiences to students, thereby enhancing its significance as one of the four Historically Black Institutions (HBIs) in the State

of Maryland. By providing access to a rigorous STEM program in a high-demand field, this program supports the mission of HBIs to strengthen and expand educational opportunities for underrepresented populations. It will increase the number of minority students earning degrees in construction engineering, a field where diversity remains limited, and contribute to workforce development, regional economic growth, and the competitiveness of Maryland's construction industry.

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

According to the 2022 *Maryland State Plan for Higher Education,* developed by the Maryland Higher Education Commission (MHEC), three primary goals for the state's postsecondary education system are outlined:

"Student Access: Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents."

The B.S. in Construction Engineering Program will prepare students at the undergraduate level to become on-site engineers for construction projects to ensure they are scheduled and built according to plans and specifications. The proposed Construction Engineering degree program will offer high-quality education to Maryland residents, including those with disadvantaged backgrounds, creating a pathway to a rewarding career in construction engineering. It equips students with the knowledge and experience that supports the development of a skilled and diverse workforce for the state.

"Student Success: Promote and implement practices and policies that will ensure student success."

The practices and policies concerning the proposed Construction Engineering program align with all existing policies at the University of Maryland Eastern Shore, which will ensure student success. By providing a carefully developed curriculum, sufficient laboratory facilities, equipment, strong industry partnerships and adequate faculty members for teaching and advising, the proposed degree program will help ensure timely graduation and successful job placement.

"Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success."

The proposed B.S. in Construction Engineering program aligns with Maryland's 2022 State Plan for Higher Education by fostering innovation, expanding access, and promoting student success. In response to changing student demographics and evolving workforce demands, the program introduces specialized STEM training that equips students with the knowledge, skills, and competencies required in today's and future construction industry. By providing high-quality education at a Historically Black Institution, the program strengthens HBIs'

capacity to educate underrepresented populations and enhances equitable access to a high-demand, innovative STEM field.

The program incorporates real-world learning experiences, including internships, project-based assignments, and emerging construction technologies such as modular construction and AI-enabled project management tools. These experiences reflect Priority 8's emphasis on innovation and risk-taking, preparing graduates to enter the workforce ready to contribute to regional economic development, sustainable infrastructure, and resilient construction practices.

UMES's significance is further underscored in Priority 5 of the 2022 *Maryland State Plan for Higher Education:* "The need to strengthen and expand the capacity of historically black colleges and universities to provide high-quality and unique educational programs."

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.**

   Graduates of the proposed B.S. in Construction Engineering program will be prepared for careers in industries such as construction, infrastructure, transportation, environmental engineering, and water resources engineering and management. These individuals will be qualified for entry-level to mid-level roles in private firms, government agencies, and nonprofit organizations, driven by the sustained demand for construction engineers across Maryland and the broader region.

   Regional companies such as Whiting-Turner Contracting Company, DPR Construction, Harkins Builders, Inc., Davis, Bowen & Friedel, Inc., and Skanska USA Building, Inc., are representative of employers expected to hire graduates from the proposed program.

   The Eastern Shore ASCE Branch has expressed strong support for this new program. The Eastern Shore Branch has members from Caroline, Dorchester, Kent, Queen Anne's, Somerset, Talbot, Wicomico, and Worcester counties. This local branch is prepared to work with students enrolled in the program by enhancing professional development, assisting them in the formation of a UMES Student Chapter of ASCE, providing scholarship money, and providing opportunities for internships and later permanent employment.

Currently, graduates of the Construction Management Technology program at UMES, which also confers a Bachelor of Science degree, are working at the above-mentioned companies, as well as other small and large construction companies, both in Maryland and in the U.S., and are hired as project engineers, project managers, project superintendents, building inspectors, site managers, and safety managers. Graduates with bachelor's degrees normally start with entry-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.

Online statistical data for Construction Engineering and Management is usually divided into two categories: construction managers and construction engineers. These two fields blend the role of the Construction Engineering Manager who is involved from the project's inception and planning to building and opening the site.

According to the Bureau of Labor Statistics (BLS), the reported number of construction manager jobs in 2024 was 550,300, with a job outlook for 2024-2034 at 9%, which is much faster than average. The 2024 median annual wage was $106,980 for employees with a typical entry-level education of a bachelor's degree (Bureau of Labor Statistics, U.S. Department of Labor, 2024, *Occupational outlook handbook*: *Construction managers*. https://www.bls.gov/ooh/management/construction-managers.htm).

The job search platform *Indeed* lists the following construction engineering and management jobs, along with their average salary, in the state of Maryland.

Position	**Average Salary**
Civil Construction Engineer	$97,154
Project Manager Construction	$98,441
Construction Manager	$97,038
Civil Construction Operations Manager	$110,567
MEP/Construction Engineer	$127,964
Construction Estimator	$91,666
Construction superintendent	$95,859
Project Construction Engineer	$73,511
Project Engineer (Heavy Civil Construction)	$88,537
Quantity Surveyor / Construction Engineer	$113,684
Source: https://www.indeed.com/career/salaries?from=gnav-homepage/salaries (Accessed Feb, 2026)	

Construction management-related occupations continue to demonstrate strong workforce demand in Maryland. According to the Maryland Higher Education Commission (MHEC), the occupation category of construction managers (bachelor's degree level) recorded approximately 1,800 total new job postings in 2023 and is projected to generate 8,164 total new openings between 2022 and 2032 due to

employment growth, labor force exits, and occupational transfers (Source: Maryland Higher Education Commission (MHEC), Appendix A for In-Demand Occupations, March 14, 2025: https://mhec.maryland.gov/Documents/Workforce%20Needs%20Analysis/Appendix%20A%20DRAFT%20external%20%28March%2014%2c%202025%29.pdf)

The table below includes all construction-related academic programs selected from the full set of academic programs, along with their corresponding occupation categories in Maryland, based on data from the Maryland Higher Education Commission (MHEC). The data indicates a limited supply of specialized bachelor's-level graduates in Construction Management/Engineering -related fields. Across most construction-related programs—including construction engineering, construction project management, and construction engineering technology—no graduates were reported between 2019 and 2023. Only Construction Management (General) produced graduates among the three programs, with relatively small cohorts.

Notably, there is no Construction Engineering bachelor's program reflected in the dataset during this period. While some occupations may also draw from broader disciplines not fully captured in this table, the overall pattern suggests a mismatch between strong labor market demand and the limited production of specialized construction-focused degrees in Maryland.

Occupation Category (All for bachelor's degrees)	**Academic Programs**	**Number of Degrees/Certificates Awarded**					
		Number of Programs	**2019**	**2020**	**2021**	**2022**	**2023**
11-3013 Facilities Managers: 360 Avg. Annual Openings	CIP: 46.0412 Building/Construction Site Management/Manager.		0	0	0	0	0
11-9021 Construction Managers: 816 Avg. Annual Openings	CIP: 15.1001 Construction Engineering Technology/Technician.		0	0	0	0	0
	CIP: 52.2001 Construction Management, General.	3	21	22	27	18	16
	CIP: 52.2002 Construction Project Management.		0	0	0	0	0
	CIP: 52.2099 Construction Management, Other.		0	0	0	0	0
11-9041 Architectural and Engineering Managers: 388 Avg. Annual Openings	CIP: 14.3301 Construction Engineering.		0	0	0	0	0
13-1051 Cost Estimators: 368 Avg. Annual Openings	CIP: 14.3301 Construction Engineering.		0	0	0	0	0
	CIP: 15.1001 Construction Engineering Technology/Technician.		0	0	0	0	0
13-1082 Project Management Specialists: 3014 Avg. Annual Openings	CIP: 52.2002 Construction Project Management.		0	0	0	0	0
17-2051 Civil Engineers: 385 Avg. Annual Openings	CIP: 14.3301 Construction Engineering.		0	0	0	0	0
17-2199 Engineers, All Other: 439 Avg. Annual Openings	CIP: 14.3301 Construction Engineering.		0	0	0	0	0
Source: Maryland Higher Education Commission (MHEC), Appendix B for in-Demand programs, March 14, 2025: https://mhec.maryland.gov/Documents/Workforce%20Needs%20Analysis/Appendix%20B%20DRAFT%20external%20%28March%2014%2c%202025%29.pdf							

A study of the job market for construction managers https://www.careerexplorer.com/careers/construction-manager/job-market/ "Career Explorer" reports 6,410 construction engineering jobs in Maryland, ranking the state 13th in the country for employment in this field. This data reflects the increasing demand for those in the construction industry with strong technical expertise to support infrastructure development and related initiatives.

With the current trends in population and business growth, coupled with the urgent need to improve the nation's infrastructure, the U.S. economy requires more skilled construction workers and managers to support the creation of new and complex jobs. The proposed B.S. degree in Construction Engineering will provide students with the education and training they need to become valuable contributors to the construction industry, which maintains a strong force in the nation's economy.

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

   The Bureau of Labor Statistics (BLS) is normally used for employment data and to determine market demand. Data is usually listed for construction managers or construction engineers (Retrieved Feb 21, 2025, from https://www.bls.gov/ooh/management/construction-managers.htm)

   According to the BLS, there were 550,300jobs for construction managers listed in 2024, with a projected 9% percent growth rate from 2024 to 2034 for construction engineers.

   Based on the BLS projection, there will be about 46,800 job openings for construction managers each year, on average, over the decade. The career outlook is strong for those with an educational background and training in construction engineering and management.

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

   Once the proposal is approved, the program will seek ABET accreditation after its first cohort graduates. ABET accreditation is essential to ensure the program meets industry standards, prepares students for successful careers, and enhances its reputation, attracting students, employers, and faculty.

According to the ABET website database for accredited programs (ABET, 2026), there are 14 institutions that offer Construction Engineering and Management programs, including 4 master's programs (all abroad) and 10 bachelor's programs within the United States. Additionally, 20 institutions are offering Construction Engineering programs, all at the bachelor's level, with 18 located across the United States. Institutions of higher learning in 6 East Coast states offer ABET-accredited Construction Engineering Programs, and the number of degrees awarded in the most recent data year, "College Factual" (www.collegefactual.com), is provided below:

Institutions	Location	# of Construction Engineering BS Degrees Awarded in 2020-2021
Georgia Southern University [Construction Engineering (BS.Con.E.)]	Statesboro, GA	6
North Carolina State University at Raleigh [Construction Engineering (BS)]	Raleigh, NC	15
The Citadel [Construction Engineering (BSCONE)]	Charleston, SC	6
University of Central Florida [Construction Engineering (Bachelor of Science in Construction Engineering)]	Orlando, FL	91
Virginia Polytechnic Institute and State University [Construction Engineering and Management (Bachelor of Science in Construction Engineering and Management)]	Blacksburg, VA	48
University of Delaware [Construction Engineering and Management (BCEM)]	Newark, DE	19

All of the programs listed above confer a Bachelor of Science degree, and none are offered at a historically Black institution. Offering this Bachelor of Science in Construction Engineering program at UMES allows the university to enhance diversity in the construction industry by increasing the number of HBCU graduates in this field. Establishing these programs on the Eastern Shore will serve as a geographic draw for potential students, address the current market demand for construction engineering graduates, and make a valuable contribution to the workforce in Maryland and the surrounding states.

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.**

   According to the National Center for Education Statistics, there are currently no Bachelor of Science programs in Construction Engineering (CIP 14.3301) or Construction Engineering Technology (CIP 15.1001) offered in the state of Maryland (source: https://nces.ed.gov/collegenavigator/?s=MD&p=15.1001+14.3301&l=93).

   Within a 150-mile distance of Princess Anne, Maryland (ZIP Code 21853), only four institutions offer Construction Engineering or closely related programs, as summarized in the table below.

(source:https://nces.ed.gov/collegenavigator/?s=all&zc=21853&zd=150&of=3&p=15.1001+14.3301&l=93).

Notably, none of these programs are located in Maryland or on the Delmarva Peninsula, indicating a clear geographic gap in access to this field of study.

Institution	HBCU	City, State	Public/ Private	Program Offered	Tuition and fees (2024-2025)	
					In-state	Out-of-state
Norfolk State University	Yes	Norfolk, VA	Public	Construction Engineering Technology	$10,180	$21,682
Temple University	No	Philadelphia, PA	Public	Construction Engineering Technology	$23,011	$38,958
Thomas Jefferson University	No	Philadelphia, PA	Private	Construction Engineering Technology	--	$47,505
University of Delaware	No	Newark, DE	Public	Construction Engineering	$16,810	$41,400
University of Maryland Eastern Shore (UMES)*	**Yes**	**Princess Anne, MD**	**Public**	**---**	**$9,076**	**$20,122**
* UMES does not currently offer Construction Engineering; it is included for comparison purposes only.						

The table below lists all academic programs or areas of concentration in the state of Maryland that include "Construction" in their titles. (Source: MHEC Institution Program Inventory, https://mhec.maryland.gov/institutions_training/pages/searchschool.aspx)

Institution	Frostburg State University	Loyola University Maryland	Morgan State University	University of Maryland, College Park	Capitol Technology University		University of Maryland Eastern Shore	
Public/Private	Public	Private	Public	Public	Private		Public	
Minority-Serving Status	--	--	HBCU	--	--		HBCU	
City, Region	Frostburg, Western MD	Baltimore, Central MD	Baltimore, Central MD	College Park, Central MD	Laurel, Central MD		Princess Anne, Eastern Shore	
Distance from UMES	274 mi	138 mi	139 mi	132 mi	133 mi		--	
Cost of Living compared to the Maryland Average[$]	**- 20%** less (↓)	**+5%** more (↑)	**+5%** more (↑)	**+10%** more (↑)	**+3%** more (↑)		**- 13%** less (↓)	
Program title	Sustainable Construction Management (B.S.)[‡]	Construction Management and Real Estate Development (B.S.); AoC Construction Engineering[‡]	Construction Management (B.S.)[‡]	Civil Engineering; Aoc Construction Engineering & Management (B.S.)[‡]	Construction Info Tech & Cybersecurity (B.S.)[‡]	Construction Management (B.S.)[‡]	Construction Management Technology (B.S.)[‡]	Construction Engineering (B.S.)*

CIP Code	309999	522001	522001	140801	110101	522001	151001	143301
Accreditation Status	Institutionally accredited, no separate program accreditation	Institutionally accredited, no separate program accreditation	Institutionally accredited, no separate program accreditation	ABET Accredited	Institutionally accredited, no separate program accreditation	Institutionally accredited, no separate program accreditation	ACCE Accredited	Will seek ABET Accreditation
Mode of Delivery	On-campus	On-campus	On-campus	On-campus	Online	Online & On-campus	On-campus	On-campus*
Approximate Department FT Faculty Size	2	~6–10	15	32	5	3	4 + One more will join Fall 2026	4 + One more will join Fall 2026
Enrollment Fall 2024**	20	new program, no data available	121	338 total CE students (no concentration-level data available)	0	3	46	--
Program size	Small	Small	Medium	Large	Small	Small	Small	Small
In-State Tuition and Fees per year (2025-2026) ††	$10,464	--	$8,346	$12,290	--	--	$9,365.50	$9,365.50
Out-of-State Tuition and Fees per year (2025-2026) ††	$26,356	$59,150	$19,456	$42,053	$28,258	$28,258	$20,910.50	$20,910.50
Required Credits	121	120 (30 Crs. for AoC)	120	122 (15 Crs. for AoC)	121	121	125	120
Internship/Co-op Requirement	Internship required	Internship not required	Internship required	Internship not required	Internship not required	Internship required	2 Internships required	Internship required
Technical Elective Courses	--	--	4	1	--	--	--	1
Program similarities	All construction-related programs and concentrations in Maryland, including the current CMT program at UMES, include coursework in construction methods, materials, project management, scheduling, and legal aspects/contracts, providing a foundation in managing construction projects. Most programs also incorporate construction software and supporting coursework in mathematics, physics, economics, and business principles. In addition, many include experiential learning components such as internships, senior projects, or capstone experiences to prepare students for professional roles in construction and related fields.							
Program differences/ Distinctions	This program focuses on sustainability, climate, and environmental impacts in construction. It blends geography and sustainable design with basic construction topics. It is more environmentally focused than technically engineering-oriented.	This program integrates engineering fundamentals with building systems through studio-based learning, combining statics, materials, MEP systems, smart technologies, and sustainability in a systems-based approach that blends engineering and architectural design.	This is a traditional construction management program focused on estimating, scheduling, contracts, and field operations. It includes some basic engineering, but is mainly project management and business-oriented.	This program is engineering-based and embedded within a civil engineering curriculum. It emphasizes construction project management, planning, estimating, BIM, and construction documentation alongside core engineering principles.	This online program combines construction with computer programming, networking, and cybersecurity. It includes BIM and construction software but is heavily IT-focused. It is more computer science-driven and less focused on construction engineering.	This is a traditional construction management program focused on estimating, scheduling, contracts, safety, and field operations. It combines business coursework with foundational engineering topics such as statics, materials, and environmental systems.	The existing Construction Management Technology program at UMES is primarily focused on the management and practical execution of construction projects, emphasizing skills such as estimating, scheduling, BIM, and project coordination.	The proposed Construction Engineering program would analyze, design, and engineer construction systems and infrastructure at a more technical and advanced level, with a stronger emphasis on engineering principles.

* Proposed program pending approval

**Source:https://mhec.maryland.gov/publications/Documents/Research/AnnualReports/TRENDS%20IN%20ENROLLMENT%20BY%20PROGRAM%20-%20Fall%202024%20FINAL.pdf

$ Economic Research Institute, Cost of living: https://www.erieri.com/cost-of-living/united-states/maryland

†† Data collected from official university financial webpages:

Frostburg State University: https://www.frostburg.edu/admissions-and-cost/undergraduate/tuition-and-aid.php
Loyola University Maryland: https://www.loyola.edu/department/financial-aid/undergraduate/tuition-price-affordability/
Morgan State University: https://www.morgan.edu/bursar/tuition-and-fees/fall-2025-spring-2026
University of Maryland, College Park:https://academiccatalog.umd.edu/undergraduate/fees-expenses-financial-aid/tuition-fees/
Capitol Technology University: https://www.captechu.edu/node/1596
University of Maryland Eastern Shore: https://wwwcp.umes.edu/comptroller/tuition-and-fees/

‡ Link to the program curricula:

Frostburg State University, Sustainable Construction Management (B.S.): https://www.frostburg.edu/academics/academic-success-network/8-semester-plans/2025-2026/sustainable-construction-management.php
Loyola University Maryland, Construction Management and Real Estate Development (B.S.); AoC Construction Engineering: https://www.loyola.edu/sellinger-business/academics/undergraduate/construction-management-and-real-estate-development.html
Morgan State University, Construction Management (B.S.): https://catalog.morgan.edu/preview_program.php?catoid=26&poid=6147&_gl=1*blzlqv*_ga*MTMzNDIyMTc5Ni4xNzc3MDQ5NTY4*_ga_T3TCY7Q7D7*czE3NzkwMjM3NTAkbzEzJGcwJHQxNzc5MDIzNzUwJGo2MCRsMCRoMA..*_ga_M0ZTGEV2NR*czE3NzkwMjM3NTAkbzEzJGcwJHQxNzc5MDIzNzUwJGo2MCRsMCRoMA..
University of Maryland, College Park, Civil Engineering; Aoc Construction Engineering & Management (B.S.): https://pm.umd.edu/program/cpm-minor/
Capitol Technology University, Construction Info Tech & Cybersecurity (B.S.): https://www.captechu.edu/degrees-and-programs/bachelors-degrees/construction-information-technology-and-cybersecurity-bs#details
Capitol Technology University, Construction Management (B.S.): https://www.captechu.edu/degrees-and-programs/bachelors-degrees/construction-management-bs#details
University of Maryland Eastern Shore, Construction Management Technology: https://wwwcp.umes.edu/tech/wp-content/uploads/sites/94/2025/09/CMT-Flowchart-2025.pdf

All existing construction-related programs in Maryland share a common set of courses in construction methods, materials, project management, scheduling, legal aspects/contracts, and supporting coursework in mathematics, physics, economics, and business principles. However, most programs are primarily management-focused, emphasizing planning, coordination, contracts, and field operations. Among the programs reviewed, only the University of Maryland, College Park (ABET Accredited), and the University of Maryland Eastern Shore (ACCE Accredited) currently offer accredited construction-related programs, distinguishing them from other institutions in the state. Furthermore, only two programs offer engineering-oriented concentrations: Loyola University Maryland's Construction Engineering Area of Concentration and the University of Maryland, College Park's Construction Engineering and Management Area of Concentration, both embedded within broader degree programs rather than offered as standalone Construction Engineering degrees.

In this context, there is currently no standalone B.S. in Construction Engineering in the state of Maryland, and the proposed B.S. in Construction Engineering at UMES would not duplicate existing programs. Additionally, UMES is a public HBCU serving Maryland's Eastern Shore and underrepresented communities, and the proposed program would address regional workforce needs and rural infrastructure challenges while maintaining engineering standards. Also, the cost of living in Princess Anne and the surrounding areas

is significantly lower than in Baltimore and College Park, positioning UMES as one of the most affordable public options for engineering education in the Delmarva Peninsula. This combination of lower tuition and reduced living expenses can improve access to engineering education for students from economically disadvantaged and underrepresented backgrounds who may otherwise face financial barriers to similar programs located across the Chesapeake Bay or in neighboring states.

The proposed program at the University of Maryland Eastern Shore (UMES) expands access to engineering education. As a Historically Black College and University (HBCU), UMES serves underrepresented and underserved populations, including first-generation and low-income students in the region.

According to the ABET official website, there is no accredited B.S. program in Construction Engineering offered in the State of Maryland (https://amspub.abet.org/aps/name-search?searchType=program&keyword=construction%20engineering).

Similar non-ABET accredited degrees offered within the state include:

- Morgan State University's "Construction Management (BS),"
- Capitol Technology University's "Construction Management (BS)" and "Technology and Business Management (BS)," and
- Loyola University's "Sustainability Management (BBA)."

These programs focus on the management and leadership aspects of construction, preparing students for roles in project management, scheduling, construction finance, and safety.

While they all prepare students for careers in construction, UMES's proposed program prioritizes engineering skills, offering a distinctive curriculum with specialized construction engineering courses designed to meet industry needs. Additionally, these programs have different outcomes from UMES, which has adopted ABET Engineering outcomes for its Construction Engineering program. Therefore, the proposed UMES program does not duplicate those offered by other Maryland institutions and can serve a broad geographical area and academic level.

As shown in the table, UMES also offers relatively low tuition for Maryland residents, making it a more affordable option for local students. Establishing this program will address both geographic and socioeconomic gaps by providing access to a high-quality, affordable engineering education close to home, without duplication of existing programs in the neighboring states.

2. Provide justification for the proposed program.

Construction engineering encompasses the planning, coordination, and execution of all phases of construction projects, including design, architecture, engineering, and construction of various projects such as homes, commercial buildings, roads, highways, bridges, and railroads. A construction engineer is involved from the project's inception and planning through to the construction and completion of the site.

This new program integrates business and engineering principles, equipping students to lead projects from start to finish. Students will be prepared for a successful career in the construction industry by gaining knowledge in basic science, engineering principles, technology, and business. Our construction engineering undergraduate program will provide students with the necessary tools to become professionals in all areas of the construction industry.

According to a 2025 industry report, the U.S. construction market reached approximately $1.90 trillion in 2024 and is projected to grow to about $2.92 trillion by 2034, driven by infrastructure investment, technological innovation, and demand for sustainable construction. (Source: Research and Markets. (2025). United States Construction Market Size Analysis Report – Market Share, Forecast Trends and Outlook.) CareerExplorer (n.d.) lists the need in Maryland for 6,460 construction engineering professionals with strong technical knowledge.

Of the four HBIs in Maryland, none of them offers a B.S. degree in construction engineering. Additionally, the construction industry continues to lack diversity, but companies are acknowledging this and starting to be more proactive in their hiring practices. By offering this degree at the University of Maryland Eastern Shore, this comprehensive curriculum will provide students from various ethnicities and backgrounds with the education and expertise needed to become valuable contributors to the construction industry. This will not only help the industry become more representative of the communities it serves but also support its need for greater diversity and inclusion.

This new B.S. in Construction Engineering program offers a unique curriculum, providing students with a solid foundation to meet the industry's needs while fostering a more diverse and inclusive workforce in the construction industry.

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.

With the boom in the construction industry following the Covid-19 pandemic recovery and federal legislation such as the *BUILD (Better Utilizing Investments to*

Leverage Development) Grants, there has been a higher demand for heavy construction, green buildings, and rapidly evolving technology, intensifying the need for a highly skilled construction workforce. (https://www.transportation.gov/briefing-room/trumps-transportation-secretary-sean-p-duffy-announces-15-billion-infrastructure)

Among the four Historically Black Institutions (HBIs) in Maryland, none currently offer a B.S. degree in Construction Engineering. The proposed Construction Engineering program at UMES will place the university at the forefront of this field in the tri-state area, enabling it to produce a highly qualified workforce to support the building industry in Maryland and across the nation.

While Morgan State University (HBI) offers a B.S. in Construction Management, which focuses on the managerial and leadership aspects of the construction industry, the UMES program is distinctly different. The UMES Construction Engineering program emphasizes technical and engineering principles, such as design, structural analysis, and construction materials, to prepare students for engineering roles in construction projects.

This distinction ensures that the UMES program does not overlap with Morgan State's program but instead complements it by addressing the engineering expertise needed in the industry. The two programs serve different educational needs and career paths, with UMES focusing on the engineering aspects and Morgan State focusing on management and leadership in construction.

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 ethnic distribution of students in the Department of the Built Environment is: Black 44.7%, White 8.5%, Asian 4.3%, Hispanic 17.0%, International 12.8%, and other 12.8% (University System of Maryland, 2024: https://www.usmd.edu/IRIS/?view=UMES).

The mission of UMES and the Department of the Built Environment is to provide educational opportunities for underrepresented minorities and first-generation college students, individuals who might not otherwise have a chance to earn a BS degree in Construction Engineering. The proposed Construction Engineering degree is designed to meet the accreditation criteria by the Accreditation Board for Engineering and Technology (ABET), ensuring academic rigor and quality.

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.**

   Curriculum Design: The proposed Bachelor of Science in Construction Engineering was developed by faculty within the Department of the Built Environment to meet the growing needs in the construction industry and the demand for skilled individuals. With the rise in construction as the U.S. economy recovers from the pandemic, major construction industry trends include building information modeling (BIM), construction robotics, and the use of advanced building materials. (Source: Construction 4.0 Strategic Business Research Report 2025). There is also the increased need to adhere to worker safety and regulations.

   Faculty Oversight: The core courses in the proposed B.S. in Construction Engineering program will be taught by existing faculty in the Department of the Built Environment. In addition, the UMES Department of Engineering currently offers foundational courses that support several courses in the proposed curriculum. A listing of current faculty backgrounds is included in Section I.

   Program Modality: The program will be offered in person at the University of Maryland Eastern Shore's main campus.

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

The Bachelor of Science in Construction Engineering program at the University of Maryland Eastern Shore is designed to prepare graduates for successful careers in construction engineering by equipping them with the knowledge and skills needed to address real-world engineering challenges. The Construction Engineering program produces graduates who are expected to achieve the following educational objectives within a few years after graduation:

Objective 1: Demonstrate technical competence as construction engineers in industry and government agencies or through the pursuit of advanced studies.

Objective 2: Collaborate effectively on engineering project teams in industry or government settings.

Objective 3: Contribute meaningfully as active and responsible professionals to the construction engineering field and its interaction with global society.

Objective 4: Engage in lifelong learning by continuously updating skills and knowledge to stay current with emerging tools, technologies, and best practices in Construction Engineering.

Consistency of the
Program Educational Objectives with the Institutional Mission

Program Educational Objectives	**Institutional Mission Statement:** 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.
Objective 1: Demonstrate technical competence as construction engineers in industry and government agencies or through the pursuit of advanced studies.	UMES empowers first-generation and underserved students with the technical skills to excel in their careers and further studies.
Objective 2: Collaborate effectively on engineering project teams in industry or government settings.	UMES fosters diversity and teamwork, preparing students to work well in diverse professional environments.
Objective 3: Contribute meaningfully as active and responsible professionals to the construction engineering field and its interaction with global society.	UMES transforms students into responsible professionals who make positive impacts locally and globally.
Objective 4: Engage in lifelong learning by continuously updating skills and knowledge to stay current with emerging construction engineering tools, technologies, and best practices in Construction Engineering.	UMES provides research and learning opportunities to ensure students stay current with evolving technologies in the field.

Students' Learning Outcomes:

Graduates of the Bachelor of Science in Construction Engineering program will demonstrate the following learning outcomes:

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.

2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

3. An ability to communicate effectively with a range of audiences.

4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider

the impact of engineering solutions in global, economic, environmental, and societal contexts.

5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.

7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Relationship of Student Outcomes to Program Educational Objectives

Student Learning Outcomes	**Program Educational Objectives**			
	Objective 1: Demonstrate technical competence as construction engineers in industry and government agencies or through the pursuit of advanced studies.	**Objective 2:** Collaborate effectively on engineering project teams in industry or government settings.	**Objective 3:** Contribute as active and responsible professionals to the construction engineering field and its interaction with global society.	**Objective 4:** Continuously updating skills and knowledge to stay current with advancing construction engineering tools and technologies.
1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.	✓			
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.	✓		✓	
3. An ability to communicate effectively with a range of audiences.		✓		
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.			✓	
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.		✓		
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.	✓			
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.	✓	✓		✓

Rubrics aligned with the learning outcomes will be developed and implemented by faculty to assess a student's progress throughout the program. These outcomes will be used to effectively evaluate the overall success of the Construction Engineering program.

3. Explain how the institution will:

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

Assessment methods based on established departmental standards will include the following:

- **Assessing written student reports** and oral presentations, as well as individual, team, and/or senior design projects.
- **Evaluating student performance** through assignments, quizzes, and exams, in required major courses.
- **Administering surveys** to students, alumni, and industry partners to gather feedback on the program's effectiveness and its alignment with current industry needs and expectations.

b) Document student achievement and learning outcomes in the program.

The department will document student achievement of the learning outcomes in the Construction Engineering program in the same manner as its currently accredited Construction Management Technology program. For instance, in that program, based on American Council for Construction Education (ACCE) requirements, student work, project evaluations, surveys, and feedback from industry partners are used to assess and document the achievement of these outcomes. Assessment of learning outcomes for the newly proposed program will be conducted every six years per ABET accreditation requirements once accredited.

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

The Bachelor of Science in Construction Engineering program requires successful completion of 120 credit hours. The curriculum includes 39 credit hours of general education courses in English, arts and humanities, social and behavioral sciences, and discipline-specific courses. Students will complete 59 credit hours of core construction engineering courses (56 required and 3 electives). Additionally, the program includes 22 credit hours of supportive courses in mathematics, science, business, and computer science, which are integrated into the requirements for the Construction Engineering major. A complete list of courses, including titles, semester credit hours, and descriptions, is provided below:

Bachelor of Science in Construction Engineering

Category		Distribution
I.	General Education Courses	39 credit hours
II.	Supportive Math/Science/Business/Computer Courses	22 credit hours
III.	Core Required Courses	56 credit hours
IV.	Core Elective Courses	3 credit hours
		120 credit hours

Curriculum of Bachelor of Science in Construction Engineering

General Education		**39 credits needed**
Course Code	**Course Title**	**Credit Hours**
GEP Area 1: Arts and Humanities		**6 credit hours**
ARTS 101, ARTS 310, ARAB 101, ASLS 203, CHIN 101, ENGL 204, ENGL 205, ENGL 206, ENGL 207, FREN 101, HIND 101, HONR 101, JAPN 101, KORE 101, PORT 101, SPAN 101, THAR 101	Elective Arts and Humanities [NP]	3 hrs
ENGL 203	Fundamentals of Contemporary Speech [PR: ENGL 101, ENGL 102]	3 hrs
GEP Area 2: Social and Behavioral Sciences		**6 credit hours**
ECON 201	Principles of Economics (Macro) [PR: MATH 102 or Higher]	3 hrs
CRJS 101, ECON 202, GEOG 201, GEOG 202, HIST 101, HIST 102, HIST 201, HIST 202, HONR 201, HUEC 203, HUEC 220, HUEC 361, PHIL 201, PHIL 202, POLI 200, POLI 220, POLI 342, PSYC 100, SOCI 101, SOCI 201	Elective Social and Behavioral Sciences [PR: As specified by the selected course]	3 hrs
GEP Area 3: Biological and Physical Sciences		**7 credit hours**
ENVS 101	Introduction to Environmental Sciences [NP]	3 hrs
PHYS 161	General College Physics I [PR: MATH 112/CR: PHYS 163]	3 hrs
PHYS 163	General College Physics I Laboratory [CR: PHYS 161]	1 hr
GEP Area 4: Math		**4 credit hours**
MATH 112	Calculus I [PR: MATH 110]	4 hrs

GEP Area 5: English Composition		**9 credit hours**
ENGL 101	Principles of Composition I [NP]	3 hrs
ENGL 102	Principles of Composition II [PR: ENGL 101]	3 hrs
ENGL 305, ENGL 310	Technical Writing [PR: ENGL 101, ENGL 102, ENGL 203], or Advanced Composition [PR: ENGL 101, ENGL 102]	3 hrs
GEP Area 6: Institution-Specific Courses		**7 credit hours**
ENGE 100	First-Year Orientations with Engineering [NP]	1 hr
BUAD 213	Business Software Applications [NP]	3 hrs
BUAD 311	Justice and Diversity in Organizations [PR: ENGL 102]	3 hrs

Supportive Math/Science/Business/Computer Courses		**22 credits needed**
Course Code	**Course Title**	**Credit Hours**
CHEM 111	Principles of Chemistry I [CR: CHEM 113]	3 hrs
CHEM 113	Principles of Chemistry I Laboratory [CR: CHEM 111]	1 hr
CSDP 120	Introduction to Computer Programming [PR: MATH 110]	3 hrs
MATH 211	Calculus II [PR: MATH 112]	4 hrs
MATH 212	Calculus III [PR: MATH 211]	4 hrs
MATH 241	Differential Equations [PR: MATH 211]	3 hrs
PHYS 262	General College Physics II [PR: PHYS 161, PHYS 163/CR: PHYS 264]	3 hrs
PHYS 264	General College Physics II Laboratory [CR: PHYS 262]	1 hr

Core Required Courses		**56 credits needed**
Course Code	**Course Title**	**Credit Hours**
CENG 201	Engineering Graphics [NP]	3 hrs
CENG 214	Surveying and Geomatics [PR: CENG 201, MATH 112]	3 hrs
CENG 230	Construction Materials [PR: CHEM 111, PHYS 161]	3 hrs
CENG 310	Structural Analysis [PR: ENGE 362, MATH 241]	3 hrs
CENG 325	Construction Methods and Equipment [PR: CENG 201, CENG 230, PHYS 262]	3 hrs
CENG 350	Fluid Mechanics and Hydraulics [PR: MATH 241, PHYS 161]	3 hrs
CENG 363	Properties and Mechanics of Materials Lab [PR: CENG 230/CR: ENGE 362]	1 hr
CENG 386	Construction Planning and Scheduling [PR: CENG 230, ENGE 320]	3 hrs
CENG 395	Internship [PR: Junior Standing, Permission of Instructor]	1 hr
CENG 410	Structural Steel Design [PR: CENG 310]	3 hrs
CENG 412	Reinforced Concrete Design [PR: CENG 310]	3 hrs

CENG 420	Construction Engineering Systems [PR: CENG 386, ENGE 320]	3 hrs
CENG 425	Construction Project Management [PR: CENG 325, CENG 386]	3 hrs
CENG 427	Soil Mechanics and Foundation Engineering [PR: CHEM 111, CENG 230, ENGE 362]	3 hrs
CENG 440	Construction Safety and Health Management [PR: CENG 425]	3 hrs
CENG 445	Construction Cost Estimating and Control [PR: CENG 201, CENG 230]	3 hrs
CENG 458	Construction Engineering Design Project [PR: Senior Standing, CENG 425, CENG 445]	3 hrs
ENGE 260*	Statics [PR: MATH 112]	3 hrs
ENGE 320*	Statistics and Probability for Engineers [PR: MATH 211]	3 hrs
ENGE 362*	Mechanics of Materials [PR: ENGE 260, MATH 211]	3 hrs

Core Elective Courses		**3 credits needed**
Course Code	**Course Title**	**Credit Hours**
CENG 305	Engineering Economy [PR: ECON 201, ENGE 320]	3 hrs
CENG 320	Introduction to Environmental Engineering [PR: CHEM 111, ENVS 101]	3 hrs
CENG 326	Mechanical and Electrical Building Systems [PR: CENG 201, MATH 112, PHYS 262]	3 hrs
CENG 330	Introduction to Transportation Engineering [PR: CENG 214, ENGE 320, PHYS 161]	3 hrs
CENG 360	Introduction to Wind Energy and Turbine Technology [PR: MATH 212, PHYS 262]	3 hrs
CENG 416	Water and Wastewater Treatment [PR: CHEM 111]	3 hrs
CENG 430	Highway Engineering [PR: CENG 310, CENG 330]	3 hrs
CENG 450	Sustainable Design and Construction [PR: Senior Standing, CENG 230]	3 hrs
CENG 499	Undergraduate Research Project [PR: Senior Standing, Permission of Instructor, Approval of Department Chair]	1-6 hrs
ENGE 370*	Computational Methods in Engineering [PR: MATH 211/CR: MATH 241]	3 hrs

Abbreviations: **NP**-No Prerequisites, **PR**-Prerequisite, **CR**-Corequisite

Note: ***The following four (4) courses are cross listed in the existing engineering programs: ENGE 260, ENGE 320, ENGE 362, and ENGE 370. This cross-listing enables the current faculty to contribute to course delivery for the proposed Construction Engineering program.

Based on the ABET accreditation guidelines and as outlined in the table below, the curriculum includes 30 credit hours of mathematics and basic sciences, 59 semester credit hours of engineering topics, 22 credit hours of general education, and 9 credit hours of business and computer courses.

ABET Curriculum Breakdown by Credit Hours

General Education		**39 credits needed**	**Math & Basic Sciences**	**Engineering Topics**	**General**	**Business/Computer**
Course Code	**Course Title**	**Credit Hours**				
GEP Area 1: Arts and Humanities		**6 credit hours**				
ARTS 101, ARTS 310, ARAB 101, ASLS 203, CHIN 101, ENGL 204, ENGL 205, ENGL 206, ENGL 207, FREN 101, HIND 101, HONR 101, JAPN 101, KORE 101, PORT 101, SPAN 101, THAR 101	Elective Arts and Humanities	3			✓	
ENGL 203	Fundamentals of Contemporary Speech	3			✓	
GEP Area 2: Social and Behavioral Sciences		**6 credit hours**				
ECON 201	Principles of Economics (Macro)	3				✓
CRJS 101, ECON 202, GEOG 201, GEOG 202, HIST 101, HIST 102, HIST 201, HIST 202, HONR 201, HUEC 203, HUEC 220, HUEC 361, PHIL 201, PHIL 202, POLI 200, POLI 220, POLI 342, PSYC 100, SOCI 101, SOCI 201	Elective Social and Behavioral Sciences	3			✓	
GEP Area 3: Biological and Physical Sciences		**7 credit hours**				
ENVS 101	Introduction to Environmental Sciences	3	✓			
PHYS 161	General College Physics I	3	✓			
PHYS 163	General College Physics I Laboratory	1	✓			
GEP Area 4: Math		**4 credit hours**				
MATH 112	Calculus I	4	✓			
GEP Area 5: English Composition		**9 credit hours**				
ENGL 101	Principles of Composition I	3			✓	

ENGL 102	Principles of Composition II	3			✓	
ENGL 305, ENGL 310	Technical Writing, or Advanced Composition	3			✓	
GEP Area 6: Institution-Specific Courses		**7 credit hours**				
ENGE 100	First-Year Orientations with Engineering	1			✓	
BUAD 213	Business Software Applications	3				✓
BUAD 311	Justice and Diversity in Organizations	3			✓	
Supportive Math/Science/Business/Computer Courses		**22 credits needed**				
Course Code	**Course Title**	**Credit Hours**				
CHEM 111	Principles of Chemistry I	3	✓			
CHEM 113	Principles of Chemistry I Laboratory	1	✓			
CSDP 120	Introduction to Computer Programming	3				✓
MATH 211	Calculus II	4	✓			
MATH 212	Calculus III	4	✓			
MATH 241	Differential Equations	3	✓			
PHYS 262	General College Physics II	3	✓			
PHYS 264	General College Physics II Laboratory	1	✓			
Core Required Courses		**56 credits needed**				
Course Code	**Course Title**	**Credit Hours**				
CENG 201	Engineering Graphics	3		✓		
CENG 214	Surveying and Geomatics	3		✓		
CENG 230	Construction Materials	3		✓		
CENG 310	Structural Analysis	3		✓		
CENG 325	Construction Methods and Equipment	3		✓		
CENG 350	Fluid Mechanics and Hydraulics	3		✓		
CENG 363	Properties and Mechanics of Materials Lab	1		✓		
CENG 386	Construction Planning and Scheduling	3		✓		
CENG 395	Internship	1		✓		
CENG 410	Structural Steel Design	3		✓		
CENG 412	Reinforced Concrete Design	3		✓		
CENG 420	Construction Engineering Systems	3		✓		
CENG 425	Construction Project Management	3		✓		
CENG 427	Soil Mechanics and Foundation Engineering	3		✓		
CENG 440	Construction Safety and Health Management	3		✓		

CENG 445	Construction Cost Estimating and Control	3		✓		
CENG 458	Construction Engineering Design Project	3		✓		
ENGE 260	Statics	3		✓		
ENGE 320	Statistics and Probability for Engineers	3		✓		
ENGE 362	Mechanics of Materials	3		✓		
Core Elective Courses		**3 credits**		✓		
Course Code	**Course Title**	**Credit Hours**				
CENG 305	Engineering Economy	3				
CENG 320	Introduction to Environmental Engineering	3				
CENG 326	Mechanical and Electrical Building Systems	3				
CENG 330	Introduction to Transportation Engineering	3				
CENG 360	Introduction to Wind Energy and Turbine Technology	3				
CENG 416	Water and Wastewater Treatment	3				
CENG 430	Highway Engineering	3				
CENG 450	Sustainable Design and Construction	3				
CENG 499	Undergraduate Research Project	1-6				
ENGE 370	Computational Methods in Engineering	3				
	TOTAL	**120**	**30**	**59***	**22**	**9**

*Note: The 59 total credits include choosing 3 hours from the list of electives at the end of the chart.

Semester-by-Semester Plan Outline

Total credits: 120 credits

Freshman Year: 32 credits

Fall: 15 credits

- GEP Elective Arts and Humanities (3 Credits)
- CHEM 111 Principles of Chemistry I (3 Credits)
- CHEM 113 Principles of Chemistry I Laboratory (1 Credit)
- ENGE 100 First-Year Orientations with Engineering (1 Credit)
- ENGL 101 Principles of Composition I (3 Credits)
- MATH 112 Calculus I (4 Credits)

Spring: 17 credits

- CSDP 120 Introduction to Computer Programming (3 Credits)
- ENGL 102 Principles of Composition II (3 Credits)
- ENVS 101 Introduction to Environmental Sciences (3 Credits)
- MATH 211 Calculus II (4 Credits)
- PHYS 161 General College Physics I (3 Credits)
- PHYS 163 General College Physics I Laboratory (1 Credit)

Sophomore Year: 32 credits

Fall: 17 credits

- CENG 201 Engineering Graphics (3 Credits)
- ECON 201 Principles of Economics (Macro) (3 Credits)
- ENGE 260 Statics (3 Credits)
- MATH 212 Calculus III (4 Credits)
- PHYS 262 General College Physics II (3 Credits)
- PHYS 264 General College Physics II Laboratory (1 Credit)

Spring: 15 credits

- CENG 214 Surveying and Geomatics (3 Credits)
- CENG 230 Construction Materials (3 Credits)
- GEP Elective Social and Behavioral Sciences (3 Credits)
- ENGL 203 Fundamentals of Contemporary Speech (3 Credits)
- MATH 241 Differential Equations (3 Credits)

Junior Year: 32 credits

Fall: 16 credits

- BUAD 213 Business Software Applications (3 Credits)
- CENG 325 Construction Methods and Equipment (3 Credits)
- CENG 363 Properties and Mechanics of Materials Lab (1 Credit)
- ENGE 320 Statistics and Probability for Engineers (3 Credits)
- ENGE 362 Mechanics of Materials (3 Credits)
- ENGL 305/310 Technical Writing or Advanced Composition (3 Credits)

Spring: 15 credits

- BUAD 311 Justice and Diversity in Organizations (3 Credits)
- CENG 310 Structural Analysis (3 Credits)
- CENG 350 Fluid Mechanics and Hydraulics (3 Credits)
- CENG 386 Construction Planning and Scheduling (3 Credits)
- CENG 445 Construction Cost Estimating and Control (3 Credits)

Summer: 1 credit

- CENG 395 Internship (1 Credit)

Senior Year: 24 credits

Fall: 12 credits

- CENG 410 Structural Steel Design (3 Credits)
- CENG 420 Construction Engineering Systems (3 Credits)
- CENG 425 Construction Project Management (3 Credits)
- CENG 427 Soil Mechanics and Foundation Engineering (3 Credits)

Spring: 12 credits

- CENG 412 Reinforced Concrete Design (3 Credits)
- CENG 440 Construction Safety and Health Management (3 Credits)
- CENG 458 Construction Engineering Design Project (3 Credits)
- ELECT Core Elective Course (3 Credits)

CONSTRUCTION ENGINEERING CORE AND ELECTIVE COURSE DESCRIPTIONS – Bachelor of Science Degree

CENG 201 Engineering Graphics: 3 credits (2 Lecture hours, 2 Lab hours). This course focuses on the principles of engineering graphics and their application in technical design and communication. Topics include orthographic projection, isometric drawings, computer-aided drafting (CAD) techniques, and the interpretation of technical drawings and blueprints. Students will gain proficiency in geometric construction, sectional and auxiliary views, and proper dimensioning techniques, with an emphasis on industry standards and best practices. The course also covers the use of CAD libraries containing pre-drawn components to enhance drafting efficiency. By the end of the course, students will be able to communicate design concepts effectively through professional engineering drawings. [No prerequisites needed.]

CENG 214 Surveying and Geomatics: 3 credits (1 Lecture hour, 4 Lab hours). This course introduces the fundamental principles and practices of surveying and geomatics. Topics include distance and angle measurement, leveling, topographic mapping, traverse and area computations, horizontal and vertical curves, cross sections, triangulation, state plane coordinates, and global positioning systems (GPS). Students will learn data collection, analysis, and mapping techniques, including creating topographic maps and layout plans. The course emphasizes the use of computer applications for solving typical field and class problems. A concurrent lab provides hands-on experience with surveying techniques and equipment. [Prerequisites: CENG 201: Engineering Graphics, MATH 112: Calculus I]

CENG 230 Construction Materials: 3 credits (2 Lecture hours, 2 Lab hours). This course covers the fundamental concepts of materials science, focusing on the structure and properties of materials and their relationship to material selection and design. Topics include the classification and mechanical properties of construction materials such as soils, aggregates, cement, concrete, metals, wood, asphalt, composites, and new materials. Students will learn mix-design procedures for Portland cement concrete and bituminous/asphalt mixtures, as well as quality control and assurance practices in construction materials. The course also focuses on testing material properties and evaluating performance following established industry standards. [Prerequisites: CHEM 111: Principles of Chemistry I, PHYS 161: General College Physics I]

CENG 305 Engineering Economy: 3 credits (3 Lecture hours, 0 Lab hours). This course introduces the principles of economic analysis as applied to engineering decision-making. Topics include the time value of money, interest rates, present and future value calculations, cost-benefit analysis, break-even analysis, and the economic evaluation of alternative projects. Students will learn how to apply economic concepts to construction engineering problems, including project budgeting, investment decisions, and financial planning. The course also covers inflation, depreciation, tax considerations, and risk analysis in project evaluation. Monte Carlo simulation techniques are employed throughout the course to study variability in engineering designs and assess their economic impact. Emphasis is placed on developing the skills necessary to make informed, cost-effective decisions in engineering practice. [Prerequisites: ECON 201: Principles of Economics (Macro), ENGE 320: Statistics and Probability for Engineers]

CENG 310 Structural Analysis: 3 credits (3 Lecture hours, 0 Lab hours). This course provides a study of the principles and methods used to analyze the behavior of structures under various loads. Topics include static equilibrium, internal forces, shear and bending moment diagrams, axial loads, torsion, and analysis of determinate trusses, frames, and beams. The calculation of deflections and the effects of moving loads are covered, as well as approximate methods to analyze indeterminate beams and frames. [Prerequisites: ENGE 362: Mechanics of Materials, MATH 241: Differential Equations]

CENG 320 Introduction to Environmental Engineering: 3 credits (3 Lecture hours, 0 Lab hours). This course covers the principles and practices of environmental engineering, including mass balance, rainfall and runoff analysis, surface water and groundwater hydrology, water and wastewater treatment, air pollution control, solid and hazardous waste management, and environmental impact assessment. The role of the U.S. Environmental Protection Agency (EPA) in environmental protection is examined. Topics also include sustainable technologies, regulatory frameworks, and the role of engineers in addressing environmental challenges. Emphasis is placed on applying engineering principles to solve environmental problems and improve public health and safety. [Prerequisites: CHEM 111: Principles of Chemistry I, ENVS 101: Introduction to Environmental Sciences]

CENG 325 Construction Methods and Equipment: 3 credits (3 Lecture hours, 0 Lab hours). This course covers the methods and equipment used in construction projects. Topics include excavation, material handling, lifting operations, formwork, and machinery for grading, trenching, and road construction. Emphasis is placed on the selection, application, and production of appropriate equipment for various construction tasks, with a focus on sustainability, as well as the economic and environmental considerations in equipment selection and operation. Students will also explore construction methods for foundations, superstructures, and infrastructure. [Prerequisites: CENG 201: Engineering Graphics, CENG 230: Construction Materials, PHYS 262: General College Physics II]

CENG 326 Mechanical and Electrical Building Systems: 3 credits (3 Lecture hours, 0 Lab hours). This course examines building mechanical and electrical systems from the construction manager's point of view. The course will review how the basic design calculations are performed to determine how building systems are selected and designed, review design documents including drawings and specifications, how the subcontractor bid packages are determined, purchasing of subcontracts, review of the shop drawing process, review of the mechanical systems shop drawing coordination process, construction of systems, turn-on and energization, start-up, testing, systems balancing, commissioning of systems, final turn-over, training demonstration to the owner, and close-out Operations. [Prerequisites: CENG 201: Engineering Graphics, MATH 112: Calculus I, PHYS 262: General College Physics II]

CENG 330 Introduction to Transportation Engineering: 3 credits (3 Lecture hours, 0 Lab hours). This course introduces the fundamental principles of transportation engineering, including transportation systems planning, design, operation, and management. Topics include traffic flow theory, transportation safety, and an overview of different modes of transportation. Students will also learn about transportation demand forecasting, capacity analysis, and the

environmental and economic impacts of transportation projects. [Prerequisites: CENG 214: Surveying and Geomatics, ENGE 320: Statistics and Probability for Engineers, PHYS 161: General College Physics I]

CENG 350 Fluid Mechanics and Hydraulics: 3 credits (2 Lecture hours, 2 Lab hours). This course introduces the fundamental principles of fluid mechanics and their practical applications, applicable to civil and construction engineering disciplines. Topics include the properties of fluids, fluid statics and dynamics, flow measurement, Bernoulli's equation, and the analysis of open channel and pipe flow. Students will learn about flow rate, pressure, velocity, energy losses, and fluid resistance in various systems. The course also covers hydraulic systems, pumps, and valves, as well as their applications in water distribution, stormwater management, and wastewater systems. Emphasis is placed on practical applications and the design of fluid systems in construction projects. The laboratory component provides hands-on experience in fluid property measurements, flow visualization, and hydraulic experiments. [Prerequisites: MATH 241: Differential Equations, PHYS 161: General College Physics I]

CENG 360 Introduction to Wind Energy and Turbine Technology: 3 credits (3 Lecture hours, 0 Lab hours). This course introduces students to the fundamentals of wind turbine mechanical systems, including wind energy potential and application to power generation. Topics include wind energy principles, wind site assessment, wind turbine components, power generation machinery, control systems, connection to the electric grid, and maintenance. The course will reinforce theoretical topics through relevant case studies and practical examples. [Prerequisites: MATH 212: Calculus III, PHYS 262: General College Physics II]

CENG 363 Properties and Mechanics of Materials Lab: 1 credit (0 Lecture hours, 2 Lab hours). This laboratory course provides practical experience in testing and analyzing the mechanical and physical properties of engineering materials. Experiments include tensile, compression, hardness, and impact testing, as well as microstructure examination and fracture analysis. Students will learn to apply fundamental concepts of material behavior, use modern testing equipment, analyze experimental data, and prepare technical reports. [Prerequisites: CENG 230: Construction Materials/CR: ENGE 362: Mechanics of Materials]

CENG 386 Construction Planning and Scheduling: 3 credits (3 Lecture hours, 0 Lab hours). This course covers the application of a variety of construction planning and scheduling methods. They include arrow and precedence networks using the Critical Path Method (CPM), Gantt charts and S-curves, resource allocation and resource leveling, time-cost tradeoffs, scheduling updating, C/SCSC and earned value systems, linear scheduling, and PERT and computer scheduling software applications. [Prerequisites: CENG 230: Construction Materials, ENGE 320: Statistics and Probability for Engineers]

CENG 395 Internship: 1 credit (120 Work hours). This course provides students with practical work experience with an approved employer in the civil or construction engineering field. A minimum of 120 documented contact hours with the selected employer is required. The course allows students to apply classroom knowledge in real-world engineering and construction settings, gaining hands-on experience and exposure to industry practices. [Prerequisites: Junior Standing, Permission of Instructor]

CENG 410 Structural Steel Design: 3 credits (3 Lecture hours, 0 Lab hours). This course covers the properties of structural steel, followed by the design of structural elements in steel buildings. Topics include the design of tension members, compression members, beams, beam-columns, and connections using the AISC (American Institute of Steel Construction) Load and Resistance Factor Design (LRFD) specifications. The course also covers construction techniques, along with the economic and safety considerations involved in the design and construction of steel structures. [Prerequisites: CENG 310: Structural Analysis].

CENG 412 Reinforced Concrete Design: 3 credits (3 Lecture hours, 0 Lab hours). This course covers the properties of concrete materials and reinforcing steel, as well as design approaches and structural loading. It introduces ACI (American Concrete Institute) Building Code requirements for reinforced concrete design. Topics include the design of beams, slabs, columns, and footings using ultimate strength design principles. The course also addresses serviceability considerations such as short- and long-term deflections, crack control, as well as bond, development lengths, and splices. [Prerequisites: CENG 310: Structural Analysis]

CENG 416 Water and Wastewater Treatment: 3 credits (3 Lecture hours, 0 Lab hours). This course covers the fundamental principles and processes involved in water and wastewater treatment. Topics include water quality parameters, physical, chemical, and biological treatment methods, water purification, disinfection, sludge treatment, and emerging technologies in water and wastewater management. Students will also learn about regulatory standards, environmental considerations, and sustainability practices in treatment facility design and operation. [Prerequisites: CHEM 111: Principles of Chemistry I]

CENG 420 Construction Engineering Systems: 3 credits (3 Lecture hours, 0 Lab hours). This course introduces key management concepts applied in construction engineering projects. Topics include principles of economics and business operations, with a focus on effective communication strategies and leadership within engineering teams. Students will explore decision-making processes, optimization methods, and their application in construction projects. The course also covers engineering management principles and cost control techniques, emphasizing how these concepts integrate to ensure the efficient planning, execution, and monitoring of construction projects. [Prerequisites: CENG 386: Construction Planning and Scheduling, ENGE 320: Statistics and Probability for Engineers]

CENG 425 Construction Project Management: 3 credits (3 Lecture hours, 0 Lab hours). This course covers the principles, theories, methods, and quantitative tools for the effective management of construction projects. Major topic areas of study include project management principles and ethics; project life cycle phases and organizational structuring; project estimates, network-based systems, constructability, and value engineering; project procurement management; cost engineering, accounting, and cost control; and risk management and safety issues. Additionally, the course covers the ethical responsibilities and legal implications that come with licensure, especially in the context of project oversight. [Prerequisites: CENG 325: Construction Methods and Equipment, CENG 386: Construction Planning and Scheduling]

CENG 427 Soil Mechanics and Foundation Engineering: 3 credits (2 Lecture hours, 2 Lab hours). This course covers the principles of soil mechanics and their application in foundation engineering. Topics include the mechanical and physical properties of soils, classification, and behavior under different loading conditions. The course explores soil exploration techniques, compaction, consolidation, settlement, permeability, and shear strength tests. It also addresses bearing capacity, stress distribution, and lateral earth pressure, as well as the analysis and design of shallow and deep foundations and earth-retaining structures. The laboratory component includes hands-on testing and analysis of soil properties to reinforce the theoretical concepts covered in the course. [Prerequisites: CHEM 111: Principles of Chemistry I, CENG 230: Construction Materials, ENGE 362: Mechanics of Materials]

CENG 430 Highway Engineering: 3 credits (3 Lecture hours, 0 Lab hours). This course focuses on the design, construction, and maintenance of highway systems. Topics include geometric design, materials selection, pavement design, traffic analysis, intersection design, drainage systems, earthwork, and highway maintenance. Students will apply engineering principles to evaluate and design various components of highways, considering factors such as safety, efficiency, and environmental impact. [Prerequisites: CENG 310: Structural Analysis, CENG 330: Introduction to Transportation Engineering]

CENG 440 Construction Safety and Health Management: 3 credits (3 Lecture hours, 0 Lab hours). Construction safety and health management is a proactive process involving the identification of potential safety and health hazards, assessing the risks associated with those hazards, and implementing measures to mitigate, control, or eliminate them. Major topics covered in this course include safety administration, worker's compensation insurance, accident prevention programs, OSHA standards and compliance requirements, and the use of both qualitative and quantitative risk analysis in safety management. The course also explores professional ethics in the context of safety, emphasizing the role of ethical decision-making in ensuring worker safety and compliance with industry standards. [Prerequisites: CENG 425: Construction Project Management]

CENG 445 Construction Cost Estimating and Control: 3 credits (3 Lecture hours, 0 Lab hours). This course covers the creation of construction project cost estimates and bid proposals for both public and private sector projects. Topics include professional ethics, types of project cost estimates and their uses, life cycle costing, and the analysis and determination of materials, labor, and equipment costs. The course also addresses subcontracting, direct and indirect overhead costs, and profits. Additionally, students will explore the use of spreadsheets and cost-estimating software applications to enhance accuracy and efficiency in cost estimation and control. [Prerequisites: CENG 201: Engineering Graphics, CENG 230: Construction Materials]

CENG 450 Sustainable Design and Construction: 3 credits (3 Lecture hours, 0 Lab hours). This course is the study of sustainable construction techniques and best practices. It provides an understanding of the independence between planning, designing, building, operating, and demolishing the built environment and their impacts on the natural environment. Course topics will include: 1) issues of resource efficiency, economics, ethics, waste, human health, environmental justice, and industrial ecology; 2) alternative practices that significantly reduce

adverse environmental impacts of built infrastructure; and 3) exploration of past and present thinking of engineering practitioners in this newly emerging discipline. [Prerequisites: Senior Standing, CENG 230: Construction Materials]

CENG 458 Construction Engineering Design Project: 3 credits (1 Lecture, 2 credits Project work). This capstone course involves the development and completion of a comprehensive design project that integrates the knowledge and skills acquired throughout the construction engineering program. Students will work in teams to identify, analyze, and solve real-world engineering problems, applying principles of construction management, design, and technology. The project requires detailed planning, design, and the presentation of findings, including cost estimation, scheduling, and risk management strategies. Professional ethics, effective communication, and teamwork are emphasized throughout the project. The course culminates in a final presentation to students and faculty. [Prerequisites: Senior Standing, CENG 425: Construction Project Management, CENG 445: Construction Cost Estimating and Control]

CENG 499 Undergraduate Research Project: 1-6 credits (Research). This course is designed for junior or senior undergraduate students who have an interest in pursuing a special problem as an independent research project. An Independent Study Contract must be prepared and submitted for approval by the Department Chair within the first week of the semester. Students cannot take more than two CENG 499 courses for a combined total of 6 credits. This course requires the consent of the instructor and the approval of the Department Chairperson. [Prerequisites: Senior Standing, Permission of Instructor, Approval of Department Chair]

ENGE 260* Statics: 3 credits (3 Lecture hours, 0 Lab hours). Addition, subtraction, and multiplication of force and moment vectors; equilibrium of particles, planar, and 3-dimensional rigid bodies under the action of forces and moments; applications of equilibrium principles to simple trusses, frames, and machines; center of mass and centroids; moments of inertia; internal forces and moments; shear force and bending moment diagrams. [Prerequisite: MATH 112: Calculus I]

ENGE 320* Statistics and Probability for Engineers: 3 credits (3 Lecture hours, 0 Lab hours). Probability; random variables and processes; discrete and continuous distributions and densities; collection and presentation of sample data; frequency distributions and histograms; confidence intervals; hypothesis testing; basic problems of statistical inference; linear regression and correlation; designing engineering experiments. [Prerequisite: MATH 211: Calculus II]

ENGE 362* Mechanics of Materials: 3 credits (3 Lecture hours, 0 Lab hours). Introduction to stress, strain, materials properties, and Hooke's law; distortion of engineering materials in relation to changes in stress or temperature; torsion of circular rods and tubes; bending and shear stresses in beams; deflection of beams; thin wall pressure vessels; combined loading; stress and strain transformation; buckling of columns; engineering applications. [Prerequisites: ENGE 260: Statics, MATH 211: Calculus II]

ENGE 370* Computational Methods in Engineering: 3 credits (3 Lecture hours, 0 Lab hours). Fundamentals of linear algebra and basic operations of vectors and matrices; error analysis; solution of a system of linear equations; iterative solution of nonlinear equations; numerical integration; numerical solution of differential equations; introduction to Matlab software; programming and applications relating to the computational functions in Matlab. [Prerequisites: MATH 211: Calculus II/CR: MATH 241: Differential Equations]

Note: [*] Existing Courses

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

Students in the Construction Engineering program will take a total of 39 credit hours of General Education courses at the undergraduate level. This includes courses in Arts and Humanities (6 credits), Social and Behavioral Sciences (6 credits), Biological and Physical Sciences (7 credits), Math (4 credits), English Composition (9 credits), and Institution-Specific Courses (7 credits). Additionally, 22 credit hours are required in supportive Math, Science, Business, and Computer courses to provide a well-rounded foundation for the major.

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

The proposed Bachelor of Science in Construction Engineering degree will be designed to meet the criteria for accreditation by the Accreditation Board for Engineering and Technology (ABET). According to the ABET official website, "ABET accreditation assures confidence that a collegiate program has met standards essential to prepare graduates to enter critical STEM fields in the global workforce. Graduates from an ABET-accredited program have a solid educational foundation and can lead the way in innovation, emerging technologies, and in anticipating the welfare and safety needs of the public" (Source: https://www.abet.org/accreditation/what-is-accreditation/why-abet-accreditation-matters/).

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

There will be no contracts with other institutions or non-collegiate organizations.

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 full curriculum and course-specific information for the proposed degree program will be made available on the Department of the Built Environment website: www.umes.edu/tech. Additional information regarding academic and student support services, financial aid resources, and tuition payment policies can be accessed through the websites of the UMES Office of Admissions and Recruitment and the Office of Student Financial Aid. Students are introduced to these resources during orientation and through communications at the start of each semester. This

ensures that students have clear and convenient access to essential information throughout their academic journey.

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 proposed Construction Engineering program will be advertised alongside other academic programs within the School of Business, Engineering, Applied Sciences, Technology, and Tourism Management at UMES. Advertising and recruiting efforts will be made through multiple platforms, including social media such as the UMES Facebook page, the University newsletter "*The Key,"* the UMES Alumni Association, other professional societies, and Public Radio WESM 91.3. Advertising will also be done in collaboration with the Maryland Center for Construction Education. Additionally, printed brochures and flyers will also be developed and distributed.

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.**

   UMES currently maintains articulation agreements with several community colleges and high schools throughout the state to support undergraduate degree pathways. For example, the existing Construction Management Technology program in the Department of the Built Environment has articulation agreements in place with Wor-Wic Community College, Frederick Community College, Montgomery College, and Northern Virginia Community College.

   Recently, UMES established a provisional articulation agreement with Wor-Wic Community College, Salisbury, MD for the STEM Transfer, Engineering Concentration (A.S.), providing a pathway to the proposed Bachelor of Science in Construction Engineering program.

   The goal of the proposed program is to strengthen existing partnerships with community colleges and high schools while developing new articulation agreements. Furthermore, the department will collaborate with the Maryland State Department of Education to establish articulation agreements with K–12 schools, creating a comprehensive educational pipeline that supports students' progression from secondary education through degree completion in Construction Engineering.

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

1. Provide a brief narrative demonstrating the quality of the 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 is 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.

Course Prefix & Number	Course Title	Course Credit	Instructor Name	Instructor Title	Instructor Degree Field	Instructor Academic Rank	Instructor Status
CENG 201	Engineering Graphics	3	Ismail Farajpour	Ph.D.	Civil/Structural Engineering	Associate Professor	Full-time/Tenured
CENG 214	Surveying and Geomatics	3	Joseph Arumala	Ph.D.	Civil Engineering	Professor	Full-time/Tenured
CENG 230	Construction Materials	3	Joseph Arumala	Ph.D.	Civil Engineering	Professor	Full-time/Tenured
CENG 310	Structural Analysis	3	Ismail Farajpour	Ph.D.	Civil/Structural Engineering	Associate Professor	Full-time/Tenured
CENG 325	Construction Methods and Equipment	3	Carlos Salgado	Ph.D.	Construction Engineering and Management	Associate Professor	Full-time/Tenured
CENG 350	Fluid Mechanics and Hydraulics	3	Jeffrey Molavi	Ph.D.	Civil/Construction Engineering and Management	Professor	Full-time/Tenured
CENG 363	Properties and Mechanics of Materials Lab	1	Sandeep Aryal	Ph.D.	Mechanical Engineering	Assistant Professor	Full-time/ Tenure-track
CENG 386	Construction Planning and Scheduling	3	Carlos Salgado	Ph.D.	Construction Engineering and Management	Associate Professor	Full-time/Tenured
CENG 395	Internship	1	Jeffrey Molavi	Ph.D.	Civil/Construction Engineering and Management	Professor	Full-time/Tenured
CENG 410	Structural Steel Design	3	Ismail Farajpour	Ph.D.	Civil/Structural Engineering	Associate Professor	Full-time/Tenured
CENG 412	Reinforced Concrete Design	3	Ismail Farajpour	Ph.D.	Civil/Structural Engineering	Associate Professor	Full-time/Tenured
CENG 420	Construction Engineering Systems	3	Joseph Arumala	Ph.D.	Civil Engineering	Professor	Full-time/Tenured
CENG 425	Construction Project Management	3	Carlos Salgado	Ph.D.	Construction Engineering and Management	Associate Professor	Full-time/Tenured
CENG 427	Soil Mechanics and Foundation Engineering	3	Joseph Arumala	Ph.D.	Civil Engineering	Professor	Full-time/Tenured
CENG 440	Construction Safety and Health Management	3	Carlos Salgado	Ph.D.	Construction Engineering and Management	Associate Professor	Full-time/Tenured

CENG 445	Construction Cost Estimating and Control	3	Carlos Salgado	Ph.D.	Construction Engineering and Management	Associate Professor	Full-time/Tenured
CENG 458	Construction Engineering Design Project	3	Jeffrey Molavi	Ph.D.	Civil/Construction Engineering and Management	Professor	Full-time/Tenured
ENGE 260	Statics	3	MD Sarker	Ph.D.	Biomedical Engineering	Assistant Professor	Full-time/ Tenure-track
ENGE 320	Statistics and Probability for Engineers	3	Russell Kohl	Ph.D.	Applied Mathematics and Mathematical Physics	Associate Professor	Full-time/Tenured
ENGE 362	Mechanics of Materials	3	Aaron Persad	Ph.D.	Mechanical and Industrial Engineering	Assistant Professor	Full-time/ Tenure-track
CENG 305	Engineering Economy	3	Jeffrey Molavi	Ph.D.	Civil/Construction Engineering and Management	Professor	Full-time/Tenured
CENG 320	Introduction to Environmental Engineering	3	Joseph Arumala	Ph.D.	Civil Engineering	Professor	Full-time/Tenured
CENG 326	Mechanical and Electrical Building Systems	3	Jeffrey Molavi	Ph.D.	Civil/Construction Engineering and Management	Professor	Full-time/Tenured
CENG 330	Introduction to Transportation Engineering	3	Joseph Arumala	Ph.D.	Civil Engineering	Professor	Full-time/Tenured
CENG 360	Introduction to Wind Energy and Turbine Technology	3	Jeffrey Molavi	Ph.D.	Civil/Construction Engineering and Management	Professor	Full-time/Tenured
CENG 416	Water and Wastewater Treatment	3	Jeffrey Molavi	Ph.D.	Civil/Construction Engineering and Management	Professor	Full-time/Tenured
CENG 430	Highway Engineering	3	Joseph Arumala	Ph.D.	Civil Engineering	Professor	Full-time/Tenured
CENG 450	Sustainable Design and Construction	3	Joseph Arumala	Ph.D.	Civil Engineering	Professor	Full-time/Tenured
CENG 499	Undergraduate Research Project	1-6	Ismail Farajpour; Jeffrey Molavi; Joseph Arumala; Carlos Salgado	Ph.D.	Civil/Structural Engineering; Civil/Construction Engineering and Management; Civil Engineering; Construction Engineering and Management	Associate Professor; Professor; Professor Associate Professor	Full-time/Tenured
ENGE 370	Computational Methods in Engineering	3	Ricky Stanfield	Ph.D.	Aerospace/Mechanical Engineering	Associate Professor	Adjunct Faculty

The Department of the Built Environment at the University of Maryland Eastern Shore (UMES) has a qualified and experienced faculty prepared to support the proposed Bachelor of Science in Construction Engineering program. Currently, four (4) full-time, tenured faculty members with terminal doctoral degrees in civil or

construction engineering fields are available to deliver the core and elective courses in the proposed program.

Department of the Built Environment Faculty

Faculty Name	Appointment Type	Terminal Degree (Title & Field)	Academic Title / Rank	Status (FT/PT/ Adjunct)	Courses Assigned in the Proposed Program
Joseph Arumala	Tenured	Ph.D. in Civil Engineering	Professor	full-time	CENG 214-Surveying and Geomatics CENG 230-Construction Materials CENG 420-Construction Engineering Systems CENG 427-Soil Mechanics and Foundation Engineering Core Elective
Ismail Farajpour	Tenured	Ph.D. in Civil/Structural Engineering	Associate Professor	full-time	CENG 201-Engineering Graphics CENG 310-Structural Analysis CENG 410-Structural Steel Design CENG 412-Reinforced Concrete Design Core Elective
Jeffrey Molavi	Tenured	Ph.D. in Civil/Construction Engineering and Management	Professor	full-time	CENG 350-Fluid Mechanics and Hydraulics CENG 395-Internship CENG 458-Construction Engineering Design Project Core Elective
Carlos Salgado	Tenured	Ph.D. in Construction Engineering and Management	Associate Professor	full-time	CENG 325-Construction Methods and Equipment CENG 386-Construction Planning and Scheduling CENG 425-Construction Project Management CENG 440-Construction Safety and Health Management CENG 445-Construction Cost Estimating and Control Core Elective

The Department of the Built Environment at the University of Maryland Eastern Shore (UMES) has qualified and experienced faculty to support the proposed BS in Construction Engineering program. In addition to construction engineering courses, the Department of Engineering at UMES offers foundational courses that support the curriculum. The Department of Mathematics offers one of the core courses. All core and elective courses with assigned faculty are listed in the table below.

Category	Course Prefix & Number	Course Name	Academic Level	Semester	Faculty Name	Associated Department of the Faculty
Core	CENG 201	Engineering Graphics	Sophomore	Fall	Ismail Farajpour	Built Environment
Core	CENG 214	Surveying and Geomatics	Sophomore	Spring	Joseph Arumala	Built Environment
Core	CENG 230	Construction Materials	Sophomore	Spring	Joseph Arumala	Built Environment
Core	CENG 310	Structural Analysis	Junior	Spring	Ismail Farajpour	Built Environment
Core	CENG 325	Construction Methods and Equipment	Junior	Fall	Carlos Salgado	Built Environment

Core	CENG 350	Fluid Mechanics and Hydraulics	Junior	Spring	Jeffrey Molavi	Built Environment
Core	CENG 363	Properties and Mechanics of Materials Lab	Junior	Fall	Sandeep Aryal	Engineering
Core	CENG 386	Construction Planning and Scheduling	Junior	Spring	Carlos Salgado	Built Environment
Core	CENG 395	Internship	Junior	Summer	Jeffrey Molavi	Built Environment
Core	CENG 410	Structural Steel Design	Senior	Fall	Ismail Farajpour	Built Environment
Core	CENG 412	Reinforced Concrete Design	Senior	Spring	Ismail Farajpour	Built Environment
Core	CENG 420	Construction Engineering Systems	Senior	Fall	Joseph Arumala	Built Environment
Core	CENG 425	Construction Project Management	Senior	Fall	Carlos Salgado	Built Environment
Core	CENG 427	Soil Mechanics and Foundation Engineering	Senior	Fall	Joseph Arumala	Built Environment
Core	CENG 440	Construction Safety and Health Management	Senior	Spring	Carlos Salgado	Built Environment
Core	CENG 445	Construction Cost Estimating and Control	Junior	Spring	Carlos Salgado	Built Environment
Core	CENG 458	Construction Engineering Design Project	Senior	Spring	Jeffrey Molavi	Built Environment
Core	ENGE 260	Statics	Sophomore	Fall	MD Sarker	Engineering
Core	ENGE 320	Statistics and Probability for Engineers	Junior	Fall	Russell Kohl	Mathematics
Core	ENGE 362	Mechanics of Materials	Junior	Fall	Aaron Persad	Engineering
Elective	CENG 305	Engineering Economy	Senior	Spring	Jeffrey Molavi	Built Environment
Elective	CENG 320	Introduction to Environmental Engineering	Senior	Spring	Joseph Arumala	Built Environment
Elective	CENG 326	Mechanical and Electrical Building Systems	Senior	Spring	Jeffrey Molavi	Built Environment
Elective	CENG 330	Introduction to Transportation Engineering	Senior	Spring	Joseph Arumala	Built Environment
Elective	CENG 360	Introduction to Wind Energy and Turbine Technology	Senior	Spring	Jeffrey Molavi	Built Environment
Elective	CENG 416	Water and Wastewater Treatment	Senior	Spring	Jeffrey Molavi	Built Environment
Elective	CENG 430	Highway Engineering	Senior	Spring	Joseph Arumala	Built Environment
Elective	CENG 450	Sustainable Design and Construction	Senior	Spring	Joseph Arumala	Built Environment
Elective	CENG 499	Undergraduate Research Project	Senior	Spring	Ismail Farajpour/Jeffrey Molavi/Joseph Arumala/Carlos Salgado	Built Environment
Elective	ENGE 370	Computational Methods in Engineering	Senior	Spring	Ricky Stanfield	Engineering

The table below lists the appointment type, terminal degree, academic title, and status of all faculty members who will offer the core courses of the Construction Engineering program, including those who are not part of the Department of Built Environment.

Faculty Name	Associated Department of the Faculty	Appointment Type	Terminal Degree	Academic Title	Status
Carlos Salgado	Built Environment	9- month	Ph.D. in Construction Engineering and Management	Associate Professor	Full-time/Tenured
Ismail Farajpour	Built Environment	12-month	Ph.D. in Civil/Structural Engineering	Associate Professor	Full-time/Tenured
Jeffrey Molavi	Built Environment	9- month	Ph.D. in Civil/Construction Engineering and Management	Professor	Full-time/Tenured
Joseph Arumala	Built Environment	9- month	Ph.D. in Civil Engineering	Professor	Full-time/Tenured
Aaron Persad	Engineering	9- month	Ph.D. in Mechanical and Industrial Engineering	Assistant Professor	Full-time, Tenure-track
MD Sarker	Engineering	9- month	Ph.D. in Biomedical Engineering	Assistant Professor	Full-time, Tenure-track
Ricky Stanfield	Engineering	Part Time	Ph.D. in Aerospace/Mechanical Engineering	Associate Professor	Adjunct Faculty
Sandeep Aryal	Engineering	9- month	Ph.D. In Mechanical Engineering	Assistant Professor	Full-time, Tenure-track
Russell Kohl	Mathematics	9- month	Ph.D. in Applied Mathematics and Mathematical Physics	Associate Professor	Full-time/Tenured

The UMES Department of Engineering currently offers and teaches foundational engineering courses that support the proposed curriculum, including:

CENG 363-Properties and Mechanics of Materials Lab
ENGE 260-Statics
ENGE 320-Statistics and Probability for Engineers
ENGE 362-Mechanics of Materials
ENGE 370-Computational Methods in Engineering

The Department of Built Environment is also in the process of hiring one additional faculty member for Fall 2026, which will further strengthen instructional capacity and support program growth.

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

a) Pedagogy that meets the needs of the students

The University of Maryland Eastern Shore (UMES) supports faculty development through ongoing professional development, ensuring the use of evidence-based teaching practices that enhance student success. Faculty participate in workshops, seminars, and learning communities led by the Center for Teaching Excellence (CTE), emphasizing active learning, inclusive pedagogy, assessment strategies, and continuous course improvement.

The Department of the Built Environment further supports faculty development through participation in conferences and workshops, including ABET and ACCE, to strengthen pedagogical practices in civil and construction engineering education.

b) The learning management system

UMES provides faculty with ongoing training in the Canvas LMS through webinars and workshops led by the Center for Instructional Technology and Online Learning (CITOL). Training covers course design, content delivery, assessment tools, accessibility features, and feedback mechanisms. Faculty also have access to continuous technical assistance, ensuring effective integration of the LMS to enhance student learning.

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

Some courses in the program may be offered in online or hybrid formats. Faculty receive training through the Center for Instructional Technology and Online Learning (CITOL) on course alignment, online engagement, accessibility, and assessment. Courses are regularly reviewed, and faculty receive feedback to ensure and improve the quality of distance education.

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 located at the University of Maryland Eastern Shore provides a multiplicity of print and digital resources to support the mission and academic programs of the university. According to the Library's website, "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, makes it possible for our patrons to have 24/7 access to the library catalog, USMAI collections, and electronic resources. These digital resources available from the library's website include over 100 research databases that provide access to eBooks and full-text coverage of

thousands of scholarly journals, magazines, and newspapers."(Source: https://umes.libguides.com/library_admin/overview)

Before the start of each semester, the Frederick Douglass Library reaches out to faculty to identify the resources that will be used in their upcoming courses. The library ensures that these materials, including textbooks, are available to students by the first day of classes. This proactive approach helps support student learning and ensures that all course-related resources are readily accessible from the beginning of the semester.

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 University of Maryland Eastern Shore's Department of the Built Environment is housed in the Thomas & Briggs Arts and Technologies Complex (ATC), a 37,878-square-foot facility that serves both the Department of Fine Arts and the Department of the Built Environment. Within the Built Environment suite, there are nine designated offices for faculty and staff to facilitate student advising, office hours, and administrative duties. There are also two offices for files, a copier, and storage as well as a conference room. The ATC houses instructional classroom space and instructional laboratory space (as detailed below), which makes it convenient for students to take classes and conduct laboratory experiments in the same building.

Instructional Classroom Space — At the ATC building, there are multiple instructional and resource spaces to support student learning:

- *Project Planning Room* (ATC building): A small computer laboratory used as a classroom.
- *Larger classroom* (ATC building): Equipped with a projector for lectures and instructional purposes.
- *Computer-Aided Drafting and Design Lab* (ATC building): Equipped with 13 recently upgraded computers and a new 98-inch display, along with the necessary software packages to support the new program.
- *Student Resource Center* (ATC building): Includes nine newly upgraded computers, a 98-inch display, conference tables, previous edition textbooks, industry publications, and a large plotter/printer. Designed as an open resource lab for students in the Department of the Built Environment, it has limited scheduled classes, and students can use this space for software access, research, and small group study.

In addition to the labs in the ATC building, students have access to the computer labs in the Engineering and Aviation Science Complex (EASC) building.

All computer labs receive ongoing technical support from the UMES Department of Information Technology (IT).

Instructional Laboratory Space— The Department of the Built Environment is housed in the Arts and Technology building, which houses multiple laboratory spaces and equipment.

- The Construction Laboratory is an area where students apply skills and knowledge related to construction technology. This lab contains various woodworking equipment and hand tools. It is divided by portable dividers that separate the learning and activity areas. The learning area is equipped with whiteboards, desks, chairs, and furniture, while the activity area houses equipment such as lathes, drill presses, planers, jointers, miter saws, table saws, scroll saws, and large worktables for student projects.

- The Soil Mechanics Laboratory (Located in one portion of the Construction Laboratory) is equipped for experiments in soil behavior and geotechnical testing. Key apparatus includes Proctor compaction test equipment, California Bearing Ratio (CBR) test setup, direct shear, Atterberg limits apparatus, a lab oven, and a sieve set for grain size analysis. The lab provides practical experience in evaluating soil properties and understanding their engineering applications.

- Surveying Equipment Storage: The Surveying equipment is maintained in a designated storage space and used primarily for field measurement and surveying exercises. Key instruments include measuring tapes and chains, tripods and ranging rods, prismatic compasses, auto levels, theodolites, and total stations. The lab supports practical learning in surveying techniques and accurate measurement.

- Resource Laboratory: which contains a 3D printer and various pieces of construction equipment, all available for student projects.

In addition to these departmental labs, a couple of laboratories in the Engineering and Aviation Science Complex (EASC) building on the UMES main campus, within walking distance of the ATC, will also be utilized to further support experimental learning.

- The Statics and Materials Laboratory: Located in the EASC Building, this laboratory accommodates up to 20 students. It provides experience with material strength and behavior through experiments such as hardness testing, shear and torsion testing, compression and tension testing, strain

measurement, beam deflection analysis, beam and cylinder testing, impact testing, and fatigue testing. These activities give students practical skills in evaluating and testing a wide range of materials.

- The Thermal/Fluid Laboratory: includes equipment for hydraulics, fluid mechanics, and heat transfer. Students gain experience through experiments such as flow channels, hydraulic benches, airflow analysis, Bernoulli's principle, friction losses in pipes, flow measurement, stability of floating bodies, center of pressure, impact of jets, Reynolds number studies, air conditioning systems, steam turbines, convection and radiation heat transfer, and temperature measurement and calibration. This laboratory supports studies in water resources, environmental engineering, and building systems.

The classroom and laboratory spaces are equipped to support most of the activities in the new courses and research activities.

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.

a) All enrolled students and hired faculty at the University of Maryland Eastern Shore are assigned official university email accounts. They also have access to video conferencing via Microsoft Teams.

b) All enrolled students and hired faculty have access to Canvas, the official Learning Management System at UMES. The Center for Instructional Technology and Online Learning (CITOL) provides faculty support for the development and instruction of courses. The Department of Information Technology (IT) provides Helpdesk services, computer support, and maintenance for the campus data network, telephone systems, classroom technology, computer labs, technology procurement, data center, email, and network storage. Also providing support is the Academic Computing Unit.

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

The financial sustainability and break-even point for the proposed program have been carefully evaluated by the department as part of the program development process. This analysis considered current resource utilization, enrollment trends, and projected revenue growth to ensure that the program is fiscally sound from inception and sustainable over time.

The department currently operates within a financially stable model in which the revenue generated from tuition and fees across its portfolio of academic programs exceeds the annual costs associated with faculty salaries, fringe benefits, and support staff. This existing surplus demonstrates that the department is operating above its break-even point and has the capacity to support additional programmatic offerings.

The proposed program is expected to further strengthen this financial position by increasing student enrollment and associated tuition revenue without requiring additional faculty hires or expansion of support staff. The program will leverage existing instructional capacity, infrastructure, and administrative resources, allowing for efficient scaling and cost containment.

Enrollment projections for the program reflect steady, controlled growth and have been developed to ensure that the program remains financially viable throughout its implementation. As enrollment increases, the additional tuition and fee revenue will contribute positively to the department's overall revenue stream, further reinforcing its financial sustainability.

In addition, the department intends to pursue accreditation through the Accreditation Board for Engineering and Technology (ABET). This process requires ongoing assessment and monitoring of program quality, resources, and financial stability, providing an added layer of accountability and assurance regarding the program's long-term sustainability.

Based on these considerations, the proposed resources are sufficient to cover all anticipated program expenses. The program is therefore financially viable, operates above the break-even point at launch, and is positioned to generate additional revenue while maintaining high academic quality and operational efficiency.

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	$0	$0	$0	$0	$0
2. Tuition / Fee Revenue (C + G below)	$71,415	$117,027	$164,436	$213,694	$264,857
A. # of FT Students	7	11	15	19	23
B. Annual Tuition / Fee Rate	$9,366	$9,553	$9,744	$9,939	$10,138
C. Annual / Full-Time Revenue (A x B)	$65,559	$105,081	$146,158	$188,836	$233,163
D. # of PT Students	2	4	6	8	10
E. Credit Hour Rate	$244	$249	$254	$259	$264
F. Annual Credit Hours	12	12	12	12	12
G. Total Part Time Revenue (D x E x F)	$5,856	$11,946	$18,278	$24,858	$31,694
3. Grants, Contracts & Other External Sources	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (Add 1 – 4)	$71,415	$117,027	$164,436	$213,694	$264,857

Narrative Rationale for Table 1: Resources

1. **Reallocated Funds**
   No reallocated funds are expected for the launch or continuation of the Construction Engineering program. The program will be supported through new revenue sources and existing departmental infrastructure.

2. **Tuition and Fee Revenue**
   The annual in-state tuition rate is $9,365.50 for full-time students. For part-time students, the credit hour rate is $244.00 per credit hour, with calculations for 6 credits per semester or 12 credits per academic year. The above fees are based on a 2% tuition rate increase per year.

3. **Grants and Contracts**
   Currently, no additional external sources of funding, such as grants or contracts, are expected to support the proposed program. However, the department may pursue such opportunities in the future.

4. **Other Sources**

No additional sources of funding are expected at this time.

5. **Total Year: A 5-year estimate is provided.**
   The total projected revenue over the five years is based solely on tuition and fee income, as detailed above. This revenue will be allocated to instructional costs, equipment, and program development.

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					
Expenditures 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	$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
C. Total Salary	$0	$0	$0	$0	$0
c. Total Benefits	$0	$0	$0	$0	$0
4. Equipment	$30,000	$30,600	$31,212	$31,836	$32,473
5. Library	$1,000	$1,020	$1,040	$1,061	$1,082
6. New or Renovated Space	$5,000	$5,100	$5,202	$5,306	$5,412
7. Other Expenses	$10,000	$10,200	$10,404	$10,612	$10,824
TOTAL (Add 1 – 7)	$46,000	$46,920	$47,858	$48,816	$49,792

Narrative Rationale for Table 2: Expenditures

1. **Faculty (# FTE, Salary and Benefits)**
   No additional faculty is required to launch the program. The existing department faculty will be sufficient to support the program.

2. **Support Staff (# FTE, Salary and Benefits)**

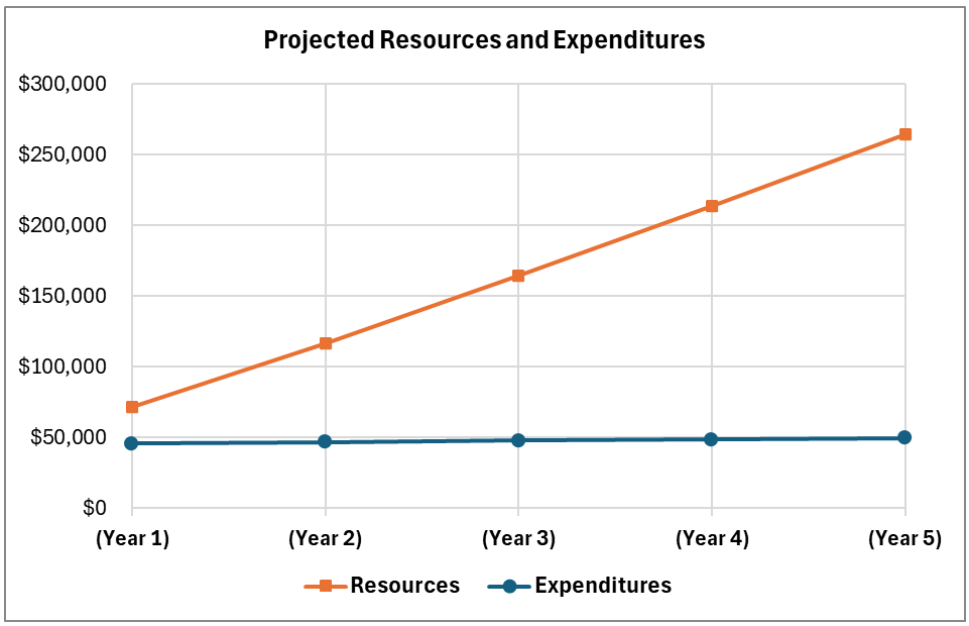
No additional support staff is required. The existing department administrative staff will be sufficient to support the program.

3. **Equipment**
   The school has the initial equipment and facilities to launch the proposed program, including instructional spaces and laboratories in the ATC and EASC buildings, equipped with upgraded computers, large displays, surveying instruments, construction equipment, and essential apparatus for the Soil Mechanics Laboratory. Additional support is provided by the Statics and Materials Laboratory and the Thermal/Fluid Laboratory in the EASC building, which offers laboratory experience in material testing, hydraulics, fluid mechanics, and heat transfer. Ongoing maintenance, upgrades, and consumables have been budgeted to ensure continued functionality and support future program development. These costs are included in the annual expenditure and are projected to increase by 2 percent annually.

4. **Library**
   Given the existing robust collection of resources available for the construction-related disciplines, only minimal funds are required to acquire Construction Engineering textbooks and academic resources specific to the new curriculum. These costs are included in the annual expenditure and are projected with a 2 percent annual increase.

5. **New and/or Renovated Space**
   Only minor space renovations are anticipated. This includes modest updates such as painting and reconfiguring existing classroom and laboratory areas within the Thomas & Briggs Arts and Technologies Complex and the EASC building to accommodate the new program. These costs are included in the annual expenditure with a 2 percent annual increase.

6. **Other Expenses**
   Funding for professional development opportunities, such as ABET accreditation training, is to be allocated. Additionally, vendor training for the proper use and integration of equipment upgrades will be provided as needed. These costs are included in the annual expenditure with a 2 percent annual increase.



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 University of Maryland Eastern Shore has a comprehensive course and program evaluation process. Each course syllabus has a listing of course learning outcomes in relation to 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 analyzed, and results are used to improve course curriculum and pedagogy.

Teaching evaluations ask students to reflect on the course structure, the course content, and the instructor's performance. The summary data will be reviewed by faculty members, the department chair, and the school administration to determine whether revision or improvement actions are necessary.

Faculty members are evaluated each year. The evaluation process includes an assessment of faculty teaching, faculty research records, and productivity, as well as school-wide and department service. To receive a high evaluation, a faculty member must demonstrate effective teaching, active scholarly activities and publications, etc. There is also a provision for the administration to set up an improvement plan for faculty members who have not done well in teaching. The tenured faculty undergo a five-year post-tenure review. Students conduct faculty evaluations at the end of each

semester, and the ratings and comments are also a factor in the final performance rating of each faculty member.

Achievement of the program outcomes will be assessed using direct and indirect assessment procedures like those used for program improvement, as required by the accreditation organizations of our other accredited degree programs.

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.

Once the B.S. in Construction Engineering program is launched, its courses will enter the course evaluation system. Program outcomes will be assessed through direct and indirect evaluation procedures like those used for other accredited degree programs.

Periodic academic program reviews take place every five years. Data regarding program enrollment, retention, and graduation rates are collected by the Office of Decision Science and Visualization in conjunction with the Department Chair. Data is then analyzed against program outcomes, and the results are used to improve the program. As per ABET criteria, a program accreditation comprehensive review takes place every six years. Assessment, evaluation, and continuous improvement are an integral part of faculty teaching and performance evaluation.

Assessment instruments such as graded student work, including assignments, quizzes, and exams, evaluation of written project papers, and presentations are all used in student learning outcome evaluations. The achievement levels are determined using rubrics developed for each outcome.

Student satisfaction is of the utmost importance and is measured using course evaluation and exit interview surveys. It is also an important factor in student retention. This will be attained through maintaining a high-quality program, regularly updating the curriculum to ensure relevance to current and future trends, hiring and maintaining highly qualified faculty, and keeping a positive learning environment for students.

Faculty satisfaction and program cost-effectiveness will be evaluated through performance reviews, faculty feedback, and an analysis of operational expenses versus program enrollment and job placement outcomes. Through these multi-faceted evaluation strategies, the university will ensure that the Construction Engineering program delivers high-quality, outcomes-driven education that meets the needs of students, employers, and the broader community.

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 mission of the University of Maryland Eastern Shore is compatible with the State of Maryland's minority achievement goals. UMES 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 from multiethnic and multicultural backgrounds. The University actively recruits minority populations for all undergraduate and graduate-level degrees. Special attention is provided to recruit diverse groups into the STEM and multidisciplinary programs at all degree levels: undergraduate, master's, and doctoral. The same commitment will be extended to the B.S. in Construction Engineering program.

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 B.S. in Construction Engineering program has no relationship with low-productivity programs.

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.**

   The proposed B.S. in Construction Engineering program is not a distance education program. Some general or supportive courses may have online delivery options; however, the core courses will be delivered primarily in-person.

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

   Not applicable.

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: 2026 Institutional Plans for Programs of Cultural Diversity

COMMITTEE: Committee on Education Policy Student Life and Safety

DATE OF COMMITTEE MEETING: Tuesday, June 2, 2026

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 Committee on Education Policy Student Life and Safety review the 2026 Institutional Plans for Programs of Cultural Diversity.

COMMITTEE ACTION:	DATE: June 2, 2026
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 2026

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 on Education Policy Student Life and Safety
University System of Maryland
Tuesday, June 2, 2026

University System of Maryland
Institutional Programs of Cultural Diversity
2026

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 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 have been collected and sent to MHEC by the September 1 deadline. Enclosed are institutions' plans for cultural diversity for 2026-2027. Due to varying approval cycles and processes, some institutions' plans are labeled interim or draft. The USM Office believes this is acceptable, 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 continue to work with the institutions to gauge progress and help ensure updated plans are in place by the next submission in Spring 2027.

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

Article - Education

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§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 § 2–1257 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.

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BOWIE STATE UNIVERSITY

BOWIE
STATE UNIVERSITY
1865

DIVERSITY & BELONGINGNESS ACTION PLAN

2026



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

Bowie State University's History and Mission

Bowie State University (BSU) 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.

As Maryland's first Historically Black College and University (HBCU), Bowie State University empowers a diverse population 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.

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 intentionally creates 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 post-secondary 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
- **Faculty –** full-time tenured, tenure-track; also full, associate, assistant professor ranks; part-time, non-tenure track
- **Staff** - academic, administrative, contractual, permanent, supervisory and support
- **Administrators** - academic, administrative
- **Alumni** - graduates, non-graduates, honorary
- **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 undergraduate students), 60 and up (mature employees)
- **Ethnicity and nationality** - African American, Caribbean, Nigerian, Honduran
- **Language -** English, Spanish, French, Swahili, Gullah, Mandarin
- **Regional or Geographic Origin (Including International Areas)** - Prince George's County, Baltimore City, New York, Frederick County, Midwest, Southwest, Jordan, Sudan, Singapore
- **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 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 (including resources and responses) account for an individual's unique circumstances, perspectives, opportunity, knowledge, or experiences.

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 focusing 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 relate 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. 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. 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 (e.g., National Pan-Hellenic Council, 100 Black Men, Links, National Council of Negro Women, black republicans, affinity clubs, etc.)

IC Goal 1: By July 1, 2026, consistent with Goal 3 of the BSU FY 26-29 Boldy Forward Strategic Plan, establish as a required strategic goal within each division both leadership and accountability for supporting and reporting 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, is carried out.

IC Goal 2: Enhance stakeholder engagement by engaging different classifications of faculty, staff, students, alumni, and community members to ensure perspectives are heard.

Purpose: Broadening the opportunity for inclusion of community voices will enhance the University's efforts to think and lead mindfully. [1]

IC Goal 3: Create a standing BSU Diversity and Belongingness Committee ("Committee"). Members will consist of individuals from across the campus and selected based on applications indicating availability and skills each member wants to share with the process.

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 inclusive 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 BSU FY 26-29 Boldly Forward Strategic Plan.

[1] Our research indicates that students feel their Student Government Association leaders, though vital to the lifeblood of student life, may not adequately represent the interests of non-residential students.

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 visitors to campus telephonically, virtually and in person;
- Processes and expectations for collegial discourse and conflict resolution are 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: BSU community members will have robust opportunities to engage in powerful and empowering culturally competent professional development, research, and scholarship.

CS Goal 2: Advance a campus culture in which engagement in meaningful cultural initiatives and high-impact experiences is recognized as a shared commitment and an expected component of professional performance. Community stakeholders will participate in activities that promote inclusion, belonging, and mutual understanding, while contributing to a sustainable culture of engagement embedded in the life of the University.

Purpose: As a best practice, this goal affirms the University's commitment to fostering compassion, empathy, cultural awareness, and respect for diverse perspectives across all cohorts. Engagement in these efforts supports assessment of campus climate and sense of belonging, while reinforcing institutional values that contribute to student success, professional growth, and retention through degree completion. A flexible framework of cultural initiatives, signature events, and related engagement opportunities will provide pathways for participation while allowing responsiveness to evolve campus and community needs. Progress will be

assessed annually to establish a baseline of impact and to strengthen this commitment as an enduring part of institutional culture.

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 to survey students regarding the many facets of their academic, personal, career, and BSU community identities. The University will make available this information to facilitate development of learning materials broadly reflecting the student demographics.

Purpose: Utilizing the resources and data collected in every area of the learning framework is critical to ensure 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. Regular audits to assess the inclusivity of the curricula ensure 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 BSU's mission and core values and the goals in this Plan.

Purpose: To strengthen institutional capacity by sustaining a robust core of full-time faculty whose teaching, scholarship, mentorship, and engagement advance the University's mission, support the successful implementation of this Plan, and position BSU to achieve and sustain R2 Carnegie classification. This goal promotes shared investment between the University and faculty in building a high-performing academic culture.

CS Goal 5: To promote belongingness at the faculty level, 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 either 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 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 refer 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. 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 institution-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.

EAS Goal 2: Develop and utilize a comparative analysis regarding equity funding, pay, promotion, and graduation rates to reduce any equity gaps.

Purpose: Bowie State University seeks to provide equitable and transparent funding to all university stakeholders, 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 refer 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 events.

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.

CAMPUS CLIMATE AND BELONGINGNESS

Campus Climate and Belongingness refer 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 and celebrate 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: 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 are actively encouraged to participate in events designed to hone cultural competency skills.

CCB Goal 3: Create and cultivate a culture an environment of student success for all students by enhancing equitable onboarding, consistent with BSU FY 26-29 Boldy Forward Strategic Plan. Specifically, this program should be targeted and multi-tracked for international students, transfer students, first generation students, and traditional freshman students. Aligning with USM's Vision 2030 Plan Goal 5.11, this is an enrollment management and student success strategy to create shared experiences in which knowledge, professional development

opportunities, and expectations for engagement for all faculty, staff, students, alumni, and community members further a culture 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, and cultural, 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.

APPENDIX A

D&B Task Force Members 2021-2024

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COPPIN STATE UNIVERSITY

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY REPORT

Prepared for the University System of Maryland

Submitted April 30, 2026

COPPIN STATE UNIVERSITY

Nurturing Potential. Transforming Lives.




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STATE UNIVERSITY



Institutional Programs of Cultural Diversity Report, Spring 2026
Prepared for the University System of Maryland Board of Regents
Committee on Education Policy and Student Life

April 30, 2026

INTRODUCTION

Coppin State University (CSU) is committed to fostering an equitable 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 equitable 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 equitable academic environment by embracing the following principles that support institutional excellence and equitable opportunity for all:

- A university's commitment to equitable 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 equitable 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 Integrative Community Committee (CICC), Coppin State University reaffirms its commitment to recognizing and supporting merit, talent, and achievement by promoting equal opportunity and fostering a student-centered 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 EQUITY

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 equitable 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 2,790 students, including 2,492 undergraduates and 298 graduate students. The institution maintains a second-year retention rate of 75% and a six-year graduation rate of 21%. The average age of Coppin students is 26.

Geographically, 34% of students are from Baltimore City, while 51% 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 Connecticut, Delaware, New York, New Jersey, 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 equitable 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, equitable academic environments, and economic development.

Strategic Alignment with Equitable Excellence

The University's Equitable 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 priorities that reinforce these commitments include the following:

- ✓ **Strategic Priority 1**: Become a University of Choice by enhancing academic programs and campus culture.
- ✓ **Strategic Priority 2**: Improve Holistic Development and Completion through integrated academic and support systems.
- ✓ **Strategic Priority 3**: Strengthen Brand and Reputation as a leader in urban higher education.
- ✓ **Strategic Priority 4**: Become a Great Place to Work by investing in people and professional growth.
- ✓ **Strategic Priority 5**: Enhance Teaching and Research Excellence through faculty development and scholarly investment.

As Coppin State University advances the implementation of its new Strategic Plan, it is integrating institution-wide measures that promote equitable 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 three-year second-year retention rate and stabilized its six-year graduation rate, with targeted initiatives underway to drive further gains. First-time headcount has shown dramatic improvement from Fall 2022 to Fall 2025 (Supplemental I, Figure 1).

These developments, aligned with strategic priorities, position Coppin to advance access, enhance academic success, and increase degree attainment, directly supporting the University'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), together with current Presidential Executive Orders, has significantly shaped the legal and policy landscape governing how institutions of higher education promote access and opportunity. The Court's decision prohibited the use of race as a factor in admissions decisions, finding that such practices are inconsistent with the Equal Protection Clause of the Fourteenth Amendment. As a result, colleges and universities, including Coppin State University, must ensure that admissions and related policies are race-neutral and consistent with constitutional and statutory requirements.

In addition, 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 free from unlawful discrimination. These directives underscore the importance of removing systemic barriers, increasing transparency, and promoting fair and equitable practices in education and employment.

Coppin State University remains firmly committed to the principle of equitable educational access. Its admissions practices are and have been race-neutral, based on a holistic review of applicants that considers academic preparation, personal achievement, and potential for success. Likewise, the University carefully administers its scholarship programs to ensure compliance with federal and state laws, providing opportunities to students from a broad 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 University's outreach, support services, and retention initiatives remain equitable 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: EQUITABLE EXCELLENCE INITIATIVES AND CAMPUS ENGAGEMENT

Coppin State University continues to advance its mission of fostering a welcoming and respectful environment through a range of initiatives designed to support equitable access and student success. These efforts align with federal priorities, the University System of Maryland's strategic priorities, and Coppin's institutional values. The following programs and activities demonstrate how Coppin promotes an equitable campus culture in which individuals from diverse backgrounds, perspectives, and experiences can thrive.

I. Coppin Integrative Community Committee (CICC)

The Coppin Integrative Community Committee (CICC) advances institutional efforts to promote understanding, dialogue, and belonging across the campus. Its mission is to foster an environment in which all individuals feel valued, supported, and empowered to reach their full potential, regardless of background or identity. Through advocacy, equitable education, and community engagement, the Committee contributes to institutional planning that prioritizes the well-being of students and employees.

In support of this mission, the CICC has hosted and co-sponsored a range of events that encourage campus-wide participation in training and educational opportunities. These activities are designed to increase awareness and strengthen a campus climate rooted in mutual respect and inclusion. Examples include wellness workshops, "What Is Consent?" programming, and the Cultural Festival (Supplemental I, Figure 2).

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

To further inform institutional planning and continuous improvement, the CICC led the implementation of a Campus Climate Survey for Students in collaboration with Rankin Climate. The survey assessed student perceptions and experiences related to the campus environment, inclusion, and equity. The resulting data will be analyzed to inform actionable recommendations aimed at strengthening institutional practices.

Launched during the Spring 2026 semester and concluding on March 10, the survey aligns with the University's broader efforts to monitor and enhance campus climate. With a response rate of 38.6 percent, participation exceeded typical benchmarks observed by Rankin Climate.

The results are expected to reflect the shared commitment across the campus community to ensure that students feel heard, valued, and supported. The culture of care and engagement

fostered throughout the institution encouraged students to share their experiences openly. Their feedback is critical as Coppin continues its efforts to cultivate a more supportive and integrated environment for all students.

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

Coppin State University continues to expand access to higher education through its Expand Eagle Nation (EEN) In-State Tuition Incentive, which offers in-state tuition rates to eligible new undergraduate and transfer students from more than 40 states and U.S. territories outside Maryland. By reducing geographic cost barriers, this initiative strengthens Coppin's national reach and reinforces its position as a university of choice.

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

Coppin has also executed a Memorandum of Understanding with the Colorado Community College System (CCCS), providing guaranteed admission and academic articulation for eligible Colorado students seeking to complete their undergraduate studies at Coppin. This agreement reflects the University's continued commitment to expanding access through structured partnerships that promote academic mobility and equitable opportunity.

President Anthony L. Jenkins emphasized the importance of these partnerships, noting that students from across the country now have the opportunity to engage with Coppin's nationally recognized academic programs within a supportive and equitable campus community.

Recent enrollment trends indicate a measurable positive impact associated with the EEN In-State Tuition Initiative (Supplemental I, Figure 3).

IV. Educator's Day at Coppin State University

During the 2025 season, Coppin State University hosted a series of Education Day events designed to provide K–8 students with meaningful exposure to the collegiate environment through Athletics. These events welcomed students from local public schools to campus for engaging, structured experiences that combined athletic competition with opportunities for interaction and learning.

On September 16, 2025, Coppin hosted its Education Day volleyball game, where students attended the Lady Eagles match against the University of Maryland. Following the game, students participated in post-game engagement activities, including meeting the team, receiving autographs, and taking photos with student-athletes.

Education Day programming continued on November 6, 2025, when the Lady Eagles women's basketball team hosted Lincoln University of Pennsylvania. Students again had the opportunity to engage directly with student-athletes after the game, reinforcing connections between athletics and the broader collegiate experience.

As part of American Education Week, Coppin concluded its 2025 Education Day events on November 18, 2025, with a men's basketball game against Central Penn. This event provided similar opportunities for student engagement, allowing attendees to experience campus life while

interacting with members of the Eagles basketball program.

Across all events, participating schools registered in advance, ensuring organized participation and access for student groups. Collectively, these initiatives reinforced Coppin's commitment to cultivating a college-going culture by engaging students early, fostering aspiration, and providing accessible pathways to higher education through meaningful campus experiences.

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 equitable campus culture and academic opportunities.

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

Coppin State University has improved 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 (See Supplemental I, Figures 4,5,6).

VII. New Academic Programs and Additional Academic Program Modalities

The development of new academic programs and the expansion of program modalities play a critical role in advancing the University's cultural diversity initiatives. By introducing programs in high-demand and emerging fields, the University can attract a broader student population, including individuals from historically underrepresented backgrounds. These programs are intentionally designed to be responsive to workforce needs and societal challenges, many of which intersect with issues of equity, access, and community impact.

In addition, the expansion of flexible delivery modalities, including online and alternative scheduling formats, enhances access for non-traditional students, working professionals, and individuals with diverse life circumstances. This increased accessibility reduces structural barriers to participation and supports greater inclusion across diverse demographic groups.

Collectively, these efforts strengthen the University's ability to create an integrated academic environment that reflects the diversity of the communities it serves, while also promoting equitable opportunities for student success and completion.

Affirming Our Equitable Path Forward

These initiatives underscore Coppin State University's intentional efforts to uphold its values of equity, 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: ENROLLMENT AND EQUITY MEASURES AND PROJECTED OUTCOMES

Coppin State University continues to implement strategic initiatives designed to support equitable 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 equitable excellence are evidence-based, outcome-driven, and compliant with applicable laws.

In recent years, Coppin State University has demonstrated positive progress. The University has maintained a strong three-year second-year retention rate and a steady six-year graduation rate. Although the most recent graduation rate experienced a slight decline, improved retention over the past three years positions the University to achieve future gains. These outcomes 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 continue to be central priorities within the University's equity initiatives. 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 equitable 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 equitable 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 continues to actively implement 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 ARTSYS 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 State University's academic offerings are strategically aligned with Maryland's workforce needs. Through program development in high-demand fields such as health care, education, STEM, and cybersecurity, the University equips graduates with essential skills for the modern economy.

The Bachelor of Science in Cybersecurity Engineering, approved by the USM Board of Regents and launched in Fall 2023, exemplifies this responsiveness to labor market demands. Coppin supports all students in these critical areas via equitable advising, experiential learning, and professional development opportunities.

To advance this commitment, Coppin will establish the Office of Experiential Learning within the Division of Enrollment Management and Student Affairs in Fall 2026. This office will emphasize high-impact practices that connect classroom learning to real-world applications, encompassing study abroad, civic engagement, service learning, undergraduate research, and the integration of Career and Professional Services.

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

Coppin State University, as a public urban Historically Black University, embraces its mission to serve a diverse population through equitable, race-neutral outreach and support practices. Enrollment projections prioritize growth among first-generation students, adult learners, and individuals from underserved geographic and economic communities, reflecting a legally compliant approach that expands opportunity while ensuring equitable treatment across recruitment, admissions, and enrollment.

The University is also exploring a Center for Equity to coordinate initiatives fostering belonging, intercultural understanding, and campus climate improvement. This center would offer training, research support, and strategic guidance to advance equity for underserved communities, without race or identity-based preferences.

Coppin's alignment with the USM Strategic Plan underscores its commitment to student achievement and public service. Through transparent, data-driven, and equitable strategies, the University is well-positioned to contribute to Maryland’s higher education landscape while upholding equal opportunity and academic excellence for all.

LOOKING AHEAD

Coppin State University remains committed to cultivating an 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 Equitable 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 equitable urban higher education in the years ahead.

DRAFT

FROSTBURG STATE UNIVERSITY

Frostburg State University AY 2026-2027 Cultural Diversity Plan
Prepared by the Division of Academic & 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 Student Support Services (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 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.
- Participate in the Maryland Transfer Intensive initiative sponsored by the Maryland Higher Education Commission (MHEC) in collaboration with the Aspen Institute.
- Develop a Strategic Transfer Excellence Plan with our transfer partners at Allegany College of Maryland (ACM).

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

- The number of transfer students admitted and matriculated to FSU.
- The number of transfer students from Allegany College of Maryland.
- The number of program and curriculum 2 + 2 pathways established with ACM.

***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: Center for Academic Advising & Retention, 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 Center for Academic Advising & Retention, Academic Pathways Program (APP) for students on academic probation and warning.

- Capitalize on the utility of HelioCampus, and Navigate student platform, including ongoing improvements to the 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.
- Focus on belongingness as a core value through the launch of *U Belong at Frostburg* to provide access, promote opportunity, and enhance campus engagement among students, faculty, and staff.
- Continue 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 prepare and distribute 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 belongingness related to gender, race, ethnicity, language, sexual orientation, age, faith, religion, cultural and social class, and intellectual and physical abilities.
- 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 agreements with international partners.

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

- The CIE has formal agreements with specific 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.
- 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 designed to encourage students to participate in study abroad.
- The presence of faculty-led study abroad opportunities for students.
- Encouragement of international experience for student members of the President's Leadership Circle.

SALISBURY UNIVERSITY

Salisbury UNIVERSITY

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SALISBURY UNIVERSITY

AY 2026 - 2027 INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY REPORT

2026-2027 Cultural Diversity Plan

Zebadiah Hall is finishing up his second year at Salisbury University as the inaugural Vice President of Inclusion, Access, and Belonging (IAB). During this academic year, he also served as the Interim Vice President of Student Affairs.
The Cultural Diversity Report will introduce IAB's new ABCD Framework and our Faculty Fellows program. Zebadiah has been on campus for over a year and a half, and the IAB division felt it was important to develop a framework for how our campus engages with DEI and increase support for others to participate in IAB's work.

ABCD Framework

- I will provide the purpose, usage, and definitions of each letter to introduce the framework.

ABCD Framework: Purpose:

- A systematic approach, rooted in metrics, that creates a growth mindset and culture that facilitates monitoring and adjustments, fosters ongoing efforts to create access, ensure people belong, and build community, and includes a plan for development to continuously improve.

ABCD Framework: How to use:

- Data collected through guided questions on access, belonging, and community are used to develop your action plan. This framework is universal: it could be used on a personal, micro, and macro levels, for a program, a project, a divisional level, a course, services, policy, procedure, process, etc. The data could be collected quantitatively and qualitatively.

ABCD Framework: Definitions

- ***A is for ACCESS*** – Ensuring that all have the opportunity to engage and participate.
- ***B is for BELONGING*** – The inner experience of being welcomed, valued, and included.
- ***C is for COMMUNITY*** – People coming together around values, mission, goals, and collective responsibility.
- ***D is for DEVELOPMENT*** - Assessment into Action - Accurately understanding barriers identified through data collection on Access, Belonging, and Community, so we can develop and learn to increase awareness, monitor, and make adjustments to decrease barriers to Access, Belonging, and Community.

IAB/ODI's Faculty Fellows Program

- The division has increased its expertise and footprint by working with faculty through the IAB/ODI's Faculty Fellow program. This model allows faculty to collaborate with IAB to provide support to students, faculty, and staff related to IAB.
- The faculty fellows are creating purple pedagogy for all Powerful Connection students to take English 103 together.
- The faculty fellows are creating curriculum to launch the IAB's Honor Track in our Clarke Honors College at SU. It will be in an interdisciplinary program.
- IAB will launch a Staff Fellow program, giving staff opportunities to participate in IAB collaborations similar to the faculty fellows program
- IAB will launch an IAB Student Ambassador program similar to the faculty fellows' program

Below you will find a list of the Faculty Fellows, a link to their bio, what they are working on for IAB, and what ABCD team they are on.

Ten IAB/ODI's Faculty Fellows

Niya Brown - https://www.salisbury.edu/faculty-and-staff/nrbrown
- K-12 initiative with Wicomico County School System
- Belonging Team for the ABCD Framework

Brain Flores - https://www.salisbury.edu/faculty-and-staff/bmflores
- K-12 initiative with Wicomico County School System
- Community Team for the ABCD Framework

Bibiana Koh - https://www.salisbury.edu/faculty-and-staff/bdkoh
- Dr. Koh leads the creating the purple pedagogy
- Development Team for the ABCD Framework

Deneen Long-White - https://www.salisbury.edu/faculty-and-staff/dnlong-white
- Dr. Long-White works on Health Disparities and exposing our students to the healthcare and medical fields
- Community Team for the ABCD Framework

Yuki Okubo - https://www.salisbury.edu/faculty-and-staff/yxokubo
- Dr. Okubo works on research related to the work we are doing in IAB and exposing ODI's students to research
- Community Team for ABCD Framework

Allessia Owens-King - https://www.salisbury.edu/faculty-and-staff/apowens
- Dr. Owens-King works on monthly seminars for students who are part of Powerful Connections, are first-generation, are Pell grant recipients, and all other students for whom academic and social support would help them thrive at SU
- Belonging Team for the ABCD Framework

Michele Schlehofer - https://www.salisbury.edu/faculty-and-staff/mmschlehofer

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- Dr. Schlehofer works on LGBTQ students, staff, and faculty, and will continue the Trans Symposium through her Faculty Fellow role
- Access Team for the ABCD Framework

Timothy Stock - https://www.salisbury.edu/faculty-and-staff/testock

- Dr. Stock works on creating a Capstone for the IAB honors track in partnership with Eastern Correctional Institute (ECI),
- Give ODI's students the opportunity to participate in the Ethics Bowls and support SU in creating a prison program
- Access Team for the ABCD Framework

Andrea Suk - https://www.salisbury.edu/faculty-and-staff/alsuk

- Dr. Suk is a collaborator with OAA for her Faculty Fellow roles and supports the campus on areas related to disability
- Access Team for the ABCD Framework

Aurelie Van de Wiele - https://www.salisbury.edu/faculty-and-staff/axvandewiele

- Dr. Aurelie Van de Wiele will create spaces for international and domestic students to engage
- Belonging Team for the ABCD Framework

TOWSON UNIVERSITY



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

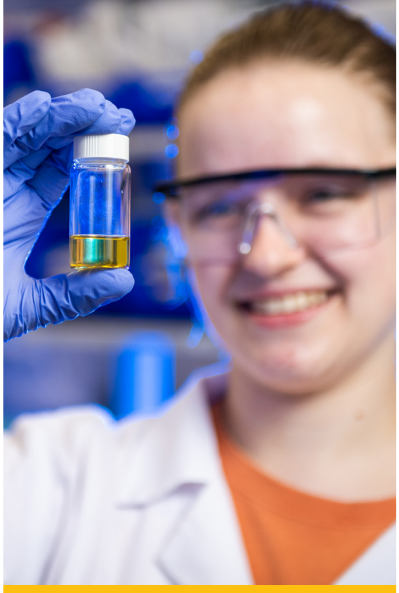
We will act as leaders in advancing sustainability of all resources—environmental, human, and financial.



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, civicmindedness, 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.

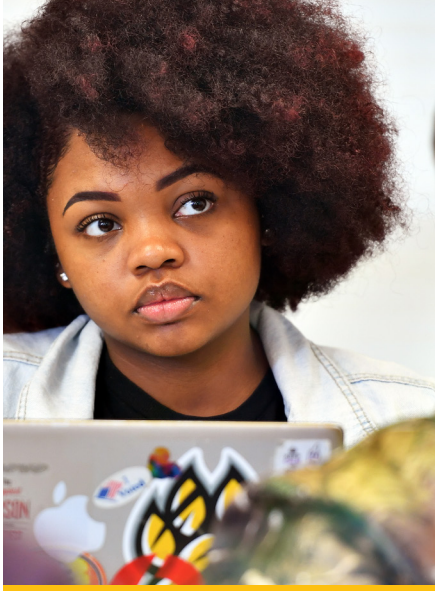
- Faculty will continue to serve as leaders demonstrating the highest standards of a scholar/teacher model that balances teaching, research and service.
- Utilize emerging and innovative technology to enhance teaching and learning.
- Substantially increase grant activities and scholarly output, utilizing 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
AY 2026-2027

BACKGROUND and ALIGNMENT WITH THE UNIVERSITY'S 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.

UBalt insists 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 inclusive participation in our community, particularly in the integral areas of student success and workforce readiness. To foster a climate of inclusion, the 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 the unique backgrounds and contributions of our 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. Ensuring equal access to all aspects of professional development, training, and mentorship programs that provide clear pathways for career growth.

5. Encouraging academic freedom and the exchange of diverse perspectives and ideas.

Goal: 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).
- 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 sense of community 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 sense of community.
    - 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: Continue compliance training for UBalt faculty, staff, and students.

- Include training in onboarding processes and/or orientation of new faculty, staff, and student

employees.

- 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.
- 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.
- Use the qualitative and quantitative measures that the Office of Institutional Effectiveness is responsible for in the sense of community.

Strategy 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

- Support continued development of curriculum and service that address the importance of the respectful sharing of diverse perspectives and ideas.
- Develop applied research opportunities in collaboration with university partners to provide meaningful undergraduate and graduate research opportunities that increase community engagement.

UNIVERSITY OF MARYLAND, BALTIMORE

UNIVERSITY of MARYLAND BALTIMORE

UMB – AY 2026-2027 Cultural Diversity Plan
DRAFT

I. Description of how UMB Addresses Cultural Diversity: Strategic Plan Integration[1]

This University of Maryland, Baltimore's (UMB) plan for **cultural diversity** aims to advance cultural diversity, as defined in Maryland Education Article 11-406, through the proposed objectives/outcome **integrated throughout UMB's institution-wide strategic plan (2027-2031 strategic plan development in progress)**. This document highlights the themes, objectives, and outcomes in the strategic plan that most closely align with the goals to enhance cultural diversity among students, faculty, and staff. Each school and administrative unit will set measurable goals aligned to the six themes, prioritizing outcomes that most directly advance cultural diversity as defined in Maryland Education Article 11-406.

II. UMB Plan for Cultural Diversity: Themes, Objectives, and Highlighted Outcomes[2] (Draft)

The plan is organized around **six themes** of the 2027-2023 Strategic Plan (DRAFT). Each theme is listed below with its strategic objective, and highlights select strategic outcome(s) aligned with Maryland Education Article 11-406 for cultural diversity.

Theme 1 DRAFT: United for Impact
Strategic Objective: Act as one university, connected by shared identity and purpose, and adapt with speed to create lasting impact to improve the human condition.
Highlighted Strategic Outcome #2: Align resources and decisions with our mission, vision, core values and strategic plan through collaboration, improved efficiencies, and accountability.
How this outcome advances cultural diversity: This outcome embeds equity-focused accountability into how priorities are set and resourced, reinforcing UMB's core value of **equity and justice**.

Theme 2 DRAFT: Student, Faculty, & Staff Success
Strategic Objective: Students, faculty, and staff are engaged and connected with equitable access to resources to thrive academically and professionally to contribute within and beyond the University community.
Highlighted Strategic Outcome #4: Cultivate belonging, trust, and shared responsibility for all members of our community, including our alumni, to contribute to advancing UMB's mission and core values.

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[1] 11-406 Article-Education: (2) (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.
[2] 11-406 Article-Education: (2) (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.

How this outcome advances cultural diversity: It strengthens belonging, community, and retention for all.

Theme 3 DRAFT: Future-Ready Graduate and Professional Education
Objective: Prepare learners to adapt, grow, and lead in professions that are evolving and in roles that have yet to be defined, developing them not only as experts in their fields but as leaders and innovators shaping the future of care, justice, and human services.
Highlighted Outcome #2: Create flexible and innovative curricular pathways, including stackable learning and micro-credentials, that support lifelong growth in public-serving health, law and human services professions.
How this outcome advances cultural diversity: It expands equitable access and progression pathways that recognize different learner needs and reduce structural barriers.

Theme 4 DRAFT: Elevate Research and Scholarship Excellence
Strategic Objective: UMB will elevate, sustain, and grow research and scholarship excellence.
Highlighted Outcome #3: Foster strong and sustainable research talent at UMB by recruiting, developing, and retaining leading researchers across diverse and promising areas of expertise.
How this outcome advances cultural diversity: It strengthens representation and opportunity among researchers and research leaders and broadens scholarly perspectives and impact.

Theme 5 DRAFT: Accelerate Digital Transformation and Innovation
Strategic objective: UMB will accelerate innovation and digital transformation in a rapidly changing technological landscape.
Highlighted Strategic outcome #1: Provide resources for faculty, staff and students to gain digital literacy with emerging technologies for teaching, research, and service delivery, including awareness of data security, privacy, and responsible data stewardship.
How this outcome advances cultural diversity: It reduces inequities in access to technology-enabled learning, research, and services.

Theme 6 DRAFT: Deepen Community and Global Engagement
Strategic Objective: Advance global and community engagement excellence by cultivating trusting, high-impact collaborations in concentric circles starting with our Baltimore neighbors to national and international communities and partners.
Highlighted Strategic Outcome #2: Expand experiential learning in local and global settings to create equitable opportunities for students to engage meaningfully with communities and partners.
Highlighted Strategic Outcome #3: Enhance and support faculty and staff capacity for community and global engagement through professional development and strengthening of related structures, processes and outcomes.
How these outcomes advance cultural diversity: They create equitable, culturally responsive engagement opportunities and build institutional capacity to sustain them through training, structures, and measurable outcomes.

III. Process for Reporting Campus-based Hate Crimes[3] (Maryland Education Article 11-406)

Campus-based hate crime reporting process: UMB meets the requirement for having a process for reporting 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," through established reporting pathways and coordinated response protocols. The **Office of Accountability and Compliance (OAC)**[4] responds to reports of misconduct and hate crimes and supports institutional compliance (https://www.umaryland.edu/oac/).

Compliance statement: This plan is designed to meet the **compliance and reporting requirements** of Maryland Education Article 11-406, including required plan components, implementation timeline expectations, campus-based hate crime reporting processes, and the requirement to enhance cultural diversity programming and sensitivity through instruction and training.

IV. Plan to Enhance Cultural Diversity through Instruction and Training[5]

Instruction and training (statutory): UMB will enhance cultural diversity programming and sensitivity through instruction and training for the student body, faculty, and staff (Maryland Education Article 11-406(3)(1). This work will be addressed and led by the **Office of Inclusive Excellence and Institutional Effectiveness**, which will develop institutional capacity-building workshops, assessments, and institutional reports on progress towards the institutional plan for cultural diversity.

[3] 11-406 Article-Education: (2) (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

[4] UMB Office of Accountability and Compliance: Bias and Discrimination - Accountability and Compliance

[5] 11-406 Article-Education: (3) (1) 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.

UNIVERSITY of MARYLAND BALTIMORE

V. **Plan for Assessment and Reporting**[6]

- **Implementation Timeline (statutory)**[7]**:** Content for the plan for cultural diversity is in draft form and will be finalized by June 30, 2026. Implementation will begin in July 2026 (following plan finalization and leadership approval).

- **Implementation Strategy - School/Unit Goal Alignment**[8]**:** The Office of Inclusive Excellence and Institutional Effectiveness will review and approve school and unit goals related to and aligned with this Cultural Diversity Plan.

- **Assessment:** The plan for cultural diversity is integrated with UMB's Strategic Plan. Progress toward cultural diversity will be aligned with the Strategic Plan assessment that will occur **twice per year** (Mid-year review by **December 30th** and end-of-year review by **June 30th**) throughout the **five-year period ending in 2031**.

[6] 11-406 Article-Education: (3)(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.

[7] 11-406 Education Article: (a) (iii) A plan developed and implemented under this subsection shall include an implementation strategy and a timeline for meeting goals within the plan.

[8] 11-406 Education Article: (a) (iii) A plan developed and implemented under this subsection shall include an implementation strategy and a timeline for meeting goals within the plan

UNIVERSITY OF MARYLAND, BALTIMORE COUNTY

University of Maryland, Baltimore County (UMBC)
2026 - 2027 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

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 continued 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 2026 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 2026

The University of Maryland Center for Environmental Science (UMCES) recognizes the essential value that cultural diversity brings to our institution, scientific research, and graduate education. UMCES leadership and its broader community also appreciate that a work culture of respect, compassion, curiosity, inclusion and collegiality is essential for 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 that serve students and staff well, advance the Institution's goals, and strengthen the State of Maryland, and society at large.

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

UMCES has taken a broad, multi-pronged approach toward 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 Human Resources has also been actively participating in the USM-wide Segal Consultants staff study to determine if changes need to be made to exempt and nonexempt positions. As part of a regular compensation review, HR reviews equity requests for groups of positions when departments present possible issues. This would include staff and faculty equity reviews.

UMCES is also partnering with other USM institutions to recruit students from diverse backgrounds into our graduate programs. Maryland Sea Grant is expanding its engagement to the community college sector and strengthening existing relationships with Minority Serving Institutions (MSIs), including Morgan State University, Bowie State University, and UMES.

UMCES recently shifted funding toward a more robust Provost's Office which is now capable of applying for grants to support our cultural diversity efforts. The proposed BRIDGE Pathways (Building Research Inclusion and Discovery for Graduate Education) would strengthen UMCES's efforts to expand access and opportunity for students from historically underrepresented and underserved backgrounds by creating a clearer pathway from Frostburg State University into UMCES research, mentoring, and graduate education. Through paid summer research internships, structured mentoring, and stronger connections to UMCES graduate programs Master of Environmental Management (MEM) and the Marine-Estuarine-Environmental Sciences (MEES), the initiative would reduce financial, informational, and institutional barriers that limit participation in environmental STEM fields. BRIDGE Pathways would advance UMCES's commitment to cultural diversity, educational access, and building a more inclusive future STEM workforce within the University System of Maryland.

UMCES actively participates in the Young South East Asian Leadership Initiative (YSEALI) Professional Fellows Program, a U.S. Department of State initiative that brings emerging leaders from Southeast Asia to UMCES. By integrating these global perspectives, UMCES strengthens cultural competency across its professional landscape.

In our graduate courses, 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.

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.

The UMCES-wide Diversity, Equity, and Inclusion Collaborative (DEIC) is specifically positioned to help align to and advance the USM Goal 4, "Building a System-wide culture of Equity, Diversity, Inclusion, and Civic Engagement that values and celebrates all Maryland residents." In 2026 the UMCES DEIC acquired resources to facilitate this alignment. DEIC representatives began working with a subject-matter expert focusing on strategic goals on diversity, equity, inclusion, and belonging. This prioritization provides an opportunity for UMCES to more closely align with USM goals and objectives, which also supports the State of Maryland's goals on cultural diversity in higher education institutions.

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

To enhance cultural awareness among the UMCES community, the institution maintains a general priority to periodically assess the UMCES work climate. 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 retributions. This encourages honest feedback to inform continuous institutional improvement.

Additionally, an external organization was hired to provide confidential ombuds services for all UMCES community members. The ombuds actively promotes an inclusive environment and helps ensure that policies are being practiced equitably. Through the establishment of an ombuds function, UMCES now provides a resource to address issues related to conflict, power dynamics, and any other workplace problems that may arise. In 2026, the ombuds, in partnership with the DEI coordinator, plans to provide seminars and workshops centered around inclusive work environments.

To foster a more inclusive student experience, UMCES will expand its cohort-building efforts by formalizing a two-day orientation focused on foundational learning and team building. The institution will also increase the frequency of structured student gatherings to strengthen peer networks and will continue to support student-led groups, such as the American Association of University Women (AAUW) and the Society for Women in Marine Science (SWMS), to ensure a sustainable and diverse academic community.

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 is currently undertaking strategic planning and has ensured that all groups across UMCES are included in the decision-making process.

To demonstrate its investment in people, UMCES has recently committed additional funding, support, and resources to diversity initiatives at the institutional level. In December, 2025, UMCES hired a

Diversity, Equity, and Inclusion Collaborative (DEIC) Coordinator and expert to help UMCES develop a strategy that enhances equity, access, and student-centered support across the institution. The DEIC is integral to helping UMCES expand access for underserved populations, improving campus climate, and ultimately strengthening Maryland's diverse workforce. The DEIC meets bi-monthly to focus on diversity, equity, inclusion, and belonging related initiatives for the entire UMCES community. In 2026 UMCES will name an internal DEIC Chair and UMCES has also hired a part-time administrative assistant for DEIC support. This team will facilitate implementation of DEI-related strategic goals and planning for UMCES.

In addition to the UMCES DEIC, each of UMCES six units – spread across the State, 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. Each unit has its own internal work culture, traditions, and research focus, while 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.

For example, our Integration and Application Network is pursuing projects that address culturally significant issues and social vulnerability, such as evaluating climate change impacts at historical Underground Railroad sites and assessing climate resilience in low-income areas like downtown Cambridge. More informally, some units are hosting monthly DEI lunches or collaborative learning days for their labs, some have internal DEI-related training, while others are hosting gatherings with outside organizations aimed to improve engagement with underrepresented groups.

Process for Reporting Campus-based Hate Crimes

The anonymous reporting hotline remains in the developmental phase. Strategic next steps include implementation timelines, establishing robust governance and oversight structures, and formalizing collaboration with Human Resources and stakeholders. These efforts are designed to ensure a consistent and accessible approach to incident reporting and case management across the institution. UMCES is working toward complying with the intent of Maryland Senate Bill SB847 (2025)—the *Maryland Campus Accountability and Modernization to Protect University Students Act*— even though it did not pass - by fully implementing its anonymous reporting hotline for campus-based hate crimes.

Additional Resources Needed

Cultural diversity initiatives at UMCES are undertaken primarily by volunteers from among students, faculty research assistants, staff, faculty, and administrators. In 2026, UMCES piloted a new staffing approach for DEI work, shifting from a permanent staff model to a contractual staff model to meet its needs associated with cultural diversity programs and initiatives. This shift resulted in cost savings for the 2025-2026 school year. However, to continue program stability and to bolster progress, UMCES requires funding to maintain the current contractual staffing model.

UMCES has made progress on establishing the infrastructure necessary to enhance equity and expand access for underserved populations. To continue building upon this foundation, UMCES requires and is seeking additional grant support and funding. UMCES is heavily reliant on outside funding for our graduate students, so external grants are vital to recruit, retain, grow, and train our student body.

Additional funding will allow UMCES to continue implementation of its strategy to expand access for underserved populations, improve campus climate, and enhance equity and student-centered support across the institution.

UNIVERSITY OF MARYLAND
EASTERN SHORE



2026-2027 CULTURAL 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. 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 2026-2027 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 2025-26, 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 continues to work with appropriate shared governance groups, campus leadership, and external partners for guidance and advice while making some progress on the goals noted below.

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: 25%
- 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: 43%
  - 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: 38%
    - 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: 18%
    - 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: 33%
    - 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: 45%
    - 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

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University of Maryland Global Campus (UMGC)

Spring 2026

Institutional Cultural Diversity Report

UNIVERSITY OF MARYLAND
GLOBAL CAMPUS

University System of Maryland
2026-2027
Cultural Diversity Plan
Thursday, April 30, 2026

Section I. Cultural Diversity Plan

In accordance with §11-406 of the Education Article, the University of Maryland Global Campus 2025-2026 Cultural Diversity Plan will focus on several key priorities outlined in the University's Shaping the Future Strategic Plan 2024-2030:

- Continue to increase overall graduation rates and work toward closing any academic achievement gaps among all student demographic categories (Priority IV, Goal 4).
- Continue to expand service delivery initiatives and student success resources including English language learner options for students in the US and globally (Priority IV, Goal 4).
- UMGC is in the early stages of a possible collaboration with several HBCU's and USM institutions. The collaboration aims to enhance student success through course sharing, degree completion initiatives, reclamation of stop-outs, and robust UMGC support for course hosting. This collaborative effort seeks to leverage the strengths of each institution, expand educational access, and improve graduation rates among underrepresented students. (Priority IV, Goal 4).
- Continue to expand 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

406/687



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,

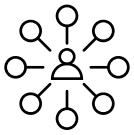
Gregory W. Fowler, PhD
President, University of Maryland Global Campus



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.

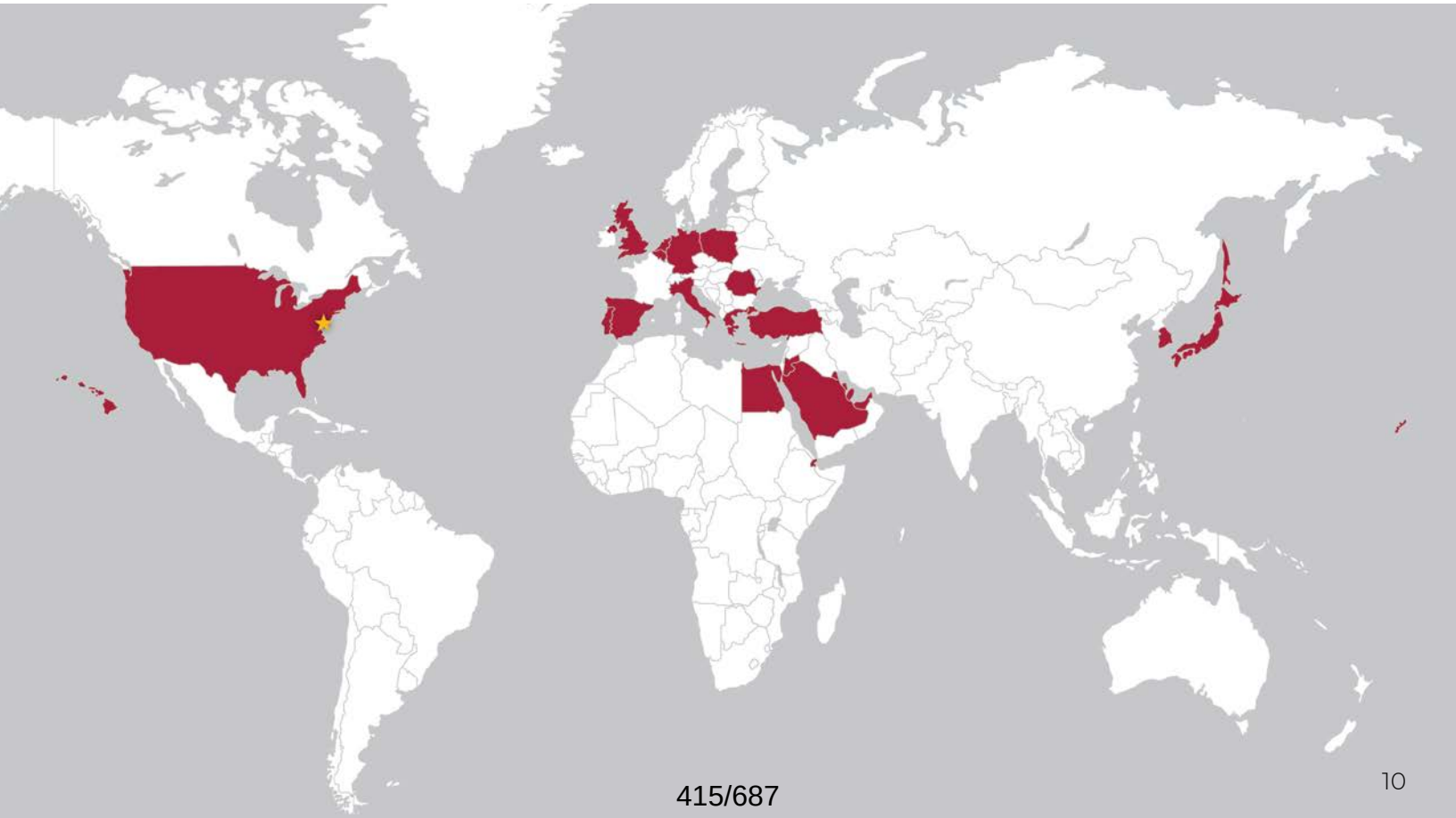
- **We are attuned to our learners' goals and put students first, measuring their success by how they achieve those goals,** starting from the moment they connect with UMGC. We prioritize enrollments in the *right* learning experiences—those that help learners achieve *their* goals—as a standard unit 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:

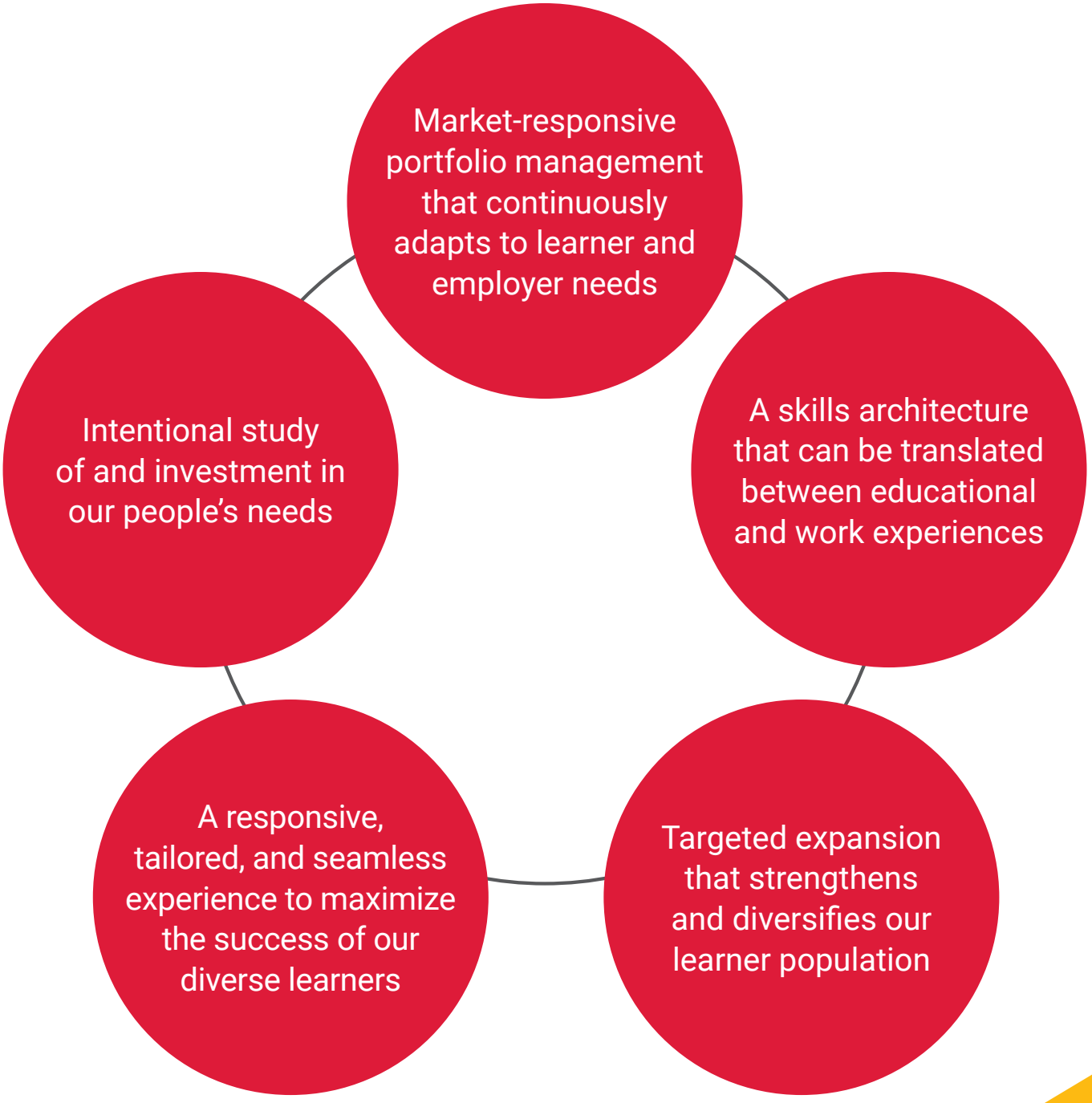
Teamwork, effective communication, and clarity of purpose drive success



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 themself 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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23-PRES-022 (9/23)

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: New Programs' 5-Year Enrollment Reviews, Fall 2021- Fall 2025

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: June 2, 2026

SUMMARY: As part of the ongoing review process of academic programs, the Committee receives data on the fall census enrollments of degree programs for the first five falls after their approval. The attached data are updated with the Fall 2025 enrollments of programs in the five-year review period.

It is important to note that not all programs are implemented in the year they are approved; most do not launch for at least a year so there is time for marketing. Depending on the approval dates from the Board of Regents and MHEC, recruitment and admission to the program may not begin until the next academic year. That means that year 1 in the following tables may be a "year zero" during which the program prepares to launch. In addition, admission to (and so enrollment in) an undergraduate program may not occur until the students have completed the required lower-division General Education or core courses, with the result that enrollments may not appear for two or even three years after initial approval. With those caveats in mind, the enrollment data reflect the relative accuracy for the projected enrollment submitted with the program proposal and provide an opportunity to judge the long-term viability of a new program prior to its first seven-year periodic program review.

ALTERNATIVE(S): This report is for information only.

FISCAL IMPACT: This report is for information only.

CHANCELLOR'S RECOMMENDATION: This report is for information only.

COMMITTEE RECOMMENDATION:	DATE: June 2, 2026
BOARD ACTION: This is for information.	DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992 Ellen Herbst 301-445-1923	awrynn@usmd.edu eherbst@usmd.edu

NEW PROGRAM 5-YEAR ENROLLMENT REVIEW
FALL 2021 – FALL 2025

New academic program enrollments are reviewed annually for a period of five years after initial approval. The Fall 2021 – Fall 2025 review comprises enrollment data for 104 approved new academic programs.

Each table shows the projected headcount enrollment for the first five years of each program, with the projections taken from the degree proposals approved by the Board of Regents and MHEC. Beside each projected enrollment appears the actual enrollment by program reported through the enrollment census.

Attention in the review is given to the relationship between the projected and the yearly actual program enrollments. With that in mind, it is important to note that most programs have not launched by the first fall after approval; year 1 is frequently a year 0 as the program procedures for marketing, recruitment, and admission are built out and executed. Thus, the analysis often calls for a comparison of year 2 actuals with year 1 projections.

Undergraduate programs may begin but not have enrollments recorded until the point when students can declare the major after early core requirements are completed. Also, these enrollment figures capture only students' primary major, not those who have the program as the second in a double major.

Staff reach out to institutions to discuss significant differences between projections and actuals. Footnotes summarize the rationale for gaps. Gaps that appear after year 3 receive more attention.

Institutions may combine degrees without requesting a new degree; for example, a program that has a 3+2 or 4+1 structure for a combined bachelor's and master's would not require special approval and would not appear here.

New Programs by Degree Type for the 5-Year Period

Degrees	**No. of Degrees**
Bachelor's (45 are BS)	54
Master's (35 are MS)	41
Doctorate	9
Total	**104**

New Program Enrollment Review Fall 2021 - Fall 2025

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2021		Fall 2022		Fall 2023		Fall 2024		Fall 2025	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
CSU	170300	Data Science [1]	B.S.	6/17/2021	15	**0**	31	**2**	47	**6**	63	**5**	84	**14**
CSU	041400	Applied Molecular Biology and Biochemistry	M.S.	9/18/2020	5	**2**	10	**1**	15	**5**	22	**6**	27	**4**
CSU	091500	Polymers and Materials Sciences	M.S.	9/18/2020	4	**2**	7	**5**	12	**6**	18	**4**	24	**7**
CSU	120101	Health Information Management [2]	M.S.	6/17/2021	15	**0**	22	**1**	30	**1**	42	**4**	51	**50**
UMB	129903	Health Professions Education	M.S.	2/19/2021	6	**0**	10	**6**	15	**12**	20	**6**	26	**30**
UMB	220100	Diversity Equity and Inclusion Leadership	M.S.	4/16/2021	9	**0**	14	**11**	20	**35**	24	**36**	24	**30**
UMB	120101	Palliative Care	PhD	6/17/2021	15	**12**	45	**22**	60	**34**	60	**45**	15	**50**
UMCP	079901	Social Data Science [3]	B.S.	6/17/2021	50	**0**	100	**25**	400	**67**	800	**103**	1200	**118**
UMCP	011301	Fermentation Science[4]	B.S.	6/17/2021	12	**0**	23	**1**	46	**1**	52	**3**	58	**7**
UMCP	010101	Extension Education[5]	M.Ed	4/16/2021	10	**0**	20	**6**	20	**6**	20	**6**	20	**7**
UMES	060501	Digital Media Studies[6]	B.A.	9/18/2021	20	**16**	25	**32**	30	**54**	40	**63**	50	**70**
UMES	083503	Sport Management	B.S.	2/19/2021	15	**0**	27	**31**	38	**60**	48	**91**	48	**89**
UMGC	070300	Data Science [7]	B.S.	4/16/2021	50	**0**	75	**335**	100	**658**	125	**827**	125	**1013**

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years.

[1] The CSU BS in Data Science launched Fall 2022. It is being promoted to lower-division undergraduates who have not yet declared a major and to transfer students.
[2] The CSU MS Health Information Management program began Fall 2022. The pandemic may have impacted health care workers' time for a master's.
[3] The UMCP Social Data Science program did not launch until Fall 2022. Projections will be revisited.
[4] The UMCP BS in Fermentation Science did not launch until Fall 2024.
[5] The UMCP M.Ed. In Extension Education did not launch until Fall 2022.
[6] The UMES Digital Media Studies B.S. is listed as "Digital Media Arts" in the State program taxonomy and needs to be amended.
[7] The UMGC BS in Data Science degree exceeded enrollment projections.

Updated: January 2025 -- University System of Maryland Office of Institutional Research

New Program Enrollment Review Fall 2022 - Fall 2026

Inst.	HEGIS	Program Name	Degree Level	EPSLS Approved	Enrollments									
					Fall 2022		Fall 2023		Fall 2024		Fall 2025		Fall 2026	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
BSU	070221	Cyber Operations Engineering	B.S.	5/10/2022	9	**0**	13	**5**	19	**17**	29	**43**	39	
BSU	170220	Data Science [1]	B.S.	5/10/2022	11	**0**	21	**2**	31	**4**	41	**13**	51	
BSU	150900	Philosophy, Politics, and Economics	B.S.	5/10/2022	5	**0**	8	**1**	11	**4**	14	**17**	17	
BSU	070121	Software Engineering[2]	B.S.	5/10/2022	11	**0**	16	**5**	21	**5**	31	**24**	41	
BSU	041600	Applied Biotechnology and Molecular Biology [3]	M.S.	5/10/2022	9	**0**	18	**3**	18	**9**	27	**14**	27	
BSU	079900	Internet of Things and Internet Technology	M.S.	5/10/2022	10	**0**	12	**14**	14	**12**	16	**5**	18	
CSU	082700	Teacher Leadership	M.Ed.	5/10/2022	5	**0**	12	**21**	19	**42**	24	**19**	36	
FSU	229921	Multidisciplinary Studies [4]	B.S.	5/10/2022	16	**3**	20	**9**	25	**8**	28	**8**	32	
FSU	120321	Nursing	B.S.	5/10/2022	30	**0**	60	**22**	60	**43**	60	**121**	60	
FSU	120323	Licensed Practical Nurse/Nursing [5]	B.S.	5/10/2022	40	**0**	80	**25**	80	**104**	80	**52**	80	
SU	120120	Health Science [6]	B.S.	5/10/2022	8	**5**	18	**85**	30	**120**	44	**146**	52	
TU	210321	Fitness and Wellness Leadership [7]	B.S.	5/10/2022	80	**7**	150	**45**	230	**61**	320	**49**	420	
TU	083321	Computer and Mathematical Sciences	B.S.	9/14/2021	11	**3**	16	**12**	21	**17**	24	**24**	25	
UMB	120121	Clinical Informatics [8]	M.S.	9/14/2021	9	**0**	20	**4**	25	**6**	30	**13**	30	
UMCP	070221	Technology and Information Design [9]	B.A.	9/14/2021		**10**		**67**		**107**		**130**		
UMCP	050120	Business Administration [10]	D.B.A.	11/8/2021	17	**0**	34	**6**	51	**12**	51	**25**	51	

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years.

[1] The BSU BS in Data Science launched in Fall 2023. The program expects to meet projections.
[2]The BSU BS in Software Engineering launched in Fall 2023. The program expects to meet projections.
[3] The BSU Applied Biotechnology master's launched in Fall 2023. Marketing materials were adjusted, and the program expects to meet projections.
[4] The FSU BS in Multidisciplinary Studies soft launched in Fall 2022.
[5] The FSU Licensed Practical Nurse/Nursing B.S. is an online, part-time program. The online program exceeded projections.
[6]The SU BS in Health Science program exceeded enrollment projections.
[7] The TU Fitness and Wellness Leadership program launched in Fall 2022 with no lead time for marketing.
[8] The UMB program launched in 2023. It is expected to meet enrollment projections over time.
[9] The UMCP Technology and Information Design B.A. does not have enrollment projections in the 2021 program approval. Program launched in Fall 2023.
[10] The UMCP DBA program launched in Fall 2023. It is expected to meet projections.

Updated: January 2025 -- University System of Maryland Office of Institutional Research

New Program Enrollment Review Fall 2023 - Fall 2027

Inst.	HEGIS	Program Name	Degree Level	EPSLS Approved	Enrollments									
					Fall 2023		Fall 2024		Fall 2025		Fall 2026		Fall 2027	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
BSU	120100	Public Health Informatics and Technology	B.S.	1/10/2023	16	**15**	31	**51**	47	**77**	62		78	
BSU	120200	Health Services Administration	B.S.	1/10/2023	16	**16**	31	**52**	47	**74**	62		78	
BSU	082800	Counselor Education and Supervision	Ph.D.	5/11/2023	6	**0**	12	**21**	18	**30**	24		30	
CSU	092500	Cybersecurity Engineering	B.S.	1/10/2023	20	**2**	34	**32**	56	**47**	76		99	
FSU	080800	Elementary/Special Education Dual Certification	B.S.	1/10/2023	5	**0**	15	**12**	25	**26**	35		55	
FSU	042001	Environmental Science	B.S.	3/14/2023	11	**4**	11	**17**	16	**20**	17		22	
FSU	042000	Environmental Management and Sustainability [1]	M.S.	1/10/2023	5	**2**	7	**5**	9	**5**	11		12	
SU	080201	Elementary Education w/ Dual Cert. in Early Childhood Education	B.S.	9/20/2022	14	**40**	17	**60**	21	**67**	25		29	
TU	220400	Economic Analytics [2]	M.S.	1/10/2023	10	**0**	20	**7**	24	**126**	27		31	
TU	060103	Communication and Advocacy [3]	M.A.	5/11/2023	18	**0**	35	**8**	38	**10**	42		50	
TU	129900	Autism Studies [4]	Ph.D.	3/14/2023	7	**0**	14	**9**	21	**13**	21		21	
UBalt	200103	Industrial and Organizational Psychology [5]	M.S.	3/14/2023	35	**0**	40	**20**	44	**23**	48		52	
UBalt	200104	Counseling [6]	M.S.	3/14/2023	97	**0**	99	**106**	99	**113**	101		101	
UMB	120700	Medical Science	D.M.Sc.	11/15/2022	10	**8**	20	**8**	30	**8**	40		40	
UMBC	070101	Cybersecurity	M.S.	6/5/2023	111	**0**	134	**58**	137	**143**	157		168	
UMCP	122004	Hearing and Speech Sciences [7]	M.A.	1/10/2023	1	**0**	1	**0**	1	**0**	1		1	
UMES	090500	Biomedical Engineering [8]	B.S.	11/15/2022	18	**0**	35	**16**	52	**24**	69		86	
UMES	130300	Fashion Merchandising and Design [9]	B.S.	11/15/2022	45	**7**	50	**18**	55	**48**	60		75	
UMES	130100	Human Ecology [10]	M.S.	11/15/2022	15	**0**	20	**12**	25	**14**	30		40	
UMES	079900	Data Science and Analytics Engineering [11]	M.S.	11/15/2022	10	**0**	15	**5**	20	**5**	25		30	
UMES	909905	Electrical and Mechatronics Engineering [12]	M.S.	11/15/2022	11	**0**	17	**3**	23	**4**	29		36	
UMES	090100	Applied Computing and Engineering	Ph.D.	11/15/2022	10	**6**	15	**18**	25	**19**	30		35	
UMGC	070102	Applied Technology	B.S.	1/10/2023	25	**69**	100	**224**	200	**369**	300		400	
UMGC	200400	Clinical Professional Counseling	M.S.	5/11/2023	25	**0**	49	**18**	71	**59**	93		111	

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years.

[1] The FSU MS Environmentl Management and Sustainability (partnered with UMCES) is expected to meet enrollment.
[2] The TU MS in Economic Analytics launched in Fall 2024; enrollment has exceeded expectations.
[3] The TU MS in Communication and Advocacy did not launch until Fall 2024.
[4] TheTU PhD in Autism Studies did not launch until Fall 2024. The program is expected to meet projections over time.
[5] This UBalt program had enrollment as part of an MS that split, but MHEC did not iniitally provide a unique HEGIS for reporting enrollment.
[6] This was also part of the program split, and MHEC did not provide a unique HEGIS for reporting. The enrollment system had an initial error for FY25.
[7] The UMCP MA in Hearing and Speech Sciences is designed to be a terminal degree if someone opts not to complete the PhD, so enrollment is should be low.
[8] The UMES BS in Biomedical Engineering launched in Fall 2024.
[9] The UMES BS in Fashion Merchandising and Design is expected to meet enrollment over time.
[10] The UMES MS in Human Ecology launched in Fall 2024. Additional delivery flexibility is being explored.
[11] The UMES MS in Data Science and Analytics Engineering launched in Fall 2024. There is pipeline development in progress.
[12] The UMES MS in Electrical and Mechatronics Engineering launched in Fall 2024. Out-year projections will be reviewed.

Updated: January 2025 -- University System of Maryland Office of Institutional Research

New Program Enrollment Review Fall 2024 - Fall 2028

Inst.	HEGIS	Program Name	Degree Level	EPSLS Approved	Enrollments									
					Fall 2024		Fall 2025		Fall 2026		Fall 2027		Fall 2028	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
BSU	079901	Virtual Reality and Gaming [1]	B.S.	5/14/2024	13	**0**	16	**2**	24		33		40	
SU	060101	Public Communication [2]	M.A.	1/16/2024	10	**0**	18	**7**	23		26		29	
SU	190201	Engineering Physics [3]	B.S.	4/12/2024	25	**1**	27	**0**	28		31		33	
SU	129908	Music Therapy [4]	B.A.	4/12/2024	3	**0**	5	**0**	7		10		12	
TU	041400	Biophysics [5]	B.S.	4/12/2024	7	**0**	17	**209**	24		34		40	
TU	190201	Interdisciplinary Physics [6]	B.S.	4/12/2024	2	**0**	5	**0**	8		11		13	
UBalt	059905	Artificial Intelligence for Business [7]	M.S.	4/12/2024	10	**3**	35	**12**	40		50		55	
UMCP	121405	Global Health [8]	B.S.	11/29/2023	60	**0**	175	**33**	330		330		330	
UMCP	079902	Data Science [9]	M.S.	11/29/2023	124	**310**	124	**364**	124		124		124	
UMCP	079903	Applied Machine Learning [10]	M.S.	11/29/2023	73	**175**	73	**256**	73		73		73	
UMCP	041900	Bioinformatics and Computational Biology	M.S.	11/29/2023	18	**21**	18	**14**	18		18		18	
UMCP	221001	International Relations [11]	B.A.	4/12/2024	330	**0**	330	**237**	330		330		330	
UMCP	221002	International Relations [11]	B.S.	4/12/2024		**0**		**6**						
UMCP	170305	Quantum Computing	M.S.	4/12/2024	18	**13**	18	**23**	18		18		18	
UMES	070101	Gaming and Software Engineering [12]	B.S.	11/29/2023	20	**3**	25	**10**	30		30		30	
UMES	121800	Doctor of Veterinary Medicine [13]	DVM	11/29/2023	100	**0**	190	**0**	275.5		275.5		275.5	
UMES	051001	Aviation Maintenance Management [14]	B.S.	4/12/2024	45	**122**	55	**169**	90		90		90	

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years.

[1] The BSU BS in Virtual Reality and Gaming did not launch until Fall 2025. Most enrollments in new majors do not show up until year 3 or 4.
[2] The SU MS in Public Communication launched in Fall 2025.
[3] The SU BS in Engineering Physics did not launch until Fall 2025 and is a transition from an area of concentration. Projections will be revisited in two years.
[4] The SU BA in Music Therapy soft launched in Fall 2025 as the acceditor required delayed marketing. Fall 2026 is functionally year 1.
[5] The TU BS in Biophysics exceeded projections.
[6] The TU BS in Interdisciplinary Physics did not launch until Fall 2025; new majors may not appear in enrollment until years 3 or 4.
[7] The UBalt MS in AI for Business did not hard launch until Fall 2025. Enrollment is projected to grow, and out-year projections will be reviewed.
[8] The UMCP BS in Global Health did not launch until Fall 2024; majors may not show until year 3. Federal changes may slow program growth.
[9] The UMCP MS in Data Science enrollments exceeded expectations.
[10] The UMCP MS in Applied Machine Learning enrollments exceeded expectations.
[11] The UMCP bachelor's in International Relations has a BS and a BA option; the projections are for both options. It launched Fall 2025 and should meet projections.
[12] The UMES BS in Gaming and Software Engineering is expected to meet enrollment once students have a chance to enter the major.
[13] The UMES DVM requires a longer on-ramp to launch as part of the accreditation process. It will launch in Fall 2027, and enrollment is expected to meet projections.
[14] The UMES BS in Aviation Maintenance Management program includes stacked certificates; enrollment exceeded projections.

Updated: Feb 2026 -- University System of Maryland Office of Institutional Research

New Program Enrollment Review Fall 2025 - Fall 2029

Inst.	HEGIS	Program Name	Degree Level	EPSLS Approved	Enrollments									
					Fall 2025		Fall 2026		Fall 2027		Fall 2028		Fall 2029	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
BSU	100800	Dance [1]	B.A.	05/15/2025	**5**	**0**	5		10		10		15	
BSU	079910	Artificial Intelligence [1]	B.S.	05/15/2025	10	**0**	12		18		40		50	
BSU	050200	Accounting [1]	B.S.	01/30/2025	40	0	70		83		95		115	
BSU	109901	Immersive Media, Entertainment, and Gaming [1]	B.S.	12/03/2024	10	**0**	16		24		33		40	
BSU	131401	English for Speakers of Other Languages (ESOL) [1]	M.Ed.	09/03/2024	0	**0**	14		18		22		26	
FSU	100500	Music [2]	B.M.	05/15/2025	18	**42**	17		20		23		28	
FSU	070100	Applied Computer Science [3]	B.S.	04/03/2025	5	**37**	12		21		29		40	
SU	092240	Coastal Engineering [4]	B.S.	12/03/2024	8	**0**	17		29		40		45	
SU	041400	Biochemistry and Molecular Biology [4]	B.S.	05/15/2025	24	**2**	6		8		8		8	
UBalt	079903	Artificial Intelligence for IT Operations [5]	B.S.	12/03/2024	5	**1**	23		30		37		44	
UBalt	079901	User-Centered Cybersecurity [5]	M.S.	12/03/2024	2	**0**	21		22		23		24	
UMB	129905	Trauma Sciences [6]	M.S.	01/30/2025	10	**0**	23		32		46		64	
UMB	120124	Medical and Health Studies	M.S.	12/03/2024	3	**0**	3		3		4		4	
UMB	129904	Artificial Intelligence for Drug Development [7]	M.S.	12/03/2024	0	**18**	56		54		54		54	
UMB	511503	Doctor of Social Work [8]	D.S.W.	09/03/2024	0	**0**	15		33		51		54	
UMCP	070203	Information [9]	M.S.	05/15/2025	3	**0**	3		4		4		5	
UMCP	799904	Artificial Intelligence [9]	M.S.	05/15/2025	9	**0**	20		20		20		20	
UMCP	069900	Global Culture and Thought [9]	B.A.	05/15/2025	10	**0**	20		20		20		20	
UMCP	210600	Global and Foreign Policy [9]	B.A.	05/15/2025	25	**0**	75		150		200		250	
UMCP	110101	Public Service Interpreting and Translation [9]	B.A.	05/15/2025	15	**0**	15		15		15		15	
UMCP	041902	Biostatistics [9]	M.S.	01/30/2025	3	**0**	5		5		5		5	
UMCP	041901	Biostatistics [9]	Ph.D.	01/30/2025	3	**0**	5		5		5		5	
UMCP	270305	Climate Finance and Risk Management [9]	M.S.	09/03/2024	25	**0**	30		40		40		40	
UMES	170100	Mathematics [9]	B.S.	05/15/2025	5	**0**	15		15		15		15	
UMES	050800	Private Club and Resort Management	B.S.	05/15/2025	15	**65**	20		25		25		25	
UMES	090900	Electrical Engineering [10]	B.S.	04/03/2025	18	**0**	35		52		69		86	
UMES	091000	Mechanical Engineering [10]	B.S.	04/03/2025	15	**0**	35		52		69		86	
UMGC	110102	Artificial Intelligence [11]	B.S.	09/03/2024	155	**0**	483		804		1049		1254	
UMGC	050700	Sustainable Value Chain	B.S.	09/03/2024	66	**70**	133		190		217		232	
UMGC	050700	Operations Management [12]	M.S.	09/03/2024	131	**0**	199		266		297		331	
UMGC	520213	Innovation and Entrepreneurial Leadership [12]	M.S.	09/03/2024	124	**0**	212		285		308		340	
UMGC	430301	Homeland Security Leadership	M.S.	09/03/2024	131	**0**	243		330		365		412	
UMGC	430104	Public Safety Leadership	M.S.	09/03/2024	131	**0**	243		330		365		412	
UMGC	070127	Applied Artificial Intelligence [11]	M.S.	05/15/2025	90	**0**	196		310		439		476	

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years.

Notes:

[1] These BSU programs were planned to launch no earlier than Fall 2026, so no enrollment was expected for Fall 2025.
[2] FSU has strong undergraduate music enrollment, but MHEC may have fused the BS and BM degrees in the enrollment report.
[3] The FSU Applied Computer Science program has exceeded projections; it will also be available through USMH.
[4] Students are not entered into these majors upon entry to SU; Biochem and Molecular Biology was to launch Fall 2026.
[5] MHEC approval was later in spring 2025, so Fall 2025 was a soft launch.
[6] This UMB program was planned to launch in Fall 2026.
[7] The UMB progam launched earlier than expected.
[8] MHEC approved the DSW but said it could launch no earlier than Fall 2026.
[9] All these UMCP programs were not expected to launch until Fall 2026.
[10] These UMES programs were planned to launch in Fall 2026.
[11] These UMGC programs have a proposed start date of Fall 2026.
[12] These UMGC programs are now planned for a Fall 2027 launch.

Updated: April 2026 - University System of Maryland Office of Institutional Research

TOPIC: Results of Periodic Reviews of Academic Programs, 2024-25

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: June 2, 2026

SUMMARY: At its meeting in June 2003, the Board of Regents delegated to the Chancellor the authority to approve institutional reports on the review of existing academic programs. Existing academic programs are required to conduct a self-study with an external review component at least once every seven years. Each USM institution follows a review process that was approved previously by the Regents. A summary report is then submitted to USM. The format for these summary reports is standardized and includes information on enrollments and degrees awarded, internal and external review summaries, and institutional recommendations that are part of an action plan approved by a dean or provost or both.

The self-study for the periodic program review is conducted by the program the academic year before the summary report is submitted to USM. The self-study is read by external reviewers as part of their review process; they submit a report to the program that becomes a part of the full program review report. The institution then prepares the USM summary report. Institutional action plans within the reports are key elements of review as part of demonstrating to institutional accreditors that the university engages in assessment and continuous improvement.

These reports are reviewed by staff in the USM Office of the Senior Vice Chancellor for Academic and Student Affairs, and any questions or requests are shared with the institutions for appropriate action prior to final submission to leadership. These requests may be for additional information or for additional action following program reviews. Copies of the complete program review summaries are available from the USM Office of Academic and Student Affairs.

The following narratives and data tables provide information on enrollment and degrees awarded during the five years prior to the report submission. Programs with specialized accreditation and those that have seen low enrollment are addressed in more detail.

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**: June 2, 2026
BOARD ACTION:	**DATE**:
SUBMITTED BY: Alison Wrynn 301-445-1992	**EMAIL**: awrynn@usmd.edu

AY 2024-25 Periodic Review of Academic Programs

Existing academic programs are required to conduct a self-study with an external review component at least once every seven years. Programs may use specialized accreditation procedures for their self-study and external review process. Programs that are not yet seven years old do not need to be reviewed. Self-studies may be conducted for a single program or related programs may be reviewed together (e.g., a bachelor's, master's, and doctorate in chemistry), although each program will receive individual attention as part of that process. Certificates that are embedded within other degrees should be reviewed with the parent program. The process of program review is important to institutional accreditation, which requires demonstration of assessment and continuous improvement.

Programs then submit a summary report to USM. A format for the reports is standardized and includes information on enrollments and degrees awarded, internal and external reviews, and institutional recommendations and actions. Each summary report is reviewed by staff in the USM Office of the Senior Vice Chancellor for Academic and Student Affairs, and any special issues are shared with leadership. Every program review summary includes an action plan to describe the plan for continuous improvement.

A total of 158 academic programs were reviewed during the 2024-2025 period program review period. (The number is higher if we add specialized concentrations in academic nursing.) The total number of programs reviewed by year can easily vary by double-digit percentage points from year to year, in either direction, without there necessarily being a meaningful pattern. While the initial schedules of program reviews had symmetry across years, over time, there have been changes tied to when accreditation visits take place or there are individual circumstances that merit a delay (e.g., a program director changes around the time of self-study). Consequently, there may be years when an institution has many programs and years when there are few. Institutions may opt to have a review cycle that is less seven years for one or more programs if that aligns better with internal assessment schedules or accreditation visits.

The enrollment and information system processes for certificates that are undertaken while a student is also pursuing a degree can make it difficult to ascertain precise enrollment in a certificate. USM and institutions have accurate data for certificate completions, but students may take courses toward a certificate and not apply for certificate admission until the certificate is partly or even completely done. For that reason, it is possible for us to see more completions of certificates than we have seen for the enrollment numbers.

Number of Programs Reviewed

Bachelor's:	57	(with BA/BS options treated as one program; BFA, BMus. distinct)
Master's:	42	
Doctorates:	16	
Certificates:	43	(includes both stand-alone and stackable certificates)

Results of Program Accreditation Reviews

Specialized accreditation may be available to individual programs or to groups of programs in departments or schools. Not all programs have such an option available to them. This kind of designation is usually associated with professional programs rather than liberal arts programs. Specialized accreditation in general requires documentation of continuous improvement toward clear program and student achievement outcomes, and standards may be related to the licensure of professionals. Of the 115 degree programs reviewed for this cycle, **33 have specialized accreditation** through the program or school. (This count considers BA and BS options as one program; MHEC has recently required different HEGIS codes for BA and BS options, but that decision does not affect the programs reviewed in this cycle.) Some programs may have more than one specialized accreditation, such as certain education programs. Other programs are preparing to seek specialized accreditation.

Coppin State University

*The **Commission on Collegiate Nursing Education (CCNE)** conducted its reaccreditation site visit in 2023. The CCNE accreditation applies to the following programs in the Helene Fuld School of Nursing:*

- ***Bachelor of Science in Nursing (BSN);***
- ***Master of Science in Nursing (MSN);***
- ***Doctor of Nursing Practice (DNP), and***
- ***Advanced Practice Registered Nursing (APRN) Certificate of Advanced Study Certificate.***

The CCNE resulted in several recommendations. A follow-up report was submitted demonstrating the NCLEX pass rate has risen and meets the CCNE goal. An additional faculty member was needed, and a search was conducted and an offer made. There was a concern that the Student Leaming System (HESI) was not sufficiently supporting students in NCLEX preparation. Since 2023, the undergraduate nursing faculty voted unanimously for adopting Assessment Technologies Institute (ATI), as it is projected to significantly enhance the program's curriculum, faculty development, and student learning and increase NCLEX's success. The adoption and integration of ATI will ensure the currency of the curriculum and will be used as an opportunity to streamline content and reduce content saturation and redundancy. ATI will provide resources that will foster innovative ways of teaching and learning based on evidence-based inclusive practices.

During the April 26-28, 2022 CCNE meeting, the Doctor of Nursing Practice program received re-accreditation for 10 years, extending through 2032. Further, during the Fall 2024 semester the Post Master's to DNP program submitted a substantive change to MHEC notifying the Commission of its intent to commence admitting students to the online Post-Master's to DNP program, which was originally approved in 2010.

Frostburg State University

***The Bachelor of Science in Social Work** is accredited by the **Council on Social Work Education (CSWE)**, which was confirmed after a 2024 site visit. The program is well respected in the community, which speaks to the quality of reciprocity in practicum placements. Furthermore, faculty offer a diversity of experiences that benefit the program's students. The CSWE site visit*

noted some program vulnerability given enrollment and the turnover of some experienced faculty. The department is therefore committed to completing re-accreditation with CSWE by addressing program enrollment and retention, building more experiential learning opportunities in the field, and undergoing curricular review to ensure such opportunities align with accreditation competencies. Moving forward, the goals of the social work department are to: (1) prepare for re-accreditation process by ensuring the department has the necessary faculty to meet Council on Social Work Education standards; (2) increase enrollment using a variety of strategies, including recruitment of transfer students from community colleges across the region; 3) collaborate with Student Affairs to offer experiential learning opportunities and field education; and 4) undergo a curricular review to ensure all courses offer experiential learning opportunities that align with social work competency development. The program is hiring a Director of Field Experience, which was also recommended by the site visit team.

Salisbury University

*The **Bachelor of Science in Public Health** is accredited by the **Council on Education for Public Health (CEPH**). Public Health majors experience strong academic quality, success, employment and continuing education post-degree; however, the department has faced enrollment declines since the emergence of Covid-19. The department acknowledges challenges stemming from confusion with other health-related programs on campus, limited visibility, and declines in financial resources. The program will pursue growth opportunities are opportunities given Maryland's workforce demands through new general education course offerings, potential online/hybrid course expansion, and partnerships with local health organizations.*

Towson University

*Numerous business programs in the College of Business & Economics fall under the accreditation of **AACSB International** (formerly the Association to Advance Collegiate Schools of Business):*

- ***BA, BS, and MS Accounting;***
- ***BA, BS, Business Administration and UDC Entrepreneurship;***
- ***BS Business Systems & Processes;***
- ***MS, PBC in Supply Chain Management;***
- ***MS Interactive Marketing and PBC in Marketing Intelligence**.*

The last AACSB site visit took place in fall 2022 and the report was finalized in 2023, with the next review scheduled for 2028, following the typical AACSB cycle. Across all programs, external reviewers consistently praised faculty-student engagement, curricular relevance to industry, and student-centeredness. Common strengths include committed faculty, steady enrollment in most programs, recent curricular updates reflecting workforce demands, and strong industry partnerships. Common challenges included insufficient physical space, aging infrastructure, limited financial resources, and the need for enhanced recruitment and retention strategies. Since the reaccreditation visit and report, the programs have taken proactive steps to expand recruitment efforts, revise capstone projects to incorporate company-sponsored initiatives, strengthen partnerships with professional organizations, incorporate industry-relevant content into coursework, and allocate resources for instructor training and international student support.

*The **MS Physician Assistant Studies** has "Accreditation-Continued" status as of 2025 as conferred by the **Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).** That status is in place through the next site visit in 2033. The program has made a number of improvements over the past four years, which has resulted in the reaffirmation of accreditation. The program had long been a joint endeavor with the Community College of Baltimore County, but changes in accreditation resulted in Towson assuming full control of the program c.2017 and requiring significant adaptations. In 2021, the program entered probationary status by the ARC-PA after pass rates on the Physician Assistant National Certifying Examination (PANCE) fell below guidelines; in 2023, a lack of documented clinical sites extended the probation. The program then undertook rigorous improvement efforts to address, among other actions, implementing ongoing self-study processes, implementing clear and systematic review of courses and clinical rotations, and improving the delivery of the didactic curriculum. The new Health Professions Building will expand experiential learning opportunities supporting success in the acquisition of clinical skills. The program's action plan includes thorough ongoing assessment.*

The University of Baltimore

The following programs in the Merrick School of Business fall under the accreditation of the AACSB, which the University holds through 2030:

- ***BS Information Systems and Technology Managemen**t;*
- ***BS Business Administration**; **UDC Accounting***
- ***MBA, PBC in Organizational Leadership, PBC in Business Fundamentals***
- ***MS Accounting and Business Advisory Services online***
- ***PBCs in Accounting Fundamentals, Government Financial Management, and Business Valuation***
- ***MS Accounting and Business Advisory Services (with TU)***
- ***MS Finance***

The AACSB site visit occurred in October 2024 and reaccreditation for the full cycle was confirmed in early 2025. There are a number of common strengths among these programs, including the assessment program, a faculty who are committed to excellent instruction, student success, and well-being, while having high research productivity. The school houses significant peer-review journals: two Production and Operations Management (listed on the Financial Times Top 50 journals) and Management and Business Review. There are also opportunities identified by internal and external reviewers to enhance enrollment, including the attractiveness of Baltimore in regional and local terms (communities, resources, and tech hub status). Furthermore, there are opportunities for increased numbers of corporate partnerships. AACSB also recommends that the school address faculty flexibility for scheduling that aligns with the needs of working adult learners who comprise the majority of UBalt's students and update its societal impact strategies consistent with the university mission.

*The University of Baltimore **Master of Public Affairs (MPA)** is accredited by the **Network of Schools of Public Policy, Affairs, and Administration (NASPAA**), which is overseen by its Commission on Peer Review and Accreditation (COPRA). The NASPAA team complimented the faculty, the sense of belonging and success among students, the approach to advising at credit milestones embedded in*

the program, as well as the assets of the Schaefer Center (particularly for internships and fellowships), as well as the alumni network. The program has a plan and has already begun to address NASPAA's recommendations, including increased marketing and promotion, reviewing online course delivery and planners, streamlining and clarifying course offerings, and more optimally tapping into assets such as the Schaefer Center and the MPA Alumni Board.

University of Maryland, Baltimore

*The **Commission on Collegiate Nursing Education (CCNE)** has reaffirmed that accreditation of the following programs at UMB for the full 10-year period through June, 2035:*

- ***Bachelor of Science in Nursing (BSN);***
- ***Master of Science in Nursing (MSN) – note that this program has several concentrations;***
- ***Doctor of Nursing Practice (DNP); and***
- ***The post-graduate APRN certificate programs:***
    - ***AGACNP/CNS*** Adult-Gerontology Acute Care Nurse Practitioner / Adult-Gero. Clinical Nurse Specialist
    - ***AGPCNP*** Adult-Gerontology Primary Care Nurse Practitioner
    - ***NFP -****Nurse Family Practice*
    - ***CRNA/NA*** *– Certified Registered Nurse Anesthesiologist*
    - ***PNP-A*** Pediatric Acute Care Nurse Practitioner
    - ***PNP-P -*** *Pediatric Primary Care Nurse Practitioner*
    - ***PMHNP*** Psychiatric Mental Health Nurse Practitioner
    - ***PM-DNP without Specialty***
    - ***NNP (AoC)*** - Neonatal Nurse Practitioner

CCNE determined that UMSON's programs substantially met all four accreditation standards, with no compliance concerns identified in any of the key elements. The next on-site evaluation is scheduled for Fall 2034, and a Continuous Improvement Progress Report (CIPR) is due by June 1, 2030. The School of Nursing consistently ranks in the top 20 schools in the United States.

Although the final MSN Clinical Nurse Leadership cohort was admitted in Fall 2023, the program's legacy of supporting student achievement continues through its transition to the new generalist MSN Entry-into-Nursing program (MSN-E). UMSON remains firmly dedicated to academic excellence and continuous improvement, using outcomes data to guide and refine strategies that promote student success across all programs.

UMB offers five post-baccalaureate certificate (PBC) programs in nursing (nursing informatics, teaching nursing in the health professions, global health, substance use and addiction nursing, environmental health). PBC coursework may fulfill elective requirements within the Master of Science in Nursing (MSN), Doctor of Nursing Practice (DNP), and Doctor of Philosophy (PhD) programs. Although post-baccalaureate certificate programs are not individually accredited by CCNE, elective coursework is considered during the accreditation review process. Additionally, each PBC program completes a Specialty Curriculum Program Evaluation (SCoPE) review every three years, which is presented to the MSN curriculum committee. The SCoPE report includes a review of course descriptions and objectives; faculty biographies; summary of advisory board activities; statistical data on admissions, graduation, student diversity, and course evaluations; a crosswalk table of courses to relevant professional nursing standards and competencies guidelines; and

SWOT analysis. The goal of the triennial SCoPE review is to ensure each certificate program remains academically rigorous, professionally relevant, and responsive to evolving healthcare needs.

- ***CRNA/NA (Certified Registered Nurse Anesthesiologist)***

In November 2017, the ***Council on Accreditation of Nurse Anesthesia Educational Programs*** *(COA) granted UMSON a 10-year accreditation, retroactively effective as of October 18, 2017, and extending through fall 2027. In its accreditation letter, the COA noted that very few programs are awarded accreditation without a required progress report, and even fewer receive the maximum 10-year term. As part of routine mid-cycle review, UMSON submitted confidential and anonymous faculty and student evaluations in 2022. An on-site visit conducted by COA in June 2023 reaffirmed the program's quality, resulting in continued accreditation status.*

The Council on Social Work Education (CSWE) *has reaffirmed the accreditation of the* ***Master of Social Work*** *within the School of Social Work for the full 8-year period (to 2032). The MSW programs is one of the largest in the US. After the visit, CSWE had one question and requested the MSW program to provide an update on written policies and criteria for supporting student safety and evaluating student learning in practicum settings. The SSW submitted this information in a progress report, and it was accepted in July of 2025. There were no recommendations from the external review. The School has a multi-part plan to increase enrollment, which declined during the Covid pandemic. This plan focuses on expanding access, increasing flexibility, and improving operational effectiveness. A fully online program was launched in 2023 to expand access, a new concentration was developed for the Universities at Shady Grove that includes a policy focus, and curriculum adjustments have been made to add flexibility. The tuition has shifted to a per-credit model that allows students to distribute coursework throughout the year, which helps working adults. A strategic enrollment team has been relaunched to coordinate efforts and branding has been refreshed.*

University of Maryland, Baltimore County

The Department of Dance was reaccredited this past fall by the ***National Association of Schools of Dance*** *and offers the* ***Bachelor of Arts in Dance*** *and a minor in Dance. The Department also collaborates with the School of Education to offer programming to prepare K12 dance teachers. At the time of the review, the Department was engaged in a search for a new chair. The curriculum will be reviewed with the new chair in place and new hires aligned with program goals. Some facilities maintenance is also part of the action plan. Enrollments saw a dip with Covid but are recovering. The Department is committed to honing and improving student writing skills and requires writing in nearly all its courses, including studio courses. Students receive mentoring by full-time faculty as early as the first semester of the freshman year. Most graduates of the program find employment as performers, dance instructors in public and private sectors, and physical therapists. Some pursue graduate study in dance. Several graduates are teaching in higher education. Others who graduate with double majors may pursue graduate study in a different discipline.*

The baccalaureate program ***(BA) in Social Work*** *was reaccredited by the* ***Council on Social Work Education (CSWE)*** *for eight years. The program is offered with the University of Maryland,*

Baltimore, and is available to students at the Catonsville campus and at the Universities at Shady Grove. Students earn a Bachelor of Arts degree with a major in Social Work. The program prepares students for general social work practice with individuals, families, groups, organizations, and communities in public or private organizations. Graduates who wish to complete an MSW may apply for advanced standing in an MSW program; most MSW programs offer that option for students who earned a CSWE- accredited bachelor's degree. The action plan for continuous improvement is that faculty will update their syllabi and in-class assessment assignments(s) to comply with CSWE 2022 Educational Policy and Accreditation Standards. A grants and contracts specialist will be made available to faculty to support grant applications, submission, and processing. Social Work will submit a proposal to hire a recruiter/advisor for the BSW program. Social Work will return to the newly renovated Sherman Hall.

University of Maryland, College Park

BS, MS Fire Protection Engineering—this program is accredited by **ABET**. The faculty is praised for its quality, their number and quality of partnerships, and innovative practices. It has undertaken efforts to increase ties with industry and government as well as to diversify its faculty. Between the strengths and needs identified internally and externally, the program will seek to upgrade lab space, create a plan to address declining enrollment, expand electives to attract more students, and advance online undergraduate program to expand reach and increase revenue.

MS, PhD & DMV Veterinary Medicine—This program is accredited by the **American Veterinary Medical Association** (AVMA). The Department of Veterinary Medicine's internal self-study revealed a highly productive and diverse faculty, strong facilities and extension programs. External reviewers affirmed these strengths and recommended establishing a Center for Molecular Diagnostics, developing undergraduate pathways (including 4+1/MS programs), and exploring a 2+2 veterinary training partnership with Virginia Tech. Each also noted challenges connecting the home facility and the main campus, as well as concerns about graduate student well-being. The department has a plan to improve communication, enhance professional development opportunities, and commit to stronger stakeholder engagement to address identified gaps. Annual progress reviews will track metrics related to new program development, student outcomes and wellbeing, and partnership effectiveness.

University of Maryland Eastern Shore

*The **MS in Rehabilitation Counseling** program had its site visit in 2025 from the **Council for Accreditation of Counseling and Related Educational Programs (CACREP)**, and the program is in full compliance with standards, with accreditation continuing through 2033. The program has strong outcomes (100% are employed in the field). As part of continuous improvement, the program will work to increase enrollment through targeted outreach and through offering some more flexible delivery options; annual employer surveys and follow-up interviews will be conducted to gather detailed feedback on alumni performance and suggestions for curricular alignment; biennial curriculum review session will be held with stakeholders to ensure emerging trends and best practices are represented in the curriculum; and finally, new course content or modules will be incorporated focused on technology, diversity and inclusion, and integrated healthcare approaches*

relevant to rehabilitation counseling and in compliance with accreditation standards and licensure/certification requirements.

Low Degree Productivity Programs

The Maryland Higher Education Commission definition of low degree productivity is as follows:

Bachelor's Degrees Awarded: < 5 in most recent year or a total of 15 in last three years
Master's Degrees Awarded: < 2 in most recent year or a total of 6 in last three years
Doctoral Degrees Awarded: < 1 in most recent year or a total of 3 in last three years

Certificates do not have a low productivity definition. Most certificates offered within the USM are embedded within other degrees, and even those that are stand-alone certificates are generally composed entirely of courses offered through degree programs.

By the above definition, 15 active degree programs are considered to demonstrate "low productivity." Any programs not listed here that had low productivity have been suspended or discontinued since the review was submitted. As can be seen in the narratives below, some of the low productivity programs are being superseded by other programs, some were impacted by the pandemic, and some hold a key role in the institution, such as secondary education programs, or unique offerings that may need adjustment to attract or graduate more students.

The following brief summaries highlight the strategies being undertaken by the identified programs to address low enrollment and the low number of degrees awarded.

Coppin State University

- *BS Nonprofit Leadership - The program is central to the community engagement mission of the university. Its curriculum introduces students to community partners and organizations, and student internships provide crucial preparation for developing career paths in the nonprofit sector. The program is gaining momentum in forming collaborative partnerships with local nonprofits. The nonprofit sector continues to be one of the fastest-growing employment sectors in Maryland and across the nation. As an HBCU, Coppin is committed to increasing leadership and employment opportunities for the under-represented in the sector. Recently, the university has received a major grant from the T. Rowe Price Foundation to explore the feasibility of establishing a regional or national center for nonprofit leadership. The center will expand the training, development and capacity building dimensions of the program. In 2023, the program was approved to offer an upper-division certificate in Nonprofit Leadership, and enrollment for that credential has been strong.*

  The following strategies are proposed to assist with program growth: 1) initiate and continue collaborative activities that promote the institution's mission of revitalizing the community and providing resources that will help local mission-based organizations achieve their goals and objectives; 2) develop and implement marketing strategies for the certificate and bachelor's; 3) identify community college partnerships and potential articulation agreements that will attract transfer students; 4) develop and recognize community partners that can help to give the program visibility and provide venues for

student internships and co-curricular activities; 5) review courses and align standards across the NPLS curriculum, and coordinate with faculty teaching the required Nonprofit Management course in the College of Business; 6) NPLS program faculty and staff will explore the feasibility of an online presence.

Frostburg State University

- *BS Interpretive Biology and Natural History—This program is unique and could address growing market demands for expertise in this field, coupled with facilities and location that could more optimally address these opportunities and needs. However, the program could also better distinguish itself from other natural resource-related majors and better advertise and recruit for the program. The department will develop a curriculum review committee, a recruitment plan, applied learning opportunities, and establish relationships with community organizations.*

Towson University

- *MA Jewish Studies; MA Jewish Studies, Education, and Communal Leadership (JSECL); (with two embedded post-baccalaureate certificates: PBC Jewish Communal Service; PBC Jewish Education) - The MA in Jewish Studies program was suspended in summer 2025 with intention to discontinue due to enrollment struggles and low degree productivity, but the program significantly contributes to TU's mission through public engagement, faculty scholarship supporting R2 status, and will continue to offer a revamped curriculum within JSECL. The program has an exemplary alumni success record, with graduates consistently moving into leadership positions throughout the Baltimore and greater Maryland Jewish community at organizations. The external reviewer noted TU's broad group of Jewish studies scholars and potential to develop JSECL into a widely recognized "flagship" master's program, with existing faculty and library resources already in place. The revitalization action plan beginning Fall 2025 includes intensive marketing within TU, promotion in professional journals, targeted recruitment from related programs, outreach to regional undergraduate Jewish Studies programs, moving the program online, and curriculum revisions to broaden appeal. The MA has recently been approved for online delivery, which could help expand its reach.*

University of Maryland, Baltimore County

- *BA - Biology Education*
  The department feels it is very important to train skilled and knowledgeable science teachers, which is the goal of this program. Thus, Biology plans to continue offering the program and aims to strengthen it through its partnership with the Education program. This program requires primary courses in the biology major, as well as required education classes and student-teaching classroom experience that is needed for secondary-grade teaching certification in life sciences. As it combines Science and Education classes, it is a demanding major requiring many courses (at least 102 credits) to be taken in a set order, which can pose an obstacle to its timely completion. Furthermore, the student-teaching portion of the program was significantly disrupted during the review period due to Covid

pandemic restrictions, which led some students to exit the program as they could finish the Biology BA more quickly.

To increase the number of students completing the program, the department plans to improve web advertising and adjust marketing. Increased visibility can also attract students to start the program earlier, aiding them to finish in four years. Thus, Biology believes the number of graduates in this degree will increase over the next five years.

- *MS - Marine Estuarine Environmental Science (MEES, collaborative plan)*
  As a collaborative plan, Biology shares students in this MS program; most notably, many recent students in the NSF-funded ICARE program participated on this track. COVID pandemic restrictions in 2020-2021 created temporary obstacles for field research, which adversely affected enrollment and progression in this program and limited the number of graduates in the later years of the review period.

  It is difficult to predict how enrollment will be affected in the long term given the current scientific funding and economic climate. Nevertheless, the program is an important component of Biology's academic offerings and interdisciplinary research, and the department aims to keep the program at productive levels. It also aligns with having marine biology education options available, which fits with the department's existing action items and is critical for coordinating work with UMBC-jointly appointed biology faculty within the Department of Marine Biotechnology at the Institute of Marine and Environmental Technology (IMET). No additional costs or courses are needed to keep this program open, and thus the department plans to keep it running in coordination with other participants.

- *MS - Molecular and Cell Biology and*
- *MS - Neuroscience and Cognitive Sciences (collaborative plan)*
  These two programs are embedded in their namesake PhD programs. No additional costs or courses are needed to keep the programs open, as the courses are already running for the PhD programs. The master's option may serve to attract students who wish to gain experience before continuing in doctoral-level graduate education. They also provide a terminal option for those who leave the Ph.D. These programs map to Biology's stated plan to provide different options or tracks for students within the biological sciences umbrella.

- *Ph.D. - Neuroscience and Cognitive Sciences (collaborative plan)*
  This is a key PhD program in the Department of Biological Sciences, and Biology aims to grow it with the recent hiring of several neuroscience-focused faculty; thus, it is critical that the department continues to offer the program. The low graduation rates in this program over the review period likely relate to disruptions in original research during the COVID pandemic, which delayed time-to-graduation for students in this program. The department currently has 10 students in this program but will continue to advertise this specialty and actively recruit students into the area, with an aim to increase enrollment.

- *BA - Gender, Women's, and Sexuality Studies*
  Over the past three years, GWST graduated 19 students, which is not defined as low productivity; however, there was an anomaly in 2022 when no undergraduate degrees were

awarded. This occurred because many GWST students, who often double-major and were enrolled during the pandemic, discovered they did not have the required credits to graduate with the BA-GWST and therefore switched to the minor. The circumstances impacting degree production and enrollment and/or low degree include: (1) faculty capacity impacts GWST's ability to offer the courses at the frequency needed for the major; (2) a dependence on cross-listed courses to obtain required electives can affect students' ability to complete the degree; (3) recruitment relies on face-to-face interactions between students and faculty - students often enter this major late, typically after taking a GWST course and/or interacting with a faculty member, which affects students' ability to complete their major in a timely fashion; (4) tied to #3, the program receives relatively little marketing to prospective freshmen as a distinct program. The program action plan includes a retreat to address strategic planning, curriculum adjustments, faculty commitments, and ways to promote the programs in the department.

- *BA Environmental Studies*
- *BS Environmental Science*
- *BA/BS Geography*

  These four bachelors' programs are being taught out in preparation for suspension. They have been superseded by the BS in Environmental Science and Geography and the BA in Geography and Environmental Studies, which have steady enrollment, with annual new cohort graduation numbers of from 17-47 per year over the past five years.

University of Maryland Eastern Shore

- *BA Art Education – The program is housed in the Department of Fine Arts but is jointly operated by the Department of Education. It is one of two specialty areas in education offered by the university. The program's enrollment has been increasing since Covid, but the program has been seeing students begin in Art Education and move to the Applied Design major. The action plan for the program includes the creation of an interdepartmental committee to oversee the program; a targeted retention plan; a recruitment plan for both pre-college and transfer students; and greater preparation for Praxis II. The review also suggests more curriculum mapping tied to Praxis II skills, which an interdepartmental committee would address. The review also suggests that some investment in technology would be helpful. Few schools have an art education program, so there is potential for growth.*

- *BS Technology and Engineering Education - This is the only bachelor's degree program in Maryland that leads to state teaching licensure in Technology and Engineering Education, which is an area of high need in Maryland, where a technology and engineering course is a graduation requirement. Eliminating this program would not only impact the state and school systems, but it would impact students being highly prepared for engineering programs as they leave high school. The program's curriculum was praised by the Ohio State reviewer for being up to date with national standards and for balancing online and in-person experiences. The program is challenged by cheaper, online out-of-state programs from which classroom teachers take individual courses to gain certification, while Maryland (MSDE)-approved programs are held to much higher standards. UMES has a strong master's program in Career and Technology Education, and a bachelor's in that field is*

being developed. It would have several classes that overlap with this program, and the expansion of faculty could assist the current program's director with advising load. The external reviewers praise the program director who is nationally known in this field. Because of the laboratory components (e.g., using a band saw), it is not clear that a fully online bachelor's program is ideal, but delivery options will also be reviewed.

<u>BS Urban Forestry</u> – This program is unique in the Mid-Atlantic region, and only two 1890 HBCUs offer it. UMES is a Certified Tree Campus, and it is seeking level 1 Arboretum status, which provides a living laboratory for the program. The program is relatively new, and while the department considered changing it to a concentration, the Maryland Department of Natural Resources petitioned to keep it as an independent degree. The self-study emphasizes that current enrollment is not sustainable and includes a multi-step action plan focused on pipelines and partnerships. A priority is for the program to seek specialized accreditation from the Society of American Foresters, which should help with recruitment. Other action plan elements are to hold regular partnership meetings, conduct outreach to schools and community colleges, and address curricular recommendations by incorporating preparation for the International Society of Arboriculture (ISA) Certified Arborist exam and by cross-listing courses with other majors like environmental science to improve instructional efficiency and attract a broader student base. The program will also work to diversity funding streams, given that grant sources are shifting.

Bowie State University										
Program Title (Degree)	2020		2021		2022		2023		2024	
	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees
(BA) Fine Arts	91	12	100	12	107	15	116	10	117	7
(BS) Theatre Arts	49	4	41	10	52	3	54	9	50	9
(BS) Visual Communication & Digital Media Arts	242	21	248	35	266	25	291	43	292	354

Notes:

1. BA Fine Arts - Internal and external reviewers note faculty and staff commitment, as well as the off-campus opportunities for sharing student work. External reviewers expressed concerns about retention and degree productivity, curricular and programmatic coherence, and reliance on adjunct instructors. Collectively, stakeholders commit to expanding to new industry-aligned majors, incorporating enticements like mentorships to recruit new students and faculty, and fostering new and existing partnerships with professional entities and community organizations.
2. BA Theatre Arts - While internal and external reviewers acknowledged the dedication of the Theatre Arts department and growing enrollment, they identified several opportunities for improvement. Recommendations include seeking accreditation from national professional theater entities; building more partnerships, including those with African American-led theater organizations; collaborating with external partners to improve resources, including partnerships with other HBCUs; and being more attentive to industry needs in curriculum, including courses on arts facilities management.
3. BS Visual Communication and Digital Media Arts - External and internal reviewers speak to the high level of commitment from two tenured faculty members to precipitate the achievements and partnerships that the VCDMA program has accrued since its 2012 founding. NASAD accreditation standards, which the department is preparing for, call for more faculty investment. VCDMA students are engaged, and the program has innovative partnerships, such as with LAIKA Studios. Additional recommendations include ongoing commitment to continuous improvement that aligns with institutional, state, and workforce standards.

Coppin State University										
Program Title (Degree)	2020		2021		2022		2023		2024	
	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees
(BS) Nonprofit Leadership	4	1	2	1	1	2	3	2	1	2
(BS) Nursing	505	66	447	62	322	66	205	56	123	48
(BS) Health Sciences	99	14	87	25	189	15	280	31	340	19
(M) (FNP) Nursing Practice	19	17	24	2	19	10	8	14	6	5
(D) Nursing Practice	13	1	19	4	17	5	28	3	23	8
(CAS) Nursing Practice	6	0	5	0	4	3	3	0	2	1

Notes:

1. BS Nonprofit Leadership – This program is addressed earlier in this report. Second majors are not always identified in the enrollment system, which is how there can be more degrees than people enrolled. The program now includes a UDC, which was approved in 2023 (too new for formal review).
2. BS Nursing – This program is addressed earlier in this report as it holds specialized accreditation through CCNE.
3. BS Health Sciences – Program enrollment is growing, and 2 faculty are being hired. The program has revised course descriptions and has plans for reinvigorating related minors and specializations. A key element of its action plan is to evaluate and revise its assessment program and analyze performance data.
4. MS Nursing Practice, Doctor of Nursing Practice, and Certificate of Advanced Study in Nursing Practice (APRN) – These programs are addressed earlier in this report as they hold CCNE accreditation through the Helen Fuld School of Nursing. The Maryland Board of Nursing noted the school has been relying on adjuncts and requires more full-time faculty; the School has been conducting a search for 2 DNP faculty and one for the MSN.

Frostburg State University										
Program Title (Degree)	2020		2021		2022		2023		2024	
	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees
(BS) Chemistry	25	2	25	4	21	4	27	2	19	5
(BS) Interpretive Biology and Natural History	14	5	15	5	14	6	10	8	11	1
(BS) Mathematics	29	4	26	7	16	12	21	3	19	5
(BS) Sociology	40	24	46	25	18	13	17	6	15	10
(BS) Social Work	25	22	19	20	19	16	37	12	23	11

Notes:

1. BS Chemistry – The Chemistry program serves majors and prerequisites for other programs. External reviews identified opportunities for enrollment and retention growth and recommended seeking accreditation from the American Chemical Society, as well as mechanisms and funding for repairing and/or replacing aging lab equipment. The action plan includes ways to address these concerns, as well as ongoing support mechanisms for ensuring workforce viability in STEM professions for graduating students.
2. BS Interpretive Biology and Natural History – This program is described earlier in this report.
3. BS Mathematics - Since the last review, the Mathematics program has made improvements to instruction based on review of longitudinal data and assessment practices and introduced a new focus on Actuarial Science. Faculty were noted as high quality and committed, but also stretched. Next steps include promoting internship opportunities to enhance career connections and readiness, enhancing alumni engagement, partnering with other departments for collaboration, and identifying department-level practices.
4. BS Sociology - Sociology supports majors and general education. External recommendations identified introductory courses as sites of opportunity for growing enrollment in the major. The department is committed to addressing curricula to foster more student career pathways, incorporate more experiential learning into courses, and re-engage with sociology alumni.
5. BS Social Work – This program is described earlier in the report as it has specialized accreditation from CSWE.

Salisbury University										
Program Title (Degree)	2020		2021		2022		2023		2024	
	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees
(BA) Art	45	2	31	6	26	5	27	4	31	2
(BFA) Art	122	45	129	43	143	36	140	28	166	30
(BS) Chemistry	97	24	71	14	62	17	66	13	53	9
(BA) French	13	3	10	5	10	2	8	3	4	3
(BA) History	135	37	116	31	95	36	98	35	109	23
(MA) History	15	1	10	6	10	3	12	2	11	2
(BA) Psychology	485	113	441	155	401	144	381	126	360	106
(BS) Public Health	92	42	82	38	68	21	39	29	26	6
(BA) Spanish	35	7	19	10	22	6	27	4	25	4

Notes:

1. BA in Art - Enrollment remains steady following a post-2020 dip. Increased recruitment and expanded gateway general education courses helped to sustain enrollment. Overall signs of strength are a deep roster of tenured and tenure-track faculty who regularly instruct lower-level courses, as well as a major facility upgrade and gallery offerings. There remain opportunities to address ongoing issues with IT support and older facility and equipment maintenance, limited common space for students, and fragmented advising.
2. BFA in Art - The BFA in Art maintains strong enrollment, numbers of graduates, and faculty engagement. The department is addressing facility limitations and staffing issues by relocating some of the larger foundations courses, expanding tracks and programs to include printmaking and game design and photography minors, and by attracting more staff and students through a website relaunch.
3. BS Chemistry - This program provides a rigorous educational experience that aligns with national standards. The facilities, while excellent, are overused particularly given the courses shared with other programs like Nursing. While faculty are high quality, the program continues to experience lower enrollment than in pre-Covid years, as well as higher DFW rates in introductory courses as students have arrived less prepared post Covid. They are addressing student success needs by implementing placement tests and prerequisites, as well as more hours in the Chemistry Support Center. They are addressing enrollment needs with new marketing strategies and potential program development.
4. BA French - The French BA is a high quality and community-engaged program that yields fellowships and international opportunities for students. Like many language programs nationally, this program is contending with lower enrollments, particularly since the Covid-19 pandemic. The department will engage in course-tagging for study abroad opportunities, update and improve its website, and introduce Global Studies Honors and Intercultural Competence minors to advance more career-ready skills.

5. BA History - This program is poised for continued growth, recognition, and innovation. While the program has experienced enrollment drops since the Covid pandemic, it is the highest-enrolled program in the College of Liberal Arts. Its faculty is committed to student success and community engagement while producing high-profile research. Their development of new general education offerings and a 4+1 dual degree program have kept offerings fresh. The department will continue to emphasize communication and coordination with secondary education needs in the state as well as on career-related skill development among students.
6. MA History - The MA in History program demonstrates promise amidst threats to resources, such as faculty retirement and funding for archival resources. Faculty hires are incommensurate with retirements. The Eastern Shore museum provides assistantship opportunities as well as archival resources but faces an unclear funding future. The students receive excellent training, but numbers are declining amidst fears about humanities ROI. The department will benefit from a novel 4+1 program, from hiring a faculty member with public history expertise, and to better advocate for its value proposition and workforce contributions.
7. BS Psychology - The program accounts for a sizable proportion of all student credit hours awarded on campus, but the major's enrollment has not recovered to pre-Covid levels. It has embraced growth and improvement since the last periodic review, particularly in student success and retention. The program needs to address staffing and better align assessments with APA standards. The plan is to prioritize hiring new faculty, grow adjunct faculty ranks, build infrastructure and course expansion to address enrollment, and address sustainability by investigating interdisciplinary relationships with other programs on campus.
8. BS Public Health – This program is described above as it holds specialized accreditation. The program will pursue growth opportunities are opportunities given Maryland's workforce demands through new general education course offerings, potential online/hybrid course expansion, and partnerships with local health organizations.
9. BA Spanish - With a new curriculum and sustained enrollment pattern, Spanish has demonstrated success for students, particularly in early level assessments and later access to prestigious international fellowships and learning experiences. They will seek to address enrollment needs by tagging courses for study abroad opportunities, overhaul its website to better promote its offerings, introduce minor programs that heighten workforce readiness, and prioritize a new faculty hire.

Towson University										
Program Title (Degree)	2020		2021		2022		2023		2024	
	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees
(BABS) Accounting	487	129	458	117	423	117	442	101	449	110
(BA-BS) Business Administration	2,330	549	2,377	562	2,244	484	2,186	504	2,140	506
(UDC) Entrepreneurship	0	0	0	0	4	0	9	0	4	0
(BS) Business Systems & Processes	68	6	70	25	67	23	65	27	52	26
(BA-BS) History	204	52	221	52	204	47	198	48	184	45
(BA-BS) Mass Communication	617	211	544	180	495	192	483	164	433	186
(BA-BS) Communication Studies	399	146	344	152	335	121	320	79	274	111
(MA) Jewish Studies	6	2	6	1	5	1	4	1	3	1
(MA) Jewish Studies, Education, and Communal Leadership	13	3	10	5	2	8	4	1	5	1
(PBC) Jewish Communal Service	0	0	0	1	0	0	0	0	0	0
(PBC) Jewish Education	0	1	0	0	0	0	0	0	0	0
(MS) Supply Chain Management	36	12	38	13	48	19	45	26	39	21
(PBC) Supply Chain Management	34	9	40	10	48	19	44	28	36	23
(PBC) Project, Program & Portfolio Management	5	2	7	4	8	2	7	1	7	3
(MS) Accounting & Business Advisory Services (joint with UBalt)	19	17	23	11	33	14	35	17	33	20
(MS) Communications Management	41	6	48	9	53	7	43	16	31	21
(MS) Marketing Intelligence	37	10	32	26	29	16	39	18	39	24

Degree Codes: (B) Bachelor; (M) Master; (D) Doctorate; (BFA) Bachelor of Fine Arts; (BTS) Bachelor of Technical Studies; (BPS) Bachelor of Professional Studies; (UDC) Upper Division Certificate; (PBC) Post-Baccalaureate Certificate; (MAT) Master of Arts in Teaching; Master of Professional Studies (MPS); (PMC) Post-Master Certificate; (CAS) Certificate in Advanced Study.

(PBC) Interactive Marketing	36	13	32	24	30	19	19	17	41	22
(MS) Physician Assistant Studies	66	33	63	29	61	32	53	32	37	30

Notes:

1. BA & BS Accounting – The Accounting program is addressed earlier in this report has it has AACSB accreditation. Reviews praised recent curricular changes to reflect workforce needs, particularly around the CPA exam, but suggest ongoing monitoring.
2. BA & BS Business Administration, UDC in Entrepreneurship – The program is addressed earlier with AACSB accreditation. This program is staffed with faculty across more than one department. Efforts will increase to address emerging technologies.
3. BA & BS Business Systems and Processes (BSAP) – This program received AACSB review under the umbrella of Business Administration. The program will strategize more for enrollment and continue to support grant-seeking and research opportunities for faculty.
4. BA & BS History - While internal and external reviews noted strides over the past five years, the History program is prioritizing actions that will address university strategic priorities as well as student needs and departmental contribution to the university as a whole. Namely, the department will review and revise the core methodological HIST 300 course, create a committee to determine the role of generative AI in history education, enact a faculty mentoring program, and determine potential contributions to interdisciplinary graduate programs.
5. BA & BS Mass Communication - This program has strengthened following several key shifts, including separation into a stand-alone program away from Communication Studies, increasing flexible course options (including hybrid), eliminating screening requirements, and creating ongoing reflective processes regarding equity since 2020. External reviewers complimented the supportive culture fostered by expert faculty, community and industry integration with real-world learning experiences, as well as responsive leadership. While they have need areas in enrollment, outreach, and visibility, there are new opportunities moving forward with moving into a renovated building with additional technology; finding new targeted partnerships to engage with schools, communities, and future students; and by fostering more research and scholarship among new and tenured faculty. Curriculum review is ongoing.
6. BS & BA Communication Studies - The Department of Communication Studies was established in 2018 following separation from Mass Communication and has expanded programming. This major is available at Towson University in Northeast Maryland (TUNE) in Harford County. Faculty research is supported by many grants but could use more support. Needs identified in reviews included perception issues, which will be addressed through work with the Career Center, Admissions, and Harford Community College. The external reviewer commended the exemplary Public Communication Center but recommended significant curriculum revisions; the action plan includes work to revise the curriculum including improving sequencing, reassessing the major core (with a focus on COMM 201 and 300), and strengthening the relationship between theory and practice in all courses. Attention will be paid to making adjustment and assessing these through review of DFW rates and the analysis of Navigate student success data.
7. MA Jewish Studies; MA Jewish Studies, Education, and Communal Leadership; PBC Jewish Communal Service; PBC Jewish Education – These programs were addressed earlier in this report. The review suggests moving online may help the strong faculty attract more students; the program is evaluating the curriculum to address how to respond to low enrollment.

8. MS and PBC Supply Chain Management, PBC Project, Program & Portfolio Management - Since AACSB reaccreditation, the department has expanded recruitment efforts for Supply Chain Management, including through an accelerated bachelor's-to-master's pathway, revised capstone projects to include company-sponsored initiatives, and strengthened industry partnerships through events, site visits, and collaboration with the Council of Supply Chain Management Professionals.
9. MS Communication Management - The department's action plan focuses on developing reciprocal electives with other TU graduate programs (Marketing Intelligence, Political Science, Professional Writing, Professional Studies) with emphasis on AI applications to strengthen interdisciplinary connections and industry relevance; increasing enrollment in the underutilized accelerated bachelor's-to-master's program through targeted marketing to undergraduates and faculty advisors; continuing curriculum review guided by professional organizations to align with industry trends; and recruiting faculty with professional experience to teach practical graduate-level skills. They will monitor progress through an annual cycle where the graduate program director and department chair set goals informed by the seven-year program review, track progress via mid-year reports at spring retreats and end-of-year summaries and submit a formal mid-cycle progress report to the Provost's Office in 2028.
10. MS Marketing Intelligence & PBC Interactive Marketing – This program is addressed earlier in this report as it is AACSB accredited. The program recognizes opportunities for growth including flexible program formats, external funding, business partnerships, and internships focused on market research and digital analytics.
11. MS Physician Assistant Studies – This program is addressed earlier in this report as it holds ARC-PA accreditation. Note that the accreditor has a maximum approved class size of 36.

The University of Baltimore										
Program Title (Degree)	2020		2021		2022		2023		2024	
	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees
(BS) Information Systems & Technology Management	41	10	43	6	33	13	36	8	42	8
(BS) Business Administration	567	188	448	152	359	122	317	116	285	97
(C) Organizational Leadership	5	3	4	4	1	3	1	3	3	7
(C) Business Fundamentals	33	12	21	22	8	11	11	9	9	4
(M) Business Administration	354	163	334	110	262	102	236	96	201	73
(MS) Finance	26	22	24	10	21	7	23	8	18	7
(UDC) Accounting	15	6	6	10	5	5	4	1	15	1
(C) Accounting Fundamentals	5	2	7	4	1	2	2	1	2	2
(MS) Accounting and Business Advisory Service (joint with Towson University)	31	13	30	15	21	14	24	10	17	5
(MS) Accounting and Business Advisory Services - Online	18	3	21	3	16	6	7	7	14	4
(C) Government Financial Management	2	1	1	1	0	3	0	0	4	1
(C) Business Valuation	3	2	4	3	1	1	2	1	2	0
(BS) Forensic Studies	41	15	44	13	43	11	45	10	42	15
(BA) History	21	4	13	9	12	6	9	3	10	3
(M) Public Affairs	177	57	126	45	90	26	81	15	80	20
(BA) Psychology	118	28	104	32	103	21	88	26	83	34

Notes:

1. BS Information Systems and Technology Management – The programs in the Merrick School of Business are addressed earlier in this report as they hold AACSB accreditation.
2. BS Business Administration; UDC Accounting – The programs in the Merrick School of Business are addressed earlier in this report as they hold AACSB accreditation. The review team recommended a focus on growing undergraduate education.

3. MBA, PBC in Organizational Leadership, PBC in Business Fundamentals - The programs in the Merrick School of Business are addressed earlier in this report as they hold AACSB accreditation. Since reaccreditation and in an effort to boost enrollment, the faculty engaged in a redesign process which simplified the program, integrated emerging technology, and reduced time to completion. The department is seeking more community partnerships as well as more opportunities to offer non-credit workforce development offerings.
4. MS Accounting and Business Advisory Services and MS online; PBCs in Accounting Fundamentals, Government Financial Management, Business Valuation - Like other programs in the Merrick School of Business, this program has AACSB accreditation. The School has updated this program to align with forthcoming changes to the CPA exam. This joint in-person program features the exceptional faculty of the Merrick School of Business as well as faculty from Towson University's Accounting program. The two groups collaborated to alter the curriculum to receive a STEM designation, which they collectively understand to address recommendations from AACSB accreditors.
5. MS Finance - - Like other programs in the Merrick School of Business, this program has AACSB accreditation. This program was renamed during the 2023-2024 academic year to more accurately reflect the focus of the program and speaks to recommendations from the AACSB accreditation team.
6. BS Forensic Studies, UDC in Crime Scene Investigation - The city, state, and region have benefitted from the contributions of this program to graduate qualified forensic analysts. Its certificate in Crime Scene Investigation is particular is unique and well-suited for UBalt's population of working adult students. As a result, the program has strong ties to local agencies and organizations. Among the challenges is the limited number of full-time faculty and limited laboratory space. External reviewers recommend that the department seek FEPAC accreditation, which would require an expansion of faculty as well as a re-imagined approach to lab space by way of either expanding the physical space or by expanding hours during which students might schedule time to use it. The program is currently working on addressing a third recommendation to transition from a dual-concentration program (Forensic Science and Forensic Investigations) to one that focuses solely on Forensic Investigations. It will therefore teach out all students on the Forensic Science track. Collectively, they believe that these efforts will move them towards FEPAC accreditation.
7. BA History - This program, while robust and supportive of students, has been subject to low enrollment. Internally and externally, there was support to merge the history program with the new Legal Studies and Philosophy degree, which could better demonstrate the value of what history faculty and coursework provide, but within an interdisciplinary framework. *(This program has been suspended since the review was submitted.)*
8. MPA – This program is addressed earlier in the report as it holds NASPAA accreditation. The program is available online and in person. Reviewers commended the program and made suggestions for leveraging assets to grow enrollment.
9. BA Psychology - Strong career preparation, scientific rigor, and mentoring represent strengths of the Psychology program. It faces challenges that include limited faculty diversity, resource allocation needs, and a need for clearer learning outcomes and attentiveness to shifts in technology. The program will undertake a host of efforts to address external reviewers' recommendations that include constructing a curricular map tied to APA goals; revisiting curriculum to ensure alignment with contemporary standards and "right-sizing" for the program; as some faculty retire, aim for more faculty diversification and expansion of teaching opportunities

for graduate students; it will also aim to enhance community college partnerships through joint events (e.g., colloquia) and also more information sessions.

University of Maryland, Baltimore										
Program Title (Degree)	2020		2021		2022		2023		2024	
	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees
(PBC) Aging & Applied Thanatology	9	12	6	2	6	7	10	7	6	6
(PBC) Global Health Systems	1	4	3	2	2	1	3	1	3	1
(M) Health Science	111	48	113	57	104	45	119	59	142	50
(PBC) Integrative Health and Wellness	12	7	9	12	10	10	10	9	13	7
(M) Palliative Care	130	51	121	50	90	62	74	61	66	39
(D) Palliative Care	12		22		34		45		50	
(C) Palliative Care	14	132	11	25	15	69	15	117	25	45
(C) Research Administration	7	13	12	5	10	8	15	9	10	9
(B) Nursing (BSN – RN-BSN)	802	386	854	387	903	407	931	412	929	416
(D) DNP – all specializations that follow:	**602**	**133**	**610**	**141**	**597**	**142**	**574**	**156**	**568**	**127**
(D) AGACNP/CNS - Adult-Gerontology Acute Care Nurse Practitioner / Adult-Gero. Clinical Nurse Specialist	79	19	81	10	72	14	73	22	75	12
(D) AGPCNP - Adult-Gerontology Primary Care Nurse Practitioner	66	15	57	12	59	12	57	18	54	8
(D) FNP - Family Nurse Practitioner	158	31	162	32	164	35	157	37	157	28
(D) CRNA/NA - Nurse Anesthesia	85	23	90	30	89	30	86	27	86	25
(D) PNP-A - Pediatric Acute Care Nurse Practitioner	30	8	26	7	24	9	19	6	19	4
(D) PNP-P - Pediatric Primary Care Nurse Practitioner	43	5	47	13	37	8	33	6	35	8

Degree Codes: (B) Bachelor; (M) Master; (D) Doctorate; (BFA) Bachelor of Fine Arts; (BTS) Bachelor of Technical Studies; (BPS) Bachelor of Professional Studies; (UDC) Upper Division Certificate; (PBC) Post-Baccalaureate Certificate; (MAT) Master of Arts in Teaching; Master of Professional Studies (MPS); (PMC) Post-Master Certificate; (CAS) Certificate in Advanced Study.

(D) PMHNP – Psychiatric Mental Health Nurse Practitioner	38	7	45	8	46	10	48	11	44	9
(D) PM-DNP - Post-Masters to DNP without Specialty	75	18	76	20	83	19	82	22	81	28
(D) NNP (AoC) - Neonatal Nurse Practitioner	28	7	26	9	23	5	19	7	17	5
(M) MSN – all AoC and specializations that follow:	**527**	**171**	**549**	**193**	**477**	**195**	**434**	**174**	**424**	**145**
(M) MSN – Area of Concentration (AoC) in Clinical Nurse Leader (CNL)	227	101	230	113	214	103	210	91	90	87
(M) MSN – AoC in Nursing Informatics (NI)	106	22	119	32	87	40	58	27	57	22
(PBC) Nursing Informatics	4	1	6	3	6	2	2	1	8	0
(M) MSN – AoC in Nursing Leadership and Management (NLM) (Launched SP2025); formerly Health Services Leadership Management	165	44	167	41	156	44	152	51	127	33
(M) MSN – AoC in Community Public Health	29	4	33	7	20	8	14	5	14	3
(PBC) Environmental Health	0	0	1	1	1	3	0	2	0	0
(PBC) Global Health	0	1	0	3	0	2	0	1	1	0
(PBC) Substance Use and Addiction Nursing	0	0	4	1	1	1	2	1	2	0
(PBC) Teaching in Nursing and the Health Professions	4	8	4	11	1(D	11	8	2	16	11
(M) Social Work	925	430	835	394	730	358	643	311	704	288
(M) MS Laws with UMCP (general track)	0	9	6	0	9	3	6	9	8	4
(M) MS Laws - Cybersecurity	18	16	34	16	16	22	17	11	12	8
(M) MSL – Homeland Security and Crisis Management	27	6	19	18	11	13	13	7	3	8

Notes:

1. PBC Aging and Applied Thanatology – A nationally recognized program, the 4-course sequence is also a concentration in the MS in Gerontology and the MS in Health Science. Internal and External reviews suggested greater alumni outreach, a review of course content and online pedagogy as part of building retention, and offering optional preparatory resources and orientation.
2. PBC Global Health Systems - An online program that has attracted a global cohort, plans are underway to better align course outcomes with professional competencies, including incorporate emerging global health themes like climate change, and health systems resilience. Internal initiatives from the self-study include reducing curricular redundancy, developing dashboards to track student progress, and exploring virtual experiential learning. Faculty support is being enhanced through initiatives such as seed funding, teaching scholarships, and recognition mechanisms. To improve student and alumni engagement, the program is exploring dashboards, improved exit surveys, and optional synchronous events like webinars and networking sessions.
3. MS Health Science – An online, interdisciplinary program with several embedded certificate/concentration options, it meets standards for Physician Assistant education and has international reach. Efforts are underway to improve advising and expand mentored learning experiences. The program maintains high retention and satisfaction rates, demonstrating its effectiveness and commitment to continuous improvement. Biostatistics is being revised, and data management is being modernized.
4. PBC Integrative Health and Wellness -
5. PBC, MS, PhD Palliative Care – A national leader in the field, the program now 6 has embedded PBC in the MS program, and most are too new for USM review; they were, however, included in the self-study and external review. One of the few interprofessional and international programs in the country, it is delivered entirely online and asynchronously. The program fosters global engagement through a high-quality, case-based curriculum taught by interprofessional faculty. A full-time project manager is proposed to support quality assurance and alumni engagement. The PhD program's popularity is constrained by limited faculty available for dissertation committees, highlighting the need for additional hires and cross-campus collaboration. While students complete evaluations, formal alumni outcome assessments are being developed. A formal peer mentoring program will be developed.
6. PBC Research Administration – The online, asynchronous program has strong employment outcomes. External reviewers recommended a more robust new student orientation, increasing faculty collaboration and student engagement, utilizing more alumni and student feedback for continuous improvement, and administering pre- and post skills survey to measure program success.
7. BSN, RN-BSN (online AoC in BSN), the DNP and its concentrations and tracks (Adult-Gerontology Acute Care Nurse Practitioner / Adult-Gero. Clinical Nurse Specialist, Adult-Gerontology Primary Care Nurse Practitioner, Family Nurse Practitioner, CRNA Nurse Anesthesiology, Pediatric Acute Care Nurse Practitioner, Pediatric Primary Care Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, Post-Master's to DNP without Specialty, Neonatal Nurse Practitioner), and the Master of Science in Nursing with its several areas of concentration (AoC) are addressed earlier in this report as the nursing program is CCNE accredited. The self-study and site visit resulted in the full 10-year reaccreditation with agreement that all standards were met, and the institution was found to be fully compliant. Post-baccalaureate certificate coursework may fulfill elective requirements within the Master of Science in Nursing (MSN), Doctor of Nursing Practice (DNP), and Doctor of Philosophy (PhD) programs. Although post-baccalaureate certificate programs are not individually accredited by the Commission on Collegiate Nursing Education (CCNE), elective coursework is considered during the accreditation review process.

The DNP and MSN are large programs, and the enrollment and completion numbers were presented in the review by specialization, so the chart retains that structure. Overall, the DNP and MSN have strong enrollment and completion numbers.

8. PBC Nursing Informatics – The NI track within the MSN is one of the country's leading programs, and the PBC courses are popular, but the 19-credit PBC has had relatively few completions. The program is being revamped, aiming to move to 12 credits and a competency-based model. Options are being explored for how it can be stacked within other programs.
9. PBC Environmental Health – The coursework is a popular choice to fulfill elective requirements in other programs, but not many students choose to complete it due to lack of funding and time. The RN license admission requirement will be removed starting in Fall 2025. As a result, it will be accessible to all health and service degree professionals—both at UMB and nationally. Strategic marketing will be addressed; it will be offered as an option for the USM interdisciplinary MEES graduate degree and for the UMB Climate Change, Health, and Society program.
10. PBC Global Health - Many graduate students engage in global health electives without formally enrolling in the certificate. While international field placements in countries such as Nigeria, Liberia, South Africa, Zambia, Costa Rica, Rwanda, and Tanzania enrich the program, logistical and financial constraints often limit participation for students balancing professional and personal commitments. There is a 3-year action plan to increase enrollment that includes enhancing visibility outside the School of Nursing and revamping marketing, as well as simplifying the path for dual completions; strategically expanding (including dual degree options), and engaging more nonprofit and corporate partners.
11. PBC Substance Use and Addiction Nursing - Although the coursework is a popular option for fulfilling elective requirements within MSN, DNP, and PhD programs, enrollment in certificate offerings remains limited due to cost barriers and funding constraints. Because certificates are considered non-degree programs, they are ineligible for most reimbursement plans and financial aid opportunities. The program will explore ways that it might be developed into a stackable PBC and has a two-year plan for expanded outreach.
12. PBC Teaching in Nursing and the Health Professions – The program is growing and is an area of high demand.
13. MSW – This program is addressed earlier in the report as it hold specialized accreditation from the Council on Social Work Education.
14. (M) Law, MSL Cybersecurity, MSL Homeland Security and Crisis Management – The Master of Science in Laws or MSL program launched in 2015 and is designed for working professionals but who do not intend to practice law. The MSL program is evaluating additional focus areas, continuing to evaluate and adapt the role of AI in the curriculum, and has allocated additional financial and human resources to support plans for strategic growth.

University of Maryland, Baltimore County										
Program Title (Degree)	2020		2021		2022		2023		2024	
	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees
(BS) Bioinformatic and Computational Biology	70	5	74	9	78	10	95	11	92	15
(BA) Biology Education	20	0	37	1	31	1	22	1	18	0
(BS) Biological Sciences	800	198	722	201	631	201	565	187	684	149
(BA) Biological Sciences	757	144	868	131	866	145	805	131	653	130
(MS) Molecular and Cell Biology	10	0	15	0	6	0	10	4	10	1
(MS) Biological Sciences	11	8	10	7	19	7	18	8	16	11
(MS) Marine Estuarine Environmental Science (W/UMAB, UMCP, UME)	3	0	5	0	6	0	6	4	7	1
(MS) Applied Molecular Biology	10	5	11	1	6	16	10	5	10	9
(MS) Neuroscience and Cognitive Sciences (W/UMAB, UMCP)	see	notes	for	collabor-	ative	program	enr.	and	degree	reporting
(D) Biological Sciences	46	7	44	5	50	5	47	7	48	8
(D) Marine Estuarine Environmental Science (W/UMAB, UMCP, UME)	7	1	9	0	7	0	8	3	7	2
(D) Molecular and Cell Biology	3	0	4	0	3	0	4	0	5	0
(D) Neuroscience and Cognitive Sciences (W/UMAB, UMCP)	8	1	10	0	10	1	10	1	12	0
(PBC) Biotechnology Management	3	0	4	0	3	1	2	3	2	3

Degree Codes: (B) Bachelor; (M) Master; (D) Doctorate; (BFA) Bachelor of Fine Arts; (BTS) Bachelor of Technical Studies; (BPS) Bachelor of Professional Studies; (UDC) Upper Division Certificate; (PBC) Post-Baccalaureate Certificate; (MAT) Master of Arts in Teaching; Master of Professional Studies (MPS); (PMC) Post-Master Certificate; (CAS) Certificate in Advanced Study.

(MS) Engineering Management	59	29	78	25	141	29	180	42	157	91
(PBC) Engineering Management	4	3	8	7	6	3	9	3	19	4
(PBC) Project Management	28	8	30	14	19	18	84	22	73	35
(BA) Gender, Women's and Sexuality Studies	29	5	30	10	29	0	26	6	26	6
(PBC) Gender, Women's and Sexuality Studies	3	0	4	0	2	0	1	0	0	1
(UDC) Gender, Women's and Sexuality Studies	1	0	2	0	0	0	1	0	1	1
(MA) Public Policy	30	17	38	9	37	10	29	16	34	10
(D) Public Policy	75	5	97	12	105	4	101	12	107	9
(BS) Environmental Science and Geography	132	47	126	30	164	28	170	36	177	36
(BA) Geography and Environmental Studies	69	14	57	15	64	20	61	17	66	21
(BS) Environmental Science	3	2	6	0	2	0	5	0	2	21
(BA) Environmental Studies	1	2	3	0	0	1	0	0	0	0
(BA) Geography	7	0	9	0	7	0	5	0	4	0
(BS) Geography	21	0	34	0	20	0	17	0	8	0
(MS) Geography and Environmental Systems	14	2	28	3	30		28	4	23	2
(Ph. D) Geography and Environmental Systems	15	4	13	6	15	5	13	6	14	13
(UDC) Geographic Information Science	8	5	7	2	12	3	18	0	20	2
(BA) Business Technology Administration	360	94	366	80	389	81	365	64	407	66
(BS) Information Systems	959	248	914	290	881	278	1007	226	1134	214
(BA) – Information Systems	Included in BS IS	28	--	20	--	25	--	11	--	16
(MS) Human Centered Computing	33	4	46	3	66	2	56	3	35	0

Degree Codes: (B) Bachelor; (M) Master; (D) Doctorate; (BFA) Bachelor of Fine Arts; (BTS) Bachelor of Technical Studies; (BPS) Bachelor of Professional Studies; (UDC) Upper Division Certificate; (PBC) Post-Baccalaureate Certificate; (MAT) Master of Arts in Teaching; Master of Professional Studies (MPS); (PMC) Post-Master Certificate; (CAS) Certificate in Advanced Study.

(MS) Information Systems	119	6	144	5	257	9	254	10	206	10
(MS) Information Systems – Online	150	51	115	58	106	54	132	50	126	64
(Ph. D) Human Centered Computing	14	4	15	3	18	2	18	3	26	0
(Ph. D) Information Systems	70	6	73	5	68	9	88	10	79	10
(UDC) Decision-Making Support	8	11	8	9	1	7	1	2	3	1
(UDC) Health Information Technology	5	0	1	1	2	0	4	0	8	0
(UDC) Auditing for Information Systems	1	0	0	0	0	0	0	0	0	0
(UDC) Management Science	1	0	2	0	0	0	2	0	1	0
(UDC) MBA Preparatory Studies	3	2	3	4	4	0	8	0	4	3
(UDC) Network Administration	24	27	18	27	7	24	3	7	6	3
(UDC) User Experience, Web & Mobile Dev.	13	10	3	10	8	6	16	4	20	5
(UDC) Cybersecurity Informatics	36	14	27	10	19	11	13	7	27	4
(BA) Theatre	27	11	28	13	29	8	34	9	30	5
(BFA) Acting	82	11	68	16	63	12	53	9	55	8
(BA) Dance	35	10	40	2	37	8	37	8	40	10
(BA) Social Work	361	112	376	86	327	112	282	84	285	84

Notes:

1. The Department of Biological Sciences self-study addressed 4 bachelor's degrees (BS Bioinformatics and Computational Biology, BA Biology Education, Biological Sciences BS-BA), 5 master of science degrees (Molecular and Cell Biology, Biological Sciences, Marine Estuarine Environmental Science [with UMB, UMCP, UMES], Applied Molecular Biology, Neuroscience and Cognitive Sciences [with UMB, UMCP]), the PBC in Biotechnology Management, and 4 PhDs (Biological Sciences, Marine Estuarine Environmental Science [with UMB, UMCP, UMES], and Neuroscience and Cognitive Sciences [with UMB, UMCP).

   For the collaboratively offered Cognitive Science program, enrollment and degrees are not reported by all the partners. Thus, UMBC is not credited for master's-level enrollments; UMBC receives reports on Ph.D.-level enrollments and completions. Other collaborative

programs tie enrollment to admission site. The department also supports the Translational Life Sciences program at USG and works with the Chemistry Department on the Biochemistry degree. The 2 master's programs with low enrollment are fully embedded with their namesake PhDs; they offer terminal options for any students who will not complete the PhD. Low productivity degrees are addressed earlier in this report.

At the undergraduate level, Biology will grow enrollments in its majors and develop tracks in areas like neurobiology, ecology/ evolution, and marine biology to attract and retain students. The department will acquire data on its graduates and their professional careers to evaluate the effectiveness of its curriculum, which was significantly revised in 2010. The biology education program is addressed earlier in this report.

At the graduate level, the department will grow graduate enrollment with attention to inclusive excellence, enhance mentoring efforts to promote student success, establish additional courses, and revise teaching workload policies to include graduate courses. To further support research and assist with grant success, the department will expand its efforts to review grants using internal resources before submitting them to outside agencies and improve its communications with the Research Council and Vice President for Research. The department will continue to support the vivaria and seek AALAC animal care accreditation.

The department will further enhance faculty productivity with administrative support and mentoring. A faculty hiring plan will be developed to replace retiring faculty. Graduate program support will be expanded to ensure sufficient lab support. Facilities in all areas of use by Biological Sciences will be improved to better support teaching and R1 research. Equipment needs will be assessed to determine future purchases and ensure that common equipment is functional and accessible. A report on this APR will be shared with faculty governance committees, and at the end of three years, a formal follow-up report on the action plan will be made by the chair.

2. PBC Biotechnology Management, MS Engineering Management, PBC Technology Management, PBC Engineering Management - The Engineering Management program self-study found both master's and PBCs to have strong enrollment; maintaining rather than growing enrollment is the goal. In addition, there is an MPS in Technology Management now.

   The programs moved online post Covid, and enrollment has grown and reaches many internationally located students. This shift has meant that the program demographics have shifted to younger students with less professional experience, and the program is adjusting advising accordingly.

   The action plan for continuous improvement is to review, adjust, and augment the following resources and initiatives for international and accelerated master's students: Academic Advising - more consistent direction in course selection; Career Advising - consistent direction in job readiness and career counseling. Identify and educate companies willing to provide internships and jobs to international applicants; Recruiting - select international schools to offer focused presentations and discussions about the program; Engagement - provide an event per month during the academic year that is open to current students, alumni, and faculty. The program will also implement and test a new pathway in Global Engineering management; recognize adjunct faculty contributions more; engage in leadership succession planning; reestablish its advisory panel; enhance product management course offerings; evaluate providing financial incentives to students to pursue third-party certifications; provide a venue for more interaction between students and with industry experts; and enhance outreach with local industries.

3. Gender, Women's, and Sexuality Studies – The departmental review addressed the BA, UDC, and PBC in Gender, Women's, and Sexuality Studies, another PBC too new for USM review, and a minor. An interdisciplinary program, there are affiliate faculty across 16 departments. The bachelor's degree is described in more detail earlier in this report.
4. MPP, Ph.D. Policy Studies – The programs have solid enrollment, and the School of Public Policy is reevaluating its curriculum to address emerging issues and to leverage the School's partnerships, funding opportunities, and community relationships. The School will improve assessment of student progress and streamline its processes by centralizing documents related to student enrollment/advisor assignment and progression. Leadership will conduct a yearly review to identify students in need of additional support. Public Policy will continue to work to increase the number of GAships available within it. The School will address its workload policy to better track faculty workload distribution and mentoring responsibilities.
5. BS Environmental Science and Geography, BS Geography and Environmental Studies, BS-BA Geography, BS Environmental Science, BA Environmental Studies, UDC Geographic Information Systems, MS, PhD Geography and Environmental Systems - The Department of Geography and Environmental Systems self-study addressed all of its programs. Low-productivity programs, described earlier in this report, are being superseded by newer programs, where enrollment is strong; formal suspension will be coming.
   External review found the program strong and well-positioned to address challenges and opportunities. The action plan includes seeking a new faculty member in Coastal Science, addressing space issues, redesign the introductory graduate course series, engage in a strategic planning process, update governance documents, and promoting program visibility.
6. Information Systems – The Department of Information Studies (IS) self-study addressed the BA in Business Technology Management, the BS and BA in Information Systems, MS programs (Human-Centered Computing, Information Systems, online Information Systems), and PhD programs (Information Systems, Human-Centered Computing), 10 UDC, and 6 PBC. Many certificates are new and are not listed in the chart as they are not in the formal review cycle for USM (UDC in Business Analytics and PBCs in Foundations of Information Systems, Artificial Intelligence, Data Science Informatics, User Experience Design, Cybersecurity Informatics). Other certificates are embedded in majors, so no special courses or resources are required to offer them.

   Enrollment in department programs has increased substantially since 2018 (17% UG and 48% GR). The online MS in Information Systems is ranked 34th in the US, and a new Master of Professional Studies (MPS) in Software Engineering was launched in 2021. IS students demonstrate high rates of internship participation, and graduates consistently find employment within six months of graduation. Faculty research productivity is high with numerous grants, including NSF REUs and five NSF CAREER awards. Research funding has seen remarkable growth, from $3.3 million in 2018 to $11.5 million in 2023, including large interdisciplinary awards such as a $20.5 million Army Research Laboratory award. Research primarily focuses on Artificial Intelligence, Data Science, Health IT, Human-Centered Computing, and Software Engineering, often engaging with local communities to support underrepresented youth in STEM fields.

   The action plan for continuous improvement will address advising, with IS leadership collaborating with undergraduate advisors to transition pre-gateway students to college-based advising. Teaching faculty will advise IS students beyond the gateway point. IS will distribute advising surveys to students and compare results with past surveys. IS will conduct strategic planning and investigate

collaborating with other UMBC units to create joint interdisciplinary programs. To deepen relationships with area employers in undergraduate and MPS degree programs, IS will: a) Incorporate data focused on employability as part of ongoing curriculum mapping and improvement efforts, seeking input from employers, including advisory board members; b0 Partner with the Career Center to focus on professional preparation; c) Explore collaborating with industry partners, including bridge training to align student skill sets with industry needs, followed by placing student interns within companies; d) Encourage faculty to update their curriculum to particularly in response to the potential impact of Generative AI. At the graduate level, IS will reconsider its approach to commitments for PhD applicants and current students, including an improved matching process between PhD students and advisors to ensure stability in funding. IS will request more TAs and faculty lines to further support instructional capacity and work with the Office of the Provost to address space issues; work to diversity the graduate applicant pool; and work with the Office of Institutional Advancement to increase support for the department's needs.

7. BA Theater, BFA Acting (audition entry) – The Department of Theatre review notes the BA program has 3 tracks, and the Theatre Education track is unique in Maryland. The department is reviewing the curriculum, including the relationship between the two bachelor's degrees and the route to specialized accreditation. Simultaneously, the plan for faculty staffing is being reviewed so new hires align with the strategic direction of the programs. A three-year plan related to facilities is being developed. The department continues to have a strong service record, with four plays per year offered to the public.
8. Dance – This program is addressed earlier in the report as it holds National Association of Schools of Dance accreditation.
9. BA Social Work – This program is addressed earlier in the report as it holds Council on Social Work Education accreditation.

University of Maryland, College Park										
Program Title (Degree)	2020		2021		2022		2023		2024	
	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees
(B) Studio Art	217	84	221	60	258	64	298	55	275	75
(M) Studio Art	8	4	10	1	10	4	8	0	9	6
(B) Astronomy	144	27	142	25	149	17	140	17	167	17
(D) Astronomy	45	9	42	8	40	1	33	8	36	6
(B) Fire Protection Engineering	118	40	116	26	95	48	81	30	78	26
(M) Fire Protection Engineering	15	10	19	12	14	11	7	11	7	6
(B) Mathematics	590	176	535	181	473	217	520	155	589	184
(M) Mathematics	0	6	0	3	0	11	0	9	0	17
(D) Mathematics	121	24	121	20	122	26	121	29	127	29
(C) Mathematics	1	1	0	0	0	0	0	0	0	0
(DMV) Veterinary Medicine	126	30	122	33	118	26	119	29	121	28
(D) Veterinary Medicine	18	1	24	1	22	1	21	5	20	3

Notes:

1. BS, MFA Studio Art - Internal and external reviewers identified the strength of faculty as scholars and instructors, as well as in student engagement. There are ongoing opportunities to build on existing community partnerships and experiential learning. The program will address recommendations related to improving facilities and technology, strengthening undergraduate advising, strengthening mentorship for graduate students, and continuing to pursue community partnerships. The department will collaborate with the college and campus facilities planning to address space upgrades.
2. BS, PhD Astronomy - Reviewers agreed that Astronomy faculty demonstrate superb productivity and a rich graduate program despite the size of the department and amid recent departures. The strength of graduate TAs could be improved with more financial support and relying less on indirect costs. Furthermore, external reviewers recommended clearer expectations for graduate student advising among faculty. The program is committed to pursuing faculty lines to replace recent departures, advocating for guaranteed access to needed facilities, working on mechanisms for securing more TA support, and standardizing graduate student expectations.
3. BS, MS Fire Protection Engineering – These programs are described above as they have specialized accreditation through ABET.

4. BS/BA, PhD, PBC Mathematics - Mathematics at UMCP is a nationally prominent department recognized for its research and teaching. It has also recently established the Brin Mathematics Research Center and has a rich postdoctoral pipeline. External reviews noted opportunities for growth and improvement, including in addressing needs for improved facilities. It will also seek to expand programmatic offerings and expand undergraduate tutoring and support in gateway and upper-level courses.
5. MS, PhD & DMV, Veterinary Medicine – This program is described above as it has specialized accreditation.

University of Maryland Eastern Shore										
Program Title (Degree)	2020		2021		2022		2023		2024	
	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees
(BA) Art Education	5	1	5	0	11	0	14	0	14	1
(BS) Technology and Engineering Education	2	0	2	0	1	0	1	1	3	0
(BS) Urban Forestry	0	0	1	0	2	0	3	0	4	0
(D) Organizational Leadership	42	6	31	1	40	1	46	2	52	3
(M) Career and Technology Education	21	7	27	8	27	8	28	5	25	10
(M) Food and Agricultural Sciences	17	3	15	5	11	1	14	2	23	3
(M) Rehabilitation Counseling	33	3	37	8	37	7	42	7	50	5

Notes:

1. BA Art Education – This program is discussed in more detail early in this report. External reviewers found that an interdepartmental committee from the Dept. of Fine Art and the Dept. of Education is needed to make appropriate modifications and improve retention, including through better Praxis II performance.
2. BS Technology and Engineering Education - This program is discussed in more detail early in this report. External reviewers praised the curriculum and point out how adding a BS in CTE could help both programs by leveraging faculty expertise and promoting these programs and the MS.
3. BS Urban Forestry - This program is discussed in more detail early in this report. One of only a handful of such programs in the US, the Maryland DNR petitioned to keep this degree when the department considered making it a specialization. Specialized accreditation will be sought, and pipeline development broadened.
4. PhD Organizational Leadership – Program enrollment is strong; an additional faculty member will be sought, which is important for managing dissertation loads and advancing students more quickly. The program has a heavy quantitative emphasis; a qualitative research methods course will be added. The action plan includes a benchmarking study, a program review committee, and studying additional delivery flexibility.
5. MEd Career and Technology Education – Enrollment is solid, but changes in licensure require a review of the curriculum, which has been recently updated in alignment with national disciplinary standards. Reviewers recommend creating an advisory board and, as possible, adding faculty.

6. MS Food and Agricultural Sciences – Reviewers praised the program's rigor, curricular currency, and faculty research strength. The program will work on expanding funding, especially to support assistantships, which is also tied to recruitment. Additional support will be developed for quantitative courses, and better tracking of alumni outcomes will be addressed.
7. MS Rehabilitation Counseling - This program is discussed in more detail early in this report as it has specialized accreditation. The action plan addresses continuous improvement, consistent with CACREP standards.

University of Maryland Global Campus										
Program Title (Degree)	2020		2021		2022		2023		2024	
	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees
(M) Health Care Administration	603	149	527	139	439	147	386	115	396	94
(PBC) Global Health Management and (PBC) Long-Term Care Administration	10	8	14	2	15	10	22	20	28	18
(B) Health Services Management	1183	237	1110	245	991	221	1130	207	1311	261
(B) Legal Studies	520	87	538	110	496	119	507	106	587	109
(B) Marketing	546	103	511	97	506	89	622	125	663	123
(B) Cybersecurity Technology	6460	1433	6602	1637	6938	1816	7662	1949	8032	2299
(UDC) Computer Networking	150	110	140	91	174	144	152	159	142	217
(B) Cyber Operations	645	123	608	130	709	132	816	141	828	135
(M) Cloud Computing Systems	252	110	276	126	298	157	314	188	326	205
(PBC) Cloud Computing and Networking	3	10	9	14	15	19	9	33	18	27
(M) Cyber Operations	58	0	146	35	191	90	257	147	258	146
(PBC) Cyber Operations	3	1	0	2	11	14	3	13	15	14
(M) Data Analytics	273	83	255	113	230	78	263	83	46	100
(PBC) Business Analytics	17	25	10	15	12	29	7	21	37	31
(M) Digital Forensics & Cyber Investigation	212	106	187	83	205	101	203	109	266	121
(PBC) Digital Forensics & Cyber Investigation	2	6	8	12	3	17	6	23	10	16
(M) Transformational Leadership	53	12	81	35	94	37	98	63	102	49

Notes:

1. MS Health Care Administration, PBC in Global Health Management, PBC Long Term Care Administration – note that UMGC has all programs on a 5-year program review cycle. This MS has two embedded PBC, and the university reported their enrollments and

completions together. The program demonstrated increased student satisfaction amid shifts in industry and program. The program is moving toward assessment of interprofessional competencies and generally revamping assessment. Internal and external reviews centered on faculty qualifications, increasing curricular responsiveness to health equity and social determinants of health. These efforts will accompany an increased push to adhere to career-aligned assessments and assignments. The program is working toward the standards to achieve specialized accreditation from CAHME.

2. BS Health Services Management - Despite tremendous changes in the field of health and challenges to all programs in the wake of the Covid pandemic, this program has remained steady in enrollment and in applicability to career-related skills, especially for early career skills. The action plan calls for curriculum redesign, attention to student success strategies and assessment design. The program has two embedded UDC related to data management and analytics, which are too new for enrollment and review reporting but which tie to recommendations to focus on digital transformation in health care.
3. BS Legal Studies - The program benefits from high-quality faculty, a clear path of coursework, and exposure to important legal concepts; it is ranked 2nd nationally among distance education-based programs in the field. There are significant needs to update instruction in legal technology regularly used in judicial environments. The department will continue to address needs of a growing student population through faculty hiring and developing staff and resources needed to address knowledge gaps in legal technology.
4. MS Distance Education and E-Learning – Reviewers note this generalist program is facing an "identity crisis." The program will redefine the target audience and identify a particular skill set for the program, shifting toward leadership in diverse learning modalities. equipping graduates to manage in-person, online, hybrid, and high-flex environments. This includes integrating business operations expertise with strong pedagogical theory, addressing an existing gap in higher education leadership preparation. The program name will change, and a stackable pathway developed, along with other structural changes in credits.
5. MS Strategic Communications - This program has experienced enrollment growth over the last 5 years and continues to meet its learning objectives. The action plan looks to enhance and update the program for industry needs, incorporating new technological skills that align with industry innovation. The program will expand skill areas to include training for leadership positions and expand emphasis on needs beyond public relations. Structurally, the department commits to addressing needs of a diversifying student population, developing an advisory board, as well as leaning into existing and new partnerships with government agencies and businesses.
6. BS Social Science - This program offers opportunities for students who bring an array of education and experiences. Reviewers and the department acknowledge, however, that the program's effort to funnel students into one of four social science tracks limits the possibilities of interdisciplinarity and challenges the creation of effective assessments of knowledge upon completion. The program is committed to a comprehensive redesign, including identifying clearer desired knowledge outcomes and building more relevance for diverse populations of students, including those in the military, as well as for potential career building credentials and industry-specific skills and outcomes.
7. BS Marketing -The program enjoys high levels of student success on both applied and theoretical learning outcomes. Many of the faculty are community engaged, hold terminal degrees in the field, and have ample experience to impart upon students. They also teach foundational courses. Both internal and external reviews yielded some areas of opportunity, such as incorporating more time

examining the role of AI in the field, addressing student program retention and diversity, as well as ongoing attention to industry trends to ensure continued relevance for student workforce opportunities beyond graduation.

8. BS Cybersecurity Technology, UDCs in Cloud Computing and Networking, Computer Networking, and (new) Cyber Threat Hunting - While internal and external review identified opportunities for growth, including the creation of more industry-relevant certificates, a focus on AI, and offering clinics and micro-credentials, this program is highly relevant, highly enrolled (and growing), and features classes instructed by professionals with ample field experience. Its courses are aligned with national standards in the field and represents an area that is projected to remain of high interest in the enrollment and workforce needs fronts.
9. BS Cyber Operations (has a new UDC in Vulnerability Assessment embedded) - An enduring challenge for any Cyber Operations degree is keeping up with societal needs and industry demands. There are opportunities to which faculty of this program are attuned, including addressing secure software input validation and offensive and defensive cyber operations. They are committed to addressing these areas of need and expanding to offer certifications which align with industry demands. However, this program continues to see high and enrollment and is projected to maintain that enrollment. It features hallmark high quality labs to simulate cyber operations.
10. MS Cloud Computing Systems; embedded PBC in Cloud Computing & Networking - This degree program serves a diverse student body which sees high levels of success in its coursework. Furthermore, the program is aligned to various national government and industry standards. Cloud computing is a field that is projected to continue to grow in Maryland and nationally, reflecting a high need for the skills developed in this program. Under consideration by the department for growth are the addition of skill areas like troubleshooting to the program, as well as in the offering of industry-relevant certifications.
11. MS Cyber Operations (has new embedded PBC in Cyber Operations) - This program has experienced continued student success amidst five straight years of continued enrollment growth. Internally and externally, reviewers recognized the strength of the cyber operations program of being nimble in responding to rapidly changing computing and industry needs. As the focus in the field of cyber operations increasingly trends towards AI, reviewers recommended incorporating more time devoted to ethics. A broader need is in addressing student confidence in math and programming skills. There is also an opportunity to prepare for designation as an NSA Center for Academic Excellence in Cyber Operations.
12. MS Data Analytics, PBC in Business Analytics - External reviewers praised a Fall 2024 redesign of the MS, and both internally and externally this program is evaluated to be responsive to market demand—in Maryland and beyond—and keeping pace with rapidly evolving technological conditions. Amid regularly high and growing enrollment, students experience a high level of success in course work. The program also emphasizes the development of “soft skills” that are conducive for students to use when entering the job market. Reviewers recommend ongoing engagement with graduates and industry professionals to maintain its relevance to the field.
13. MS Digital Forensics & Cyber Investigation, PBC in Digital Forensics & Cyber Investigation - Faculty in this program have seen some results from being reflective about program enrollment declines, which it reversed in part by changing the number of required courses and course content, shifting after fall 2024, and have identified opportunities for growth in student success rates. Reviewers note the MS program features high-quality faculty and authentic lab experiences, and it is aligned with national cyber workforce frameworks. There are potential growth opportunities in expanding content to address topics like blockchain forensics and skills in communicating the complex outcomes of this work.

14. MS Transformational Leadership – The curriculum was last updated in 2017, and the action plan is to update it as the university curriculum moves 3-credit, 8-week terms. The program is committed to strengthening alignment between course programming, curricular approaches, and workforce needs. They also are committed to expanding career readiness support through program offerings as well as an expansion of capstone courses, electives, as well as partnerships. There is also a need to hire more full-time faculty who possess terminal degrees in the field.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

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: Committee on Education Policy and Student Life and Safety

DATE OF MEETING: June 2, 2026

SUMMARY: Amendments to the Policy on Student Classification for Admission and Tuition Purposes are recommended to reflect recent changes in State and federal law and to improve the clarity and administration of the policy.

Over the past year, the USM Office of Academic and Student Affairs, institutional residency officers, and counsel from the Office of the Attorney General conducted a comprehensive review of the policy. The review focused on clarifying the residency determination and review processes, addressing areas that have created confusion for students, families, and staff, and improving the readability of the policy for non-residency experts.

The proposed amendments reorganize and streamline policy language throughout the document and update legal references and definitions where appropriate. Draft revisions were vetted with institutional residency officers, registrars, admissions staff, and other relevant USM affinity groups. In parallel with the policy revisions, related residency forms and petitions are also being updated, simplified, and converted into ADA-accessible formats.

This is coming to the Committee on Education Policy and Student Life and Safety as an information item. It will go to the Committee on Finance for action on June 4, 2026.

ALTERNATIVE(S): Information item

FISCAL IMPACT: Information item

CHANCELLOR'S RECOMMENDATION: Information item

COMMITTEE ACTION:	DATE: June 2, 2026
BOARD ACTION:	DATE:

SUBMITTED BY: Alison Wrynn, awrynn@usmd.edu; 301-445-1992

PROPOSED REVISIONS TO VIII-2.70 – POLICY ON STUDENT CLASSFIICATION FOR ADMISSION AND TUITION PURPOSES

Section	Amendment Summary	Impact Summary
I.B.	References a later section of the policy where temporary exemptions are listed.	Provides procedural clarity for students and families about temporary exemptions.
II.	Introduces a new section II—"Overview of Student Classification Process"—and moves II. Determination of Residency Status to Section III. Determination of Residency Status. The following subsections are introduced in this new section II: A. Initial Determination, B. Petition for Change in Classification, C. Appeal, D. Request for Waiver, E. Change in Circumstances Altering In-State Status, and F. Incomplete, Untimely, False, or Misleading Information. Language at the beginning of Section II replaces the current Section V.	Provides procedural clarity and reflects structural reorganization of residency procedures.
II.A.	Reorganizes the subheading from II. A. Criteria for Determination of Residency Status to III. A. Initial Determination (of Residency Status). This section clarifies and reorganizes the process for initial determination of residency and removes residency criteria 1-7.	Restructures the residency determination status procedures. Improves clarity for institutional procedures and promotes consistency in policy implementation and enhances institutional efficiency.
II. B.	Section B. Presumption of Out-of-State Status has been removed and replaced with III. B. 1-2. Criteria for In-State Status. Combines criteria related to (1) primary living quarters and (2) personal property into a single residency requirement.	Clarifies residency criteria.
II.B.	This section is renumbered and this subsection is introduced in III. B. 1.a.b. Reorganizes residency criteria (1) and (2) and incorporates language previously included in the former "Presumption of Out-of-State Status" section and replaces references to "raising the presumption" with "additional evidence."	Clarifies the first residency criterion, introduces additional evidence when criteria are not met, and improves readability.
II.B.	This section has now been replaced with III. B. 1-5. Defines "financially dependent," and incorporates relevant language previously located in	Clarifies financial dependency requirements, introduces additional

	the "Presumption of Out-of-State Status" section. Replaces references to "raising the presumption" with "evidence" and clarifies treatment of individuals who are not financially dependent or not required to file a Maryland income tax return.	evidence when criteria are not met, improves institutional efficiency, and enhances readability.
II.B.	Renames subsection II.B. from "Presumption of Out-of- State Status" to III.C. "Additional Evidence." Clarifies that the list of documents is non-exhaustive and that not all documents are required. Adds the Maryland MVA-issued identification card as additional evidence acceptable for residency eligibility.	Simplifies residency language and supports more efficient institutional implementation. Expands the range of documentation that may be considered as additional evidence.
II.B.	Renames subsection II.B. from "Presumption of Out-of- State Status" to III.C. "Additional Evidence." Adds language to clarify documentation requirements for families of different structures (e.g., blended, separated, or divorced families).	Clarifies evidence requirements based on family structure and improves institutional implementation.
II.B.	Clarifies that petitions may not be submitted for a semester or term that has already been completed.	Aligns with existing policy and clarifies petitions submission timelines.
II.D.	Adds a new subsection titled "Request for Waiver."	Clarifies the purpose of the presidential waiver and identifies individuals eligible to request a waiver.
III.	Section III. Change in Classification for Tuition Purposes is renumbered to Section IV. The proposed Section III removes the eight criteria needed to be met and the presumption language. It also removes the following sections III. C. Rebuttal Evidence to Support a Change in Tuition Status, III. D. Appeal, III. E. Change in Circumstances Altering In-State Status, and F. Incomplete, Untimely, False or Misleading Information; these topics are moved to earlier in the Policy in Section II. Overview of Student Classification Process.	Simplifies application of the policy and improves clarity.
III.A.	Revises the section title from "Determination of Residency Status" to "Initial Determination of Residency Status."	Clarifies residency review processes at the initial application stage.
III.B.1-2.	Combines criteria related to (1) primary living quarters and (2) personal property into a single residency requirement.	Clarifies residency criteria.

III.B.1. a.b.	Reorganizes residency criteria (1) and (2) and incorporates language previously included in the former "Presumption of Out-of- State Status" section and replaces references to "raising the presumption" with "additional evidence."	Clarifies the first residency criterion, introduces additional evidence when criteria are not met, and improves readability.
III.B.2. a. b. c.	Defines "financially dependent," and incorporates relevant language previously located in the "Presumption of Out-of-State Status" section. Replaces references to "raising the presumption" with "evidence" and clarifies treatment of individuals who are not financially dependent or not required to file a Maryland income tax return.	Clarifies financial dependency requirements, introduces additional evidence when criteria are not met, improves institutional efficiency, and enhances readability.
III.B.1-5.	Reorganizes and simplifies in-state residency criteria, reducing the number of requirements from seven to six.	Simplifies application of the policy, improves clarity, and enhances institutional efficiency.
III.C.	Renames subsection C. from "Presumption of Out-of- State Status" to III.C. "Additional Evidence." Clarifies that the list of documents is non-exhaustive and that not all documents are required.	Simplifies residency language and supports more efficient institutional implementation.
III.C.1. c.	Revises language to clarify documentation requirements for families of different structures (e.g., blended, separated, or divorced families).	Clarifies evidence requirements based on family structure and improves institutional implementation.
III.C.10.	Adds the Maryland MVA-issued identification card as additional evidence acceptable for residency eligibility.	Expands the range of documentation that may be considered as additional evidence.
IV.A.	Reinforces that petitions may not be submitted for a semester or term that has already been completed.	Aligns with policy and reinforces petition submission timelines.
IV.	Existing Section IV ("Criteria for…") is renumbered to Section V.	This is part of the overall reorganization.
V.E.	Revises language (that was in IV.D.) pertaining to people receiving certain Federal benefits, including various veterans.	Clarifies residency terminology and reinforces intent of veteran eligibility requirements, including recent Federal changes to the Montgomery GI Bill.
V.K.	Updates the language from "child" to "eligible dependent."	Aligns the policy with recent State legislation.

V.L.	Adds a new exemption for financially dependent children of state or local public safety employees who died in the line of service, as defined by state law.	Extends exemption eligibility to dependents of qualifying public safety employees and aligns with recent State legislation.
V.Q.	Adds a new exemption for members of the Intelligence Community, their spouses, and their children so long as they have been employed for a certain period and whose domicile or permanent station is in Maryland at the time of initial enrollment.	Aligns the policy with recent Federal legislation.
V.	The point of the existing Section V is deleted and now proposed as language at the beginning of Section II.	The rearrangement is part of the overall clarification of procedures and requirements.
VI.	The current VI.F definition has been removed.	Focuses the policy language on Financial Dependent or not.
VI.	In F.1 – F.7, the legal citations are updated.	Clarifies the citations of the US Code.

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, 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, some students who are not permanent Maryland residents and do not meet the criteria for in-state residency status in Section III.B of this Policy may qualify temporarily for in-state status if they qualify for an exemption under Section V of this Policy. 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. OVERVIEW OF STUDENT CLASSIFICATION PROCESS

To implement this Policy, each USM institution applies its own procedures, a copy of which must be filed with the Office of the Chancellor.

A. Initial Determination

The student classification process begins with an initial determination of residency status. The institution's procedures will provide for an initial submission of residency information, usually in the application for admission or readmission. The institution may also request documentation or additional information during this initial step. All information and documentation submitted will be evaluated against the criteria for In-state status set forth in Section III.B of this Policy. In certain

[1] Md. Code Ann., Educ. § 12-101.

circumstances, a student who does not meet the criteria for in-state status may qualify for in-state status by exemption under Section V of this Policy.

At the conclusion of the initial determination, the student will be notified, usually in the offer of admission, if they have been classified as in-state or out-of-state.

B. Petition for Change in Classification

A student who wishes to request a change in their classification may submit a Petition in accordance with the institution's procedures. In some circumstances, students whose eligibility cannot be determined from the information submitted in their initial application may be required to submit additional evidence through the Petition process. All Petitions will be evaluated under the same criteria used for the initial determination of in-state status (in Section III.B of this Policy), but the institution may require additional information and documentation during the Petition process. Petitions may not be initiated for a semester or term that has already been completed.

C. Appeal

A student may appeal a decision on their Petition for Change in Classification in accordance with the institution's procedures.

D. Request for Waiver

The president of an institution or a president's designee may waive any requirement of this Policy if the president or designee determines that a waiver is required to avoid an unjust result. Staff or students may request a waiver, but students may be required to exhaust other procedures prior to doing so.

E. Change in Circumstances Altering In-State Status

A student must notify the USM institution in writing within fifteen (15) calendar days of any change in circumstances that may alter in-state status. Failure to do so may result in retroactive charges for the period affected.

F. Incomplete, Untimely, False, or Misleading Information

If complete information necessary to the determination is not provided by the institution's deadline, the institution may, at its discretion, deny or revoke in-state status. In the event incomplete, false, or misleading information is presented, the 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 the period affected.

III. DETERMINATION OF RESIDENCY STATUS

A. Initial Determination of Residency Status

An initial determination of a student's residency status will be made at the time of admission (and readmission, if any) 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 in the initial application.

B. Criteria for In-State Status

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 Applicable Period), 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 required continuous intent by establishing that they satisfied all the following requirements during the Applicable Period:

1) The student has continuously maintained primary living quarters in Maryland and has substantially all personal property, such as household effects, furniture, and pets, in Maryland.
    a. A student who is attending school or living outside Maryland at the time of application for admission to a USM institution, may submit evidence (as outlined in Section III.C, below) in order to prove, by clear and convincing evidence, that the student has the continuous intent to reside in Maryland indefinitely and for a primary purpose other than that of attending an educational institution in Maryland.
    b. The USM institution reviewing an application of a student described under paragraph 1.a may permit the student to submit evidence at the initial determination stage or may require a student to submit evidence through Petition for Change in Classification under Section IV.

2) The student has paid Maryland income tax on all taxable income, including all taxable income earned outside Maryland. If the student has earned any taxable income during the Applicable Period, the student must have filed a Maryland Resident Tax Return. If the student is Financially Dependent (as defined in this Policy), then the person on whom the student is Financially Dependent shall meet the tax filing and payment requirements in this paragraph.
    a. A student who is Financially Dependent on a person who is not a resident of Maryland may submit additional evidence (as outlined in Section III.C, below) in order to prove, by clear and convincing evidence, that 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.
    b. The USM institution reviewing an application of a student described under paragraph 2.a may permit the student to submit additional evidence at the initial determination stage or may require a student to submit such evidence through Petition for Change in Classification under Section IV.
    c. If a student is not Financially Dependent and is not required to file a Maryland income tax return, the student may be asked by the institution reviewing the initial application, petition, or appeal, for additional information (e.g., a W-2 or 1099 form or other relevant documents).

3) If the student possesses a driver's license, it must be issued by Maryland. If the student was previously licensed in another state they must have held a Maryland driver's license for the past 12 consecutive months, or the student must 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.

4) If the student owns or leases a motor vehicle, it must be registered in Maryland. If the vehicle was previously registered in another state, it must have been registered for the past 12 consecutive months in Maryland, or the student must show evidence that the vehicle was registered in Maryland within 60 days after moving to the state in accordance with Maryland Motor Vehicle Administration requirements.

5) The student 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.

6) The student has the legal ability to live permanently and without interruption in the United States.

C. Additional Evidence

Additional evidence may be required during the Initial Determination pursuant to Sections B.1 and B.2, above, or when submitting a Petition for Change in Classification under Section IV.

Additional evidence must establish, by clear and convincing evidence, the student's intent to reside in Maryland indefinitely and for a primary purpose other than that of attending an educational institution in Maryland . All information submitted will be evaluated not only by how completely the criteria for in-state status 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 (the Applicable Period) is unlikely to establish the required intent under this Policy. The absence of objective, relevant evidence is generally considered to weigh against finding in-state status. A student's statement of intent to remain in Maryland in the future is generally not considered to be objective evidence under this Policy.

Students are not required to submit every item in the list below, but the evidence submitted must establish the student's intent to reside in Maryland indefinitely and for a primary purpose other than that of attending an educational institution. Evidence provided by a student may include, for example:

1) Evidence showing source of financial support:
    a. Maryland employment and earnings history through sources beyond those related 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.;

b. Evidence the student is Financially Dependent, for the previous 12 months, upon a person who is a resident of Maryland; and/or

c. Evidence such as a divorce decree, separation agreement, court order, or other legal document which establishes why a student is Financially Dependent on a person living outside of Maryland. If the student meets the other criteria for residency, the student may be deemed in-state despite being Financially Dependent upon someone living out of state, if such evidence is available.

2) Evidence of 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., marriage to a Maryland resident, divorce, family relocation, taking care of a sick family member, etc.).

9) Voter registration in Maryland; and/or

10) A Maryland MVA-issued identification card

IV. CHANGE IN RESIDENCY CLASSIFICATION FOR TUITION PURPOSES

A. Petition for Change in Classification for Tuition Purposes

After the initial residency determination is made, a student seeking a change to in-state residency status for tuition purposes should consult institution procedures for information on how and when to 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 during the semester for which the

student seeks reclassification. Only one Petition may be filed per semester or term. Petitions may not be initiated for a semester or term that has already been completed.

B. Criteria for Change in Residency Status

A student seeking reclassification from out-of-state to in-state 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 residency status (the Applicable Period), the student had the continuous intent to:

1) make Maryland the student's permanent home;
2) abandon the student's former home state;
3) reside in Maryland indefinitely; and
4) 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 establishing (providing appropriate documentation as necessary) that, for the Applicable Period, the student has satisfied all criteria for in-state status in Section III.B of this Policy.

Evidence of intent may include, but is not limited to, evidence described in Section III.C.. 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.

V. CRITERIA FOR IN-STATE STATUS BY EXEMPTION

Students who meet the criteria for the following exemptions shall be eligible for in-state status for the period in which they qualify for the exemption (except as otherwise noted below).[2] Students who seek in-state status through any of the following exemptions must 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.[3] Spouses and children who qualify for exemption under this provision will retain

[2] Changes in state or federal laws conferring in-state tuition status may not be reflected in this Policy immediately upon effect. However, students who meet the statutory criteria are eligible for in-state status as of the effective date of the law.
[3] Md. Code Ann., Educ. § 15-106.4.

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.[4]

D. Veterans currently living in or domiciled in Maryland who provide documentation that they were honorably discharged.[5]

E. Individuals currently residing in Maryland who are pursuing a course of education with educational assistance under chapter 30, 31, 33, or 35 of Title 38, or chapter 1606 of Title 10, of the United States Code.[6] An individual so described will continue to retain in-state status if they remain 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;
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 the child or spouse of a person who died while serving on duty in the Armed Forces, on or after September 11, 2001 and is entitled to benefits under 38 U.S.C. § 3311(b)(8)-(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 described in this paragraph will continue to retain in-state status if the individual is using any of the above educational benefits 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 paragraph C above.)[7]

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.

[4] *Id*.
[5] *Id*.
[6] 38 U.S.C. § 3679(c).
[7] *Id*.

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 "eligible dependent" of a Maryland public safety employee, under § 18-601 of the Education Article, Annotated Code of Maryland, who is eligible for the Edward T. and Mary A. Conroy and Joan B. Cryor Scholarship.

L. The Spouse or Child of a State or Local Public Safety Employee (as defined in § 18-601 of the Education Article, Annotated Code of Maryland) who died as a result of or in the performance of duties.[8]

M. 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.

N. 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.

O. 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.

P. 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 Financial Dependents. Members and their spouses and Financial 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.

Q. Members of the Intelligence Community, as defined in 50 U.S.C. § 3003(4), who have served in that position of employment for a period of more than 30 days and whose domicile or permanent duty station is in Maryland, and their spouses and Financial Dependents. Members and their spouses and Financial 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.

R. 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).

[8] Md. Code Ann., Educ. § 15-106.12.

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.[9]

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.[10]

C. Armed Forces means the Army, Navy, Air Force, Marine Corps, Space Force, and Coast Guard.[11]

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 and/or receives fifty percent or more in educational or living expenses from another person. A person who is a ward of the State of Maryland is also considered Financially Dependent for purposes of this Policy.

F. Foreign Service means:
   1) Chiefs of mission, appointed under 22 U.S.C. § 3942(a)(1) or § 3982(c).
   2) Ambassadors at large, appointed under 22 U.S.C. § 3942(a)(1).
   3) Members of the Senior Foreign Service, appointed under 22 U.S.C. § 3942(a)(1) or § 3943, who are the corps of leaders and experts for the management of the Service and the performance of its functions.
   4) Foreign Service officers, appointed under 22 U.S.C. § 3942(a)(1), who have general responsibility for carrying out the functions of the Service.
   5) Foreign Service personnel, United States citizens appointed under 22 U.S.C. § 3943, who provide skills and services required for effective performance by the Service.
   6) Foreign national employees, foreign nationals appointed under 22 U.S.C. § 3943, who provide clerical, administrative, technical, fiscal, and other support at Foreign Service posts abroad.
   7) Consular agents, appointed under 22 U.S.C. § 3943 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.[12]

G. 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

[9] 37 U.S.C. § 101.
[10] Md. Code Ann., State Gov't § 9-901.
[11] 10 U.S.C. § 101.
[12] 22 U.S.C. § 3903.

system. Examples of categories NOT considered regular employees are graduate students, contingent employees, and independent contractors.

H. Reserve Component means:
   1) the Army National Guard of the United States;
   2) the Army Reserve;
   3) the Navy Reserve;
   4) the Marine Corps Reserve;
   5) the Air National Guard of the United States;
   6) the Air Force Reserve;
   7) the Coast Guard Reserve; or
   8) the Reserve Corps of the Public Health Service.[13]

I. Spouse: A spouse is a partner in a legally contracted marriage.

J. Uniformed Services means the Armed Forces and the Commissioned Corps of the National Oceanic and Atmospheric Administration and of the Public Health Service.[14]

K. Veteran has the meaning stated in 38 U.S.C. § 101, which is a person who served in the active military, naval, air, or space service, and 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.
[14] *Id*.

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~~).~~, 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, some students who are not permanent Maryland residents and do not meet the criteria for in-state residency status in Section III.B of this Policy may qualify temporarily for in-state status if they qualify for an exemption under Section V of this Policy. 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. OVERVIEW OF STUDENT CLASSIFICATION PROCESS

To implement this Policy, each USM institution applies its own procedures, a copy of which must be filed with the Office of the Chancellor.

A. Initial Determination

The student classification process begins with an initial determination of residency status. The institution's procedures will provide for an initial submission of residency information, usually in the application for admission or readmission. The institution may also request documentation or additional information during this initial step. All information and documentation submitted will be evaluated against the criteria for In-state status set forth in Section III.B of this Policy. In certain

[1] Md. Code Ann., Educ. § 12-101.

circumstances, a student who does not meet the criteria for in-state status may qualify for in-state status by exemption under Section V of this Policy.

At the conclusion of the initial determination, the student will be notified, usually in the offer of admission, if they have been classified as in-state or out-of-state.

B. Petition for Change in Classification

A student who wishes to request a change in their classification may submit a Petition in accordance with the institution's procedures. In some circumstances, students whose eligibility cannot be determined from the information submitted in their initial application may be required to submit additional evidence through the Petition process. All Petitions will be evaluated under the same criteria used for the initial determination of in-state status (in Section III.B of this Policy), but the institution may require additional information and documentation during the Petition process. Petitions may not be initiated for a semester or term that has already been completed.

C. Appeal

A student may appeal a decision on their Petition for Change in Classification in accordance with the institution's procedures.

D. Request for Waiver

The president of an institution or a president's designee may waive any requirement of this Policy if the president or designee determines that a waiver is required to avoid an unjust result. Staff or students may request a waiver, but students may be required to exhaust other procedures prior to doing so.

E. Change in Circumstances Altering In-State Status

A student must notify the USM institution in writing within fifteen (15) calendar days of any change in circumstances that may alter in-state status. Failure to do so may result in retroactive charges for the period affected.

F. Incomplete, Untimely, False, or Misleading Information

If complete information necessary to the determination is not provided by the institution's deadline, the institution may, at its discretion, deny or revoke in-state status. In the event incomplete, false, or misleading information is presented, the 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 the period affected.

~~II.~~III. DETERMINATION OF RESIDENCY STATUS

A. ~~Criteria for~~Initial Determination of Residency Status

An initial determination of a student's residency status will be made at the time of admission (and readmission, if any) 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~~.~~ in the initial application.

B. Criteria for In-State Status

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 Applicable Period), 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~~required continuous intent by ~~satisfying~~establishing that they satisfied all the following requirements ~~for~~during the ~~12-month period (or shorter period indicated):~~Applicable Period:

~~1) Has~~The student has continuously maintained primary living quarters in Maryland~~.~~

~~2)~~1) ~~Has~~ and has substantially all personal property, such as household effects, furniture, and pets, in Maryland.

a. ~~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~~A student who is attending school or living outside Maryland at the time of application for admission to a USM institution, may submit evidence (as outlined in Section III.C, below) in order to prove, by clear and convincing evidence, that the student has the continuous intent to reside in Maryland indefinitely and for a primary purpose other than that of attending an educational institution in Maryland.

b. The USM institution reviewing an application of a student described under paragraph 1.a may permit the student to submit evidence at the initial determination stage or may require a student to submit evidence through Petition for Change in Classification under Section IV.

~~3)~~2) The student has paid Maryland income tax on all taxable income, including all taxable income earned outside Maryland~~, and have filed a Maryland Resident Tax Return.~~. If the student has earned any taxable income during the Applicable Period, the student must have filed a Maryland Resident Tax Return. If the student is Financially Dependent (as defined in this Policy), then the person on whom the student is Financially Dependent shall meet the tax filing and payment requirements in this paragraph.

~~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.~~

a. ~~Has possessed a valid Maryland~~A student who is Financially Dependent on a person who is not a resident of Maryland may submit additional evidence (as outlined in

Section III.C, below) in order to prove, by clear and convincing evidence, that 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.

b. The USM institution reviewing an application of a student described under paragraph 2.a may permit the student to submit additional evidence at the initial determination stage or may require a student to submit such evidence through Petition for Change in Classification under Section IV.

c. If a student is not Financially Dependent and is not required to file a Maryland income tax return, the student may be asked by the institution reviewing the initial application, petition, or appeal, for additional information (e.g., a W-2 or 1099 form or other relevant documents).

3) If the student possesses a driver's license ~~for at least 12 consecutive months, if~~ , it must be issued by Maryland. If the student was previously licensed ~~to drive~~ in another state~~. Students who have lived in Maryland for at least 12 consecutive months but who~~ they must have held a Maryland driver's license for ~~less than 12 months will be deemed to have satisfied this requirement if they can~~the past 12 consecutive months, or the student must 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.

~~5)~~4) If the student owns or leases a motor vehicle, it must be registered in Maryland. If the vehicle was previously registered in another state, it must have been registered for the past 12 consecutive months in Maryland, or the student must show evidence that the vehicle was registered in Maryland within 60 days after moving to the state in accordance with Maryland Motor Vehicle Administration requirements.

~~6)~~5) ~~Receives~~The student 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)~~6) ~~Has~~ The student has the legal ability ~~under Federal and Maryland law~~ to live permanently and without interruption in ~~Maryland~~the United States.

~~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~~ **C. Additional Evidence**

Additional evidence may be required during the Initial Determination pursuant to Sections B.1 and B.2, above, or when submitting a Petition for Change in Classification under Section IV.

Additional evidence must establish, by clear and convincing evidence, the student's intent to reside in Maryland indefinitely and for a primary purpose other than that 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.

A. 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

1) make Maryland the student's permanent home;
2)1) abandon the student's former home state;
3)1) reside in Maryland indefinitely; and
4)1) 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 for in-state status 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.~~

~~B. 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 (the Applicable Period) is ~~generally considered an unfavorable factor~~unlikely to establish the required intent under this Policy. The absence of objective, relevant evidence is generally considered ~~an unfavorable factor~~to weigh against finding in-state status. 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:~~

~~Source~~

Students are not required to submit every item in the list below, but the evidence submitted must establish the student's intent to reside in Maryland indefinitely and for a primary purpose other than that of attending an educational institution. Evidence provided by a student may include, for example:

1) Evidence showing source of financial support:
   a. Maryland employment and earnings history through sources beyond those ~~incident~~related 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.; and/or

c. SubstantialEvidence such as a divorce decree, separation agreement, court order, or other legal document which establishes why a student is Financially Dependent on a person living outside of Maryland. If the student meets the other criteria for residency, the student may be deemed in-state despite being Financially Dependent upon someone living out of state, if such evidence is available.

2) Evidence of 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., marriage to a Maryland resident, divorce, family relocation, taking care of a sick family member, etc.).).

9) Voter registration in Maryland.; and/or

10) A Maryland MVA-issued identification card

IV. CHANGE IN RESIDENCY CLASSIFICATION FOR TUITION PURPOSES

A. Petition for Change in Classification for Tuition Purposes

After the initial residency determination is made, a student seeking a change to in-state residency status for tuition purposes should consult institution procedures for information on how and when to 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 during the semester for which the student seeks reclassification. Only one Petition may be filed per semester or term. Petitions may not be initiated for a semester or term that has already been completed.

B. Criteria for Change in Residency Status

A student seeking reclassification from out-of-state to in-state 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 residency status (the Applicable Period), the student had the continuous intent to:

1) make Maryland the student's permanent home;
2) abandon the student's former home state;
3) reside in Maryland indefinitely; and
4) reside in Maryland primarily for a purpose other than that of attending an educational institution in Maryland.

~~**A. Appeal**~~

~~A student may appeal an adverse decision on a Petition for Change in Classification.~~

~~**B.A. 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.~~

~~C. 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.~~

A student will demonstrate the requisite intent by establishing (providing appropriate documentation as necessary) that, for the Applicable Period, the student has satisfied all criteria for in-state status in Section III.B of this Policy.

Evidence of intent may include, but is not limited to, evidence described in Section III.C.. 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.

~~IV.~~V. CRITERIA FOR ~~TEMPORARY QUALIFICATION OF NON-RESIDENTS FOR IN-~~IN-STATE STATUS ~~BY~~ EXEMPTION

~~Non-residents with~~Students who meet the criteria for the following ~~status~~exemptions shall be ~~accorded the benefits of~~eligible for in-state status for the period in which they ~~hold such~~qualify for the exemption (except as otherwise noted below).[2] Students who seek in-state status~~, if they~~ through any of the following exemptions must 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~~Financially Dependent child of an Active Service member, who is stationed in Maryland, currently residing in Maryland, or is domiciled in Maryland.[3] 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.[4]

D. Veterans currently ~~resl~~i~~d~~ving in or domiciled in Maryland who provide documentation that they were honorably discharged.[5]

E. ~~Veterans~~Individuals currently residing in Maryland ~~and were discharged from a period of at least 90 days of service and~~who are pursuing a course of education with educational assistance under chapter 30, 31, 33, or 35 of Title 38, or chapter 1606 of Title 10, of the ~~Montgomery G.I. Bill ®[6] (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~~United States Code.[7] An individual 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~~they remain continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school.

F. Anyone who lives in Maryland~~,~~ and~~:~~

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[2] Changes in state or federal laws conferring in-state tuition status may not be reflected in this Policy immediately upon effect. However, students who meet the statutory criteria are eligible for in-state status as of the effective date of the law.
[3] Md. Code Ann., Educ. § 15-106.4.
[4] *Id*.
[5] *Id*.
[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.
[7] 38 U.S.C. § 3679(c).

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~~the child or spouse of a person who died while serving on duty in the Armed Forces, on or after September 11, 2001 and is entitled to benefits under ~~the Marine Gunnery Sergeant John David Fry Scholarship (~~38 U.S.C. § 3311(b)(8)-(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~~paragraph will continue to retain in-state status if the individual is using any of the above 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.~~paragraph C~~.~~ above.)[8]

H. For UMGC~~,~~ only, any Active Service Member~~,~~ or their spouse or ~~dependent~~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~~ "eligible dependent" of a Maryland public safety employee, under § 18-601 of the Education Article, Annotated Code of Maryland, who is eligible for the Edward T. and Mary A. Conroy and Joan B. Cryor Scholarship. ~~Scholarship under § 18-601(d)(3)(ii) of the Education Article, Annotated Code of Maryland.~~

K.

L. The Spouse or Child of a State or Local Public Safety Employee (as defined in § 18-601 of the Education Article, Annotated Code of Maryland) who died as a result of or in the performance of duties.[9]

[8] *Id*.

[9] Md. Code Ann., Educ. § 15-106.12.

~~L.~~M. 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.~~N. 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.~~O. 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.~~P. 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.~~Financial Dependents. Members and their spouses and ~~dependents~~Financial 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.

Q. Members of the Intelligence Community, as defined in 50 U.S.C. § 3003(4), who have served in that position of employment for a period of more than 30 days and whose domicile or permanent duty station is in Maryland, and their spouses and Financial Dependents. Members and their spouses and Financial 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.~~R. 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.[10]

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.[11]

C. Armed Forces means the Army, Navy, Air Force, Marine Corps, Space Force, and Coast Guard.[12]

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 and/or receives fifty percent or more in educational or living expenses from another person. A person who is a ward of the State of Maryland is also considered Financially Dependent for purposes of this Policy.

~~E. or is a ward of the State of Maryland.~~

~~F.~~

~~G. Financially Independent: For the purposes of this Policy, a financially independent student is one who 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.~~

~~H.~~F. Foreign Service means:
   1) Chiefs of mission, appointed under ~~section~~22 U.S.C. § 3942(a)(1) ~~of this title or assigned under section~~or § 3982(c~~) of this title.~~).
   2) Ambassadors at large, appointed under ~~section~~22 U.S.C. § 3942(a)(1~~) of this title.~~).
   3) Members of the Senior Foreign Service, appointed under ~~section~~22 U.S.C. § 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.
   4) Foreign Service officers, appointed under ~~section~~22 U.S.C. § 3942(a)(1~~) of this title,~~), who have general responsibility for carrying out the functions of the Service.
   5) Foreign Service personnel, United States citizens appointed under ~~section~~22 U.S.C. § 3943~~ of this title~~, who provide skills and services required for effective performance by the Service.
   6) Foreign national employees, foreign nationals appointed under ~~section~~22 U.S.C. § 3943~~ of this title~~, who provide clerical, administrative, technical, fiscal, and other support at Foreign Service posts abroad.
   7) Consular agents, appointed under ~~section~~22 U.S.C. § 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.[13]

[10] 37 U.S.C. § 101.
[11] Md. Code Ann., State Gov't § 9-901.
[12] 10 U.S.C. § 101.
[13] 22 U.S.C. § 3903.

~~I.~~G. 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.

~~J.~~H. Reserve Component means:

1) the Army National Guard of the United States;
2) the Army Reserve;
3) the Navy Reserve;
4) the Marine Corps Reserve;
5) the Air National Guard of the United States;
6) the Air Force Reserve;
7) the Coast Guard Reserve; or
8) the Reserve Corps of the Public Health Service.[14]

~~K.~~ Spouse: A spouse is a partner in a legally contracted marriage.

I.

~~L.~~J. Uniformed Services means the Armed Forces and the Commissioned Corps of the National Oceanic and Atmospheric Administration and of the Public Health Service.[15]

~~M.~~K. Veteran has the meaning stated in 38 U.S.C. § 101, which is a 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.

[14] 37 U.S.C. § 101.
[15] *Id*.

ADDENDUM

At the June 4, 2026 Finance Committee meeting, Committee members discussed the use of the term "abandon" in Section IV.B.2. of the proposed amendments to Policy VIII-2.70. Consistent with the Committee Recommendation, staff consulted with the Office of the Attorney General regarding the terminology.

The Office of the Attorney General advised that the term "abandon" has an established legal meaning in the context of domicile and residency determinations.

To provide additional clarity while preserving the legal intent, the following revision, developed in consultation with the Office of the Attorney General, will be incorporated into the proposed policy language:

Language presented to the Finance Committee:

"abandon the student's former home state;"

Revised language:

"abandon residency in the student's former home state;"

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: 2026-2027 EPSLS Brainstorming

COMMITTEE: Committee on Education Policy and Student Life and Safety

DATE OF MEETING: June 2, 2026

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: June 2, 2026
BOARD ACTION:	DATE:

SUBMITTED BY: Alison Wrynn, awrynn@usmd.edu; 301-445-1992

TOPIC: Approval of Meeting Minutes from April 9, 2026 and May 6, 2026 (information)

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 4, 2026

SUMMARY: The Finance Committee will review the minutes from its recent public and closed sessions and determine whether they accurately reflect the meeting and the actions taken.

ALTERNATIVE(S): The Committee may defer approval or request corrections.

FISCAL IMPACT: No fiscal impact is anticipated.

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends approval of the minutes.

COMMITTEE RECOMMENDATION: APPROVED	DATE: 6/4/26
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON FINANCE
April 9, 2026
Meeting via Video and Conference Call

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 10:01 a.m., with participants joining by video conference and teleconference.

Regents participating in the session included: Ms. Fish, Mr. Hasan, Mr. McMillen, Mr. Mirani, Ms. Speaks, and Mr. Wood. Also participating were: Ms. Herbst, Mr. Minor, Dr. Masucci, Mr. Sandler, Ms. Wilkerson, Assistant Attorney General Boyle, Assistant Attorney General Palkovitz, Assistant Attorney General Stover, Assistant Attorney General Marek, President Anderson, President Ginsberg, Interim President Smith, Ms. Aughenbaugh, Mr. Bitner, Mr. Danik, Mr. Donoway, Mr. Henley, Mr. Jones, Mr. Namazie, Mr. Oler, Mr. Palmer, Mr. Petree, Dr. Rhodes, Mr. Sergi, Mr. Keeney, Ms. Adkins, Ms. Schurg, Dr. Bittinger, Mr. Bradshaw, Mr. Berkheimer, Mr. Gosnell, Mr. McCann, Ms. Borgerding, Ms. Latimer, Mr. Olen, Mr. Jirinec, Mr. Harris, Ms. Auburger, Mr. Beck, Mr. Chanen, Ms. Denson, Mr. Eismeier, Mr. Hickey, Ms. Johnson, Mr. Li, Mr. Muntz, Ms. Norris, Ms. Sule, Mr. Brown, Ms. Bucko, Ms. McMann, and other members of the USM community and the public.

Regent Fish welcomed all participants to the meeting.

1. Approval of Meeting Minutes from January 28, 2026 (action)

The Finance Committee considered approval of the minutes from its January meeting.

The Chancellor recommended approval of the minutes.

(Regent Fish moved recommendation, seconded by Regent Wood; approved)
Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

2. USM Enrollment Projections: FY 2027-2036 (action)

Regent Fish introduced the item concerning the proposed FY 2027-2036 enrollment projections. She noted that the enrollment projections are presented annually to the Finance Committee for approval to ensure transparency and alignment with broader System goals. Regent Fish stated that the Chancellor, in consultation with the presidents, recommends the projections after considering the current higher education environment and each institution's longer-term enrollment plans. She also noted that the Enrollment Workgroup recently met to review the projections and related institutional strategies supporting recruitment and retention.

Regent Fish then recognized Mr. Muntz, associate vice chancellor for strategy, planning, and analytics, to provide an overview of the proposed enrollment projections. Mr. Muntz acknowledged members of

the USM Office team and institutional representatives supporting the effort. He discussed the role enrollment projections play in operating budget development, student support planning, and long-term capital planning. Mr. Muntz reviewed projected enrollment trends across the System, including a projected fall 2026 enrollment of approximately 177,360 students, institutional-level changes, and long-term projections, noting that the proposed projections reflect steady growth assumptions informed by recent enrollment trends and institutional planning efforts. Regent Fish commented on the accuracy of the System's prior enrollment projections, noting that the close alignment between projected and actual enrollment figures was a significant achievement.

During the discussion, Regent McMillen asked about the anticipated impact of the projected national enrollment decline and requested perspective on Maryland's outlook. He also commented on the role athletics programs can play in supporting enrollment growth. Mr. Muntz responded that Maryland remains comparatively well positioned because a significant percentage of Maryland high school graduates do not currently pursue higher education, creating opportunities for future enrollment growth. He noted the importance of remaining attentive to competition from out-of-state institutions recruiting Maryland students and referenced Frostburg State University's experience attracting student athletes as one example of athletics supporting enrollment growth.

The Finance Committee recommended that the Board of Regents approve the enrollment projections as submitted.

(Regent Fish moved recommendation, seconded by Regent Speaks; approved)
Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

3. University System of Maryland: FY 2027 Self-Support Charges and Fees (action)

Regent Fish introduced the item and noted that the schedule of self-support charges assists in funding expenses related to student housing, dining, and parking operations across the campuses. She stated that the proposed fee increases generally reflect increases in employee wages and fringe benefits, rising food and maintenance costs, and broader inflationary operating pressures. Regent Fish reviewed the proposed range of housing and dining rate increases across the institutions and noted that three institutions proposed parking rate increases for fiscal year 2027.

Regent Fish further noted that Bowie State University cited several factors supporting its proposed increases, including growing demand for year-round housing, increased operational and staffing costs associated with expanded residence hall usage, the need to support housing-insecure students, and ongoing deferred maintenance and operational needs. She also noted that Bowie's dining services operation is planning targeted investments in equipment and infrastructure to modernize campus dining facilities and improve operational efficiency and the student dining experience. She emphasized that each institution provided a summary of its student engagement process in accordance with Board policy and remarked that the review of student charges and fees is among the Committee's most important responsibilities.

During the discussion, Regent Speaks expressed concern regarding deferred maintenance needs and asked whether endowment resources could be used to offset costs rather than increasing student charges. Senior Vice Chancellor Herbst responded that Board policy establishes facilities renewal expectations supported through both operating and capital funding and noted that facilities renewal remains a challenge across higher education nationally. She stated that the System tracks institutional progress and performance annually and incorporates those results into presidential evaluations. Senior Vice Chancellor Herbst further noted that the Board has consistently emphasized renovation, repair, and reuse priorities over new construction and that a significant portion of capital funding supports those

goals. In response to a question from Regent Hasan, Senior Vice Chancellor Herbst confirmed that institutions track and report facilities renewal performance annually.

Regent Mirani commented that, while student consultation regarding fee proposals is required under Board policy, the level of formality varies among institutions. He noted that the University of Maryland, College Park utilizes a more formalized student review and voting structure and suggested consideration of a more uniform process across institutions.

The Finance Committee recommended that the Board of Regents approve the proposed self-support charges and fees for FY 2027 as presented in the item.

(Regent Fish moved recommendation, seconded by Regent Wood; approved)
Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

4. University System of Maryland: Fiscal Year 2027 Schedule of Tuition and Mandatory Fees (action)

Regent Fish introduced the item and noted that the Board annually undertakes a comprehensive review of proposed tuition and fee adjustments presented by the institutions. She stated that the System remains committed to balancing affordability for students and families with the operational vitality and sustainability of its institutions.

Regent Fish reviewed the proposed undergraduate tuition increases, noting that resident undergraduate tuition rates for fiscal year 2027 would not increase by more than 5.0% and that resident undergraduate full-time total costs, including tuition and mandatory fees, would not exceed 4.4% year-over-year. She further noted that non-resident undergraduate tuition rates would not increase by more than 5.0% and that non-resident undergraduate full-time total costs would not exceed 5.2%.

Regent Fish also reviewed several proposed differential tuition requests submitted pursuant to Board policy. These included a proposed tuition rate for the University of Maryland, Baltimore's new Doctor of Social Work program; a separate tuition structure for fully online programs and new tuition and program fees supporting the launch of the Doctor of Veterinary Medicine program at the University of Maryland Eastern Shore; a differential tuition rate supporting international cohort programs within the University of Baltimore's Master of Science in Business program; and a unified tuition rate for fully online graduate and doctoral programs at Frostburg State University.

Regent Fish noted that mandatory fees included within the schedule support services and activities not primarily funded through tuition revenue or State general funds, including student unions, recreation centers, and athletics. She stated that the proposed fee increases reflect increases in employee wages and benefits, inflationary operational pressures, and the need to sustain and enhance student services and programs. Regent Fish also noted that institutions are required to consult with student representatives regarding tuition and fee proposals pursuant to Board policy and commented favorably on Regent Mirani's earlier suggestion regarding consideration of a more consistent student consultation process across institutions. She further noted that projected tuition and mandatory fee revenue for fiscal year 2027 is expected to increase by approximately $59.3 million, or 2.9%, over fiscal year 2026 levels.

During the discussion, Regent McMillen asked how the proposed tuition rates compare with peer institutions. Senior Vice Chancellor Herbst responded that institutions conduct peer comparisons as part of their tuition review and planning processes and suggested that a summary comparison chart may be helpful to include in future materials. She added that the University of Maryland, College Park remains among the strongest values within the Big Ten.

Regent Mirani commented that he remains concerned about continued annual increases in student costs and stated that he would vote against the proposal. Regent Hasan indicated that he had been unable to fully access the materials and would abstain from the vote.

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 Wood; approved)
Vote Count = Yeas: 4 Nays: 1 Abstentions: 1

5. Frostburg State University: Expansion and Restructuring of Regional Tuition Program (action)

The Finance Committee considered a request from Frostburg State University to expand and restructure its regional tuition program beginning in fall 2027. Regent Fish noted that, unlike the prior tuition and fee items addressing the upcoming academic year, this and the following item were presented in advance to support longer-term planning and student recruitment efforts. She welcomed Interim President Smith and members of the Frostburg State University team and expressed appreciation for the analysis and planning undertaken in developing the proposal.

Interim President Smith provided an overview of the proposed expansion and restructuring of the university's regional tuition program and discussed the institution's efforts to support enrollment growth and regional competitiveness. During the discussion, Regent Speaks asked about the anticipated enrollment impact reflected in the university's enrollment projections. Interim President Smith responded that the proposal would begin in fall 2027 and stated that, if approved, the university intends to market the program aggressively, which could positively affect future enrollment projections.

Regent Wood expressed support for the proposal and asked whether expanding the program across state lines raised any legal or statutory concerns. Senior Vice Chancellor Herbst responded that no legal concerns had been identified. She noted that the Board maintains policies regarding the percentage of in-state and out-of-state students and emphasized the importance of preserving affordable educational opportunities for Maryland residents. Senior Vice Chancellor Herbst also expressed appreciation that the university leadership engaged the USM Office early in the development of the proposal. Regent Fish added that the Board previously approved tuition differentials permitting certain out-of-state students from areas without access to a historically Black college or university to receive in-state tuition rates at Coppin State University and the University of Maryland Eastern Shore.

The Finance Committee recommended that the Board of Regents approve Frostburg State University's expansion and restructuring of its regional tuition program, which will replace the current regional tuition classification beginning in the 2027–2028 academic year.

(Regent Fish moved recommendation, seconded by Regent Wood; approved)
Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

6. Towson University: Implementation of Pilot Undergraduate Regional Tuition Rate Program (action)

The Finance Committee considered a request from Towson University to implement a pilot undergraduate regional tuition rate program beginning in fall 2027. Regent Fish introduced the item and noted that, similar to the prior Frostburg State University proposal, the request was presented in

advance to support longer-term recruitment and enrollment planning efforts. She explained that Towson University seeks approval to implement a four-year pilot program replacing its current "Black and Gold" scholarship model with a regional tuition rate structure under which eligible students from nearby states would be charged tuition at 200% of the in-state tuition rate. Regent Fish noted that the proposal is intended to improve competitiveness in key out-of-state markets and support enrollment growth.

Regent Fish welcomed President Ginsberg and members of the Towson University team and invited President Ginsberg to provide an overview of the proposal. President Ginsberg discussed recent enrollment and recruitment trends, noting that a significant portion of the university's out-of-state students come from nearby regional markets targeted under the proposal. He stated that, while interest in the university has increased, student yield has declined in recent years, which the university believes is tied in part to price sensitivity. President Ginsberg explained that the existing Black and Gold program functions as a financial aid scholarship model rather than a tuition pricing structure and stated that the university believes a clearer and more strategic regional tuition model is needed to remain competitive. He noted that the proposal is designed to be straightforward for students and families to understand and simple for the institution to administer. President Ginsberg further stated that approximately 90% of out-of-state students graduating from Towson University remain in Maryland and contribute to the State's workforce and economy. The university anticipates the pilot program could initially generate more than 125 additional students, with enrollment gains potentially increasing over time. President Ginsberg also noted that the university seeks flexibility to adjust the proposed 200% tuition figure in the future based on ongoing analysis and program performance.

The Finance Committee recommended that the Board of Regents approve Towson University's implementation of a pilot regional tuition rate program at 200% of its in-state undergraduate rate for a four-year pilot period starting Fall 2027 for students enrolling at TU from Delaware, District of Columbia, New Jersey, New York, Pennsylvania, Virginia, and West Virginia.

(Regent Fish moved recommendation, seconded by Regent McMillen; approved)
Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

7. Proposed Amendment to VII-8.05 – Policy on Professional Conduct and Workplace Bullying (action)

Regent Fish introduced the item and recognized Mr. Chanen, associate vice chancellor for human resources, who was available to respond to questions from the Committee. There were no questions or discussion regarding the proposed amendment.

The Finance Committee recommended that the Board of Regents approve the proposed revisions to USM Policy VII-8.05 – Policy on Professional Conduct and Workplace Bullying.

(Regent Fish moved recommendation, seconded by Regent Speaks; approved)
Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

8. Establishment of New Paid Family Medical Leave Policy in Compliance with Statutory Changes and Proposed Amendments to Existing Impacted Policies (action)

The Finance Committee considered a proposed new policy on Paid Family and Medical Leave, along with related amendments to four existing Board policies, to comply with recent statutory changes. Regent Fish introduced the item and recognized Ms. Marek, assistant attorney general, and Mr. Chanen, associate vice chancellor for human resources, who were available to respond to questions from the Committee. There were no questions or discussion regarding the proposed policy actions.

The Finance Committee recommended that the Board of Regents approve the adoption of the proposed Paid Family and Medical Leave policy and the amendments to Board policies II-2.25, II-2.31, VII-7.49, and VII-7.50.

(Regent Fish moved recommendation, seconded by Regent Mirani; approved)
Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

9. Salisbury University Facilities Master Plan (action)

The Finance Committee considered Salisbury University's Facilities Master Plan. Regent Fish noted that Salisbury University presented the Facilities Master Plan at the January meeting, providing an overview of the long-range framework guiding campus development, facilities renewal, and use of physical assets in support of institutional priorities. She recognized Ms. Adkins, associate vice president of administration and finance, and Mr. Berkheimer, associate vice president of facilities, who were available to respond to questions from the Committee. There were no questions or discussion regarding the proposed plan.

The Finance Committee recommended that the Board of Regents approve the Salisbury University 2025-2034 Campus Master Plan. Approval of the Facilities Master Plan does not constitute approval of specific projects or funding, which will continue to be reviewed separately through the Board's capital and operating budget processes.

(Regent Fish moved recommendation, seconded by Regent Wood; approved)
Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

10. University of Maryland Eastern Shore: Authorization for Renovations in support of School of Veterinary Medicine – Foundational Facilities (action)

The Finance Committee considered a request from the University of Maryland Eastern Shore for approval of a $14.9 million project to renovate and construct foundational facilities supporting the launch of the School of Veterinary Medicine.

Regent Fish introduced the item and noted that the project includes renovations and limited new construction to support the inaugural cohort of 100 Doctor of Veterinary Medicine students, anticipated to begin in summer/fall 2027. She explained that the project serves as an interim step ahead of the planned State-funded veterinary school facility and that the university will utilize a combination of shared instructional space and targeted renovations to support program operations and accreditation requirements.

Regent Fish recognized President Anderson, accompanied by Mr. Henley, vice president for administration and finance, and Mr. Gosnell, director of facilities planning, design and construction, who were available to respond to questions from the Committee. During the discussion, Regent Hasan asked how the renovated space would be utilized once the permanent veterinary school facility is constructed. President Anderson responded that the project focuses on improving and repurposing existing university space to better meet current and future academic needs. She noted that the renovated facilities will continue to serve the university and remain useful throughout the life of the veterinary medicine program.

The Finance Committee recommended that the Board of Regents approve the University of Maryland Eastern Shore's request for a project budget of $14,900,000 for renovations and new construction supporting the School of Veterinary Medicine Foundational Facilities, as described above.

(Regent Fish moved recommendation, seconded by Regent McMillen; approved)
Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

11. Towson University: Central Utility Plant Fire Restoration Update (information)

The Finance Committee received an update regarding restoration of Towson University's Central Utility Plant following significant fire damage sustained in summer 2025.

Regent Fish introduced the item and noted that, in October 2025, the Committee approved an initial $9.7 million authorization to support restoration planning and directed the university to return with a refined cost estimate as project planning progressed. She stated that the university has since advanced the design process and developed a near-final cost estimate based on 95% design documents, bringing the total projected project cost to approximately $16.95 million.

Regent Fish further noted that the Governor's fiscal year 2027 Capital Improvement Program includes $10.6 million in general obligation bond funding for the project. The remaining project costs are expected to be supported through insurance reimbursements and other non-budgeted funding sources, with the university responsible for the applicable insurance deductible.

Regent Fish recognized Mr. Palmer, interim chief financial officer and senior vice president for administration and finance; Mr. McCann, associate vice president of planning, design, and construction; and Ms. Latimer, executive director of design and construction, who were available to respond to questions from the Committee. There were no questions or discussion regarding the project update.

The Finance Committee received the item for information purposes.

12. University System of Maryland: Review of Capital Improvement Projects (information)

The Finance Committee received a status update on major capital improvement projects underway across the University System of Maryland. Regent Fish introduced the item and recognized Mr. Beck, associate vice chancellor for capital planning, accompanied by Ms. Latimer, executive director of design and construction at the University of Maryland, Baltimore service center, and Mr. Olen, executive director of planning and construction at the University of Maryland, College Park service center.

Regent Fish noted that the report provides an overview of contract awards, project completions, and project schedules for the twelve-month period ending November 30, 2025. She stated that approximately $2.8 billion in capital projects were underway across the System as of November 30, either in design or construction, and noted the significant economic impact of State capital investment. Regent Fish highlighted several major project completions during the reporting period, including the Martin Luther King, Jr. Center at Bowie State University, renovations to the Glen Residential Towers at Towson University, and the Barry P. Gossett Basketball Performance Center at the University of Maryland, College Park. She also noted that the materials identify 109 major projects pending design, in design, or under construction across the System.

During the discussion, Regent Hasan asked about the University of Maryland, College Park's large-scale energy infrastructure project, including the campus chiller and power plant. Mr. Olen responded that the project, known as the NextGen Energy Program, has begun construction and is being delivered through a public-private partnership. Senior Vice Chancellor Herbst added that the project could be included in future reporting and noted that the System closely monitors its progress.

The Finance Committee received the item for information purposes.

13. University System of Maryland: Educational Overview of Capital Cost Management and Facilities Renewal (information)

The Finance Committee was scheduled to receive an educational overview of capital cost management and facilities renewal; however, due to time constraints, the item was postponed to a future meeting.

14. Financial Condition and Financial Results of Intercollegiate Athletics Programs (information)

The Finance Committee received the annual report on the financial condition and results of the University System of Maryland's intercollegiate athletics programs. Regent Fish introduced the item and noted that the financial results of the System's intercollegiate athletics programs were reviewed in detail by the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare at its March 27 meeting, including operating results, fund balances, and the level of institutional support provided to athletics programs. She explained that, consistent with the committee charter, the report was being shared with the Finance Committee for information.

Regent Fish then recognized Senior Vice Chancellor Herbst to provide an overview of the report. Senior Vice Chancellor Herbst noted that, of approximately 1,100 intercollegiate athletics programs nationally, only about 30 reported positive financial results. She stated that institutions continue to face increasing costs related to travel, personnel, and other operating expenses, as well as emerging financial pressures associated with recent changes in the collegiate athletics landscape. Senior Vice Chancellor Herbst noted that athletics programs are reviewed for compliance with Board policy and that institutional support for athletics programs is subject to established review, approval, and reporting requirements.

The Finance Committee received the item for information purposes.

15. 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 Speaks; approved)
Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

Regent Fish thanked everyone for joining. The public meeting was adjourned at 11:58 a.m.

Respectfully submitted,

Ellen R. Fish
Chair, Committee on Finance

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON FINANCE
April 9, 2026
Meeting via Video Conference

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 12:00 p.m. via video conference.

Regents participating in the session included: Ms. Fish, Mr. Hasan, Mr. McMillen, Mr. Mirani, Ms. Speaks, and Mr. Wood. Also participating were: Ms. Herbst, Mr. Minor, Dr. Masucci, Mr. Sandler, Ms. Wilkerson, Assistant Attorney General Boyle, Assistant Attorney General Palkovitz, Assistant Attorney General Stover, Mr. Oler, Mr. Harris, Mr. Jirinec, Mr. Eismeier, Mr. Hickey, Ms. Johnson, and Ms. McMann.

1. The committee discussed the awarding of a contract for advancement customer relationship management services (§3-305(b)(14)).

   (Regent Fish moved recommendation, seconded by Regent Wood; approved)
   Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

The session was adjourned at 12:16 p.m.

Respectfully submitted,

Ellen R. Fish
Chair, Committee on Finance

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON FINANCE
May 6, 2026
Meeting via Video and Conference Call

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, Mr. Gonella, Mr. Hasan, Mr. Hur, Mr. McMillen, Mr. Mirani, Ms. Speaks, Ms. Stebbins, and Mr. Wood. Also participating were: Chancellor Perman, Ms. Herbst, Ms. Wilkerson, Assistant Attorney General Boyle, Assistant Attorney General Palkovitz, Assistant Attorney General Stover, Ms. Latimer, Mr. Olen, Ms. Auburger, Mr. Beck, Ms. Bucko, Ms. Denson, Mr. Hickey, Mr. Li, Mr. Muntz, 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 Gonella; approved)
Vote Count = Yeas: 7 Nays: 0 Abstentions: 0

Regent Fish thanked everyone for joining. The public meeting was adjourned at 2:04 p.m.

Respectfully submitted,

Ellen R. Fish
Chair, Committee on Finance

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON FINANCE
May 6, 2026
Meeting via Video Conference

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 2:06 p.m. via video conference.

Regents participating in the session included: Ms. Fish, Mr. Gonella, Mr. Hasan, Mr. Hur, Mr. McMillen, Mr. Mirani, Ms. Speaks, Ms. Stebbins, and Mr. Wood. Also participating were: Chancellor Perman, Ms. Herbst, Ms. Wilkerson, Ms. Lawrence, Assistant Attorney General Boyle, Assistant Attorney General Palkovitz, Assistant Attorney General Stover, Ms. Latimer, Mr. Olen, Ms. Auburger, Mr. Beck, Ms. Bucko, Ms. Denson, Mr. Hickey, Mr. Li, Mr. Muntz, Ms. Norris, and Ms. McMann. President Pines, Mr. Reuning, Mr. Phillips, President Jarrell, Dr. Ward, Mr. Mowbray, President Breaux, Mr. Kumar, Mr. Williford, President Ginsberg, Mr. McCann, President Anderson, Mr. Henley, Mr. Gosnell, Interim President Smith, Mr. Donoway, Mr. Brewer, President Jenkins, Mr. Danik, Ms. Hall, Ms. Aughenbaugh, Dr. Mueller, Mr. Mohammadi, President Lepre, Ms. Edenhart-Pepe, Mr. Berkheimer, President Sheares Ashby, Mr. Petree, Mr. Zahor, President Miralles-Wilhelm, Mr. Nemazie, Dr. Sieracki, President Fowler, Mr. Sergi, and Mr. Principe also participated in part of the session.

1. The committee discussed the submission of the proposed FY 2028 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 5:20 p.m.

Respectfully submitted,

Ellen R. Fish
Chair, Committee on Finance

TOPIC: University System of Maryland: Addition to Fiscal Year 2027 Schedule of Self-Support Charges and Fees – Coppin State University Board Rates (action)

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 4, 2026

SUMMARY: The FY 2027 Schedule of Self-Support Charges and Fees approved by the Board of Regents in April 2026 did not include dining rates for Coppin State University. At that time, the institution noted that proposed board rates would be presented at a future date.

Coppin State University has since completed its dining services procurement process. The University is submitting its proposed FY 2027 dining rates for approval. In a separate action, the associated dining services contract will be considered in closed session.

The University's completion of its new residence hall and subsequent increase of 350 on-campus residential beds, along with increases in enrollment and additional off-campus housing, has resulted in favorable food service pricing relative to the previous food service agreement. As a result, Coppin State's students will see reductions in their Board Plan rates for the 2026-2027 academic year. The proposed FY 2027 dining rates reflect decreases ranging from 12.1% to 12.5% across meal plan options.

The rates reflect the structure and pricing associated with the new dining services contract, including considerations related to student meal plan affordability and program sustainability. The FY 2027 dining rates are provided in the attachment and are requested for inclusion in the approved schedule.

ALTERNATIVE(S): The Board may elect to modify the proposed rates. Any reduction would require corresponding adjustments to the dining program to maintain a balanced auxiliary operation.

FISCAL IMPACT: The dining program is a self-supporting auxiliary enterprise. Revenues generated from the approved rates support all operating costs, including those associated with the dining services contract.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the Coppin State University FY 2027 dining rates, as presented, for inclusion in the Fiscal Year 2027 Schedule of Self-Support Charges and Fees.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 6/4/26
BOARD ACTION:	DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

University System of Maryland
Schedule of Self Support Charges and Fees
Fiscal Year 2027

		Recommended		
	FY 2026	FY 2027	$	%
COPPIN STATE UNIVERSITY				
BOARD				
BRONZE ANYTIME DINING PLAN ($50 DINING $s)	5,349.00	4,700.00	(649.00)	-12.1%
SILVER ANYTIME DINING PLAN ($100 DINING $s)	5,572.00	4,875.00	(697.00)	-12.5%
GOLD ANYTIME DINING PLAN ($150 DINING $s)	5,724.00	5,025.00	(699.00)	-12.2%

University System of Maryland
Student Involvement Summary
FY 2027 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 R. 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:	Feb. 6, 2026, SGA Leadership, Dean Dorothy Parrish-Harris
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:	No
Board (Dining Plans):	Yes
Other (Please Specify):	

5.) Briefly summarize the content that was discussed during the session(s):	CSU explained that the RFP process for food service has been completed and that as a result of the new food service proposal, the board rates for students will be decreasing by approximately 12%.
6.) Briefly summarize the comments/feedback received during the session(s):	The students understood the process that was followed and indicated their appreciation for the decrease in rates.
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.	

TOPIC: FY 2027 System Funded Construction Program Request (action)

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 4, 2026

SUMMARY: This is a request for approval of the FY 2027 System Funded Construction Program in the amount of $36,702,000 that is the first year of the proposed FY 2027-2031 System Funded Construction Program of $188,202,000, as indicated in the attachment.

The USM Auxiliary Bond portion of the total is $20,000,000 for FY 2027 and a five-year total of $115,000,000. 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 prior, current, and any 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 2027. 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 2027 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: 6/4/26
BOARD ACTION:	DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

SFCP: RECOMMENDATIONS FOR BOARD OF REGENTS APPROVAL

Revised 5-18-26

BOR FY2027-2031 System Funded Construction Program (SFCP) - $'000's

USM Auxiliary Bonds									
Campus Priority	Institution	Projects	Prior Year	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	Total Project Cost $'000's
1	UMCP	Ellicott Community Residence Halls HVAC & Infrastructur	28,350	20,000 C	-	-	-	-	48,350
1	SU	Guerrieri Student Union Renovation	5,000 PC	-	5,000 PC	27,000 PC	33,000 PCE	-	70,000
1	UMBC	The Commons Courtyard Enclosure (see cash below)	5,000 P	-	5,000 C	20,000 CE	5,000 C	-	35,000
		Subtotal: USM Bonds/Direct Debt RECOMMENDED		**20,000**	**10,000**	**47,000**	**38,000**	**-**	
		Five-Year Subtotal Bonds (USM Debt)						**115,000**	

Cash or Institutional Funding									
Campus Priority	Institution	Projects	Prior Approp	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	Total Project Cost $'000's
5	UMCP	Ellicott Diner: Renovate Portion for Dept. of Residential Fa	2,000 *state*	6,000 CE	-	-	-	-	8,000
1	UMBC	The Commons Courtyard Enclosure		-	-	10,000 CE	-	-	10,000
1	SU	Outdoor Track Replacement		500 P	7,500 C	-	-	-	8,000
2	SU	Intercollegiate Athletics Office Renovations		5,000 CE	-	-	-	-	5,000
3	SU	Tennis Center Enclosure		1,000 PC	5,000 C	-	-	-	6,000
4	SU	Athletics Locker Room and Training Facility Renovations		1,000 P	12,500 C	6,500 CE	-	-	20,000
5	SU	Student Wellness Center Renovations		2,000 PC	10,000 CE	5,000 CE	-	-	17,000
1	UMCES	Appalachian Lab Decarbonization (incl State funds)*	4,398	1,202 PCE					5,600
		Subtotal: USM Cash/Institutional Funds RECOMMENDED		**16,702**	**35,000**	**21,500**	**-**	**-**	
		Five-Year Subtotal Cash						**73,202**	

**UMCES project also includes $1.5M State grant, $898K ARB Capital FR funding, and $2M in Operating FR funds. The balance shown ($1.2M) is institutional funds*

Total Funding for Program						
	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	Cost $'000's
Annual Totals (Bonds and Cash)	**36,702**	**45,000**	**68,500**	**38,000**	**0**	
Five Year Total (Bonds and Cash)					**188,202**	

FOR INFORMATION ONLY: Potential Debt on USM Debt of requested Public/Private Partnerships (as approved by the Board)									
	Institution	Projects	Prior Year	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	Total Project Costs $'000's
	UMCP	New Graduate Housing (700 beds) $176M Total Debt	176,000	*($25M State Funds)*	-	-	-	-	176,000
	UMCP	Next Gen Energy Project (Estimated Debt Impact)	392,000	-	-	-	-	-	392,000
	UMCP	IonQ	-	TBD	-	-	-	-	-
	UMCP	Arlis	67,000	-	-	-	-	-	67,000
		Total Impact on Debt - PPP		**-**	**-**	**-**	**-**	**-**	
		Five-Year New Total Potential Impact on Debt - Bonds & PPP						**115,000**	

KEY: (See following page)

SFCP: ADDITIONAL INFORMATION FOR BOARD OF REGENTS - REQUESTS UNDER REVIEW

BOR FY2027-2031 System Funded Construction Program (SFCP) - $'000's

New Housing Requests Under Review									
Campus Priority	Institution	Projects	Prior Year	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	Total Project Cost $'000's
1	TU	Phase V Housing (500 Beds and 300 parking spaces)		-	12,000 P	60,000 PC	65,000 CE	-	137,000
1	UMES	New Residence Hall	1,000	-	3,000 P	38,000 PC	36,000 CE	10,000 CE	88,000
1	CSU	Residence Hall IV		-	8,000 P	8,000 P	77,500 C	76,500 CE	170,000
		Subtotal: Requests for Housing Projects (under review)		**-**	**23,000**	**106,000**	**178,500**	**86,500**	

Bond Requests Under Review									
Campus Priority	Institution	Projects	Prior Year	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	Total Project Cost $'000's
3	UMCP	Xfinity Thermal Plant Renovation		-	6,000 P	19,000 C	-	-	25,000
4	UMCP	Parking Garages: New		-	3,500 P	30,000 C	4,000 P	39,000 C	76,500
1	UMES	Renovation of 6 Student Apartment Complex		-	-	-	2,000 P	8,000 CE	10,000
2	CSU	Parking Garage & Conference Center		-	7,500 P	50,000 C	2,500 E	-	60,000
		Subtotal: Requests for Bond Requests (under review)		**-**	**17,000**	**99,000**	**8,500**	**47,000**	

Cash Requests Under Review									
Campus Priority	Institution	Projects	Prior Year	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	Total Project Cost $'000's
2	UMCP	Glenn L. Martin Wind Tunnel Renovation		22,000 C	-	-	-	-	22,000
		Subtotal: Requests for Cash Requests (under review)		**22,000**	**-**	**-**	**-**	**-**	

KEY:

A = Acquisition
P = Planning
C = Construction
E = Equipment

New Housing Requests
Bond Requests
Cash/Institutional Funding Requests

*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. Most SFCP-eligible "under review" projects can come to the Board separately once issues are resolved.

TOPIC: University System of Maryland: Forty-Ninth Bond Resolution—Auxiliary Facility and Tuition Revenue Bonds

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 4, 2026

SUMMARY: The Board of Regents has previously adopted forty-eight 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 $79,000,000 of academic and auxiliary facilities projects.

The Auxiliary Facilities Projects submitted in this Forty-Ninth 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 $79,000,000. Note that the Bowie State University and the Salisbury University projects were previously authorized by the Board as part of the 46th and 47th Bond Resolutions, but are included here to clarify language in the prior resolutions and do not represent additional project authorization.

Academic Facilities Projects

- Towson University: Electrical Substation Expansion and Improvements $10,000,000
- University of Maryland, College Park: Health and Human Sciences Complex $15,000,000
- University System of Maryland Office: Rita Colwell Center Deferred Maintenance $1,000,000
- System-wide Capital Facilities Renewal $24,000,000

Auxiliary Facilities Projects

- University of Maryland, College Park: Ellicott Community Residence Halls HVAC & Infrastructure Renovation $20,000,000
- Bowie State University: Refurbish Tubman Hall $4,000,000
- 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 $79,000,000 of bonds would result in debt service of approximately $6.3 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: 6/4/26

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

FORTY-NINTH BOND RESOLUTION

OF THE BOARD OF REGENTS OF THE

UNIVERSITY SYSTEM OF MARYLAND

AUTHORIZING THE ISSUANCE AND SALE OF UP TO

$79,000,000 UNIVERSITY SYSTEM OF MARYLAND

AUXILIARY FACILITY AND TUITION

REVENUE BONDS

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FORTY-NINTH BOND RESOLUTION
OF THE BOARD OF REGENTS OF THE
UNIVERSITY SYSTEM OF MARYLAND
AUTHORIZING THE ISSUANCE AND SALE OF UP TO
$79,000,000 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 $79,000,000 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-Ninth Bond Resolution (as amended or supplemented from time to time, this "Resolution" or "Forty-Ninth 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-Ninth 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-Ninth Resolution Bond bearing interest at a rate which is fixed to the maturity of such Forty-Ninth Resolution Bond.

"Forty-Ninth Resolution Bonds" means the Bonds of the System authorized by this Resolution.

"Forty-Ninth 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-Ninth Resolution Bond paid in full, the date of payment in full of such Forty-Ninth Resolution Bond.

"Issuance Date" means each date on which all or any portion of the Forty-Ninth 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-Ninth Resolution Bonds are authorized to be used.

"Record Date" means (a) with respect to Forty-Ninth 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-Ninth Resolution Bonds, the Business Day immediately preceding an Interest Payment Date.

"Refunding Bonds" means (i) Forty-Ninth 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-Ninth Resolution Bonds issued on any Issuance Date executed by an Authorized System's Representative.

"Variable Rate Bond" means a Forty-Ninth Resolution Bond bearing interest at a rate which is not fixed to the maturity of such Forty-Ninth Resolution Bond.

ARTICLE II

FORTY-NINTH RESOLUTION BONDS

Section 2.01. Authorized Amount of Forty-Ninth 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-Ninth Resolution Bonds in an aggregate principal amount not to exceed $79,000,000 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-Ninth Resolution Bonds, all of which shall be issued for the purposes of financing the Projects. The Forty-Ninth 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-Ninth Resolution Bonds shall specify the aggregate principal amount of Forty-Ninth 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-Ninth Resolution Bonds, any words, figures or letters designed to distinguish Forty-Ninth Resolution Bonds issued on a particular Issuance Date from any other Forty-Ninth Resolution Bonds or any other series of Bonds issued on such Issuance Date.

(b) The proceeds from the issuance and sale of the Forty-Ninth 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-Ninth Resolution Bonds designated for Academic Facilities Projects shall be Tuition Revenues and the intended source of payment for the Forty-Ninth 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-Ninth Resolution Bonds.

(d) The Forty-Ninth Resolution Bonds shall be secured as provided in the Indenture.

Section 2.02. General Terms of Forty-Ninth Resolution Bonds.

(a) The Forty-Ninth 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-Ninth 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-Ninth 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-Ninth 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-Ninth Resolution Bonds.

(c) The Forty-Ninth Resolution Bonds shall be issuable as registered bonds without coupons in any Authorized Denomination. The Forty-Ninth 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-Ninth 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-Ninth Resolution Bonds, shall be secured by and satisfied solely from the Trust Estate.

Section 2.03. Form of Forty-Ninth Resolution Bonds. The Forty-Ninth 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-Ninth 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 $26,000,000 of the Forty-Ninth Resolution Bonds for the costs of the following constituting Academic Facilities Project:

Towson University (Baltimore County)

Electrical Substation Expansion and Improvements

University of Maryland, College Park (Prince George's County)

Health and Human Sciences Complex

University System of Maryland Office (Baltimore City)

Rita Colwell Center Deferred Maintenance

(b) up to $24,000,000 of the Forty-Ninth 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:

University of Maryland, College Park (Prince George's County)

Ellicott Community Residence Halls HVAC & Infrastructure Renovation

Bowie State University (Prince George's County)

Refurbish Tubman Hall

Salisbury University (Wicomico County)

Guerrieri Student Union Renovation

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-Ninth Resolution Bond Proceeds. The System shall direct the payment of the net proceeds of the Forty-Ninth Resolution Bonds, in the following order:

(a) accrued interest, if any, on those Forty-Ninth 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-Ninth 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-Ninth 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-Ninth 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-Ninth Resolution Bonds, as may be prescribed in a System Order, to refund any Forty-Ninth 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-Ninth 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-Ninth Resolution Bonds or any other Refunding Bonds previously issued under authority of this Forty-Ninth Bond Resolution or any other Bond Resolution, and (ii) any costs of issuance of such Forty-Ninth Resolution Bonds or any other Refunding Bonds.

(b) Allocation of Refunding Bonds. Any Refunding Bonds issued pursuant to the authority of this Forty-Ninth 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-Ninth 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-Ninth 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-Ninth 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-NINTH RESOLUTION BONDS

Section 3.01. Redemption Dates and Prices.

(a) The Forty-Ninth 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 uncancelled 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-Ninth Resolution Bonds, the particular Forty-Ninth Resolution Bonds or portions thereof to be redeemed shall be selected by the Trustee in proportion to the principal amount of Forty-Ninth 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-Ninth Resolution Bonds are registered in book-entry form with a Depository, the particular Forty-Ninth 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-Ninth 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-Ninth Resolution Bonds, in selecting Forty-Ninth Resolution Bonds for redemption the Bond Registrar shall treat each Forty-Ninth Resolution Bond as representing that number of Forty-Ninth Resolution Bonds as is obtained by dividing the principal amount of such Forty-Ninth 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-Ninth Resolution Bond are to be redeemed, then upon notice of intention to effect such redemption, the Holder of such Forty-Ninth Resolution Bond shall forthwith surrender such Forty-Ninth 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-Ninth Resolution Bonds in any Authorized Denomination or Denominations in the aggregate principal amount of the unredeemed portion of such Forty-Ninth Resolution Bond, which shall be issued to the Holder thereof without charge therefor. If the Holder of any such Forty-Ninth Resolution Bond to be redeemed in part shall fail to present such Forty-Ninth Resolution Bond to the Trustee for payment and exchange, as aforesaid, such Forty-Ninth 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-Ninth 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-Ninth 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-Ninth Resolution Rebate Fund. Any moneys transferred from the Forty-Ninth 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-Ninth 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-Ninth 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-Ninth 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-Ninth 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-Ninth 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-Ninth 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-Ninth 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-Ninth Bond Resolution. In addition, the proceeds of the Forty-Ninth 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-Ninth Bond Resolution or the consent of the Trustee or any Holder of the Forty-Ninth 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-Ninth 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-Ninth Resolution Bonds as shall be directed in a System Order relating to any such Forty-Ninth 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-Ninth 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-Ninth 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-Ninth 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-Ninth 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-Ninth 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-Ninth 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-Ninth 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-Ninth 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-Ninth Resolution Bonds, if any.

Section 8.06. Sale of Forty-Ninth 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-Ninth 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-Ninth 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-Ninth 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-Ninth 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-Ninth 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-Ninth 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-Ninth 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-Ninth 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-Ninth Bond Resolution are not intended to be restrictive or technical. Accordingly, this Forty-Ninth 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 12th day of June, 2026.

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Ellen Herbst
Sr. Vice Chancellor for Administration and Finance

TOPIC: University System of Maryland: Official Intent Resolution on Reimbursement of System Cash Balances Spent on Revenue Bond-Authorized Projects (action)

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 4, 2026

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: 6/4/26
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

OIR

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 $70,000,000.

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 12th day of June, 2026

_____
Ellen Herbst
Sr. Vice Chancellor for Administration and Finance
University System of Maryland

Res	Project Type	Project Name	Original	Adjustment to Authorization	Adjusted Authorization	Balance to be Financed	FY2026 Activity
Various		**Systemwide Facilities Renewal:**	112,847,713	(3,367,304.42)	109,480,409	66,923,475	8,006,873
49	**Acad**	TU Electrical Substation Expansion and Improvements	10,000,000			10,000,000	
49	**Acad**	UMCP Health and Human Sciences Complex	15,000,000			15,000,000	
49	**Acad**	USM Office: Rita Colwell Center Deferred Maintenance	1,000,000			1,000,000	
49	**Aux**	UMCP Ellicott Community Residence Halls HVAC & Infrastructure Renovation	20,000,000			20,000,000	
49	**Aux**	BSU Refurbish Tubman Hall	4,000,000			4,000,000	
49	**Aux**	SU Guerrieri Student Union Renovation	50,000,000			5,000,000	
48	**Aux**	UMB Howard Hall	55,387,232			55,040,351	346,881
48	**Aux**	UMB School of Medicine	41,209,315			36,804,382	4,404,933
48	**Aux**	UMB West Lexington Corridor Development Proj	18,400,000			18,400,000	
48	**Aux**	UMB Facilities Renewal	13,203,330			12,368,235	835,095
48	**Aux**	FSU Brownsville Residence Hall: Renovation & Corrective Work	8,466,000			8,466,000	
48	**Aux**	TU Barton House HVAC Phase III (80625)	3,800,000			3,800,000	
48	**Aux**	TU Academic Achievement Ctr & Towson Ctr Renovation	10,000,000			10,000,000	
48	**Aux**	UMCP Track & Field relocation	6,368,147			6,368,147	
48	**Aux**	UMCP Field Hockey & Lacrosse Complex expansion	824,933			824,933	
48	**Aux**	UMCP Soccer & Track Stadium Improvements	24,769,731			24,769,731	
48	**Aux**	UMCP Softball Practice Facility	1,589,080			1,589,080	
48	**Aux**	UMCP SECU Stadium Concrete Stairs & Handrails	1,910,000			1,910,000	
48	**Aux**	UMCP Facilities Renewal	13,301,054			13,301,054	
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	27,832,412	4,618,627
46	**Acad**	UMCP Infrastructure Project	5,000,000		5,000,000	4,003,338	29,139
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	2,078,590	6,417,447
46	**Aux**	UMES Athletic Fields Upgrade	4,900,000	2,400,000.00	3,073,462.06	1,708,420	1,365,043
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	7,835,824	61,920
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	514,766	
44	**Acad**	UMES Campus Flood Mitigation Project	2,192,000		2,192,000	140,718	325,541
44	**Aux**	UMCP High Rise Residence Halls Renovation PH	6,850,000		6,850,000	5,189,193	1,580,528
44	**Aux**	TU Glen Towers Addition and Renovation	9,046,000		9,046,000	1,651,820	1,470,642
44	**Aux**	TU 401 Washington Renovation	5,000,000		5,000,000	4,630,945	0
43	**Acad**	UMCP Infrastructure Project	5,000,000		5,000,000	712,231	97,899
42	**Acad**	UMCP Campuswide Building and Infrastructure	5,000,000		5,000,000	786,700	96,629
42	**Acad**	UMES Flood Mitigation	10,000,000		10,000,000	3,462,198	326,474
42	**Acad**	FSU Education & Health Sciences	5,000,000		5,000,000	3,401,849	539
41	**Acad**	UMES Pharmacy and Health Professions	5,000,000		5,000,000	2,742,414	26
41	**Aux**	UMCP High Rise Residence halls Renovation	1,500,000		1,500,000	1,316,797	58,491
41	**Aux**	FSU New Residence Hall	13,330,000		13,330,000	12,667	0
41	**Aux**	FSU Five Dorm Renovation	7,700,000		7,700,000	3,457,926	38,462
41	**Aux**	TU Glen Towers Addition and Renovation	4,201,000		4,201,000	499,069	1,813
40	**Acad**	UMCP Chiller Replacement		130,000	130,000	130,000	
40	**Acad**	USMSM Concrete Replacement		88,000	88,000	88,000	

TOPIC: University of Maryland, Baltimore: Proposal to create a not-for-profit corporation as an affiliated business entity to operate the Nursing Faculty Practice for the University of Maryland School of Nursing (action)

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 4, 2026

SUMMARY: UMB requests approval to create a not-for-profit 501(c)(3) corporation to operate the Nursing Faculty Practice (NFP) for the University of Maryland School of Nursing (UMSON). The NFP will provide the billing and operational structure for UMSON faculty-delivered patient care and will support expansion of nursing faculty practice over time, including new clinical models such as an interprofessional education clinic at the Universities at Shady Grove.

To expand nurse-led initiatives, UMSON requires a revenue-generating billing structure that supports sustainable faculty practice and clinical placements. With full statutory practice authority granted to nurse practitioners (NPs) in 2015, UMSON has an opportunity to establish a parallel structure to support billing for nursing services. The NFP is necessary to support UMSON's educational mission, as expanding access to care through nurse-managed models increases the stability and volume of clinical placement opportunities needed to sustain enrollment and meet workforce demand.

UMSON needs to place more than 2,000 students each semester in more than 2,800 clinical sites across the region, and clinical site shortages remain a major risk to academic nursing. The Nurse-Managed Health Center model increases clinical capacity by embedding student learning within faculty practice settings, and bringing care to locations where patients live, work, and learn, reducing barriers for vulnerable populations in Maryland.

The NFP is designed to integrate clinical education with care delivery for undergraduate and graduate nursing programs. The entity positions nurse faculty as practice partners to deliver care, support competency-based education, and advance nursing practice and quality improvement.

The NFP supports UMSON's mission by expanding access to ambulatory, community-based care for underserved populations in Baltimore City and surrounding counties while strengthening clinical education capacity. By creating a billing and operational structure for faculty practice, the NFP can convert existing faculty-delivered services into reimbursable care and establish a sustainable platform for Nurse-Managed Health Center growth.

ALTERNATIVES: UMSON could continue without its proposed NFP. However, this would not address the unmet need for care in Baltimore and the surrounding areas or the ongoing shortage of clinical placements for nursing students. UMSON would lose an opportunity to provide health care to its community and to establish new innovative practice models. Further, it would sharply limit the educational, career, research, and social impact opportunities for UMB faculty, students, graduates, and staff.

FISCAL IMPACT: The NFP has been designed and modeled to provide nurse-managed care in the community in a financially sustainable manner. It is anticipated to cover its operating costs, including provider-related costs, while generating a small net surplus averaging approximately $79,000 annually over the initial five years.

The fiscal impact to the School of Nursing would include salary savings related to the faculty effort reimbursed by the NFP, averaging approximately $180,000 in the first two years and increasing as clinical activity and patient volumes increase. The NFP is also expected to generate additional clinical opportunities for students and may create modest savings by reducing reliance on adjunct clinical support.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve UMB's request to create the NFP business entity and enter into any required agreements and documents required to create the entity; and delegate to the Chancellor or his delegate the authority to execute all required agreements and documents consistent with the USM Policy on Business Entities, following legal review by the Office of the Attorney General. All agreements and organizational documents are subject to the approval of the USM Sr. Vice Chancellor of Administration and Finance.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 6/4/26
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

APPENDIX

University of Maryland, Baltimore (UMB) requests Board of Regents approval to create a not-for-profit 501(c)(3) corporation to operate a Nursing Faculty Practice (NFP) for the University of Maryland School of Nursing (UMSON). The NFP will provide the billing and operational structure for UMSON faculty-delivered patient care and will support expansion of nursing faculty practice over time, including new clinical models such as an interprofessional education clinic at the Universities at Shady Grove (USG).

The NFP is necessary to support UMSON's educational mission, as expanding access to care through nurse managed models increases the stability and volume of clinical placement opportunities needed to sustain enrollment and meet workforce demand.

A. Describe the legal form of the business entity:

The business entity operating the NFP will be a nonprofit organization. It will be filed as a Maryland tax-exempt nonstock corporation. The business entity will be established in accordance with Article 12-113 of the Education Article, Annotated Code of Maryland.

B. Explain why a separate business entity is needed or is preferable:

To expand nurse-led initiatives, UMSON requires a revenue generating billing structure that supports sustainable faculty practice and clinical placements. With full practice statutory authority granted to nurse practitioners (NPs) in 2015, UMSON has an opportunity to establish a parallel structure to support billing for nursing services.

UMSON needs to place more than 2,000 students each semester in more than 2,800 clinical sites across the region, and clinical site shortages remain a major risk to academic nursing. The Nurse Managed Health Center model increases clinical capacity by embedding student learning within faculty practice settings, and bringing care to locations where patients live, work, and learn, reducing barriers for vulnerable populations in Maryland. This approach also supports implementation of the American Association of Colleges of Nursing Essentials and competency-based education through purposeful design of learning activities and patient care processes.

Faculty practice plans operate for the University of Maryland School of Medicine and the School of Dentistry through separate entities, but they are legally precluded from including other professions.

C. Explain how the business entity will further one or more goals and mission of the institution or the USM:

UMSON is frequently sought as a partner by community agencies to provide services to insured individuals who struggle to access care in traditional models. Without a billing mechanism, UMSON is often unable to recover faculty costs and may need to backfill time with adjunct faculty. Under the NFP model, nurse and nurse practitioner faculty will provide billable services within partnerships, generating revenue paid into the NFP and used to support adjunct hiring and student precepting. This structure also supports expansion of clinical opportunities beyond grant funded activities and enables flexible partnerships that strengthen student learning in transitions of care, outpatient care delivery, and reimbursable services.

UMSON has an established foundation of faculty-led community-based care and clinical education. Since 1994, the Governor's Wellmobile Program has provided safety net services to uninsured individuals across Maryland while supporting precepting for nurses and nurse practitioner students. With Health Services

Cost Review Commission (HSCRC) Nurse Support Program (NSP) II funding, UMSON also established an academic health partnership with Head Start that has served more than 2,000 children in 54 centers across 4 counties through hearing and vision screening, physical examinations, and developmental screening. This initiative has supplied more than 1,500 clinical hours for nursing and NP students in outpatient pediatrics, easing demand for hospital affiliated placements during a nursing shortage.

The goal of the NFP is to implement a sustainable nurse faculty practice model developed with funds from a 2023 NSP 2 (24-111) planning grant. The NFP will operate as "Health, Equity, Access, and Learning, University of Maryland" (HEAL-UM) and is aligned with the legislative purpose of this funding opportunity. NFP is designed to integrate clinical education with care delivery for undergraduate and graduate nursing programs, with emphasis on social determinants of health, health equity, and transitions of care. The model positions nurse faculty as practice partners to deliver care, support competency-based education, and advance nursing practice and quality improvement.

NFP will serve as the principal operational organizing structure for the UMSON faculty practice. It will deliver nurse education, faculty practice, and clinical care through five pillars:

- Wellmobile
- Head Start
- Senior Housing
- Interprofessional Education Clinic at USG
- Practice Innovation

Each pillar will include clinical opportunities for undergraduate and graduate nursing education and faculty practice and will focus on ambulatory, community-based care for diverse patient populations with limited access to traditional settings. Services will include assessment and management of chronic health conditions, age-appropriate screenings, intensive care management and coordination, health coaching, and interprofessional care. The Wellmobile provides similar services to patients who lack insurance, and is currently funded by state appropriations. Head Start already provides billable services to insured patients but cannot be reimbursed without a billing structure, leaving resources untapped. UMSON faculty in collaboration with the University of Maryland School of Pharmacy faculty are providing care to patients in Senior Housing across the region, which currently requires grant funding to be sustainable. The IPE center is designed to provide billable services but requires a billing structure. Additional nurse-led services and practice innovation may be developed based on population needs and partner agency requests.

D. Explain how the Business Entity is related to the mission of the Institution or the USM:
See Paragraph C.

E. Explain how the business entity will compete, if at all, with the institution or the USM:
The NFP will not compete with UMB, UMSON, or USM. It is expected that the new NFP will complement existing programs and activities within UMSON. For example, it will provide volunteer and internship opportunities for students; create pathways for research collaboration with faculty; and bolster UMB's reputation in the Baltimore community and potentially in other areas of the State, including Prince George's County.

F. Define the composition of the business entity's governing body, addressing specifically, any role of the institution or USM in appointing and removing members of the governing body:

The NFP will be governed by a Board of Directors, an Operations Committee, and other committees as needed. All members will serve at the pleasure of the Dean of UMSON. Day-to-day management will be led by the NFP Chief Nursing Officer and the NFP Director of Operations, in coordination with UMSON faculty members.

Board of Directors

- Dean of UMSON
- Senior Associate Dean, Administration and Finance and Chief Operating Officer, UMSON
- NFP Chief Nursing Officer
- NFP Director of Operations
- Two UMSON faculty members
- One community partner

Operations Committee

- NFP Chief Nursing Officer
- NFP Director of Operations
- NFP Clinic Manager
- UMSON faculty members

Additional oversight committees (as needed)

- Judicial and compliance review
- Medical records

G. Define the Potential Market for the Service to be Offered by the Business Entity

The NFP's target market includes underserved adults and children in the geographic regions of the School of Nursing campuses, specifically Baltimore City, Montgomery County, Prince George's County and Baltimore County. The total need equates to more than 300,000 people needing access to affordable and convenient healthcare between the city and two counties.

Market Focus 1 - Patient access to primary care: Many Maryland counties face significant barriers to accessing primary care. Twenty-two out of 24 counties, including Baltimore City, meet federal criteria for full or partial health professional shortage areas, and 8 out of 24 counties meet criteria for medically underserved areas. Baltimore City is disproportionately affected: 47% of residents live in a primary care shortage area; 75% live in a medically underserved area; and the city's mortality rate is 40% higher than the state average.

State and national indicators reflect worsening access. A 2025 Milbank study reported the lowest share of physicians remaining in primary care specialties in 10 years and found that 28% of Americans report reduced access to a primary care provider. As of September 2023, Maryland had 76 primary care health professional shortage areas affecting nearly 1,750,000 residents.

Local child health data also show gaps in preventive services. In Baltimore City Head Start, only 42% of nearly 2,500 enrolled children were up to date on recommended preventive and primary care services, and only 68% were current on required immunizations. Staff reported that well-child examinations and health screenings provided by UMSON are among the most valuable services because they help families meet enrollment requirements when timely primary care is difficult to access.

Maryland's Total Cost of Care Model, the AHEAD Model, and recent legislative changes, including the Access to Care Act, will increase demand for primary care and intensify strain on an already limited

infrastructure. Prince George's County illustrates an additional opportunity: the county identified a shortage of 525 primary care providers, with 45% of adults living in medically underserved areas, and 42% of residents meeting healthcare needs outside the county. UMSON's NFP model can help expand access by providing culturally competent, convenient primary care and reducing barriers to timely services.

Market Focus 2 - Clinical placement capacity for nursing education: UMSON needs to place more than 2,000 students each semester in more than 2,800 clinical sites across the region, and the stability of clinical placements is essential to sustain enrollment and meet workforce needs. In 2024, UMSON graduated nearly 750 nurses to care for Marylanders across the state. Most graduates reside in Maryland and seek opportunities to launch careers in the state. Strengthening clinical education infrastructure is therefore a direct investment in Maryland's nursing workforce pipeline. The proposed NFP and associated clinical service models expand clinical training capacity by creating structured, sustainable practice environments that support high quality student placements and reduce dependence on scarce traditional clinical sites.

H. Business Opportunities and Financial Risk

Opportunities

The NFP supports UMSON's mission by expanding access to ambulatory, community-based care for underserved populations in Baltimore City and surrounding counties while strengthening clinical education capacity. By creating a billing and operational structure for faculty practice, the NFP can convert existing faculty delivered services into reimbursable care and establish a sustainable platform for growth.

Key opportunity areas include:

- *Revenue capture for existing services:* Establish a billing mechanism to recover costs for services already delivered by UMSON faculty in community settings, supporting reinvestment in faculty and adjunct capacity.
- *Expanded clinical placement capacity:* Increase the stability and volume of clinical sites by embedding student clinical experiences within NFP practice settings, reducing reliance on volunteer preceptors and limited external placements. Combined, the service lines currently provide 4,000+ hours of clinical for nursing students with projections for increased hours and interdisciplinary students with expansion of service days and providers.
- *Program expansion potential:* With a stable billing structure, expand to additional locations, partners, or services based on community needs and workforce demand, for example integrated behavioral health or recovery-oriented services.

Financial Risk

The financial risk of the NFP is primarily related to reimbursement, patient volume, and payer mix. The NFP is not intended to generate large profits. The financial objective is a sustainable model that at minimum offsets costs associated with delivering services and supporting student precepting.

Primary financial risks include:

- *Credentialing and payer contracting risk:* Sustainability requires Medicare and Medicaid enrollment and contracting with commercial insurers. Delays or limitations in credentialing or payer participation would reduce revenue.
    - Risk mitigation – the Director of Operations/Clinic Manager will assume responsibility for ensuring that each provider is properly credentialed in timely fashion.
- *Volume dependent model risk:* Revenue depends on sufficient patient volume within a low overhead approach, primarily through services delivered in community-based sites supported by UMSON and partner agencies.

    - Risk mitigation – the patient volumes used in our revenue projections are conservative estimates based on our current experiences through sites such as Head Start and senior housing facilities.
- *Payer mix and reimbursement risk:* An estimated 60% to 70% of patients are expected to have Medicare or Medicaid coverage. A high public payer mix may constrain margins, increasing sensitivity to reimbursement rates and billing efficiency.
    - Risk mitigation – Our revenue estimates conservatively used a patient mix of 90% Medicaid. Any actual patient mix that includes a higher percent of commercial payors should allow for higher reimbursements.
- *Operational billing and collections risk:* Revenue depends on accurate coding, timely submission of claims, and effective collections. Any weakness in billing operations reduces net revenue and threatens sustainability.
    - Risk mitigation – our plan includes contracting with a reputable third-party billing company to ensure we bill for all the services allowable. We have identified billing as a critical pathway to success and effective billing is a key aspect of the Director of Operations responsibilities.
- *Workforce and staffing cost risk:* Competitive clinical salaries and faculty workforce pressures may increase staffing costs and make it more difficult to sustain clinical coverage and precepting capacity within the NFP model.
    - Risk mitigation – our business plan includes salaries at current market rates with annual cost of living increases.

UMB has identified other risks related to Clinical Quality and Patient Safety, Regulatory and Compliance and Political and Legislative. Mitigation plans have been developed including obtaining necessary malpractice insurance coverage.

I. Describe the Financial Relationship between the Business Entity and the Institution

The entity will establish a unified structure to manage NFP clinical practice, including administrative functions and an information system that supports efficient operations, quality oversight, and accountability in the delivery of clinical services. Clinical activities will be overseen by UMSON leadership, including the Dean, the Sr. Associate Dean for Administration and Finance and Chief Operating Officer, Academic Associate Deans, and Department Chairs, in coordination with other designated leaders, for the benefit of UMB, UMSON, and the community.

J. Financial Information

Operating Capital Requirements: The largest expense for the NFP will be the costs associated with employing clinicians to provide clinical experience and patient care. Salaries and wages are forecasted for Nurse Practitioners (NPs) and Registered Nurses (RNs) who will deliver care across all service areas: Head Start, the Interprofessional Education Clinic, and Senior Housing programs. In addition, the budget includes one full time equivalent (FTE) for clinic coordinator duties. Fringe benefits for clinical and administrative salaries are included.

Anticipated Funding: UMSON has received a commitment of approximately $1,175,000 in funding from the Health Service Cost Review Commission Nurse Support Program II as an implementation grant, currently in the second year of a four-year grant ending in Fiscal Year 2028 (July 2028). The Head Start grant is currently in the second year of a four-year grant ending in Fiscal Year 2028 (July 2028) with total funding of approximately $750,000 over 4 years.

Venture Capital Relationships: None.
Start-up Period: NFP current goal for credentialing, certification, and staff recruitment is Summer 2026. NFP desires to commence billing for patient care in Fall 2026.

5 Year Summary Financial Pro Forma

	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue	485,148	643,177	736,822	899,307	915,307
Expense	(422,469)	(532,546)	(620,791)	(837,498)	(866,729)
Net Profit/(Loss)	62,680	110,631	116,031	61,809	48,578

K. Performance Indicators

Performance indicators and clinical data will be utilized within the NFP to improve operating efficiency and support research. Indicators concerning encounter volumes and clinical students will be key factors determining NFP viability. Performance indicators will include the following:

- Patient demographics
- Types and frequency of healthcare encounters and treatment duration (time of patient care) per visit.
- Rates and types of treatment for specific patient populations.
- Patient outcomes in pre-established metrics based upon standards and goals of care.
- Patient and caregiver satisfaction.
- Assess overall satisfaction with partnerships and areas to enhance collaboration through advisory board meetings, site visits, and review of mutually beneficial goals.
- Students learning outcomes aligned with clinical courses.
- Financial performance, including:
  - Revenue performance: total billed charges, collections and collection rate, net revenue after contractual adjustments, payer mix by site and service line, denial rate and top denial reasons, days in accounts receivable, timeliness of claim submission and payment, revenue per encounter, visit volume and productivity measures tied to revenue, trend analysis over time for faculty delivered services, and comparison of actual revenue to projected volumes and rates.
  - Expenses and budget: personnel costs (salaries, wages, and overtime), fringe benefits, contracted services, supplies and medical equipment, information technology and billing support, facility and other overhead allocations, and monthly and year-to-date variance to budget with explanation of material variances.
- Grant and research funding: submissions and sub-awards that may support NFP operations and evaluation, and tracking grant funded deliverables tied to clinical and educational outcomes.
- Continue to identify areas for additional services needed to advance outcomes, including provider level review to determine next steps for improved care based upon the populations served.

L. List the names of any and all USM or Institution employees who will have a role in creation, operation, or management of the Business Entity, along with a description of their respective roles:

- Yolanda Ogbolu — Bill and Joanne Conway Dean of UMSON
  - Executive sponsor and institutional lead; provides strategic direction, approvals/oversight, and ensures alignment with UMSON/USM priorities.
- Bill Gardiner — Senior Associate Dean for Administration and Finance & Chief Operating Officer, UMSON

- Senior financial/administrative lead; oversees budgeting, financial controls, compliance/administrative processes, and financial sustainability planning for the entity.
- Shannon Idzik — Associate Dean for the Doctor of Nursing Practice (DNP) Program, UMSON
  - Programmatic/academic leadership supporting entity development; helps integrate operational plans with UMSON practice/education initiatives and workforce training needs.
- Bridgitte Gourley — UMSON faculty leadership (Project Director/Implementation Lead)
  - Day-to-day implementation leadership for creation/early operations; coordinates operational planning, launch activities, and partner-facing execution for the entity.

M. Describe any Ethics Law issues presented by the proposal and how they will be resolved:

There are no Ethics Law issues concerning the proposed business entity. Any UMB administrators and faculty who are managers or officers of the new business entity will hold their positions subject to UMB's designation and will obtain any needed State Ethics Law exemptions from UMB or from the State Ethics Commission. UMB administrators and faculty will not receive compensation from the new business entity. While UMB administrators and faculty will not receive compensation from the NFP, the NFP is likely to provide funding to UMB to cover salary expenses of UMB administrators and faculty.

N. Describe any other potential conflict of interest or other problems which might be anticipated at the time Board's approval is sought, e.g., individuals who have potential conflicts regarding compensation; members of the governing board who stand to financially benefit from the activities of the business entity; and if the business entity might receive goods or services at a below market price as a result of actions of a member of the governing board:

The business entity's status as a nonprofit organization reduces the potential for conflicts of interest. Board members will not be compensated for their roles and, because of the nonprofit mission involved, there will not be any direct financial benefit to board members as a result of the success of the business entity. All practitioners will be required to operate in accordance with applicable legal requirements.

As a nonprofit organization, the business entity will maintain a conflict-of-interest policy. All board and staff members will complete annual conflict disclosure forms which will be examined by the entity's leadership and will be subject to review during the entity's annual audit.

O. Compliance with any Board of Regents approved due diligence requirements.

UMB, UMSON, and the NFP will comply with all BOR approved due diligence requirements.

A copy of the Articles of Incorporation, Bylaws, Organizational Minutes, IRS Form 1023 and IRS determination letter will be sent to the Chancellor when they are adopted.

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, 2026

SUMMARY: Amendments to the Policy on Student Classification for Admission and Tuition Purposes are recommended to reflect recent changes in State and federal law and to improve the clarity and administration of the policy.

Over the past year, the USM Office of Academic and Student Affairs, institutional residency officers, and counsel from the Office of the Attorney General conducted a comprehensive review of the policy. The review focused on clarifying the residency determination and review processes, addressing areas that have created confusion for students, families, and staff, and improving the readability of the policy for non-residency experts.

The proposed amendments reorganize and streamline policy language throughout the document and update legal references and definitions where appropriate. Draft revisions were vetted with institutional residency officers, registrars, admissions staff, and other relevant USM affinity groups. In parallel with the policy revisions, related residency forms and petitions are also being updated, simplified, and converted into ADA-accessible formats.

ALTERNATIVE(S): The Committee may offer suggestions or request additional information; however, adoption of the amendments is recommended to ensure alignment with current law and improve clarity in policy administration.

FISCAL IMPACT: No significant fiscal impact is anticipated.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the proposed amendments to the policy.

COMMITTEE RECOMMENDATION:
RECOMMEND APPROVAL, with the understanding that staff will consult with the appropriate legal counsel regarding possible revision of the term "abandon" in Section IV.B.2. of the proposed policy.

DATE: 6/4/26

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923 Alison M. Wrynn awrynn@usmd.edu

ADDENDUM

At the June 4, 2026 Finance Committee meeting, Committee members discussed the use of the term "abandon" in Section IV.B.2. of the proposed amendments to Policy VIII-2.70. Consistent with the Committee Recommendation, staff consulted with the Office of the Attorney General regarding the terminology.

The Office of the Attorney General advised that the term "abandon" has an established legal meaning in the context of domicile and residency determinations.

To provide additional clarity while preserving the legal intent, the following revision, developed in consultation with the Office of the Attorney General, will be incorporated into the proposed policy language:

Language presented to the Finance Committee:

"abandon the student's former home state;"

Revised language:

"abandon residency in the student's former home state;"

PROPOSED REVISIONS TO VIII-2.70 – POLICY ON STUDENT CLASSFIICATION FOR ADMISSION AND TUITION PURPOSES

Section	Amendment Summary	Impact Summary
I.B.	References a later section of the policy where temporary exemptions are listed.	Provides procedural clarity for students and families about temporary exemptions.
II.	Introduces a new section II—"Overview of Student Classification Process"—and moves II. Determination of Residency Status to Section III. Determination of Residency Status. The following subsections are introduced in this new section II: A. Initial Determination, B. Petition for Change in Classification, C. Appeal, D. Request for Waiver, E. Change in Circumstances Altering In-State Status, and F. Incomplete, Untimely, False, or Misleading Information. Language at the beginning of Section II replaces the current Section V.	Provides procedural clarity and reflects structural reorganization of residency procedures.
II.A.	Reorganizes the subheading from II. A. Criteria for Determination of Residency Status to III. A. Initial Determination (of Residency Status). This section clarifies and reorganizes the process for initial determination of residency and removes residency criteria 1-7.	Restructures the residency determination status procedures. Improves clarity for institutional procedures and promotes consistency in policy implementation and enhances institutional efficiency.
II. B.	Section B. Presumption of Out-of-State Status has been removed and replaced with III. B. 1-2. Criteria for In-State Status. Combines criteria related to (1) primary living quarters and (2) personal property into a single residency requirement.	Clarifies residency criteria.
II.B.	This section is renumbered and this subsection is introduced in III. B. 1.a.b. Reorganizes residency criteria (1) and (2) and incorporates language previously included in the former "Presumption of Out-of-State Status" section and replaces references to "raising the presumption" with "additional evidence."	Clarifies the first residency criterion, introduces additional evidence when criteria are not met, and improves readability.
II.B.	This section has now been replaced with III. B. 1-5. Defines "financially dependent," and incorporates relevant language previously located in	Clarifies financial dependency requirements, introduces additional

	the "Presumption of Out-of-State Status" section. Replaces references to "raising the presumption" with "evidence" and clarifies treatment of individuals who are not financially dependent or not required to file a Maryland income tax return.	evidence when criteria are not met, improves institutional efficiency, and enhances readability.
II.B.	Renames subsection II.B. from "Presumption of Out-of- State Status" to III.C. "Additional Evidence." Clarifies that the list of documents is non-exhaustive and that not all documents are required. Adds the Maryland MVA-issued identification card as additional evidence acceptable for residency eligibility.	Simplifies residency language and supports more efficient institutional implementation. Expands the range of documentation that may be considered as additional evidence.
II.B.	Renames subsection II.B. from "Presumption of Out-of- State Status" to III.C. "Additional Evidence." Adds language to clarify documentation requirements for families of different structures (e.g., blended, separated, or divorced families).	Clarifies evidence requirements based on family structure and improves institutional implementation.
II.B.	Clarifies that petitions may not be submitted for a semester or term that has already been completed.	Aligns with existing policy and clarifies petitions submission timelines.
II.D.	Adds a new subsection titled "Request for Waiver."	Clarifies the purpose of the presidential waiver and identifies individuals eligible to request a waiver.
III.	Section III. Change in Classification for Tuition Purposes is renumbered to Section IV. The proposed Section III removes the eight criteria needed to be met and the presumption language. It also removes the following sections III. C. Rebuttal Evidence to Support a Change in Tuition Status, III. D. Appeal, III. E. Change in Circumstances Altering In-State Status, and F. Incomplete, Untimely, False or Misleading Information; these topics are moved to earlier in the Policy in Section II. Overview of Student Classification Process.	Simplifies application of the policy and improves clarity.
III.A.	Revises the section title from "Determination of Residency Status" to "Initial Determination of Residency Status."	Clarifies residency review processes at the initial application stage.
III.B.1-2.	Combines criteria related to (1) primary living quarters and (2) personal property into a single residency requirement.	Clarifies residency criteria.

III.B.1. a.b.	Reorganizes residency criteria (1) and (2) and incorporates language previously included in the former "Presumption of Out-of- State Status" section and replaces references to "raising the presumption" with "additional evidence."	Clarifies the first residency criterion, introduces additional evidence when criteria are not met, and improves readability.
III.B.2. a. b. c.	Defines "financially dependent," and incorporates relevant language previously located in the "Presumption of Out-of-State Status" section. Replaces references to "raising the presumption" with "evidence" and clarifies treatment of individuals who are not financially dependent or not required to file a Maryland income tax return.	Clarifies financial dependency requirements, introduces additional evidence when criteria are not met, improves institutional efficiency, and enhances readability.
III.B.1-5.	Reorganizes and simplifies in-state residency criteria, reducing the number of requirements from seven to six.	Simplifies application of the policy, improves clarity, and enhances institutional efficiency.
III.C.	Renames subsection C. from "Presumption of Out-of- State Status" to III.C. "Additional Evidence." Clarifies that the list of documents is non-exhaustive and that not all documents are required.	Simplifies residency language and supports more efficient institutional implementation.
III.C.1. c.	Revises language to clarify documentation requirements for families of different structures (e.g., blended, separated, or divorced families).	Clarifies evidence requirements based on family structure and improves institutional implementation.
III.C.10.	Adds the Maryland MVA-issued identification card as additional evidence acceptable for residency eligibility.	Expands the range of documentation that may be considered as additional evidence.
IV.A.	Reinforces that petitions may not be submitted for a semester or term that has already been completed.	Aligns with policy and reinforces petition submission timelines.
IV.	Existing Section IV ("Criteria for…") is renumbered to Section V.	This is part of the overall reorganization.
V.E.	Revises language (that was in IV.D.) pertaining to people receiving certain Federal benefits, including various veterans.	Clarifies residency terminology and reinforces intent of veteran eligibility requirements, including recent Federal changes to the Montgomery GI Bill.
V.K.	Updates the language from "child" to "eligible dependent."	Aligns the policy with recent State legislation.

V.L.	Adds a new exemption for financially dependent children of state or local public safety employees who died in the line of service, as defined by state law.	Extends exemption eligibility to dependents of qualifying public safety employees and aligns with recent State legislation.
V.Q.	Adds a new exemption for members of the Intelligence Community, their spouses, and their children so long as they have been employed for a certain period and whose domicile or permanent station is in Maryland at the time of initial enrollment.	Aligns the policy with recent Federal legislation.
V.	The point of the existing Section V is deleted and now proposed as language at the beginning of Section II.	The rearrangement is part of the overall clarification of procedures and requirements.
VI.	The current VI.F definition has been removed.	Focuses the policy language on Financial Dependent or not.
VI.	In F.1 – F.7, the legal citations are updated.	Clarifies the citations of the US Code.

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, 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, some students who are not permanent Maryland residents and do not meet the criteria for in-state residency status in Section III.B of this Policy may qualify temporarily for in-state status if they qualify for an exemption under Section V of this Policy. 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. OVERVIEW OF STUDENT CLASSIFICATION PROCESS

To implement this Policy, each USM institution applies its own procedures, a copy of which must be filed with the Office of the Chancellor.

A. Initial Determination

The student classification process begins with an initial determination of residency status. The institution's procedures will provide for an initial submission of residency information, usually in the application for admission or readmission. The institution may also request documentation or additional information during this initial step. All information and documentation submitted will be evaluated against the criteria for In-state status set forth in Section III.B of this Policy. In certain

[1] Md. Code Ann., Educ. § 12-101.

circumstances, a student who does not meet the criteria for in-state status may qualify for in-state status by exemption under Section V of this Policy.

At the conclusion of the initial determination, the student will be notified, usually in the offer of admission, if they have been classified as in-state or out-of-state.

B. Petition for Change in Classification

A student who wishes to request a change in their classification may submit a Petition in accordance with the institution's procedures. In some circumstances, students whose eligibility cannot be determined from the information submitted in their initial application may be required to submit additional evidence through the Petition process. All Petitions will be evaluated under the same criteria used for the initial determination of in-state status (in Section III.B of this Policy), but the institution may require additional information and documentation during the Petition process. Petitions may not be initiated for a semester or term that has already been completed.

C. Appeal

A student may appeal a decision on their Petition for Change in Classification in accordance with the institution's procedures.

D. Request for Waiver

The president of an institution or a president's designee may waive any requirement of this Policy if the president or designee determines that a waiver is required to avoid an unjust result. Staff or students may request a waiver, but students may be required to exhaust other procedures prior to doing so.

E. Change in Circumstances Altering In-State Status

A student must notify the USM institution in writing within fifteen (15) calendar days of any change in circumstances that may alter in-state status. Failure to do so may result in retroactive charges for the period affected.

F. Incomplete, Untimely, False, or Misleading Information

If complete information necessary to the determination is not provided by the institution's deadline, the institution may, at its discretion, deny or revoke in-state status. In the event incomplete, false, or misleading information is presented, the 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 the period affected.

III. DETERMINATION OF RESIDENCY STATUS

A. Initial Determination of Residency Status

An initial determination of a student's residency status will be made at the time of admission (and readmission, if any) 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 in the initial application.

B. Criteria for In-State Status

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 Applicable Period), 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 required continuous intent by establishing that they satisfied all the following requirements during the Applicable Period:

1) The student has continuously maintained primary living quarters in Maryland and has substantially all personal property, such as household effects, furniture, and pets, in Maryland.
    a. A student who is attending school or living outside Maryland at the time of application for admission to a USM institution, may submit evidence (as outlined in Section III.C, below) in order to prove, by clear and convincing evidence, that the student has the continuous intent to reside in Maryland indefinitely and for a primary purpose other than that of attending an educational institution in Maryland.
    b. The USM institution reviewing an application of a student described under paragraph 1.a may permit the student to submit evidence at the initial determination stage or may require a student to submit evidence through Petition for Change in Classification under Section IV.

2) The student has paid Maryland income tax on all taxable income, including all taxable income earned outside Maryland. If the student has earned any taxable income during the Applicable Period, the student must have filed a Maryland Resident Tax Return. If the student is Financially Dependent (as defined in this Policy), then the person on whom the student is Financially Dependent shall meet the tax filing and payment requirements in this paragraph.
    a. A student who is Financially Dependent on a person who is not a resident of Maryland may submit additional evidence (as outlined in Section III.C, below) in order to prove, by clear and convincing evidence, that 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.
    b. The USM institution reviewing an application of a student described under paragraph 2.a may permit the student to submit additional evidence at the initial determination stage or may require a student to submit such evidence through Petition for Change in Classification under Section IV.
    c. If a student is not Financially Dependent and is not required to file a Maryland income tax return, the student may be asked by the institution reviewing the initial application, petition, or appeal, for additional information (e.g., a W-2 or 1099 form or other relevant documents).

3) If the student possesses a driver's license, it must be issued by Maryland. If the student was previously licensed in another state they must have held a Maryland driver's license for the past 12 consecutive months, or the student must 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.

4) If the student owns or leases a motor vehicle, it must be registered in Maryland. If the vehicle was previously registered in another state, it must have been registered for the past 12 consecutive months in Maryland, or the student must show evidence that the vehicle was registered in Maryland within 60 days after moving to the state in accordance with Maryland Motor Vehicle Administration requirements.

5) The student 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.

6) The student has the legal ability to live permanently and without interruption in the United States.

C. Additional Evidence

Additional evidence may be required during the Initial Determination pursuant to Sections B.1 and B.2, above, or when submitting a Petition for Change in Classification under Section IV.

Additional evidence must establish, by clear and convincing evidence, the student's intent to reside in Maryland indefinitely and for a primary purpose other than that of attending an educational institution in Maryland . All information submitted will be evaluated not only by how completely the criteria for in-state status 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 (the Applicable Period) is unlikely to establish the required intent under this Policy. The absence of objective, relevant evidence is generally considered to weigh against finding in-state status. A student's statement of intent to remain in Maryland in the future is generally not considered to be objective evidence under this Policy.

Students are not required to submit every item in the list below, but the evidence submitted must establish the student's intent to reside in Maryland indefinitely and for a primary purpose other than that of attending an educational institution. Evidence provided by a student may include, for example:

1) Evidence showing source of financial support:
    a. Maryland employment and earnings history through sources beyond those related 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.;

b. Evidence the student is Financially Dependent, for the previous 12 months, upon a person who is a resident of Maryland; and/or

c. Evidence such as a divorce decree, separation agreement, court order, or other legal document which establishes why a student is Financially Dependent on a person living outside of Maryland. If the student meets the other criteria for residency, the student may be deemed in-state despite being Financially Dependent upon someone living out of state, if such evidence is available.

2) Evidence of 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., marriage to a Maryland resident, divorce, family relocation, taking care of a sick family member, etc.).

9) Voter registration in Maryland; and/or

10) A Maryland MVA-issued identification card

IV. CHANGE IN RESIDENCY CLASSIFICATION FOR TUITION PURPOSES

A. Petition for Change in Classification for Tuition Purposes

After the initial residency determination is made, a student seeking a change to in-state residency status for tuition purposes should consult institution procedures for information on how and when to 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 during the semester for which the

student seeks reclassification. Only one Petition may be filed per semester or term. Petitions may not be initiated for a semester or term that has already been completed.

B. Criteria for Change in Residency Status

A student seeking reclassification from out-of-state to in-state 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 residency status (the Applicable Period), the student had the continuous intent to:

1) make Maryland the student's permanent home;
2) abandon the student's former home state;
3) reside in Maryland indefinitely; and
4) 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 establishing (providing appropriate documentation as necessary) that, for the Applicable Period, the student has satisfied all criteria for in-state status in Section III.B of this Policy.

Evidence of intent may include, but is not limited to, evidence described in Section III.C.. 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.

V. CRITERIA FOR IN-STATE STATUS BY EXEMPTION

Students who meet the criteria for the following exemptions shall be eligible for in-state status for the period in which they qualify for the exemption (except as otherwise noted below).[2] Students who seek in-state status through any of the following exemptions must 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.[3] Spouses and children who qualify for exemption under this provision will retain

[2] Changes in state or federal laws conferring in-state tuition status may not be reflected in this Policy immediately upon effect. However, students who meet the statutory criteria are eligible for in-state status as of the effective date of the law.
[3] Md. Code Ann., Educ. § 15-106.4.

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.[4]

D. Veterans currently living in or domiciled in Maryland who provide documentation that they were honorably discharged.[5]

E. Individuals currently residing in Maryland who are pursuing a course of education with educational assistance under chapter 30, 31, 33, or 35 of Title 38, or chapter 1606 of Title 10, of the United States Code.[6] An individual so described will continue to retain in-state status if they remain 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;
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 the child or spouse of a person who died while serving on duty in the Armed Forces, on or after September 11, 2001 and is entitled to benefits under 38 U.S.C. § 3311(b)(8)-(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 described in this paragraph will continue to retain in-state status if the individual is using any of the above educational benefits 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 paragraph C above.)[7]

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.

[4] *Id*.
[5] *Id*.
[6] 38 U.S.C. § 3679(c).
[7] *Id*.

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 "eligible dependent" of a Maryland public safety employee, under § 18-601 of the Education Article, Annotated Code of Maryland, who is eligible for the Edward T. and Mary A. Conroy and Joan B. Cryor Scholarship.

L. The Spouse or Child of a State or Local Public Safety Employee (as defined in § 18-601 of the Education Article, Annotated Code of Maryland) who died as a result of or in the performance of duties.[8]

M. 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.

N. 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.

O. 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.

P. 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 Financial Dependents. Members and their spouses and Financial 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.

Q. Members of the Intelligence Community, as defined in 50 U.S.C. § 3003(4), who have served in that position of employment for a period of more than 30 days and whose domicile or permanent duty station is in Maryland, and their spouses and Financial Dependents. Members and their spouses and Financial 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.

R. 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).

[8] Md. Code Ann., Educ. § 15-106.12.

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.[9]

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.[10]

C. Armed Forces means the Army, Navy, Air Force, Marine Corps, Space Force, and Coast Guard.[11]

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 and/or receives fifty percent or more in educational or living expenses from another person. A person who is a ward of the State of Maryland is also considered Financially Dependent for purposes of this Policy.

F. Foreign Service means:
   1) Chiefs of mission, appointed under 22 U.S.C. § 3942(a)(1) or § 3982(c).
   2) Ambassadors at large, appointed under 22 U.S.C. § 3942(a)(1).
   3) Members of the Senior Foreign Service, appointed under 22 U.S.C. § 3942(a)(1) or § 3943, who are the corps of leaders and experts for the management of the Service and the performance of its functions.
   4) Foreign Service officers, appointed under 22 U.S.C. § 3942(a)(1), who have general responsibility for carrying out the functions of the Service.
   5) Foreign Service personnel, United States citizens appointed under 22 U.S.C. § 3943, who provide skills and services required for effective performance by the Service.
   6) Foreign national employees, foreign nationals appointed under 22 U.S.C. § 3943, who provide clerical, administrative, technical, fiscal, and other support at Foreign Service posts abroad.
   7) Consular agents, appointed under 22 U.S.C. § 3943 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.[12]

G. 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

[9] 37 U.S.C. § 101.
[10] Md. Code Ann., State Gov't § 9-901.
[11] 10 U.S.C. § 101.
[12] 22 U.S.C. § 3903.

system. Examples of categories NOT considered regular employees are graduate students, contingent employees, and independent contractors.

H. Reserve Component means:
   1) the Army National Guard of the United States;
   2) the Army Reserve;
   3) the Navy Reserve;
   4) the Marine Corps Reserve;
   5) the Air National Guard of the United States;
   6) the Air Force Reserve;
   7) the Coast Guard Reserve; or
   8) the Reserve Corps of the Public Health Service.[13]

I. Spouse: A spouse is a partner in a legally contracted marriage.

J. Uniformed Services means the Armed Forces and the Commissioned Corps of the National Oceanic and Atmospheric Administration and of the Public Health Service.[14]

K. Veteran has the meaning stated in 38 U.S.C. § 101, which is a person who served in the active military, naval, air, or space service, and 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.
[14] *Id*.

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~~).~~, 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, some students who are not permanent Maryland residents and do not meet the criteria for in-state residency status in Section III.B of this Policy may qualify temporarily for in-state status if they qualify for an exemption under Section V of this Policy. 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. OVERVIEW OF STUDENT CLASSIFICATION PROCESS

To implement this Policy, each USM institution applies its own procedures, a copy of which must be filed with the Office of the Chancellor.

A. Initial Determination

The student classification process begins with an initial determination of residency status. The institution's procedures will provide for an initial submission of residency information, usually in the application for admission or readmission. The institution may also request documentation or additional information during this initial step. All information and documentation submitted will be evaluated against the criteria for In-state status set forth in Section III.B of this Policy. In certain

[1] Md. Code Ann., Educ. § 12-101.

circumstances, a student who does not meet the criteria for in-state status may qualify for in-state status by exemption under Section V of this Policy.

At the conclusion of the initial determination, the student will be notified, usually in the offer of admission, if they have been classified as in-state or out-of-state.

B. Petition for Change in Classification

A student who wishes to request a change in their classification may submit a Petition in accordance with the institution's procedures. In some circumstances, students whose eligibility cannot be determined from the information submitted in their initial application may be required to submit additional evidence through the Petition process. All Petitions will be evaluated under the same criteria used for the initial determination of in-state status (in Section III.B of this Policy), but the institution may require additional information and documentation during the Petition process. Petitions may not be initiated for a semester or term that has already been completed.

C. Appeal

A student may appeal a decision on their Petition for Change in Classification in accordance with the institution's procedures.

D. Request for Waiver

The president of an institution or a president's designee may waive any requirement of this Policy if the president or designee determines that a waiver is required to avoid an unjust result. Staff or students may request a waiver, but students may be required to exhaust other procedures prior to doing so.

E. Change in Circumstances Altering In-State Status

A student must notify the USM institution in writing within fifteen (15) calendar days of any change in circumstances that may alter in-state status. Failure to do so may result in retroactive charges for the period affected.

F. Incomplete, Untimely, False, or Misleading Information

If complete information necessary to the determination is not provided by the institution's deadline, the institution may, at its discretion, deny or revoke in-state status. In the event incomplete, false, or misleading information is presented, the 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 the period affected.

~~II.~~III. DETERMINATION OF RESIDENCY STATUS

A. ~~Criteria for~~Initial Determination of Residency Status

An initial determination of a student's residency status will be made at the time of admission (and readmission, if any) 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~~.~~ in the initial application.

B. Criteria for In-State Status

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 Applicable Period), 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~~required continuous intent by ~~satisfying~~establishing that they satisfied all the following requirements ~~for~~during the ~~12-month period (or shorter period indicated):~~Applicable Period:

~~1) Has~~The student has continuously maintained primary living quarters in Maryland~~.~~

~~2)~~1) ~~Has~~ and has substantially all personal property, such as household effects, furniture, and pets, in Maryland.

a. ~~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~~A student who is attending school or living outside Maryland at the time of application for admission to a USM institution, may submit evidence (as outlined in Section III.C, below) in order to prove, by clear and convincing evidence, that the student has the continuous intent to reside in Maryland indefinitely and for a primary purpose other than that of attending an educational institution in Maryland.

b. The USM institution reviewing an application of a student described under paragraph 1.a may permit the student to submit evidence at the initial determination stage or may require a student to submit evidence through Petition for Change in Classification under Section IV.

~~3)~~2) The student has paid Maryland income tax on all taxable income, including all taxable income earned outside Maryland~~, and have filed a Maryland Resident Tax Return.~~. If the student has earned any taxable income during the Applicable Period, the student must have filed a Maryland Resident Tax Return. If the student is Financially Dependent (as defined in this Policy), then the person on whom the student is Financially Dependent shall meet the tax filing and payment requirements in this paragraph.

~~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.~~

a. ~~Has possessed a valid Maryland~~A student who is Financially Dependent on a person who is not a resident of Maryland may submit additional evidence (as outlined in

Section III.C, below) in order to prove, by clear and convincing evidence, that 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.

b. The USM institution reviewing an application of a student described under paragraph 2.a may permit the student to submit additional evidence at the initial determination stage or may require a student to submit such evidence through Petition for Change in Classification under Section IV.

c. If a student is not Financially Dependent and is not required to file a Maryland income tax return, the student may be asked by the institution reviewing the initial application, petition, or appeal, for additional information (e.g., a W-2 or 1099 form or other relevant documents).

3) If the student possesses a driver's license ~~for at least 12 consecutive months, if~~ , it must be issued by Maryland. If the student was previously licensed ~~to drive~~ in another state~~. Students who have lived in Maryland for at least 12 consecutive months but who~~ they must have held a Maryland driver's license for ~~less than 12 months will be deemed to have satisfied this requirement if they can~~the past 12 consecutive months, or the student must 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.

~~5)~~4) If the student owns or leases a motor vehicle, it must be registered in Maryland. If the vehicle was previously registered in another state, it must have been registered for the past 12 consecutive months in Maryland, or the student must show evidence that the vehicle was registered in Maryland within 60 days after moving to the state in accordance with Maryland Motor Vehicle Administration requirements.

~~6)~~5) ~~Receives~~The student 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)~~6) ~~Has~~ The student has the legal ability ~~under Federal and Maryland law~~ to live permanently and without interruption in ~~Maryland~~the United States.

~~B. Presumption of Out-of-State Status~~

~~C.~~ ~~Either of the following circumstances raises a presumption that the student is residing in the State of Maryland primarily for the~~ **Additional Evidence**

Additional evidence may be required during the Initial Determination pursuant to Sections B.1 and B.2, above, or when submitting a Petition for Change in Classification under Section IV.

Additional evidence must establish, by clear and convincing evidence, the student's intent to reside in Maryland indefinitely and for a primary purpose other than that 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.

A. 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

1) make Maryland the student's permanent home;
2)1) abandon the student's former home state;
3)1) reside in Maryland indefinitely; and
4)1) 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 for in-state status 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.~~

~~B. 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 (the Applicable Period) is ~~generally considered an unfavorable factor~~unlikely to establish the required intent under this Policy. The absence of objective, relevant evidence is generally considered ~~an unfavorable factor~~to weigh against finding in-state status. 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:~~

~~Source~~

Students are not required to submit every item in the list below, but the evidence submitted must establish the student's intent to reside in Maryland indefinitely and for a primary purpose other than that of attending an educational institution. Evidence provided by a student may include, for example:

1) Evidence showing source of financial support:
   a. Maryland employment and earnings history through sources beyond those ~~incident~~related 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.; and/or

c. SubstantialEvidence such as a divorce decree, separation agreement, court order, or other legal document which establishes why a student is Financially Dependent on a person living outside of Maryland. If the student meets the other criteria for residency, the student may be deemed in-state despite being Financially Dependent upon someone living out of state, if such evidence is available.

2) Evidence of 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., marriage to a Maryland resident, divorce, family relocation, taking care of a sick family member, etc.).).

9) Voter registration in Maryland.; and/or

10) A Maryland MVA-issued identification card

IV. CHANGE IN RESIDENCY CLASSIFICATION FOR TUITION PURPOSES

A. Petition for Change in Classification for Tuition Purposes

After the initial residency determination is made, a student seeking a change to in-state residency status for tuition purposes should consult institution procedures for information on how and when to 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 during the semester for which the student seeks reclassification. Only one Petition may be filed per semester or term. Petitions may not be initiated for a semester or term that has already been completed.

B. Criteria for Change in Residency Status

A student seeking reclassification from out-of-state to in-state 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 residency status (the Applicable Period), the student had the continuous intent to:

1) make Maryland the student's permanent home;
2) abandon the student's former home state;
3) reside in Maryland indefinitely; and
4) reside in Maryland primarily for a purpose other than that of attending an educational institution in Maryland.

~~**A. Appeal**~~

~~A student may appeal an adverse decision on a Petition for Change in Classification.~~

~~**B.**~~**A.** ~~**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.~~

~~C. 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.~~

A student will demonstrate the requisite intent by establishing (providing appropriate documentation as necessary) that, for the Applicable Period, the student has satisfied all criteria for in-state status in Section III.B of this Policy.

Evidence of intent may include, but is not limited to, evidence described in Section III.C.. 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.

~~IV.~~V. CRITERIA FOR ~~TEMPORARY QUALIFICATION OF NON-RESIDENTS FOR IN-~~IN-STATE STATUS ~~BY~~ EXEMPTION

~~Non-residents with~~Students who meet the criteria for the following ~~status~~exemptions shall be ~~accorded the benefits of~~eligible for in-state status for the period in which they ~~hold such~~qualify for the exemption (except as otherwise noted below).[2] Students who seek in-state status~~, if they~~ through any of the following exemptions must 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~~Financially Dependent child of an Active Service member, who is stationed in Maryland, currently residing in Maryland, or is domiciled in Maryland.[3] 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.[4]

D. Veterans currently ~~resl~~i~~d~~ving in or domiciled in Maryland who provide documentation that they were honorably discharged.[5]

E. ~~Veterans~~Individuals currently residing in Maryland ~~and were discharged from a period of at least 90 days of service and~~who are pursuing a course of education with educational assistance under chapter 30, 31, 33, or 35 of Title 38, or chapter 1606 of Title 10, of the ~~Montgomery G.I. Bill ®[6] (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~~United States Code.[7] An individual 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~~they remain continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school.

F. Anyone who lives in Maryland~~,~~ and~~:~~

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[2] Changes in state or federal laws conferring in-state tuition status may not be reflected in this Policy immediately upon effect. However, students who meet the statutory criteria are eligible for in-state status as of the effective date of the law.
[3] Md. Code Ann., Educ. § 15-106.4.
[4] *Id*.
[5] *Id*.
[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.
[7] 38 U.S.C. § 3679(c).

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~~the child or spouse of a person who died while serving on duty in the Armed Forces, on or after September 11, 2001 and is entitled to benefits under ~~the Marine Gunnery Sergeant John David Fry Scholarship (~~38 U.S.C. § 3311(b)(8)-(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~~paragraph will continue to retain in-state status if the individual is using any of the above 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.~~paragraph C~~.~~ above.)[8]

H. For UMGC~~,~~ only, any Active Service Member~~,~~ or their spouse or ~~dependent~~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~~ "eligible dependent" of a Maryland public safety employee, under § 18-601 of the Education Article, Annotated Code of Maryland, who is eligible for the Edward T. and Mary A. Conroy and Joan B. Cryor Scholarship. ~~Scholarship under § 18-601(d)(3)(ii) of the Education Article, Annotated Code of Maryland.~~

K.

L. The Spouse or Child of a State or Local Public Safety Employee (as defined in § 18-601 of the Education Article, Annotated Code of Maryland) who died as a result of or in the performance of duties.[9]

[8] *Id*.

[9] Md. Code Ann., Educ. § 15-106.12.

~~L.~~M. 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.~~N. 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.~~O. 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.~~P. 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.~~Financial Dependents. Members and their spouses and ~~dependents~~Financial 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.

Q. Members of the Intelligence Community, as defined in 50 U.S.C. § 3003(4), who have served in that position of employment for a period of more than 30 days and whose domicile or permanent duty station is in Maryland, and their spouses and Financial Dependents. Members and their spouses and Financial 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.~~R. 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.[10]

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.[11]

C. Armed Forces means the Army, Navy, Air Force, Marine Corps, Space Force, and Coast Guard.[12]

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 and/or receives fifty percent or more in educational or living expenses from another person. A person who is a ward of the State of Maryland is also considered Financially Dependent for purposes of this Policy.

~~E. or is a ward of the State of Maryland.~~

~~F.~~

~~G. Financially Independent: For the purposes of this Policy, a financially independent student is one who 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.~~

~~H.~~F. Foreign Service means:
   1) Chiefs of mission, appointed under ~~section~~22 U.S.C. § 3942(a)(1) ~~of this title or assigned under section~~or § 3982(c~~) of this title.~~).
   2) Ambassadors at large, appointed under ~~section~~22 U.S.C. § 3942(a)(1~~) of this title.~~).
   3) Members of the Senior Foreign Service, appointed under ~~section~~22 U.S.C. § 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.
   4) Foreign Service officers, appointed under ~~section~~22 U.S.C. § 3942(a)(1~~) of this title,~~), who have general responsibility for carrying out the functions of the Service.
   5) Foreign Service personnel, United States citizens appointed under ~~section~~22 U.S.C. § 3943~~ of this title~~, who provide skills and services required for effective performance by the Service.
   6) Foreign national employees, foreign nationals appointed under ~~section~~22 U.S.C. § 3943~~ of this title~~, who provide clerical, administrative, technical, fiscal, and other support at Foreign Service posts abroad.
   7) Consular agents, appointed under ~~section~~22 U.S.C. § 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.[13]

[10] 37 U.S.C. § 101.
[11] Md. Code Ann., State Gov't § 9-901.
[12] 10 U.S.C. § 101.
[13] 22 U.S.C. § 3903.

~~I.~~G. 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.

~~J.~~H. Reserve Component means:

1) the Army National Guard of the United States;
2) the Army Reserve;
3) the Navy Reserve;
4) the Marine Corps Reserve;
5) the Air National Guard of the United States;
6) the Air Force Reserve;
7) the Coast Guard Reserve; or
8) the Reserve Corps of the Public Health Service.[14]

~~K.~~ Spouse: A spouse is a partner in a legally contracted marriage.

I.

~~L.~~J. Uniformed Services means the Armed Forces and the Commissioned Corps of the National Oceanic and Atmospheric Administration and of the Public Health Service.[15]

~~M.~~K. Veteran has the meaning stated in 38 U.S.C. § 101, which is a 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.

[14] 37 U.S.C. § 101.
[15] *Id*.

TOPIC: University System of Maryland: Facilities Renewal and Facilities Assessment Practices - Initial Update (information)

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 4, 2026

SUMMARY: During the recent Capital Workshop, members of the Finance Committee, along with other participating Regents, discussed broader facilities renewal and deferred maintenance considerations in the context of the USM's capital budget submission and long-term capital planning process. Regents also expressed interest in learning more about current facilities assessment practices and the use of analytical and emerging artificial intelligence (AI)-supported tools in facilities planning and management.

This information item will provide an initial update on current institutional and systemwide practices used to assess facility conditions, support maintenance planning, and inform capital investment decisions across the USM. The discussion will include the role of institutional facilities professionals, consultant-supported assessment methodologies, facilities management software systems, and selected AI-supported technologies currently utilized by institutions and their consultants to support data-informed decision-making.

The presentation will also outline potential next steps for continued discussion and engagement on these topics, including coordination with institutional facilities professionals, additional information gathering and reporting related to facilities assessment practices, and future educational discussions regarding the use of AI-supported technologies and emerging practices in facilities assessment, maintenance, and management.

An additional educational discussion regarding AI-supported facilities assessment and management practices is anticipated as part of a September Finance Committee discussion on the capital program.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: RECEIVED FOR INFORMATION	DATE: 6/4/26
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

FR ASSESSMENT

TOPIC: Approval of Meeting Minutes (action)

COMMITTEE: Committee of Governance & Compensation

DATE OF MEETING: June 5, 2026

SUMMARY: The Committee will take action to approve meeting minutes from the April 9, 2026, 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

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON GOVERNANCE AND COMPENSATION
April 9, 2026
Meeting via Video and Conference Call

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 8:01 a.m. on Thursday, April 9, 2026, via Zoom.

Those in attendance included Regents Leggett, Gooden, Lewis, Smarick, Stebbins, and Wood; Chancellor Perman; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Masucci and Sandler; AAGs Boyle and Langrill; and Ms. Wilkerson and Ms. Perry.

Chair Gooden and Chancellor Perman joined the meeting virtually from Japan, having travelled with the University of Maryland, Global Campus to participate in commencement and its 70th anniversary. Chair Gooden and Chancellor Perman spoke about their itinerary and shared highlights and takeaways from their journey thus far.

1. **Approval of Meeting Minutes from January 27, 2026, Public and Closed Sessions (action)**
The Regents reviewed and approved the meeting minutes from the January 27 meeting.
(Regent Leggett moved recommendation, seconded by Regent Wood; approved)
Vote Count = Yeas: 5 Nays: 0 Abstentions: 0

2. **Review of USM Board of Regents Policy Workgroup Phase 1 Progress (information)**
The Regents reviewed the Board's policy workgroup's Phase 1 progress. The Regents also heard a preview of what is to come in Phase 2. Regent Stebbins, chair of the policy workgroup, provided the report. This item was presented for information purposes.; there were no votes on this item.

3. **Convening 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).
(Chair Gooden moved recommendation, seconded by Regent Leggett; approved)
Vote Count = Yeas: 5 Nays: 0 Abstentions: 0

The public meeting was adjourned at 8:27 a.m.

Respectfully submitted,

Ike Leggett

Chair, Committee on Governance and Compensation

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON GOVERNANCE & COMPENSATION
April 9, 2026
Meeting via Video Conference

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 8:28 a.m. on Thursday, April 9, 2026, via Zoom.

Those in attendance included Regents Leggett, Gooden, Lewis, Smarick, and Wood; Chancellor Perman; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Masucci and Sandler; AAGs Boyle and Langrill; Ms. Wilkerson and Ms. Perry; and Mr. Chanen and Ms. Roxas.

1. **Update on Personnel Matter for Two USM Employees (action)** (§3-305(b)(1)).
   The Regents were provided with separate reports on two individual personnel matters.

   The first report was provided by Chair Gooden and concerned a required review of a personnel contract for a USM employee, subject to review under Policy VII-10.0. The Regents approved the recommendation presented on modifications to the contract.
   (Chair Gooden moved recommendation, seconded by Regent Leggett; approved)
   Vote Count = Yeas: 5 Nays: 0 Abstentions: 0

   The second report was provided by Chancellor Perman and concerned a motion to confer emeritus status for a USM employee with exemplary service who is retiring. The Regents approved the recommendation.
   (Regent Leggett moved recommendation, seconded by Chair Gooden; approved)
   Vote Count = Yeas: 5 Nays: 0 Abstentions: 0

2. **Collective Bargaining Update (information)** (§3-305(b)(9)).
   The Regents were provided with the status of collective bargaining negotiations at each USM institution. This item was presented for information purposes; there were no votes on this item.

3. **Review of Certain Contracts and Employment (information)** (§3-305(b)(1)).
   The Regents reviewed personnel contracts, subject to review under Policy VII-10.0. This item was presented for information purposes; there were no votes on this item.

The session was adjourned at 8:50 a.m.

Respectfully submitted,

Ike Leggett
Chair, Committee on Governance & Compensation

TOPIC: Establishment of a Salisbury University Board of Visitors (action)

COMMITTEE: The Committee on Governance and Compensation

DATE OF MEETING: June 5, 2026

SUMMARY: Salisbury University (SU) has submitted a proposal to establish a Board of Visitors (BOV). As authorized in BOR 1-4.00 Policy on USM and Institutional Board and Commissions, each university president may establish a BOV to serve in an advisory capacity to the president and assist with community relations, development, and other activities that advance the university. To establish a BOV, the president shall submit a proposal to the Chancellor—subject to Board approval—outlining the role of the board and its composition.

The SU proposal is attached and outlines the terms, responsibilities, and the general composition of the board. The specific membership of the board will be considered in closed session, pending approval of this proposal.

For this action item, the Board of Regents is being asked to approve the establishment of the SU BOV.

ALTERNATIVE(S): The Board could choose to not approve the SU BOV.

FISCAL IMPACT: There is no fiscal impact.

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends support for Salisbury University's proposal to establish a Board of Visitors.

COMMITTEE ACTION:	DATE:
BOARD ACTION:	DATE:

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

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April 23, 2026

Dr. Jay A. Perman, Chancellor
University System of Maryland
701 E. Pratt Street
Baltimore, MD 21202

Dear Chancellor Perman,

I am writing to request approval for Salisbury University to establish a Board of Visitors (BOV) in support of the University's continued growth and engagement with its stakeholders.

The proposed Board of Visitors will serve as an advisory group composed of regional leaders, community members, alumni, and friends of the University. Its purpose will be to enhance the University's visibility, provide strategic guidance, strengthen external relationships, and support a variety of institutional initiatives aligned with Salisbury University's mission.

We believe this advisory body will provide valuable perspectives and help deepen the University's connections with the communities and partners we serve. By engaging individuals who bring diverse professional experience and a strong commitment to higher education, the Board of Visitors can play an important role in advancing key strategic priorities.

I respectfully request permission to move forward with the formation of this Board. The attached document outlines the proposed composition and membership. Should the Board of Regents approve, we will ensure that the structure, membership, and activities of the Board of Visitors align with the policies and expectations of the University System of Maryland.

Thank you for your continued support of Salisbury University. Please let me know if you would like any additional information regarding this proposal.

Sincerely,

Carolyn R. Lepre, Ph.D.
President
Salisbury University

BOARD OF VISITORS
at Salisbury University

OBJECTIVE

The Board of Visitors (BOV) at Salisbury University will serve as an advisory group composed of regional leaders, community members, alumni, and friends of the University. Its purpose is to enhance the university's visibility, provide advice, strengthen external relationships, and support various institutional initiatives.

STRUCTURE & MEMBERSHIP

Composition

- 12-18 members appointed by the President of Salisbury University.
- Members will include leaders from the public sector, private industry and non-profits.
- Membership is diverse in expertise, geography, and personal demographics in an effort to achieve broad representation.

Terms & Appointments

- Members serve three-year terms, renewable for two additional terms.
- Nominations are collected and made to the University Cabinet, with recommendations approved by the President.
- Recommendations are sent to the University System of Maryland for final approval.

Roles & Responsibilities

- Provide counsel to the President and senior university leadership on community relations, industry trends, workforce needs, development opportunities, and other pertinent matters.
- Serve as ambassadors for the university within their respective networks and in the community.
- Offer guidance on external affairs, including government relations and economic development.
- Support university fundraising and friend-raising initiatives.
- Provide guidance and insight on potential partnership development.
- Review and make recommendations on honorary degrees.

Alignment with Strategic Priorities

- Ensure BOV initiatives support key university goals such as enrollment, fundraising, and community engagement.
- Provide guidance on legislative and policy matters impacting higher education and the university.
- Help to identify and develop strategic partnerships that advance SU's mission.

TOPIC: Approval of Meeting Minutes from March 27, 2026 (Information)

COMMITTEE: Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

DATE OF COMMITTEE MEETING: June 3, 2026

SUMMARY: The Intercollegiate Athletics and Student-Athlete Health and Welfare Committee will review the minutes from its March 27, 2026, public session and determine whether they accurately reflect the meeting and the actions taken.

ALTERNATIVE(S): The Committee may defer approval or request corrections.

FISCAL IMPACT: No fiscal impact is anticipated.

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends approval of the minutes.

COMMITTEE RECOMMENDATION: APPROVED	DATE: JUNE 3, 2026
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
March 27, 2026
Meeting via Video and Conference Call

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 1:00 p.m.

Regents participating in the session included: Mr. Gonella (Chair), Ms. Gooden, Mr. McMillen, Mr. Wood, Ms. Blount, Ms. Edwards, Ms. Rivera-Forbes and Mr. Mirani. Also participating were Chancellor Perman, Senior Vice Chancellors Herbst and Wrynn; Vice Chancellor Mosca; Director of Financial Planning and Analysis Norris; Associate Vice Chancellor Denson; Chief of Staff Wilkerson, and Senior Counsel to USM Boyle. In attendance were Athletic Directors Eigenbrot, Polizzi, Stevenson, Owens, Smith, Carter and Tucker; Interim Athletic Director Williams; and other members of the USM community and the public.

Regent Gonella offered remarks on the passing of Clyde Doughty from Bowie State University, honoring him as a deeply respected leader whose service beginning in 2015 included roles as Athletics Director and Vice President for Intercollegiate Athletics and Recreation, during which he advanced facilities and led programs to significant competitive success. His distinguished career, leadership within the CIAA, commitment to student mentorship, and lasting impact on the university community were acknowledged with appreciation, and the Board noted that he will be greatly missed.

The following agenda items were discussed:

1. Approval of Meeting Minutes from November 19, 2025 (Action)

Regent Gonella asked the committee members to move that the minutes from November 19, 2025 be approved.

The Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare has recommended that the Board of Regents grant approval of meeting minutes to be approved.
(Regents Gonella moved recommendation, seconded by Regent Wood; approved)
Vote Count = Yeas: 8 Nays: 0 Abstentions: 0

2. Presentation on Gambling Trends and Compliance Issues by NCAA Representatives (Information)

Regent Gonella introduced Clint Hangebrauck, Managing Director of Enterprise Risk Management for the NCAA and Dr. Carey Wheelhouse, Director of Health Promotion in the NCAA Sport Science Institute, who presented gambling trends and compliance issues, including the effects these activities can have on the student-athletes' well-being.

Regent McMillen asked about the discrepancy between the current survey results and the 2023 report regarding the percentage of males who gamble and inquired about what actions schools are talking to address gambling. Mr. Hangebrauck explained that the current survey focuses on the student population overall, rather than exclusively on student athletes. Dr. Wheelhouse added that gambling is a widespread issue affecting students across all schools, not just within athletics and emphasized the importance of a systemwide approach to addressing the issue.

Regent Wood noted that a number of consequences have emerged following the Supreme Court's decision and asked whether there has been any consideration for raising these unintended consequences with the Court and requesting reconsideration. Mr. Hangebrauck responded that he had not heard of any such efforts but indicated that he could raise the issue with their government relations team and follow up on whether this is something they could pursue.

3. Mid-Year Athletic Directors' Updates – Rotating – CSU, FSU (Information)

Regent Gonella informed the Committee members they would hear from two athletic directors on 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 Carter presented from CSU and AD Stevenson from FSU.

Chancellor Perman raised questions about the transfer portal, including its pros and cons, and sought reassurance that academic considerations, particularly the transferability of student credits are being addressed, noting concerns that this issue may be overlooked. AD Carter responded that credit transfer is a part of the discussion, but acknowledged that students are transferring more frequently while campuses are still held accountable for APR. As a result, campuses have measures in place to support academic success, and although transfer students go through the standard admissions process, some are denied admission because they do not meet eligibility requirements.

Regent Wood asked about the robustness of the transfer portal, including transfer admission and the likelihood of credit acceptance. AD Carter responded that Admissions reviews each transcript to determine acceptable credits, with decisions varying by prior institution and major, and noted that some applicants are denied. Ms. Herbst clarified that transfer decisions follow the standard admissions process for all students, not just student athletes, and are managed by the admissions

office. Dr. Wrynn noted that campuses can analyze credit loss among transferring students but emphasized that students must present sufficient acceptable credits to be admitted.

Regent Mirani asked about the role of student advisory groups, including the Student-Athlete Advisory Committee (SAAC), their coordination with student government and campus committees, and whether there are codified roles or policies related to student-athlete involvement in policy discussions. AD Rubin responded that efforts are made to include student athletes by meeting with them to discuss plans and address their concerns, as well as by encouraging SAAC participation in local community engagement to identify needs and ways to contribute.

4. Internal Audit Summary of Intercollegiate Athletics (Information)

Regent Gonella introduced Mr. Mosca, who provided a general overview of what Internal Audit examines when auditing ICA and offered remarks recognizing his retirement, noting his leadership of the University System of Maryland's Office of Internal Audit since 2005 and his longstanding service as Vice Chancellor for Accountability. His commitment to transparency, accountability, and sound governance was acknowledged, and best wishes were extended for his retirement effective June 1.

Regent McMillen raised concerns regarding potential gender-related lawsuits, noting that some schools question whether House settlement allocations should align with athlete demographics rather than a 90/10 split, and asked whether this presents a future legal risk and whether institutions are setting aside litigation reserves. Mr. Mosca responded that the primary risk lies in financial exposure, citing disparities in revenue between men's and women's sports, particularly basketball. He expressed concern that equal revenue-sharing approaches under Title IX could pose significant legal risk and that the current treatment of female athletes in revenue sharing and NIL may lead to future litigation.

Regent Mirani asked what resources, training, or best practices are available to help make the concept of "culture" more tangible. Mr. Mosca responded that culture change is challenging, particularly with long-tenured coaches, while newer coaches are generally more receptive to training. He emphasized the importance of clearly defining expectations, strong leadership, and setting the "tone at the top," noting that leadership must model priorities, follow through on issues, and address problems consistently to establish and sustain culture.

5. Financial Condition and Results of Intercollegiate Athletic Programs (Information)

Regent Wood raised questions regarding the report showing approved budget adjustments, noting his assumption that funds used to offset athletic program shortfalls came from outside athletics and asking for clarification on their source. Ms. Herbst explained that the funds came from campus general funds, prompting Mr. Wood to question whether those funds had specific allocations and which programs might be impacted by transfers to athletics, including concerns about who may be losing funding as a result. Citing UMCP's report, Regent Wood observed that it routinely exceeds its fund balance goals and described those balances as institutional savings.

Ms. Herbst stated that these funds are allocated at the president's discretion, noting that some programs generate margins while others do not and emphasizing that presidents determine internal spending priorities rather than "taking away" funds. Regent Gonella clarified that such decisions are made by campus presidents, not USM, after which Mr. Wood asked how presidential performance should be evaluated in relation to these allocation decisions.

Regent McMillen requested a cumulative view of operating deficits in order to gain a clearer understanding of their overall impact. Ms. Herbst responded that this information could be reviewed through the institution's fund balance and noted, in response to Mr. McMillen's request to examine data over a ten-year period, that such an analysis has been conducted previously.

The public meeting was adjourned at 3:06 p.m.

Respectfully submitted,

Regent Geoff J. Gonella
Chair, Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

TOPIC: *A Student-Athlete Academic Experience in the NIL Era* – A Panel Discussion (Information)

COMMITTEE: Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

DATE OF COMMITTEE MEETING: June 3, 2026

SUMMARY: This panel will frame the committee's work by examining student-athletes' academic experiences and institutional academic supports in intercollegiate athletics today. Academic leaders from Divisions I, II, and III will share cross-divisional perspectives on common challenges and highlight effective practices across diverse institutional contexts. This discussion will focus on key issues influencing student-athlete academic success, transfer and credit mobility, and student support services. Panelists will also explore how student-athlete success aligns with broader institutional goals.

Panelists presenting include Vera Carrington, Associate Director, Athletics for Coppin State University, Jessica Stoltz, Associate Director for Athletics for Salisbury University, Brady W. Rourke, Associate Athletic Director/Director of GSAC (Gossett Student Athlete Center) for University of Maryland, College Park, and Carrie E. Saunders, Assistant Athletic Director for 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: JUNE 3, 2026
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

TOPIC: Mid-Year Athletic Directors' Updates – Rotating – UMES, BSU, TU (Information)

COMMITTEE: Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

DATE OF COMMITTEE MEETING: June 3, 2026

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. Tara Owens, University of Maryland Eastern Shore
2. Jolisa Williams, Bowie State University
3. Steve Eigenbrot, Towson 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: JUNE 3, 2026
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

TOPIC: Title IX Intercollegiate Athletics Status (Information)

COMMITTEE: Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

DATE OF COMMITTEE MEETING: June 3, 2026

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.

Information about Title IX changes 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: JUNE 3, 2026
BOARD ACTION:	DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923 and Alison Wrynn (301) 445-1992

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: June 3, 2026

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: JUNE 3, 2026
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

FY 2026 Academic Summary Report

Board of Regents' Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

June 3, 2026

"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

Intercollegiate athletics continues to experience rapid policy and operational changes, particularly in eligibility rules, academic accountability, and student-athlete compensation. The NCAA is increasingly focused on modernizing how it measures student-athlete academic progress, especially in response to transfer behavior, shifting participation patterns, and the expanding Name, Image, and Likeness (NIL) environment.

A major emerging change is the NCAA's movement toward an age-based eligibility framework, often described as a "five-in-five" model. Under this concept, student-athletes would have five years of eligibility beginning after high school graduation (or a defined age threshold), with limited exceptions. This proposed shift is intended to simplify eligibility rules, reduce reliance on waivers, and create a clearer and more consistent standard across institutions.

At the same time, NCAA academic leadership is actively evaluating adjustments to the Academic Progress Rate (APR), recognizing that the current metric does not fully account for today's transfer-heavy environment. Current discussions include how to treat different transfer pathways, whether current credit allocation rules remain appropriate, and whether a transfer-sensitive APR model should be introduced.

A key long-term initiative is the NCAA's Graduation Passport, which will represent a significant shift in academic tracking. Rather than relying on institution-based snapshots, the Graduation Passport will enable longitudinal, student-level tracking across institutions. This will allow the NCAA to evaluate academic outcomes based on complete student-athlete pathways, including multiple transfers, and to categorize outcomes such as graduated, still enrolled, or left without a degree.

In parallel, the NIL landscape continues to evolve as a major structural component of intercollegiate athletics. Increased reporting requirements, growing compliance oversight, and continued variability in state and national policy frameworks are shaping how institutions manage student-athlete compensation. NIL has also become an important factor influencing recruiting, retention, and competitive balance, while adding new administrative and compliance considerations for institutions.

Collectively, these developments signal a more outcomes-focused NCAA environment that will place increased emphasis on consistent definitions, validated data, and longitudinal academic and athletic success measures. As these initiatives mature, they will create new opportunities for systemwide benchmarking, deeper analysis, and dashboarding to better understand student-athlete progress and institutional performance.

Within this changing NCAA landscape, the core academic accountability is how USM student-athletes are performing against Board expectations and their campus peers. The results that follow present a systemwide view of academic preparedness, mid-year performance, and progress toward degree completion, identifying both areas of consistency and key differences across institutions competing in NCAA Division I, II, III.

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. At the University of Maryland, College Park (UMCP), men student-athletes reported a lower average high school GPA (3.64) compared to their peers (4.45) and lower average SAT scores (1220 vs. 1440). Women student-athletes at UMCP also reported a lower average high school GPA (4.06) compared to their peers (4.44) and lower SAT scores (1224 vs. 1393).

Table 1: Academic Preparation of Fall 2025 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	3.11	NA	3.15	NA	3.24	NA	3.48	NA
Coppin State University	2.96	966	3.33	NA	3.20	921	3.58	NA
Frostburg State University	3.16	NA	3.35	NA	3.25	NA	3.85	NA
Salisbury University	3.62	1254	3.66	1266	3.80	1239	4.03	1236
Towson University	3.77	1108	3.70	1045	3.85	1049	3.95	1216
University of Maryland, Baltimore County	4.05	1289	3.87	1311	4.11	1255	3.87	818
University of Maryland, College Park	4.45	1440	3.64	1220	4.44	1393	4.06	1224
University of Maryland Eastern Shore	3.01	NA	3.35	NA	3.89	NA	3.42	NA

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	2.72	NA	2.72	NA	2.65	NA	2.67	NA
University of Maryland, Baltimore County	2.85	770	NA	NA	3.42	NA	NA	NA
University of Maryland, College Park	2.67	NA	2.67	NA	2.79	NA	2.79	NA

Note: Institutions with NA 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 both scholarship and non-scholarship first-time student-athletes. 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 mid-year academic performance metrics for full-time undergraduate students. With few exceptions, student-athletes demonstrated comparable or stronger academic outcomes than their peers.

At UMCP, student-athletes reported a lower average cumulative GPA (3.18) than full-time undergraduates overall (3.44) and slightly lower average credit hour completion (13.6 vs. 14.4), although they maintained low percentages of students earning fewer than 6 or 12 credits.

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 completing more credits in the spring semester or registering 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 supports 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 2025

All Full-time Undergraduates

	Average Cumulative GPA	% of Students Under 2.0 Cumulative GPA	Average Fall Credit Hours Attempted	Average Fall Credit Hours Completed	% below 6 Credit Hours Complete in Fall Term	% below 12 Credit Hours Complete in Fall Term
Bowie State University	2.95	8.8%	14.9	12.9	4.9%	19.3%
Coppin State University	2.83	14.8%	15.2	12.6	7.5%	25.6%
Frostburg State University	3.06	9.4%	15.1	13.5	4.8%	15.0%
Salisbury University	3.03	8.2%	14.3	13.0	4.5%	13.9%
Towson University	3.01	7.5%	14.8	13.3	4.2%	15.3%
University of Maryland, Baltimore County	3.11	6.8%	14.8	13.4	4.6%	16.1%
University of Maryland, College Park	3.44	1.5%	14.6	14.4	0.9%	6.5%
University of Maryland Eastern Shore	2.83	14.6%	15.2	12.7	8.3%	26.5%

Student-Athletes

	Average Cumulative GPA	% of Students Under 2.0 Cumulative GPA	Average Fall Credit Hours Attempted	Average Fall Credit Hours Completed	% below 6 Credit Hours Complete in Fall Term	% below 12 Credit Hours Complete in Fall Term
Bowie State University	2.97	9.4%	15.0	13.0	4.7%	22.7%
Coppin State University	3.09	6.1%	14.7	14.1	0.0%	15.5%
Frostburg State University	3.29	6.0%	15.2	14.5	1.9%	12.9%
Salisbury University	3.21	3.2%	15.0	14.3	0.4%	5.3%
Towson University	3.20	2.4%	15.1	14.2	1.3%	6.2%
University of Maryland, Baltimore County	3.41	0.5%	15.4	14.6	0.8%	5.8%
University of Maryland, College Park	3.18	1.4%	14.0	13.6	0.2%	8.2%
University of Maryland Eastern Shore	3.48	1.8%	15.7	15.2	0.0%	0.0%

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 2019 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).

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, most student-athlete success rates are comparable to their peers.

There was a general trend for the graduation rate data and the percentage of students who left in good standing (when combined) for student-athletes were comparable or higher than their peers at all USM institutions. In some cases, the increased impact of the NCAA transfer portal shifts the proportion of students in the cohort from graduation to left in good standing.

Comparing graduation rates only, there were few exceptions. Men student-athletes at UMCP graduated at a lower rate (71.0%) than their non-athlete peers (87.1%), and men student-athletes at UMBC graduated at a lower rate (12.5%) compared to their peers (63.2%). Women student-athletes at UMCP graduated at a lower rate (81.1%) than women non-athletes (89.9%), and women student-athletes at UMBC graduated at a lower rate (45.5%) compared to their peers (73.5%).

Table 3: Graduation Rates and Percentage of Students Left in Good Standing for Fall 2019 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	31.1%	41.6%	83.3%	0.0%	40.5%	42.8%	81.8%	0.0%
Coppin State University	18.1%	5.5%	58.8%	41.2%	22.3%	3.0%	43.8%	56.3%
Frostburg State University	39.6%	21.2%	50.6%	24.1%	50.9%	23.9%	78.3%	17.4%
Salisbury University	57.3%	26.1%	69.1%	27.4%	64.5%	25.5%	90.6%	9.4%
Towson University	61.7%	24.6%	66.7%	33.3%	70.4%	22.9%	65.0%	33.3%
University of Maryland, Baltimore County	63.2%	22.6%	12.5%	12.5%	73.5%	20.0%	45.5%	54.5%
University of Maryland, College Park	87.1%	9.9%	71.0%	25.8%	89.9%	8.9%	81.1%	18.9%
University of Maryland Eastern Shore	29.0%	29.0%	46.7%	66.7%	39.6%	34.4%	54.5%	72.7%

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	50.0%	50.0%	50.0%	50.0%	0.0%	100.0%	100.0%	NA
University of Maryland, Baltimore County	NA	NA	NA	25.0%	100.0%	NA	NA	100.0%
University of Maryland, College Park	33.3%	66.7%	33.3%	66.7%	66.7%	25.0%	66.7%	33.3%

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 student-athlete academic eligibility and retention. High APR scores indicate that teams remain in good standing and are eligible for postseason competition. It is important to note the APR scores are based primarily on student-athletes receiving athletic financial aid, whereas the USM data previously presented earlier includes all student-athletes. Per Policy (V-2.20 – USM Policy on Academic Achievement in Intercollegiate Athletics) all institutions met the NCAA multiyear APR benchmark of 930. The exception was Coppin State University Women's Softball with a 924 but no penalties issued. In summary, all sports across all USM institutions are in good standing based on the NCAA APR scores and adjustments.

Data Limitation Note: APR is a term-based Division I metric that tracks academic eligibility and retention and was modified in 2021 to account for transfer activity, allowing institutions to retain retention points when transferring student-athletes meet progress-toward-degree requirements. While APR provides a timely measure of academic progress, it does not fully capture long-term academic outcomes, particularly for student-athletes who transfer across institutions or complete degrees outside their original campus.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON Research and Economic Development
2/20/2026
Meeting via Video and Conference Call

Minutes of the Public Session

Regent Wood called the meeting of the Research and Economic Development Committee of the University System of Maryland Board of Regents to order in public session at 10:00 a.m. on 2/20/2026 via Zoom.

Those in attendance included Regents Bill Wood, Anwer Hasan, Robert Hur, Dhruvak Mirani, Michele Speaks, Sherri Nadine Blount, Harry Coker Jr.; Chancellor Jay Perman; Chief of Staff to the Chancellor Denise Wilkerson; Vice Chancellors Michele Masucci, Mike Sandler, and Alison Wyrnn, Susan Lawrence; Lindsay Ryan, Julia Chadwick.

1. **Approval of Minutes (action)** The Regents reviewed and approved the minutes for the October 10 meeting of the Research and Economic Development Committee.

(Regent Speaks moved recommendation, seconded by Regent Blount; approved)
Vote Count = Yeas: 7 Nays: 0 Abstentions: 0

2. **Highlights on Research Excellence Across the USM (information)** Vice Chancellor Michele Masucci provided an overview of highlights on research excellences across the USM to the Research and Economic Development Committee. This informational presentation focused on research impacts, research and economic development, the context of state and federal funding, and the role that the OVCRED office plays in the wider USM research landscape. All meeting materials are available on the USM website.

3. **Highlights on Research Excellence Across the USM (information)** Vice Chancellor Michele Masucci, Executive Director Lindsay Ryan, and Director of Research and Economic Development Julia Chadwick gave a presentation on metrics for research and economic development to the Research and Economic Development Committee. This informational presentation focused on USM Enterprise HERD expenditures from 2019-2025, USM NSF rankings from the FY2024 report, technology transfer/research-centered venture data from 2025. All meeting materials are available on the USM website.

4. **Metrics as a Driver of Impact (information)** Vice Chancellor Michele Masucci provided a presentation on metrics as a driver of impact to the Research and Economic Development Committee. This informational presentation focused on how the metrics show in the previous presentation drive tangible impacts in the standing of the USM. It also highlighted faculty and student excellence across the USM within various national institutions, like the NAI, the National Academies, Fulbright, and the American Academy of Arts and Sciences. All meeting materials are available on the USM Website.

5. **Discussion (information)** The discussion item on the agenda was deferred to the next meeting, to take place on April 24, 2026 at 10:00 a.m. via Zoom.

6. **Convene (action)** Regent Wood read the closing statement and opened the floor for a motion to adjourn.

(Regent Coker moved recommendation, seconded by Regent Speaks; approved)

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

The public meeting was adjourned at 11:31 a.m.

Respectfully submitted,

Committee Chair William Wood
Chair, Committee on Research and Economic Development

TOPIC: Discussion of research-related visits to campuses

COMMITTEE: Research and Economic Development

DATE OF COMMITTEE MEETING: April 24, 2026

SUMMARY: The members of the committee discussed the possibility of sending individual Regents to visit USM research enterprises over the summer.

ALTERNATIVE(S): n/a

FISCAL IMPACT: n/a

CHANCELLOR'S RECOMMENDATION:

n/a

COMMITTEE RECOMMENDATION:	Information Item	DATE: 4/24/26
BOARD ACTION:	n/a	DATE: 4/24/26

SUBMITTED BY: Michele Masucci (215)704-2739

1DODD_RQ4NWJ-F4290F357E864B9DA0FCD6EB9E174F21

TOPIC: Update on ongoing research and economic development activities

COMMITTEE: Research and Economic Development

DATE OF COMMITTEE MEETING: April 24, 2026

SUMMARY: Vice Chancellor Michele Masucci provided an update on various economic development and research related topics pertaining to the system and its institutions, the federal research landscape, and activities of the Office of the Vice Chancellor for Research and Economic Development.

ALTERNATIVE(S): n/a

FISCAL IMPACT: n/a

CHANCELLOR'S RECOMMENDATION:

n/a

COMMITTEE RECOMMENDATION:	Information Item	DATE: 4/24/26
BOARD ACTION:	n/a	DATE: 4/24/26
SUBMITTED BY: Michele Masucci (215)704-2739		

Research and Innovation @ the University of Maryland

USM Board of Regents
Research & Economic Development

UNIVERSITY OF MARYLAND
UNIVERSITY of MARYLAND BALTIMORE

University of Maryland Research Enterprise

UNIVERSITY OF MARYLAND



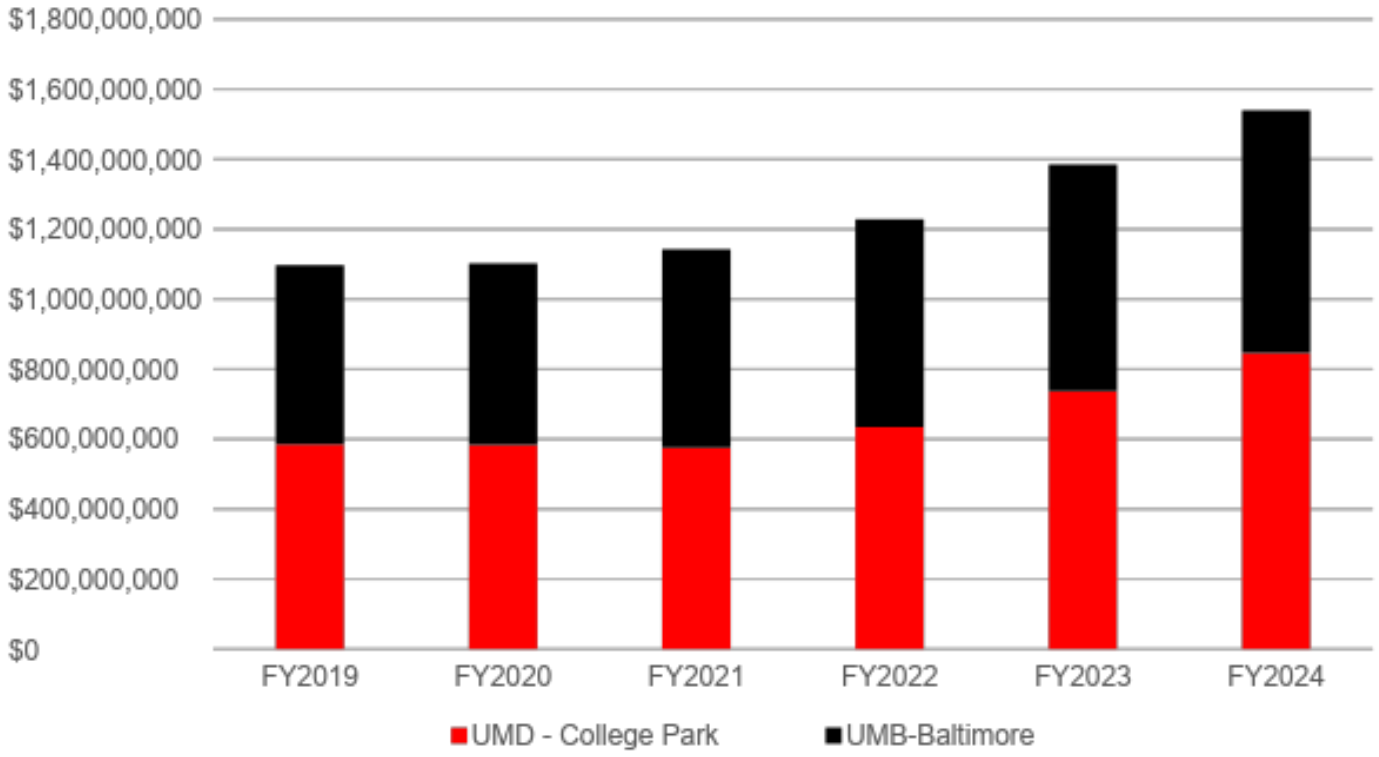
Students: 41,725
Bachelor Degree Programs: 105
Masters Degree Programs: 120
Doctoral Degree Programs: 85
Number of Faculty: 4,540
Number of Staff: 6,485

UNIVERSITY of MARYLAND BALTIMORE



Students: 6,650
Bachelor Degree Programs: 0
Masters Degree Programs: 45
Doctoral Degree Programs: 40
Number of Faculty: 3,255
Number of Staff: 4,000

University of Maryland Research Expenditures



UNIVERSITY OF MARYLAND

UNIVERSITY of MARYLAND BALTIMORE

University of Maryland Ranked #9 Among U.S. Public Universities in R&D Expenditures

NSF Higher Education Research & Development (HERD) Survey





Public Institutions

UNIVERSITY OF MARYLAND

UNIVERSITY of MARYLAND BALTIMORE

MPowering the State Initiatives

UNIVERSITY OF MARYLAND
INSTITUTE FOR HEALTH COMPUTING
MPOWERING THE STATE

UNIVERSITY OF MARYLAND
SAFE CENTER
FOR HUMAN TRAFFICKING SURVIVORS
MPOWERING THE STATE

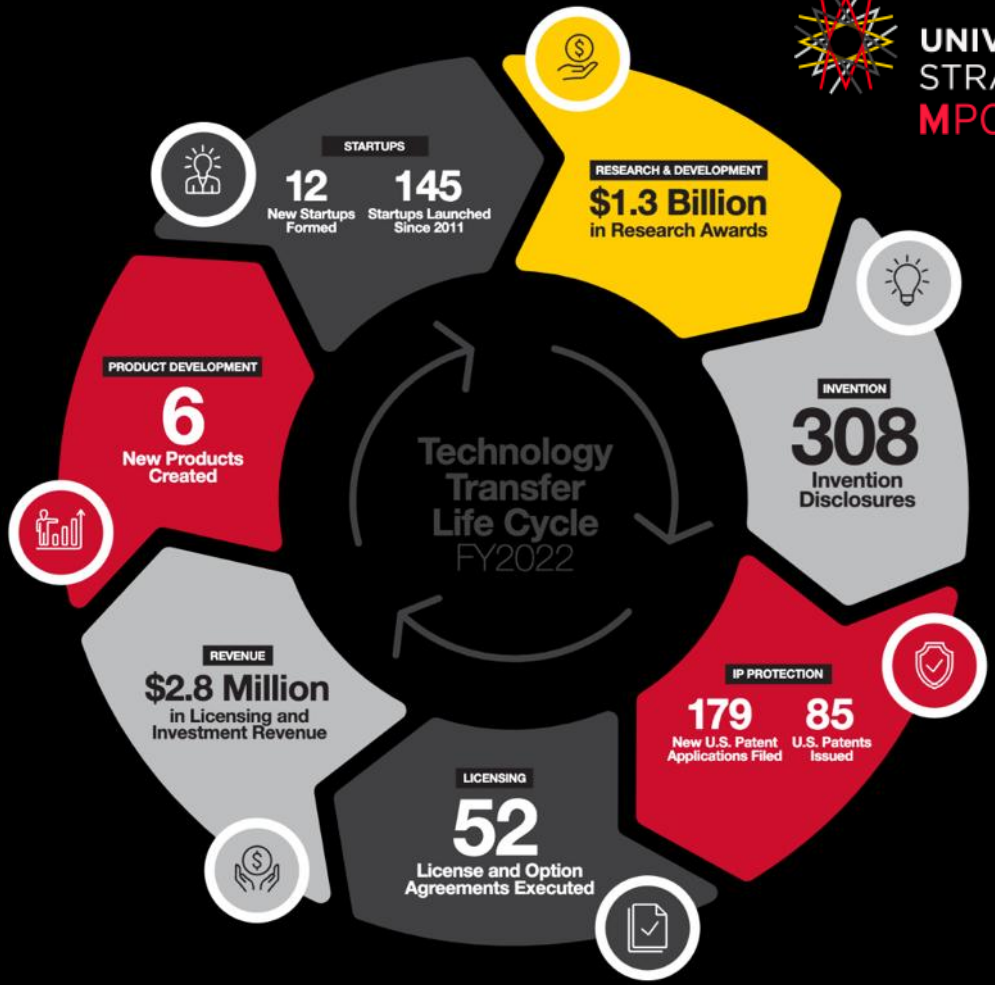
M4K



UNIVERSITY OF MARYLAND
THE EDWARD AND JENNIFER ST. JOHN CENTER FOR TRANSLATIONAL ENGINEERING AND MEDICINE
MPOWERING THE STATE

UM | NIST
INSTITUTE FOR BIOSCIENCE & BIOTECHNOLOGY RESEARCH

UNIVERSITY OF MARYLAND
STRATEGIC PARTNERSHIP
MPOWERING THE STATE



University of Maryland College Park

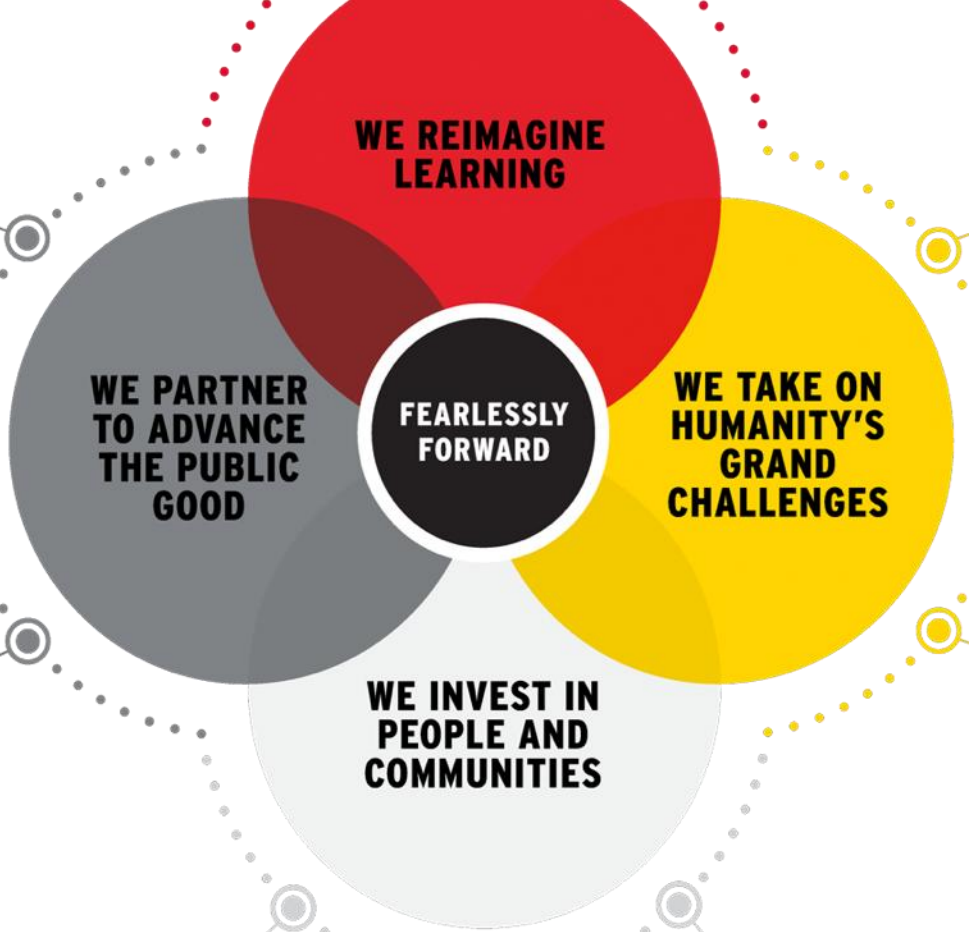
UNIVERSITY OF MARYLAND

THE PLAN

GOAL 1: Expand our impact through strategic research partnerships with local, state, national, and global stakeholders.

GOAL 2: Catalyze innovation and entrepreneurship for inclusive economic development.

GOAL 3: Enhance the economy, educational outcomes, social justice, quality of life, and civic engagement of our neighbors and neighborhoods through relationship-building and ongoing commitment to partnerships.



THE PLACE

The UMD Discovery District

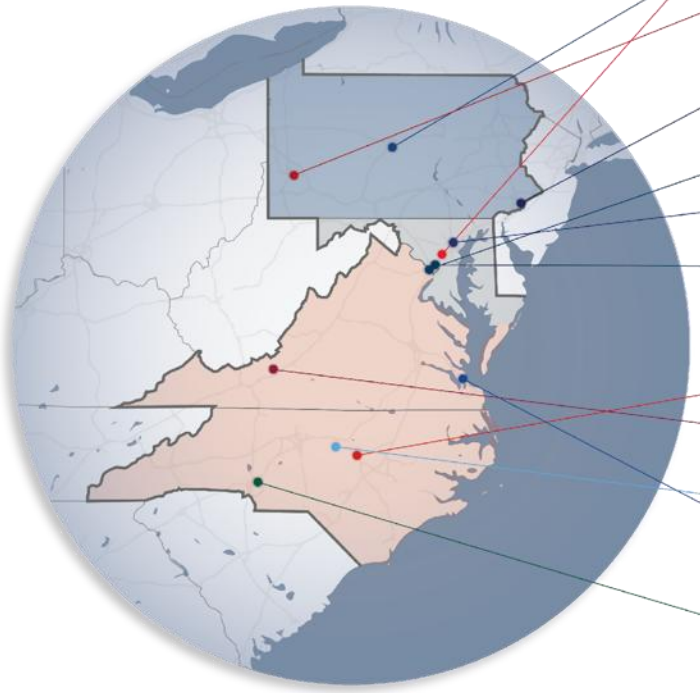
2M+ square feet of space | 60+ companies | 4 U.S. federal agencies



NOAA FDA USDA Washington Commanders CapitalOne Raytheon Technologies Adobe

THE PARTNERS

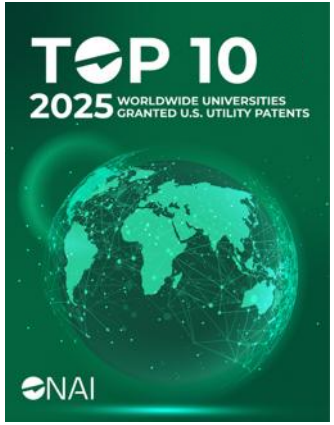
NSF I-CORPS HUB
MID-ATLANTIC REGION



University of Maryland	LEAD
PennState	PARTNER
Carnegie Mellon University	PARTNER
Penn (University of Pennsylvania)	PARTNER
The George Washington University, Washington, DC	PARTNER
Johns Hopkins University	PARTNER
Howard University	PARTNER
NC State University	PARTNER
Virginia Tech	PARTNER
UNC	PARTNER
Hampton University	PARTNER
University of North Carolina at Charlotte	PARTNER

THE PRAISE









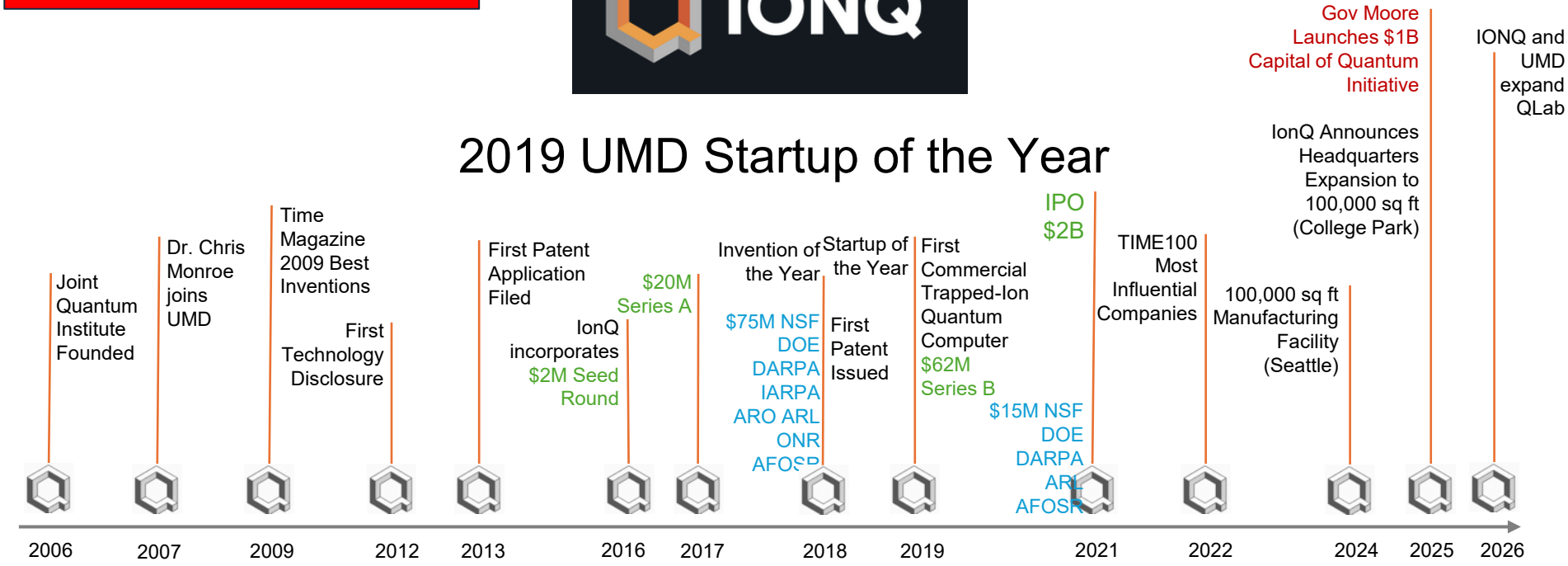
innovate.umd.edu

UNIVERSITY OF MARYLAND FEARLESSLY FORWARD

THE STARTUPS: Quantum Computing

IONQ

2019 UMD Startup of the Year



- 24 Inventions
- 207 US and international applications filed
- 151 US and international patents issued
- 4,000 Staff hours

407
Jobs Created
641/687

126
Jobs created in Maryland

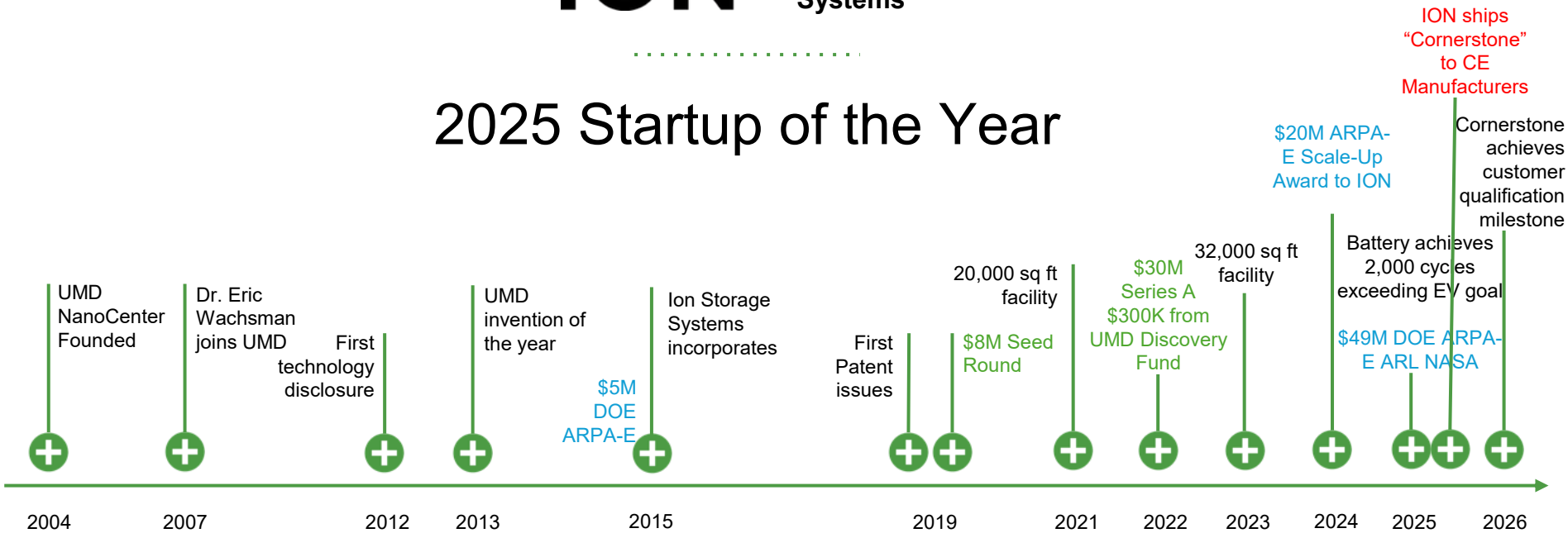
$400M
Equity Financing

$43M
Annual Revenue

THE STARTUPS: Solid State Batteries

ION Ion Storage Systems

2025 Startup of the Year



- 32 Inventions
- 48 US and international applications filed
- 30 US and international patents issued
- 5,000 Staff hours

75
Jobs Created
642/687

$74M
R&D Grants

$38M
Equity Financing

New Technologies ready for investment

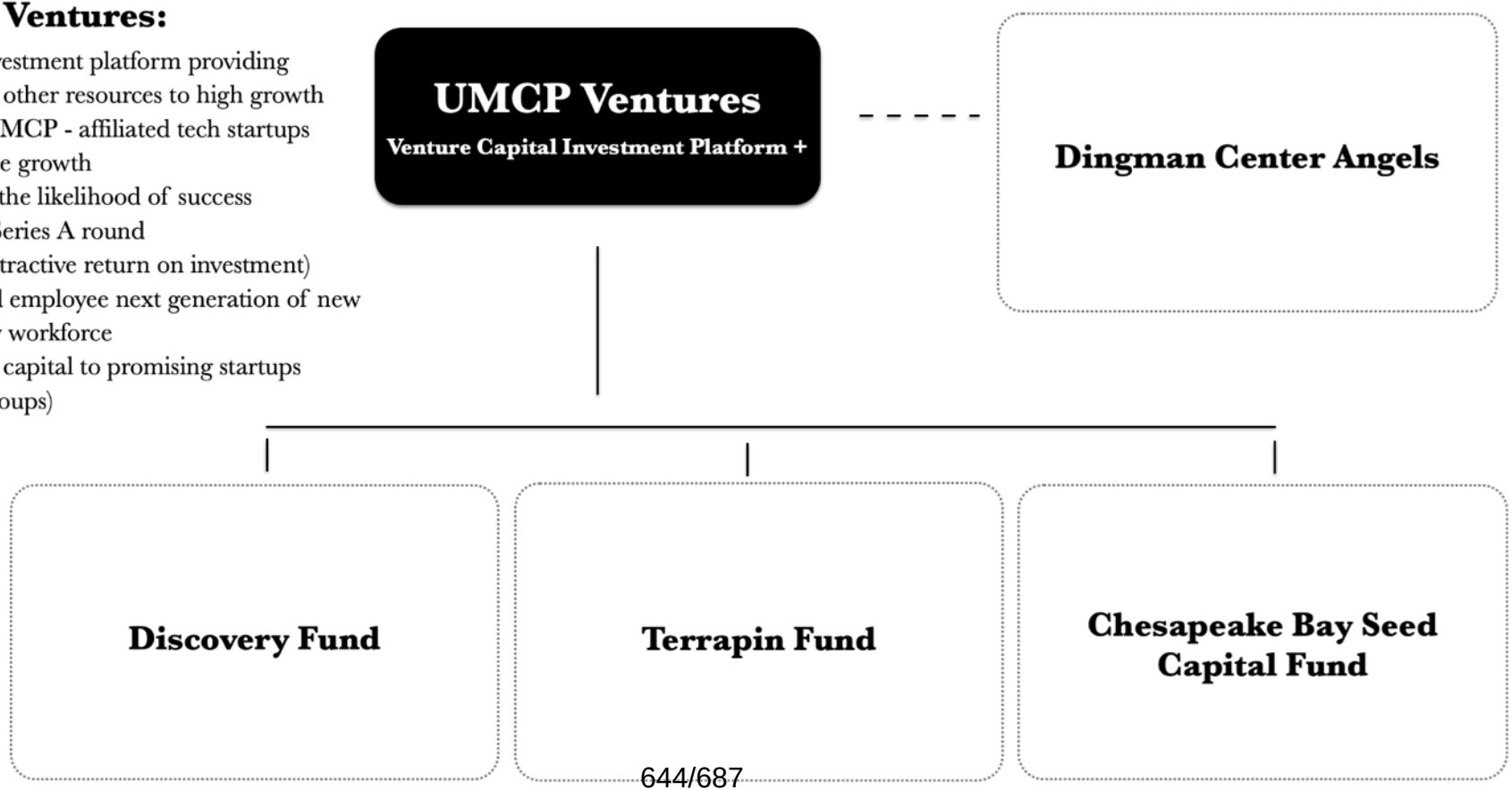
Recent Startups	Faculty Inventor	Description
RelAI	Soheil Feizi	Scalable AI reliability engine to enable software development teams to increase reliability of AI models and decrease development time
Ventoscity	Brantley Hall	Proof-of-concept Smart Underwear to measure human gut microbiota to diagnose gastrointestinal diseases.
New Copper	Shenqiang Ren	Novel process for producing copper ink for printed circuits. High conductivity, resists corrosion, and sustainable.
Nodal Therapeutics	Christopher Jewell	Platform for immunomodulation by injecting antigens into lymph nodes. Targets diabetes, cancer, multiple sclerosis, organ rejection.
LightSiNC Nanotech	Xiyuan Lu	SiNC Photonics (LightSiNC NanoTech, LLC) provides silicon nitride and silicon carbide photonic chip design and fabrication.
ProSight AI	Min Wu	Powered by patented remote PPG technology developed at UMD, captures heart and respiratory rates from standard video.

THE FUNDS

UMCP Ventures:

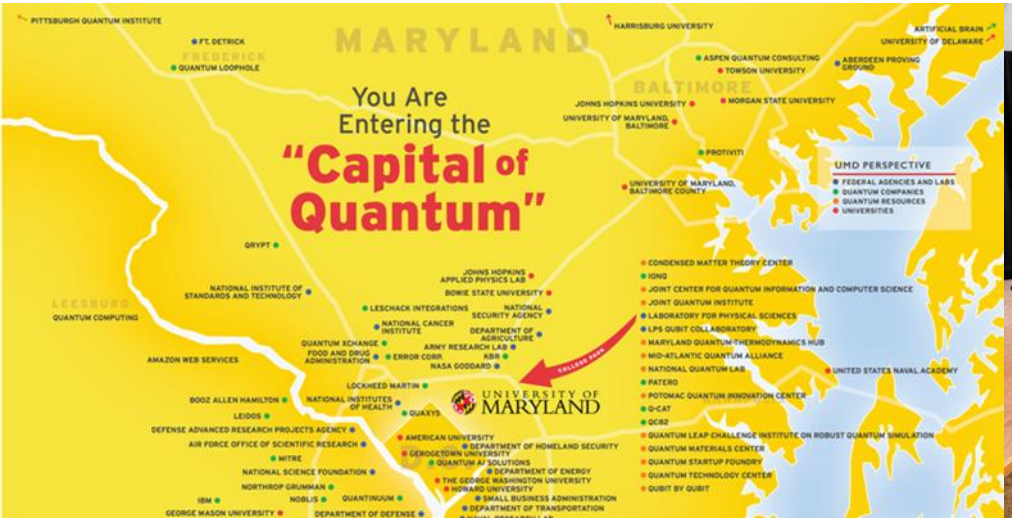
Venture investment platform providing capital and other resources to high growth potential UMCP - affiliated tech startups

1. accelerate growth
2. increase the likelihood of success
   - Raise Series A round
   - Exit (attractive return on investment)
3. train and employee next generation of new economy workforce
4. Connect capital to promising startups (angel groups)



THE FUTURE

>>>> The Capital of Quantum





QUANTUM STARTUP FOUNDRY

IONQ

QLab National Quantum Laboratory

MID-ATLANTIC QUANTUM ALLIANCE

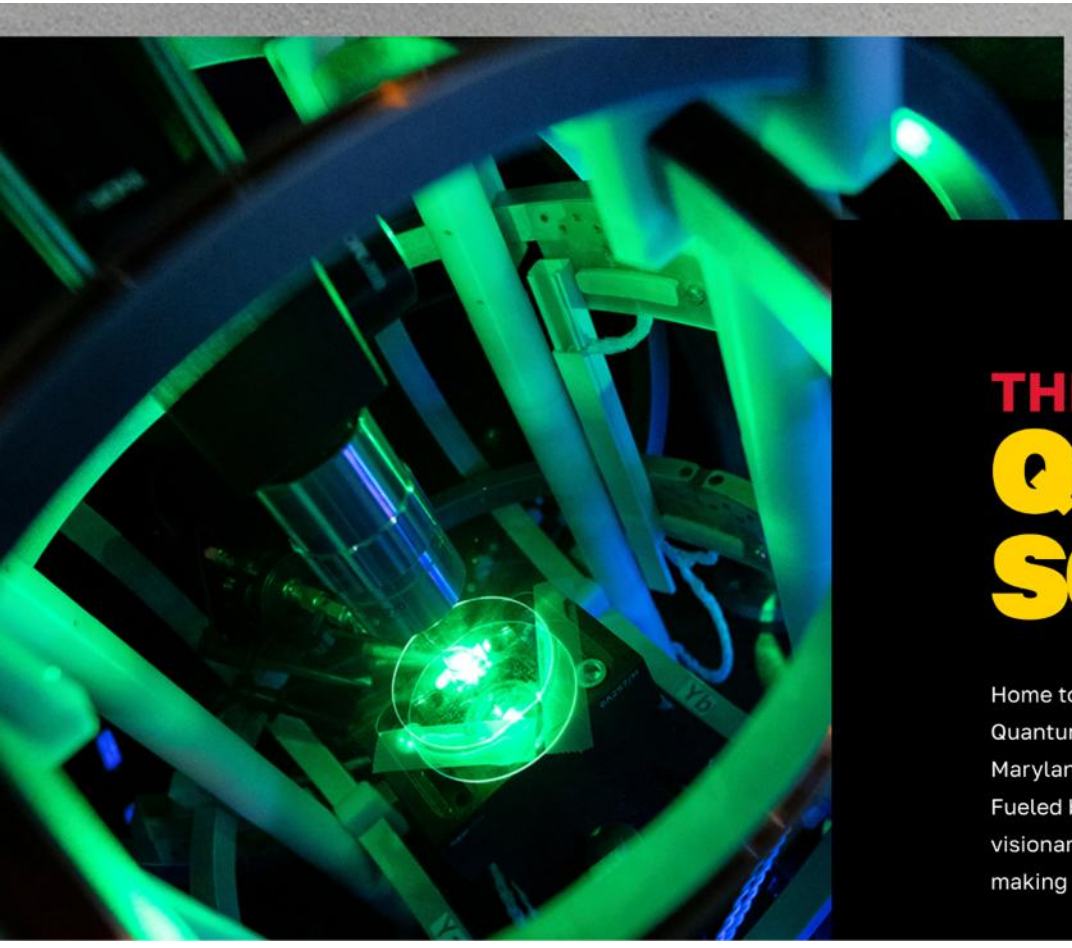
IQM

Microsoft

APPLIED RESEARCH LABORATORY FOR INTELLIGENCE AND SECURITY

THE FUTURE

>>>> The Capital of Quantum



THE FRONTIER OF QUANTUM SCIENCE

Home to the largest concentration of quantum scientists, the National Quantum Lab (QLab), and the Quantum Startup Foundry, the University of Maryland has grown into a hub for quantum research and development. Fueled by our highly collaborative community of more than 200 scientists, visionaries, and entrepreneurs, industry-shaping leaders like IonQ are making their home here in the Capital of Quantum.

THE FUTURE

Grand Challenges







GRAND CHALLENGES GRANTS

- 50 multidisciplinary projects
- Raised $55M+ in external funding
- 450 partners, 63,000+ external stakeholders

UMD Service to the State: Economic Impact

$3.7B

In annual economic impact on the state's economy

$2B

In public-private investment in Greater College Park in the past 10 years

Helping Small Businesses

AMERICA'S SBDC MARYLAND

MID-ATLANTIC VBOC VETERANS BUSINESS OUTREACH CENTER

MARYLAND APEX ACCELERATOR Assist and Win

MARYLAND BUSINESS OPPORTUNITY CENTER

University of Maryland Baltimore




UNIVERSITY of MARYLAND SCHOOL OF MEDICINE
UNIVERSITY of MARYLAND BALTIMORE



ELITE RESEARCH ENTERPRISE

FUELED BY RESEARCH

Grants and contracts account for the single largest share of UMB's annual budget, followed by patient care.

$636M
FY2025 extramural awards

$1.46M
research dollars per core faculty

$78M
FY2025 corporate sponsored awards

$197M
FY2025 NIH awards

$3.5B
UMB Economic Impact

$149.1M
State and local govt revenues generated

UNIVERSITY of MARYLAND BALTIMORE



UNIVERSITY OF MARYLAND MEDICAL SYSTEM

Excellence and innovation in patient care and education.

- 11 affiliated hospitals
- 150 locations
- 3 acute care facilities
- Delivers 25% of all hospital care across Maryland

Entrepreneurial Initiatives:

- Institute for Health Computing
- I-Harbor
- Innovation Alliance
- Tech Stars

BIOPARK
UNIVERSITY OF MARYLAND

Baltimore's largest biotech cluster

- 14 acres
- 5 buildings
- 850,000 SF office & lab
- 2M SF at full build out
- $800M capital investment
- 40 tenants
- 1,000+ jobs
- 1,000+ patients
- 800 students



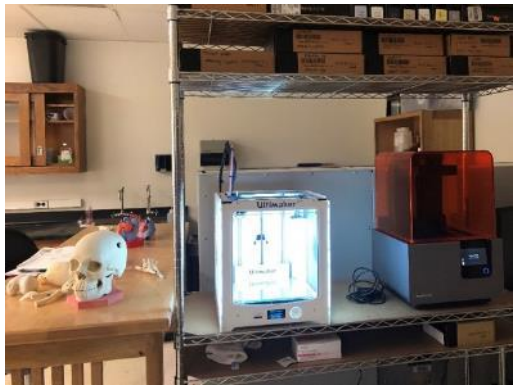
Resources for UMB Inventors & Startups



UM Ventures' Wet Lab

- Molecular & cell biology capabilities
- **Opened 2019** (UM BioPark)
- TRP expansion for UMB inventors (& Biorepository storage available)
- Designed for UMB startups (currently in high demand)
- Staffed by 1 FTE MD and PhD researchers





UM Ventures' Prototyping Lab

- Design, 3-D printing & tooling capabilities
- **Opened 2021** (Bressler Rm. 4034)
- Linked with UMD Fischell Biomedical Device Institute
- Staffed by full-time Medical Device Research Engineer

Connect Labs

38,000 SF facility, featuring:

- 24 inter-connected lab units of various sizes with a total of 700 linear feet of lab benches
- Shared equipment facility fully integrated with UMB's comprehensive Center for Innovative Biomedical Resources
- Staffed by full-time lab managers and administrative team who will connect tenants with local resources and services.

Resources for UMB Inventors & Startups

Life Sciences IP Fund



- 42 technology investments with $5 million committed
- 6 startups
- 17:1 catalyzed capital to LSIPF investment
- 4 clinical studies (3 first in human clinical studies)

NVI Startups



- 3 NVI startups
- 2 exits (Living Pharma and SurgiGyn)
- 2 strategic investments
- $2 million Phase 2 SBIR (Isoprene Pharmaceuticals)

UMVB Investments



- 20 investments in 13 companies
- 16x return (plus upside) on 4 investment exits including equity from UMB IP license agreements
- >$100 million in catalyzed capital
- 6 product approvals

NEW R&D FUNDING OPPORTUNITIES – BLACKBIRD LABS & UM-BILD

Blackbird Laboratories Launches With $100 Million Grant from Stephen and Renee Bisciotti Foundation

Nov 07, 2023 at 04:36 PM

Clifton Brown
BaltimoreRavens.com Staff Writer



University of Maryland, Baltimore Receives Landmark Funding to Create New Innovation Hub in West Baltimore and the Region

November 21, 2023 | Deborah Kotz





UM School of Medicine Faculty Leading the Way in Attracting Life Sciences Start-Up Companies, Building a Diverse Workforce

University of Maryland, Baltimore (UMB) President Bruce Jarrell, MD, FACS, and University of Maryland School of Medicine (UMSOM) Dean Mark Gladwin, MD, announced today that the university has received a four-year, $4 million Research Evaluation and Commercialization Hubs (REACH) grant from the National Institutes of Health (NIH). The grant, shared with the University of Maryland Baltimore County (UMBC), will support both institutions' work advancing the biomedical entrepreneurship and innovation economy in West Baltimore and Greater Baltimore. It will also serve to train one of the most diverse biomedical and entrepreneurial workforces in the country.

"We recognize that to create our own unique cohort of newly trained

Investment Portfolio

HARPOON MEDICAL • Nov. 2014 – First Investment • Exit – Edwards Dec. 2017	Breethe • Apr. 2015 – Seed Round • Exit – Abiomed Apr. 2020	living PHARMA • Jun. 2015 – NVI Seed • Exit – Miltenyi Jul. 2017	MEDCURA • Dec. 2016 – Seed Round • Co-owned tech w/ UMCP	SurgiGYN • Sept. 2017 – NVI Seed • Exit – Med Device Feb. 2020
NEXTSTEP ROBOTICS • Dec. 2018 – Seed/Bridge • Momentum Fund Company	COAPTECH • Jan. 2018 – Initial (Seed) • Aug. 2020 – Series B • Aug. 2024 – Series B2	NeoProgen • Apr. 2019 – Seed Round • Momentum Fund Company	Protaryx • Jan. 2020 – Seed Round • Jun. 2020 – Series A (Ajax Health)	isoprene • Jan. 2021 – NVI Seed • Aug. 2021 – Phase II SBIR
GLIKNIK TRULY NOVEL THERAPIES • Jul. 2021 – Series C • Jun. 2023 – Series C-1	SONOSA Medical Inc • Oct. 2023 – Pre-seed Round	GENIE LIFESCIENCES • April 2025 – Seed Plus round		

Investment Portfolio Exits

living PHARMA

Lentigen a Miltenyi Biotec Company

HARPOON MEDICAL

Edwards Lifesciences

SurgiGYN

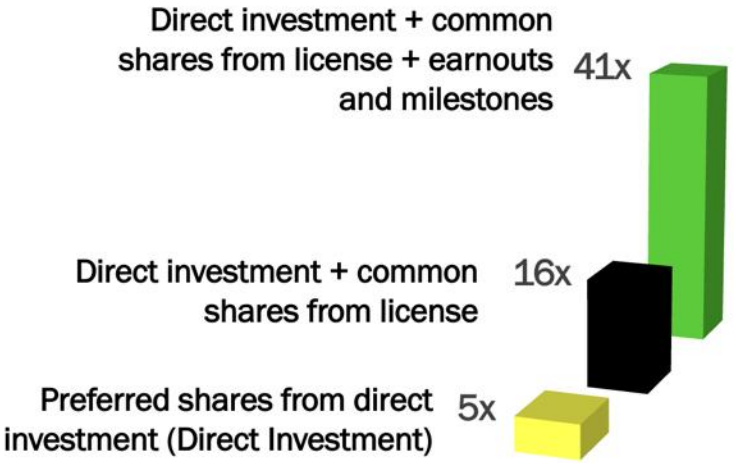
Breethe

Breethe

ABIOMED Recovering hearts. Saving lives.

$20 billion average market capitalization of acquiror at time of acquisition

UMVB Return



Spotlight Companies



KALOCYTE

Pre-clinical biotech company developing a novel bio-inspired artificial red blood cell substitute for use as a lifeline when blood is not available.

Cofounded by Allan Doctor, MD, the Director of the University of Maryland School of Medicine's (UMSOM) Center for Blood Oxygen Transport and Hemostasis.

KaloCyte works closely with UMSOM and is partnering with them on a $46 million Defense Advanced Research Projects Agency (DARPA) grant to develop a shelf-stable whole blood equivalent.



IRAZÚ Oncology

IRAZÚ Oncology, is advancing a vaccine candidate for colorectal cancer. Their novel platform builds on a technology initially developed at the Center for Vaccine Development and Global Health at the University of Maryland School of Medicine.

IRAZÚ's CEO, Jeff Stovel, PhD, and its Chairman, Marco Chacon, PhD, are successful serial entrepreneurs and received their PhD's from UMB. Dr. Chacon is the Founder of Paragon Bioservices which was acquired by Catalent for $1.2 billion. Catalent is the largest tenant in the BioPark.

LEVERAGING MOMENTUM AND ASSETS

Highlighting West Lexington Development



TOPIC: Review of USM BOR Policy Workgroup Policy Assignments (information)

COMMITTEE: Committee of the Whole

DATE OF MEETING: June 12, 2026

SUMMARY: The Board will review the policies that are being reviewed under the Policy Workgroup and the assigned Regent and staff partner to conduct the review.

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

UNIVERSITY SYSTEM of MARYLAND

University System of Maryland Board of Regents
Policy Workgroup – Proposed Policies for Workgroup Review

Policy	Section	Regent	Staff Partner
Board of Regents Bylaws	Bylaws	Dana Stebbins	Denise Wilkerson COS to Chancellor dwilkerson@usmd.edu Kathleen Perry DCOS to Chancellor kperry@usmd.edu
University System Student Council (I- 3.00)	I- System-wide Council and Institutional Boards	Rayne Rivera-Forbes	Zakiya Lee AVC for Student Affairs zlee@usmd.edu
Constitution of the University System Student Council (I- 3.01)	I- System-wide Council and Institutional Boards	Rayne Rivera-Forbes	Zakiya Lee AVC for Student Affairs zlee@usmd.edu
Shared Governance in the USM (I-6.00)	I- System-wide Council and Institutional Boards	Geoff Gonella	Denise Wilkerson COS to Chancellor dwilkerson@usmd.edu
Public Ethics of Members of the Board of Regents (I-7.00)	I- System-wide Council and Institutional Boards	Dana Stebbins	Denise Wilkerson COS to Chancellor dwilkerson@usmd.edu
Procedure for Appeals to the USM BOR of Decisions to Terminate Tenure or Tenure Track (II-1.04)	II- Faculty	Andy Smarick	Kelsey Beckett COS to the SVCASA kbeckett@usmd.edu
Evaluation of the Performance of Faculty (II-1.20)	II- Faculty	Rayne Rivera-Forbes	Kelsey Beckett COS to the SVCASA

			kbeckett@usmd.edu
Faculty Appointment Letters or Contracts (II-1.22)	II- Faculty	Sherri Blount	Kelsey Beckett COS to the SVCASA kbeckett@usmd.edu
Misconduct in Scholarly Work (III- 1.10)	III – Academic Affairs	Andy Smarick	Laszlo Szabo Research Compliance Consultant lszabo@usmd.edu
Conflicts of Interest in Research and Development (III- 1.11)	III – Academic Affairs	Sherri Blount	Laszlo Szabo Research Compliance Consultant lszabo@usmd.edu
Establishment and Review of Centers and Institutes in the USM (IV- 1.00)	IV - Research	Sherri Blount	Laszlo Szabo Research Compliance Consultant lszabo@usmd.edu
Student Athletics (V- 2.00)	V- Student Affairs	Geoff Gonella	Samantha Norris Director of Financial Management & Planning snorris@usmd.edu
Grievances for Exempt and Nonexempt Staff Employees (VII- 8.00)	VII- Personnel/HR	Andy Smarick	Dan Chanen AVC for Human Resources dchanen@usmd.edu
BOR Review of Certain Contracts and Employment Agreements (VII- 10.00)	VII- Personnel/HR	Andy Smarick	Denise Wilkerson COS to Chancellor dwilkerson@usmd.edu Allison Boyle Asst Attorney General aboyle@usmd.edu

Capitalization and Inventory Control (VIII- 1.10)	VIII- Fiscal and Business Affairs	Sherri Blount	Celeste Denson AVC for Financial Affairs cdenson@usmd.edu
Voting of Proxies in Investment Securities (VIII- 5.20)	VIII- Fiscal and Business Affairs	Geoff Gonella	Celeste Denson AVC for Financial Affairs cdenson@usmd.edu
Endowment Fund Spending Rule (VIII- 5.30)	VIII- Fiscal and Business Affairs	Geoff Gonella	Celeste Denson AVC for Financial Affairs cdenson@usmd.edu
Debt Management (VIII- 12.00)	VIII- Fiscal and Business Affairs	Dana Stebbins	Celeste Denson AVC for Financial Affairs cdenson@usmd.edu
Business Entities (VIII- 13.00)	VIII- Fiscal and Business Affairs	Dana Stebbins	Celeste Denson AVC for Financial Affairs cdenson@usmd.edu
Compliance with USM Policies through Technology (X- 2.00)	X- Information Technology	Rayne Rivera-Forbes	Michael Eismeier AVC for Information Technology/CIO meismeier@usmd.edu

TOPIC: University System of Maryland: FY 2027 Operating Budget

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 4, 2026

SUMMARY: As required by USM Policy VIII-9.00 – Policy on the Operating Budget, the FY 2027 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 $7.9B. The FY 2027 Operating Budget provides new state funding adjustments as follows:

- Turnover Budget Reduction: ($29.5M)
- HBCU Settlement General Funding Adjustment: ($1.8M) – BSU
- Workgroup on AI: $100K – UMB
- Quantum Faculty Hiring Initiative: $7.0M – UMCP
- Applied Research Laboratory for Intelligence and Security: $5.0M – UMCP
- Capital Quantum Operations: $2.0M – UMCP
- Across-the-Board Changes for Statewide Pass-Through Costs: $54.8M
- Supplemental #2 – USM Study on Climate Change: $100K – USMO
- Legislative Additions – Proposed: $4.9M
- PAYGO for Capital Projects: $17.0M – Restricted
- MFRI Information Technology Modernization: $550K – Restricted – UMCP
- General Funds/HEIF Swap: $22.8M

State Supported Budget:
The state-supported portion of the budget totals approximately $4.6B. Included in this figure are state appropriations, Higher Education Investment Funds (HEIF) and HBCU settlement funds of approximately $2.3B (an increase of approximately 0.6% or approximately $12.6M over the FY 2026 budget base state funds), and tuition and fees of approximately $1.9B.

Non-State Supported Budget:
The non-state-supported portion of the budget totals approximately $3.3B, comprised mainly of Auxiliary Revenues of approximately $859.2M. Approximately $1.1B of restricted funding is mainly comprised of federal grants and contracts. Private gifts, grants, and contracts make up approximately $311.5M of the Restricted revenue budget for Non-State. State and local grants and contracts total approximately $283.7M.

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 $7.9B.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the FY 2027 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: 6/4/26
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

University System of Maryland
FY 2027 Operating Budget

Table 1

	Current Unrestricted Funds								
	State				Total	Total	Total	Full Time	Full Time Equivalent
	Appropriations	Tuition & Fees	Auxiliary	Other	Unrestricted	Restricted	Funds	Positions	Students
UMB	366,744,170	193,536,699	33,057,603	327,726,096	921,064,568	630,584,801	1,551,649,369	5,527.03	7,263
UMCP	856,203,416	817,151,268	399,396,623	299,084,050	2,371,835,357	647,007,001	3,018,842,358	10,017.93	35,600
BSU	85,718,456	53,654,070	31,897,915	3,043,445	174,313,886	46,098,397	220,412,283	697.00	4,308
TU	221,457,068	195,415,048	160,609,224	13,166,460	590,647,800	78,000,000	668,647,800	2,503.00	16,400
UMES	82,898,866	33,217,676	27,958,319	6,357,946	150,432,807	40,553,952	190,986,759	826.87	2,995
FSU	62,712,655	36,797,176	19,860,942	2,491,567	121,862,340	23,657,400	145,519,740	626.00	3,120
CSU	72,048,745	19,012,037	24,031,369	542,113	115,634,264	18,000,000	133,634,264	462.00	2,090
UBalt	64,565,589	51,202,300	4,561,035	4,796,070	125,124,994	33,756,268	158,881,262	598.00	2,129
SU	93,898,542	78,088,640	61,397,292	3,997,602	237,382,076	20,250,000	257,632,076	1,082.00	6,649
UMGC	64,097,065	486,107,931	-	33,474,421	583,679,417	174,934,140	758,613,557	1,146.00	45,988
UMBC	221,056,191	159,088,720	93,727,072	72,804,039	546,676,022	138,071,667	684,747,689	2,363.53	11,173
UMCES	29,365,511	-	-	10,613,040	39,978,551	23,200,000	63,178,551	277.93	-
USMO	28,111,892	-	-	15,139,138	43,251,030	2,375,172	45,626,202	140.80	-
USG	28,488,378	1,812,846	2,797,238	1,283,656	34,382,118	8,500,000	42,882,118	90.00	-
Total	**$2,277,366,544**	**$2,125,084,411**	**$859,294,632**	**794,519,643**	**6,056,265,230**	**$1,884,988,798**	**$7,941,254,028**	**26,358.09**	**137,715**

University System of Maryland
FY 2027 State Funding
Governor's Allowance

Table 2

Institution:	FY 2026 Budget Base State Funds	Target Memo: FY26 Salary Enhancements	Target Memo: New Facilities Operating and Debt Service	Target Memo: Legislative Mandates & Additions / Removal of One-Time Funding	Governor's Allowance: Turnover Adjustment - 1.5% Reduction	Governor's Allowance: HBCU Funding Update	Governor's Allowance: Funding for Special Initiatives	Governor's Allowance: Across the Board (ATB) Changes for Statewide Costs	Legislative Adjustments & Additions	FY 2027 Allowance State Funds
UMB	351,727,285	11,666,755	-	285,129	(5,660,852)	-	100,000	8,475,853	150,000	366,744,170
*UMCP	833,529,388	34,587,489	3,051,215	(28,713,366)	(12,180,048)	-	14,000,000	16,728,738	(4,800,000)	856,203,416
BSU	84,093,580	2,858,323	-	(123,065)	(775,724)	(1,778,059)	-	1,443,401	-	85,718,456
TU	204,022,784	6,123,236	466,534	3,283,367	(2,649,443)	-	-	9,660,590	550,000	221,457,068
UMES	78,909,782	2,958,937	-	(78,294)	(762,736)	-	-	1,871,177	-	82,898,866
FSU	59,334,189	2,767,205	(337,599)	(75,825)	(594,186)	-	-	1,618,871	-	62,712,655
CSU	69,385,081	2,185,087	334,765	(1,060,228)	(483,674)	-	-	1,437,714	250,000	72,048,745
UBalt	60,111,654	2,365,407	191,171	(1,609,391)	(678,568)	-	-	2,685,316	1,500,000	64,565,589
SU	89,356,494	3,286,464	60,567	(195,334)	(1,095,280)	-	-	2,485,631	-	93,898,542
UMGC	61,682,212	1,659,107	-	(96,398)	(1,505,813)	-	-	1,357,957	1,000,000	64,097,065
UMBC	211,328,335	7,129,229	191,855	(259,014)	(2,515,825)	-	-	5,181,611	-	221,056,191
UMCES	27,792,873	770,418	155,432	(18,925)	(238,355)	-	-	504,068	400,000	29,365,511
USMO	26,135,518	756,003	-	(31,639)	(244,512)	-	-	996,522	500,000	28,111,892
USG	27,528,793	748,975	-	(13,787)	(109,358)	-	-	333,755	-	28,488,378
USM total	**2,184,937,968**	**79,862,635**	**4,113,940**	**(28,706,770)**	**(29,494,374)**	**(1,778,059)**	**14,100,000**	**54,781,204**	**(450,000)**	**2,277,366,544**

**FY 2027 Allowance State Funds are not inclusive of Restricted Funds: $13.1M related to restricted MFRI funding, $14.0 TU PAYGO funding, and $3.015M UMB PAYGO funding.*

Table 3a

SUMMARY OF EXPENDITURES
UNIVERSITY SYSTEM OF MARYLAND - TOTAL

	FY 2025 Actual		FY 2026 Appropriations Adj.		FY 2027 Allowance Adj.		FY 2027 Change		
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	%
Total Number of Authorized Positions	26,682.27		26,358.09		26,358.09		0.00		0.0%
Total Number of Contractual Positions	7239.80		7015.73		7182.90		167.17		2.4%
Expenditures									
Salary, Wages, and Fringe Benefits		4,693,899,272		4,721,780,716		4,739,066,743		17,286,027	0.4%
Technical and Special Fees		151,331,706		146,583,948		146,883,026		299,078	0.2%
Operating Expenses		2,911,535,878		3,051,798,626		3,055,304,259		3,505,633	0.1%
Total Expenditures	**33,922.07**	**7,756,766,856**	**33,373.82**	**7,920,163,290**	**33,540.99**	**7,941,254,028**	**167.17**	**21,090,738**	**0.3%**
Beginning Balance (CUF)		1,508,860,530		1,557,315,611		1,581,376,797		24,061,186	1.5%
Revenues									
Current Unrestricted Revenue:									
Tuition and Fees		1,951,109,900		2,050,887,222		2,125,084,411		74,197,189	3.6%
State General Funds		2,113,950,566		2,106,552,802		2,112,590,100		6,037,298	0.3%
Higher Education Investment Fund		155,105,884		121,846,254		132,235,752		10,389,498	8.5%
Maryland Energy Innovation		2,100,000		2,100,000		2,100,000		-	0.0%
HBCU Settlement General Funds		33,120,078		34,318,751		32,540,692		(1,778,059)	-5.2%
HBCU Settlement Special Funds		2,356,010		-		-		-	0.0%
Federal Grants and Contracts		214,633,681		193,917,807		182,247,925		(11,669,882)	-6.0%
Private Gifts, Grants, and Contracts		100,381,951		91,377,787		82,938,029		(8,439,758)	-9.2%
State and Local Grants and Contracts		29,460,429		23,771,403		26,394,227		2,622,824	11.0%
Sales and Services of Educational Activities		288,498,235		295,731,727		295,811,718		79,991	0.0%
Sales and Services of Auxiliary Enterprises		808,624,265		838,337,607		859,294,632		20,957,025	2.5%
Other Sources		245,557,784		244,499,893		243,959,233		(540,660)	-0.2%
Transfer (to)/from Fund Balance		(48,455,081)		(24,061,186)		(38,931,489)		(14,870,303)	61.8%
Total Unrestricted Revenue		**5,896,443,702**		**5,979,280,067**		**6,056,265,230**		**76,985,163**	**1.3%**
Current Restricted Revenue:									
Federal Grants and Contracts		1,052,987,153		1,107,495,879		1,057,277,038		(50,218,841)	-4.5%
CRRSAA - Direct Federal Support		1,486,282		-		-		-	0.0%
ARPA - Direct Federal Support		359,514		-		-		-	0.0%
Private Gifts, Grants, and Contracts		282,983,498		283,745,559		282,466,326		(1,279,233)	-0.5%
State and Local Grants and Contracts		271,401,215		274,174,720		275,213,369		1,038,649	0.4%
State General Funds (Restricted)		877,845		-		-		-	0.0%
State Special Funds (Restricted)		11,134,064		12,525,819		13,075,819		550,000	4.4%
PAYGO Special Funds		-		23,000,000		17,015,000		(5,985,000)	-26.0%
Other Sources		239,093,583		239,941,246		239,941,246		-	0.0%
Total Restricted Revenue		**1,860,323,154**		**1,940,883,223**		**1,884,988,798**		**(55,894,425)**	**-2.9%**
Total Revenue		**7,756,766,856**		**7,920,163,290**		**7,941,254,028**		**21,090,738**	**0.3%**
Ending Balance (CUF)		1,557,315,611		1,581,376,797		1,620,308,286		38,931,489	2.5%

Table 3b

SUMMARY OF EXPENDITURES
UNIVERSITY SYSTEM OF MARYLAND - STATE SUPPORTED

	FY 2025 Actual		FY 2026 Appropriations Adj.		FY 2027 Allowance Adj.		FY 2027 Change		
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	%
Total Number of Authorized Positions	18,075.55		18,071.09		18,071.09		0.00		0.0%
Total Number of Contractual Positions	4,614.56		4,704.45		4,871.62		167.17		3.6%
Expenditures									
Salary, Wages, and Fringe Benefits		3,042,551,981		3,088,501,483		3,107,585,771		19,084,288	0.6%
Technical and Special Fees		74,577,728		71,953,383		72,490,782		537,399	0.7%
Operating Expenses		1,322,869,061		1,354,017,448		1,419,878,281		65,860,833	4.9%
Total Expenditures	**22,690.11**	**4,439,998,770**	**22,775.54**	**4,514,472,314**	**22,942.71**	**4,599,954,834**	**167.17**	**85,482,520**	**1.9%**
Beginning Balance (CUF)		411,357,753		423,512,124		443,702,412		20,190,288	4.8%
Revenues									
Current Unrestricted Revenue:									
Tuition and Fees		1,749,393,493		1,837,653,801		1,927,241,086		89,587,285	4.9%
State General Funds		2,113,950,566		2,106,552,802		2,112,590,100		6,037,298	0.3%
Higher Education Investment Fund		155,105,884		121,846,254		132,235,752		10,389,498	8.5%
Maryland Energy Innovation		2,100,000		2,100,000		2,100,000		-	0.0%
HBCU Settlement General Funds		33,120,078		34,318,751		32,540,692		(1,778,059)	-5.2%
HBCU Settlement Special Funds		2,356,010		-		-		-	0.0%
Federal Grants and Contracts		102,223,501		96,700,521		98,188,233		1,487,712	1.5%
Private Gifts, Grants, and Contracts		70,453,238		62,730,830		53,913,651		(8,817,179)	-14.1%
State and Local Grants and Contracts		16,283,794		13,550,750		15,930,222		2,379,472	17.6%
Sales and Services of Educational Activities		28,958,720		30,894,499		31,177,313		282,814	0.9%
Sales and Services of Auxiliary Enterprises		14,242		55,872		56,000		128	0.2%
Other Sources		162,409,985		188,285,115		175,910,214		(12,374,901)	-6.6%
Transfer (to)/from Fund Balance		(12,154,371)		(20,190,288)		(16,466,836)		3,723,452	-18.4%
Total Unrestricted Revenue		**4,424,215,140**		**4,474,498,907**		**4,565,416,427**		**90,917,520**	**2.0%**
Current Restricted Revenue:									
Federal Grants and Contracts		1,623,728		2,447,588		2,447,588		-	0.0%
CRRSAA - Direct Federal Support		-		-		-		-	0.0%
ARPA - Direct Federal Support		-		-		-		-	0.0%
Private Gifts, Grants, and Contracts		-		-		-		-	0.0%
State and Local Grants and Contracts		40,530		2,000,000		2,000,000		-	0.0%
State General Funds (Restricted)		877,845		-		-		-	0.0%
State Special Funds (Restricted)		11,134,064		12,525,819		13,075,819		550,000	4.4%
PAYGO Special Funds		-		23,000,000		17,015,000		(5,985,000)	-26.0%
Other Sources		2,107,463		-		-		-	0.0%
Total Restricted Revenue		**15,783,630**		**39,973,407**		**34,538,407**		**(5,435,000)**	**-13.6%**
Total Revenue		**4,439,998,770**		**4,514,472,314**		**4,599,954,834**		**85,482,520**	**1.9%**
Ending Balance (CUF)		423,512,124		443,702,412		460,169,248		16,466,836	3.7%

Table 3c

SUMMARY OF EXPENDITURES
UNIVERSITY SYSTEM OF MARYLAND - NON-STATE SUPPORTED

	FY 2025 Actual		FY 2026 Appropriations Adj.		FY 2027 Allowance Adj.		FY 2027 Change		
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	%
Total Number of Authorized Positions	8,606.72		8,287.00		8,287.00		0.00		0.0%
Total Number of Contractual Positions	2,625.24		2,311.28		2,311.28		0.00		0.0%
Expenditures									
Salary, Wages, and Fringe Benefits		1,651,347,291		1,633,279,233		1,631,480,972		(1,798,261)	-0.1%
Technical and Special Fees		76,753,978		74,630,565		74,392,244		(238,321)	-0.3%
Operating Expenses		1,588,666,817		1,697,781,178		1,635,425,978		(62,355,200)	-3.7%
Total Expenditures	**11,231.96**	**3,316,768,086**	**10,598.28**	**3,405,690,976**	**10,598.28**	**3,341,299,194**	**0.00**	**(64,391,782)**	**-1.9%**
Beginning Balance (CUF)		1,097,502,777		1,133,803,487		1,137,674,385		3,870,898	0.3%
Revenues									
Current Unrestricted Revenue:									
Tuition and Fees		201,716,407		213,233,421		197,843,325		(15,390,096)	-7.2%
State General Funds		-		-		-		-	0.0%
Higher Education Investment Fund		-		-		-		-	0.0%
Maryland Energy Innovation		-		-		-		-	0.0%
HBCU Settlement General Funds		-		-		-		-	0.0%
HBCU Settlement Special Funds		-		-		-		-	0.0%
Federal Grants and Contracts		112,410,180		97,217,286		84,059,692		(13,157,594)	-13.5%
Private Gifts, Grants, and Contracts		29,928,713		28,646,957		29,024,378		377,421	1.3%
State and Local Grants and Contracts		13,176,635		10,220,653		10,464,005		243,352	2.4%
Sales and Services of Educational Activities		259,539,515		264,837,228		264,634,405		(202,823)	-0.1%
Sales and Services of Auxiliary Enterprises		808,610,023		838,281,735		859,238,632		20,956,897	2.5%
Other Sources		83,147,799		56,214,778		68,049,019		11,834,241	21.1%
Transfer (to)/from Fund Balance		(36,300,710)		(3,870,898)		(22,464,653)		(18,593,755)	480.3%
Total Unrestricted Revenue		**1,472,228,562**		**1,504,781,160**		**1,490,848,803**		**(13,932,357)**	**-0.9%**
Current Restricted Revenue:									
Federal Grants and Contracts		1,051,363,425		1,105,048,291		1,054,829,450		(50,218,841)	-4.5%
CRRSAA - Direct Federal Support		1,486,282		-		-		-	0.0%
ARPA - Direct Federal Support		359,514		-		-		-	0.0%
Private Gifts, Grants, and Contracts		282,983,498		283,745,559		282,466,326		(1,279,233)	-0.5%
State and Local Grants and Contracts		271,360,685		272,174,720		273,213,369		1,038,649	0.4%
State General Funds (Restricted)		-		-		-		-	0.0%
State Special Funds (Restricted)		-		-		-		-	0.0%
PAYGO Special Funds		-		-		-		-	0.0%
Other Sources		236,986,120		239,941,246		239,941,246		-	0.0%
Total Restricted Revenue		**1,844,539,524**		**1,900,909,816**		**1,850,450,391**		**(50,459,425)**	**-2.7%**
Total Revenue		**3,316,768,086**		**3,405,690,976**		**3,341,299,194**		**(64,391,782)**	**-1.9%**
Ending Balance (CUF)		1,133,803,487		1,137,674,385		1,160,139,038		22,464,653	2.0%

TOPIC: University System of Maryland: Operating Margin Review (information)

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 4, 2026

SUMMARY: The University System of Maryland has experienced a sustained decline in operating margins from FY 2016 through FY 2025, reflecting structural financial pressure. While margins improved temporarily in FY 2022 – FY 2023 due to one-time pandemic funding, performance has deteriorated again as those funds expired.

The System's revenue mix has shifted toward greater reliance on state appropriations, increasing exposure to external funding risk. At the same time, total expenses have grown by approximately 60 percent since FY 2016, while enrollment has remained essentially flat.

These trends indicate that margin compression is driven primarily by structural cost growth exceeding revenue capacity, rather than changes in student demand.

USM is working with institutions to develop financial sustainability plans focused on cost discipline, revenue diversification, and enrollment stabilization to address long-term financial challenges.

ALTERNATIVE(S): This item is presented for informational purposes.

FISCAL IMPACT: This item is presented for informational purposes.

CHANCELLOR'S RECOMMENDATION: This item is presented for informational purposes.

COMMITTEE RECOMMENDATION: RECEIVED FOR INFORMATION	DATE: 6/4/26
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Proposed Board of Regents meeting schedule CY 2029 (action)

COMMITTEE: Committee of the Whole

DATE OF MEETING: June 12, 2026

SUMMARY: The Board will review and take action on the proposed dates for meetings of the full Board of Regents during the 2029 Calendar Year:

- February 9, 2029- Virtual
- April 20, 2029
- June 8, 2029
- September 14, 2029
- October 10 – 11, 2029- Retreat
- November 9, 2029
- December 14, 2029

The Board has already approved dates for FY 26-27, FY 27-28, and CY 28. These dates are also provided for information only.

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

INFORMATION ONLY

FY 2026 - 2027
September 18, 2026
Chesapeake Biological Lab

October 7-8, 2026 – Board Retreat
The College Park Marriott

November 13, 2026
University Maryland, Baltimore County

December 11, 2026
Towson University

February 12, 2027
Virtual

April 16, 2027
Bowie State University

June 11, 2027
University of Maryland Global Campus

FY 2027-2028
September 17, 2027
October 6-7, 2027 – Board Retreat
November 12, 2027
December 17, 2027
February 11, 2028
April 21, 2028
June 9, 2028

REMAINDER OF CY 2028
September 15, 2028
October11-12, 2028: Board Retreat
November 10, 2028
December 15, 2028

PROPOSED BOARD OF REGENTS MEETING SCHEDULE CY 2029
FOR ACTION

February 9, 2029- Virtual

April 20, 2029

June 8, 2029

September 14, 2029

October 10 – 11, 2029- Retreat

November 9, 2029

December 14, 2029

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Resolutions of Appreciation (action)

COMMITTEE: Committee of the Whole

DATE OF MEETING: June 12, 2026

SUMMARY: The Board will recognize the following individuals who are concluding their service with the University System of Maryland. The Board will resolve that it gratefully acknowledges their exemplary service and outstanding contributions to the USM and to the entire state of Maryland:

- Regent Hur
- Regent Mirani
- Former Regent Florestano
- Senior Vice Chancellor Herbst
- Senior Vice Chancellor Wrynn
- Interim President Smith

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

UNIVERSITY SYSTEM of MARYLAND

RESOLUTION OF THE BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF MARYLAND CONCERNING THE EXEMPLARY SERVICE OF

Robert Hur

Regent of the University System of Maryland

WHEREAS, Robert Hur served as a member of the University System of Maryland Board of Regents from June 2021 through June 2026;

WHEREAS, Regent Hur lent his invaluable knowledge of the criminal justice system to the Board of Regents' exploration of prison education programs, an endeavor which led to the establishment of a USM prison education initiative;

WHEREAS, his tenure also included service on the Committees on Audit; Governance and Compensation; and Research and Development (Economic Development and Technology Commercialization), as well as the Enterprise Risk and Crisis Management Workgroup;

WHEREAS, he combined an unwavering commitment to public higher education in Maryland with deep professional experience and wisdom, and brought these qualities to every conversation, thereby strengthening the Board of Regents' deliberations and informing its actions in ways that will have a lasting impact for years to come;

WHEREAS, the institutions of the USM are stronger because of Robert's service to them and advocacy for them during his time on the Board of Regents;

WHEREAS, Robert's contributions to the Board of Regents advanced the University System of Maryland's mission to provide quality education and improve the quality of life in Maryland;

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Regents of the University System of Maryland gratefully acknowledges Robert Hur's outstanding contributions to the USM and to the entire state of Maryland; and

BE IT FURTHER RESOLVED THAT the Board of Regents extends to Regent Hur its sincere gratitude for his dedicated service and its best wishes for success in all his future endeavors.

Linda R. Gooden
Chairman, Board of Regents

Jay A. Perman
Chancellor,
University System of Maryland

DATE

UNIVERSITY SYSTEM of MARYLAND

RESOLUTION OF THE BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF MARYLAND CONCERNING THE EXEMPLARY SERVICE OF

Dhruvak Mirani

USM Student Regent

WHEREAS, Dhruvak Mirani, an undergraduate student at the University of Maryland, College Park, has served as a University System of Maryland (USM) Student Regent from 2024 through 2026; and

WHEREAS, Maryland Gov. Wes Moore appointed Regent Mirani as a USM Student Regent to represent more than 170,000 students at the USM's 12 universities and three regional higher education centers; and

WHEREAS, Regent Mirani had previously demonstrated exceptional leadership as student liaison to the College Park City Council, where he helped pass a $150,000 rent subsidy pilot program for students with demonstrated financial need; interned in the U.S. House of Representatives; worked on three board of education campaigns in Maryland; and was a columnist for *The Diamondback*, the campus newspaper at the University of Maryland, College Park;

WHEREAS, Regent Mirani, an Honors College student, has pursued dual degrees — in Computer Science and in Government and Politics with a concentration in International Relations — and has demonstrated academic excellence as a 2025 Truman Scholar and a 2026 Marshall Scholar; and

WHEREAS, Regent Mirani was an active and engaged member of the USM Student Council, where he updated representatives on important USM issues, listened to reports and feedback submitted by institutions' representatives, and used that information to inform his service on the students' behalf;

WHEREAS, in addition to his USM-related leadership, Regent Mirani serves as president of the University of Maryland, College Park student body and is a member of the Kappa Omega Alpha public policy professional fraternity; and

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Regents of the University System of Maryland gratefully acknowledges Dhruvak Mirani's outstanding contributions to the USM and to the entire state of Maryland and extends warmest wishes as he plans to graduate in May 2026, pursue graduate studies in global security and cybersecurity, and embark on a career in U.S. national security.

Linda R. Gooden
Chairman, Board of Regents

Jay A. Perman
Chancellor,
University System of Maryland

DATE

UNIVERSITY SYSTEM of MARYLAND

RESOLUTION OF THE BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF MARYLAND RECOGNIZING THE LIFETIME OF SERVICE AND HONORING THE MEMORY OF

Patricia Florestano

Regent of the University System of Maryland

WHEREAS, Patricia S. Florestano, who devoted her entire professional life to higher education in Maryland during a history-making career that spanned decades, passed away May 2, 2026, at the age of 90;

WHEREAS, Dr. Florestano served on the University System of Maryland Board of Regents from 2001 through 2014, serving as Board Chair from 2012 through 2013;

WHEREAS, she also served as a member of the Foundation Board of the University of Maryland, Baltimore and as Maryland Secretary of Higher Education under Gov. Parris Glendening;

WHEREAS, as the first woman to hold the position of vice chancellor of governmental relations in the precursor organization to the USM, she advocated for Maryland's universities in Annapolis and Washington, D.C.;

WHEREAS, Dr. Florestano contributed not only as an administrator and board member, but through a distinguished career in teaching, beginning in 1974 at the University of Maryland, College Park, where she was an assistant professor in the Institute for Urban Studies and directed the Institute for Governmental Service and later as a professor of government and public administration at the University of Baltimore and on the faculty at Florida Gulf Coast University;

WHEREAS, she is a three-time alumna of University of Maryland, College Park, where she earned her bachelor's (1958), master's (1970), and doctoral (1974) degrees and was later assistant director of the alumni office;

WHEREAS, while a student at University of Maryland, College Parks, she met and married Thomas E. Florestano, a fellow Terp; raised two children, Tom, Jr., and Leslie; and found joy in traveling, volunteering, and family;

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Regents of the University System of Maryland gratefully acknowledges Patricia Florestano's legacy of service, leadership, and deep commitment to higher education in the state of Maryland and honors her memory as a public servant, teacher, scholar, administrator, and advocate, and as a and beloved wife, mother, mentor, and friend.

Linda R. Gooden
Chairman, Board of Regents

Jay A. Perman
Chancellor,
University System of Maryland

DATE

UNIVERSITY SYSTEM of MARYLAND

RESOLUTION OF THE BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF MARYLAND CONCERNING THE EXEMPLARY SERVICE OF

Ellen Herbst

USM Senior Vice Chancellor for Administration and Finance

WHEREAS, USM Senior Vice Chancellor for Administration and Finance Ellen Herbst, who has managed the financial and administrative performance of the University System of Maryland since November 2017, is concluding her time with the University System of Maryland ; and

WHEREAS, Ellen's portfolio included oversight of strategic planning, performance and accountability, enrollment management, operating budget, finance and comptroller functions, debt management and financial reporting, endowment administration and oversight, capital planning and development, information technology, institutional research and information management, financial and administrative policy development, real property and procurement, and human resources; and

WHEREAS, Ellen leaves an essential legacy of securing and stewarding the System's strong financial position, despite the intense headwinds facing higher education in the United States;

WHEREAS, Senior Vice Chancellor Herbst and her team took a leading role in developing and implementing Vision 2030, the USM strategic plan and blueprint for preeminence; and

WHEREAS, Ellen and her team expanded shared services in information technology, cybersecurity, procurement, and financial management, and introduced enterprise risk management to identify, assess, and mitigate risks that could jeopardize the System; and

WHEREAS, Ellen's team launched advanced data analytics programs and dashboards to illustrate current conditions and inform decisions about the future; and

WHEREAS, Ellen and her team improved all the work we do by making it more transparent—enhancing our understanding of how resources are allocated, which policies guide our actions, and how those actions align with the goals of the USM; and

WHEREAS, Ellen has led with a commitment to Systemness, thinking always about how our universities might support each other to accelerate progress; and

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Regents of the University System of Maryland gratefully acknowledges Ellen Herbst's outstanding contributions to the USM and to the entire state of Maryland.

Linda R. Gooden
Chairman, Board of Regents

Jay A. Perman
Chancellor,
University System of Maryland

DATE

UNIVERSITY SYSTEM of MARYLAND

RESOLUTION OF THE BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF MARYLAND CONCERNING THE EXEMPLARY SERVICE OF

Alison Wrynn

USM Senior Vice Chancellor for Academic Affairs

WHEREAS, USM Senior Vice Chancellor for Academic Affairs Alison Wrynn has led our Office of Academic and Student Affairs since 2023 and is retiring after a lifetime of service to education; and

WHEREAS, Alison worked with colleagues across the USM to deliver on critical priorities in academic innovation, access and affordability, student success, and program and workforce development; and

WHEREAS, under Alison's leadership, the USM secured U.S. Department of Education funding and seeded a peer-to-peer mentoring program, helping underserved students navigate college and connect to academic, advising, and social supports; and

WHEREAS, Alison has advanced an innovative statewide vision for prison education, securing a $4.1 million grant to support a framework aimed at putting college within reach of more incarcerated Marylanders and those returning home to their communities; and

WHEREAS, with a grant from the U.S. Election Assistance Commission, Academic and Student Affairs helped our universities recruit and train students to serve as poll workers, promoting democracy, civic engagement, and service to Maryland communities; and

WHEREAS, Alison worked with the USM Student Council on new guidelines for Meet and Confer, a tool used to negotiate and resolve employment-related issues, and has nurtured close connections with the USMSC and the Council of University System Faculty to foster mutual trust and strengthen collaboration;

WHEREAS, Alison's office assisted our universities as they applied for the coveted Carnegie Elective Classification for Community Engagement, and every USM university that applied for the designation received it; and

WHEREAS, Alison has been a tireless advocate in Annapolis and throughout Maryland, including making a powerful case for an Early College pilot program to better serve students;

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Regents of the University System of Maryland gratefully acknowledges Alison Wrynn's outstanding contributions to the USM and to the entire state of Maryland.

Linda R. Gooden
Chairman, Board of Regents

Jay A. Perman
Chancellor,
University System of Maryland

DATE

UNIVERSITY SYSTEM of MARYLAND

RESOLUTION OF THE BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF MARYLAND CONCERNING THE EXEMPLARY SERVICE OF

Darlene Brannigan Smith, PhD

Interim President, Frostburg State University

WHEREAS, Darlene Brannigan Smith, PhD, has served as interim president of Frostburg State University since March 2025, with the appointment to conclude in June 2026; and

WHEREAS, Dr. Smith accepted the appointment with grace and approached it with a dedication to service after the fifteenth president of Frostburg State University, Dr. Ronald H. Nowaczyk, passed away following a courageous battle with cancer; and

WHEREAS, during her tenure, Interim President Smith has worked to bolster admissions by investing in marketing, expanding the Department of Admissions and extending outreach to the community to highlight FSU as an incubator of leadership, creativity and innovation; established the FSU Strategic Investment Fund, designed to support innovative, high-impact activities and projects that advance FSU's mission and long-term sustainability; and completed a record-breaking $36 million campaign; and

WHEREAS, Interim President Smith also implemented an annual planning model using the OKR framework for a more focused, outcomes-oriented structure to move FSU forward; led the reorganization of FSU's academic structure to help advance its mission; and helped secure funding to renovate and reopen Frostburg's planetarium; and

WHEREAS, Darlene Brannigan Smith, PhD, arrived at Frostburg State after serving in the USM Office of Academic and Student Affairs and, before that, as dean of the Merrick School of Business, then executive vice president and provost, at the University of Baltimore; and

WHEREAS, Dr. Smith — who holds a PhD from the University of Maryland, College Park, and an MBA in Finance from the University of Baltimore, and served on the faculty of George Washington University and Loyola University Maryland — has demonstrated a truly lifelong commitment to learning, teaching, and serving in Maryland and the Baltimore/Washington region; and

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Regents of the University System of Maryland gratefully acknowledges Darlene Brannigan Smith's outstanding contributions to Frostburg State University, to the USM, and to the entire state of Maryland.

Linda R. Gooden
Chairman, Board of Regents

Jay A. Perman
Chancellor,
University System of Maryland

DATE

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Convening Closed Session (action)

COMMITTEE: Committee of the Whole

DATE OF MEETING: June 12, 2026

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

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

ALTERNATIVE(S): No alternative is suggested.

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the BOR vote to reconvene in closed session.

COMMITTEE ACTION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 410-576-5734	

UNIVERSITY SYSTEM of MARYLAND

STATEMENT REGARDING CLOSING A MEETING
OF THE USM BOARD OF REGENTS

Date: June 12, 2026
Time: Approximately 11:30 a.m.
Location: Virtual Meeting

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) [ ] 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) [X] 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) [X] To conduct or discuss an investigative proceeding on actual or possible criminal conduct.

(13) [X] To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter.

(14) [X] 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) [X] 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):

[X] Administrative Matters

TOPICS TO BE DISCUSSED:

1. Committee on Advancement: Consideration of (i) action item of four naming requests by three institutions to name a building after individuals and/or company.

2. Committee on Audit: Discussion of personnel matters as these arise related to matters on the closed session agenda; discussion of legal matters with Counsel of the Higher Education Division of the Maryland Office of the Attorney General and receipt of legal advice; discussion of legislative audit matters that are confidential by statute as these are ongoing; discussion of investigative matters involving actual or potential criminal conduct which may lead to criminal prosecution, review of the office of internal audit's CY 2026 plan of activity, meeting separately with independent auditor's engagement partner and USM"s VC of accountability; and discussion of IT security matters that pose vulnerabilities of networks, and critical IT infrastructure and information resources.
3. Committee on Finance: The awarding of contracts for dining services and food products. The submission of the proposed FY 2028 Capital Budget.
4. Committee on Governance and Compensation: Update on status of collective bargaining at USM institutions; Negotiation briefings regarding two institutional and one system labor MOUs; Approval of membership for an institutional Board of Visitors; 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; A personnel matter with a USM employee; and Annual review discussion of the USMO senior staff, Presidents, and Chancellor.
5. Committee of the Whole: Meetings with two presidents as part of their performance reviews; Discussions with legal counsel about implications of recent federal actions; and an administrative item related to board governance.

REASON FOR CLOSING:

1. Committee on Advancement: To maintain confidentiality of personal information concerning individuals who are proposing to have a building named after them at an institution (§3-305(b)(1)(i) and (2).
2. Committee on Audit: 1) To maintain the confidentiality of personnel matters involved in various topics on the closed session agenda, including legal advice, investigations of possible criminal activity and ongoing legislative audits (General§3-305(b)(1)); To maintain confidentiality and attorney-client privilege regarding legal advice received from the OAG's Higher Education Division (§3-305(b)(7)); To maintain confidentiality of discussions of investigations involving possible criminal behavior, which could result in criminal prosecutions (§3-305(b)(12)); To maintain the confidentiality of matters involved in ongoing legislative audits, as required by Section 2-1226 of the State Government Article of the Annotated Code of Maryland (§3-305(b)(13)); To maintain confidentiality of USM's cybersecurity to avoid disclosing risk vulnerability of networks, critical IT infrastructure and information resources; (§3-305(b)(15); To carry out an administrative function: discussion of calendar year's 2026 internal audit plan of activity. (§ 3-103(a)(1)(i); To carry out an administrative function: the Committee's separate meeting with the VC of Accountability and independent auditors (§3-103(b)(1)(ii).
3. Committee on Finance: To maintain confidentiality of discussions of bid proposals prior to BOR approval and the awarding of new contracts (§3-305(b)(14)); and, to maintain the confidentiality (pursuant to executive privilege) of proposed capital budget prior to Governor's submission to legislature (§3-305(b)(13)).
4. Committee on Governance and Compensation: To maintain confidentiality regarding collective bargaining negotiations (§3-305(b)(9)); To maintain confidentiality regarding an individual personnel matter (§3-305(b)(1)(ii)); To handle administrative matters pertaining to an institutional Board of Visitors (§3- 103(a)(1)(i)); and To

maintain confidentiality of discussion regarding specific employment agreements and compensation (§3-305(b)(1)).

5. Committee of the Whole: To maintain confidentiality of discussions in connection with employee performance reviews (§3-305(b)(1)); To maintain confidentiality of discussions regarding an administrative item related to board governance (§3-305(b)(1)); and To maintain confidentiality and attorney-client privilege with respect to communications with, and advice from, legal counsel (§3-305(b)(7) and (8)).