

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 University College

Institution Submitting Proposal

Restructuring of Existing Area of Concentration (AOC) in
Acquisition and Supply Chain Management within the M.S. in Management
to
Master of Science in Acquisition and Contract Management

Title of Proposed Program

Master of Science

Fall 2018

Degree to be Awarded

Projected Implementation Date

050602 (unchanged)

52.0202 (proposed new code)
52.0201 (current code)

Proposed HEGIS Code

Proposed CIP Code

The Graduate School

Kathryn Klose, PhD, Vice Provost and Dean

Department in which program will be located

Department Contact

(240) 684-2400

kathryn.klose@umuc.edu

Contact Phone Number

Contact E-Mail Address



9/8/17

Signature of President or Designee

Date

University of Maryland University College
Master of Science in Acquisition and Contract Management

University of Maryland University College (UMUC) proposes to restructure and revise the existing Area of Concentration (A.O.C.) in Acquisition and Supply Chain Management (HEGIS 050602; CIP 52.0201) within the Master of Science (M.S.) in Management. The change consists of removing and discontinuing the Acquisition and Supply Chain Management curriculum from the M.S. in Management and restructuring the curriculum as a freestanding M.S. in Acquisition and Contract Management (same HEGIS 050602; proposed new CIP 52.0202). The restructured M.S. program requires the successful completion of six 6-credit courses for a total of 36 semester hours of graduate-level coursework.

A. Centrality to Institutional Mission Statement and Planning Priorities

1. Program description and alignment with mission

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

- (1) Operating as Maryland's open university, serving working adults, military servicemen and servicewomen and their families, and veterans who reside in Maryland, across the United States, and around the world;
- (2) Providing our students with affordable, open access to valued, quality higher education; and
- (3) Serving as a recognized leader in career-relevant education, embracing innovation and change aligned with our purpose and sharing our perspectives and expertise.

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

The current structure of having the A.O.C. in Acquisition and Supply Chain Management nested within the M.S. in Management places an emphasis on the core coursework in general management rather than on the specific content of the concentration in Acquisition and Supply Chain Management. The revised program structure benefits students and employers by more clearly focusing the content on Acquisition and Contract Management and offering a degree that more fully reflects industry standards and practices. As a result, UMUC will be better able to differentiate the degree from others within its portfolio of offerings and ensure the currency and relevancy of the curriculum relative to current workforce and employer demands.

The proposed M.S. in Acquisition and Contract Management program is aimed at those with academic and/or professional backgrounds in acquisitions, logistics, and contract management. These include early or mid-career individuals with experience in the military, public, or private sectors who desire to expand their knowledge and skill set in acquisitions and contract management in order to enhance their opportunities for career growth and development.

The Acquisition and Contract Management program supports the need for the advancement and evolution of knowledge as it addresses many challenges faced by government contracting for specialized acquisitions. These acquisitions include service contracts, research and development contracts and information technology contracts. Because of these challenges, there are on-going demands for the implementation of performance-based contracts and competitive sourcing as competition for resources grows within the government. In addition, the acquisition and contract-management environment is changing rapidly, and global acquisitions and procurements are commonplace. Students need to fully understand the client's business and culture as they make vital purchasing and procurement decisions for domestic as well as international organizations. This program supports these demands and organizational needs.

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

2. Alignment with institutional strategic goals

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

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

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

1. Program requirements

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

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

Course descriptions are presented in the Appendix A.

Required Courses for the M.S. in Acquisition and Contract Management:

- DCL 600 Decisive Thinking, Communicating, and Leading (6)
- ACM 610 Fundamentals of Acquisition Planning and Costs Price Analysis (6)
- ACM 620 Sourcing Decisions and Legal Considerations in Contracting (6)
- ACM 630 Strategic Supplier Relations in Sustainable Supply Environments (6)
- ACM 640 Performance Based Logistics and Asset Management (6)
- ACM 670 Acquisition Continuous Improvement and Sustainment Management (Capstone) (6)

2. Educational objectives and student learning outcomes

Through completion of the foundational course (DCL 600), students who complete the M.S. in Acquisition and Contract Management will be able to:

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

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

Through completion of the sequential ACM courses, students who complete the M.S. in Acquisition and Contract Management will be able to:

- Apply knowledge of efficient contract management processes throughout the acquisition life-cycle.
- Evaluate proposals and awards that incorporate legal structures for public and private acquisition processes.
- Perform efficient cost analysis for various contract types for a particular scenario while comparing and contrasting all categories of costs, including profit.
- Evaluate the Federal Acquisitions Regulation, American Bar Association model procurement codes and the Uniform Commercial Code as they relate to developing acquisition strategies for private industry, federal and state governments.
- Design and develop negotiated procurements using strategic negotiation techniques.
- Develop appropriate source selection criteria for vendor selection while analyzing RFPs from supplier's perspective and evaluating contract performance based on established criteria.
- Critique trends and sourcing options for international purchasing and procurements.
- Create an acquisition strategy plan based on the life-cycle phases while analyzing and categorizing acquisition system principles and processes.
- Assess technology for establishing and cultivating sustainable supply chains supporting product and service delivery.
- Analyze the methodologies related to strategic purchasing and performance-based logistics as it relates to specialized acquisitions.
- Assess organizational and environmental sustainability issues within a commodity life-cycle.
- Design effective acquisition and contract management continuity plan that incorporates sustainability and risk management techniques.

3. General education requirements

Not applicable.

4. Specialized accreditation or graduate certification requirements

Not applicable.

5. Contractual agreement with other institutions

Not applicable.

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

1. Demand and need for the program

Many professionals currently serve in a variety of roles in the contract management industry and there is anticipated growth for this field. As of September 2016, according to the Office of Personnel Management's FedScope Datacube, contracting professionals, classified by OPM as GS-1102 contract specialists, make up about 37,826 persons of the nearly 2.1M federal employees.¹ Also, according to the Bureau of Labor Statistics for example, positions in logistics are expected to grow 26% (faster than average) between the years of 2010 and 2020.² These data support the reality that agencies are facing an issue of recruiting, developing and maintaining workers to fill both current and future vacancies of acquisition positions. This program can assist the federal and private sector in this area.

A General Services Administration's (GSA) Deputy General, in a white paper titled "*A Tale of Two Recruits: The Need to Replenish a Retiring Workforce*," highlighted industry trends surrounding the need to replenish a retiring contracting workforce with skilled professionals able to "hit the ground running."³ The author notes, "It is more imperative now to attract a workforce that can rapidly assimilate. This is critical in order to successfully facilitate a knowledge transfer from seasoned contracting professionals prior to their retirements."⁴ To further support the findings, a recent report by the Government Accountability Office (GAO), titled: "*Federal Workforce, Recent Trends in Federal Civilian Employment and Compensation*" concluded that "Federal agencies have made strides in hiring with an increase of 14% since 2004. Of that total, 94% of hires can be attributed to three agencies: Defense (DoD), Homeland Security (DHS) and Veterans Administration (VA). The DoD indicated that the increased numbers were partially attributed to acquisition positions."⁵ The U.S. Government Accountability Office generated a report which stated "while retirements have reached pre-2009 recession levels of 3.5% in 2012, they predict that by 2017 approximately 31% of the federal workforce would be eligible to retire and the challenge will be with replacing retiring workers, both in terms of training and hiring costs...as well as the largely unquantifiable costs of losing experienced, high-level employees."⁶

There is a high demand for experienced acquisition professionals today, especially considering the complexity of various acquisitions, including federal acquisitions. A 2017 report published by the MITRE Corporation titled "*Understanding Defense Acquisition Workforce Challenges*" contends "...the acquisition workforce faces several key challenges. First, the number of experienced acquisition professionals in the DoD is declining. They are being replaced by a young generation facing a long learning curve. Second, the acquisition workforce lacks the experience, knowledge, and tools necessary to digest and apply the wealth of information

¹ U.S. Office of Personnel Management Federal Human Resources Data: FedScope Datacube, September 2016, <http://www.fedscope.opm.gov/> (accessed July 14, 2017).

² Bureau of Labor Statistics at <http://www.bls.gov/oco/cg/> (accessed July 29, 2015).

³ Donna Jenkins, General Services Administration, *A Tale of Two Recruits: The Need to Replenish a Retiring Workforce- FY-2013 through FY-2014*, (Fort Belvoir, VA: National Defense University, September, 2014).

⁴ Ibid.

⁵ Ibid.

⁶ Source: U.S. Government Accountability Office, *Recent Trends in Federal Civilian Employment and Compensation: Report to the Ranking Member, Committee on the Budget, U.S. Senate* (Washington, DC: U.S. Government Accountability Office, January 2014), 6.

related to acquisition. Third, the workforce struggles to keep pace with the increasing complexity of the federal acquisitions.”⁷

In addition, a report published by Professional Services Council (PSC) titled “*From Crisis to Opportunity*”, addresses skills gaps in the federal acquisition arena, for it “maintains that despite the requirement for at least 24 hours of business training since the enactment of the Defense Acquisition Improvement Act (DAWIA) and increased spending on the opportunities for training, federal leaders continue to testify that their workforces lack skill in negotiations, business acumen, and understanding complex Information Technology (IT) acquisitions.”⁸

With these workforce challenges and trends in the federal sector, the ACM program is essential to generating needed professionals to meet the demands of not only replenishing a retiring workforce but also closing the skills gaps by developing leaders who can make strategic procurement and supply-chain decisions to maintain cost-effective acquisitions for the federal and private sector. The ACM program also prepares graduates with skills needed for specialized acquisitions such as IT products and services, including those used in Health Care, Homeland Security and Cybersecurity industries.

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

The program revision is designed to meet present and future needs of the state, as identified in *Maryland Ready: The 2013-2017 Maryland State Plan for Post-Secondary Education (State Plan)*⁹, by continuing to expand and enhance UMUC’s offerings in STEM disciplines, a prominent goal for public institutions included in the *State Plan*. This program supports major goals in the *State Plan* in a number of specific ways:

- The program serves Goals 1 and 2 (Quality and Effectiveness and Access, Affordability and Completion) in the *State Plan* in that it is designed to support UMUC’s overall mission to set a global standard for excellence and to be respected as a leader for affordable and accessible adult education programs. In addition, UMUC administers its programs to meet the goals of the Effectiveness and Efficiency Initiative of the University System of Maryland Board of Regents, by employing data-driven decision-making that ensures that academic programs offer high quality education at an affordable cost to broaden access.
- The program supports Goal 3 (Diversity) in the *State Plan* by offering access to education to diverse populations of students. As shown in Table 1 below, in 2014-2015, the current A.O.C. in Acquisition and Supply Chain Management awarded 57% of its master’s degrees to African-American students, compared to 18% for Maryland institutions as a whole. Approximately 8% of Acquisition and Supply Chain Management degrees were awarded by UMUC to Hispanic/Latino students in 2014-2015, wherein, overall UMUC awarded 6% of its master’s degrees to Hispanic/Latino students, compared to 4% for Maryland institutions as a

⁷ Source: The MITRE Corporation, *Understanding Defense Acquisition Workforce Challenges*, (Bedford, MA: Naval Postgraduate School 14th Annual Acquisition Research, 2017), 2.

⁸ Source: Professional Services Council, *From Crisis to Opportunity*, (Washington, DC: Professional Services Council, 2013), 10.

⁹ 2013-2017 State Plan: Maryland Ready, http://mhec.maryland.gov/Documents/MHECStatePlan_2014.pdf

whole. UMUC is committed to maintaining its position in serving the educational needs of minority students.

Table 1. Percentage of Master’s Degrees Awarded to Selected Student Subpopulations, 2014-2015¹⁰			
% of Master’s Degrees Awarded	Maryland Institutions in Total	UMUC, All Programs	UMUC AOC in Acquisition and Supply Chain Management
Black/African American Students	18%	35%	57%
Hispanic/Latino Students	4%	6%	8%

- The program serves Goal 4 (Innovation) in the *State Plan*, as it is based on principles of competency- and performance-based learning that are on the forefront of developments in higher education. Competency-based learning is an outcomes-based approach to education that emphasizes what students should know and be able to do to be successful in their disciplines. The approach is learner-focused and authentic assessment (the measurement of what students have learned and the competencies students master) is embedded in every step of the learning process to assist students in building real-world job-relevant competencies in real-time. The revised program employs authentic assessments that are relevant to tasks that graduates will actually perform on the job; such projects serve as both the means of instruction and assessment of learning in the program. Enhanced learning resources and multiple means for supporting students as they progress through their learning experiences are to improve retention and student success. The methodology and the on-demand nature of the support are innovative in the field of higher education and online learning, and reflect current best practices in adult learning.
- The program serves Goal 5 (Economic Growth and Vitality) in the *State Plan*, in that it is designed to better align the competencies and skills of graduates to the needs of industry and employers. In developing the program revisions, program administrators met with employers and other experts to determine the competencies and skills desired in the workplace. This work resulted in a specific set of competencies for the degree program upon which learning outcomes and learning demonstrations (authentic assessments) were developed. Students will be evaluated based on their mastery of competencies as demonstrated through learning demonstrations. The Graduate School also conducted focus groups with employers to identify the intra- and interpersonal professional skills most desired in today’s graduates and incorporated development of these skills into the curricula. These efforts ensure closer alignment of graduate skills and dispositions (attitudes) to employer needs than under prior learning models.

¹⁰ Sources: 2015 MHEC Data Book, www.mhec.state.md.us/publications/research/AnnualPublications/2015DataBookL.pdf; UMUC FY 2015 Fact Book, www.umuc.edu/visitors/about/ipra/upload/umuc-fact-book-fy-2015.pdf; UMUC Office of Institutional Research Academic Program Database.

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

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

1. Market Demand

Table 2 below shows the employment outlook in Maryland for graduates of programs in fields aligned with the proposed program. The projected 10-year demand shown in Table 2 is drawn from the Maryland Department of Labor, Licensing, and Regulations (DLLR) employment projections for 2012-2020 and is based on the crosswalk of the Acquisition and Contract Management program’s proposed CIP code (52.0202) and closely related CIP codes, along with the Bureau of Labor Statistics’ Standard Occupational Codes (SOC). The definition of “total openings” as provided by DLLR is “. . . the estimate of the number of jobs that will arise from the need to replace workers who will die, retire, or permanently leave the occupation for other reasons over the projection period.”¹¹

SOC Code	Occupational Title	Base Number of Positions			Replacement Openings	Total Openings
		2014	2024	10-Yr Change		
11-3011	Administrative Services Managers	6,927	8,373	1,446	1,127	2,573
11-3051	Industrial Production Managers	1,382	1,367	-15	251	251
11-3061	Purchasing Managers	1,669	1,884	215	366	581
11-3071	Transportation, Storage, and Distribution Managers	1,386	1,567	181	317	498

¹¹ Source: Maryland Department of Labor, Licensing, and Regulations, www.dllr.state.md.us/lmi/iandoproj/aboutnum2.shtml

¹² Source: Maryland Department of Labor, Licensing, and Regulations, www.dllr.state.md.us/lmi/iandoproj/occupationalprojectionsgroups.xls

Table 2: Employment Projections, Years 2014 and 2024, for Acquisitions and Contract Management Related Occupations ¹²						
13-1011	Agents and Business Managers of Artists, Performers, and Athletes	116	128	12	26	38
25-1011	Business Teachers, Postsecondary	2,432	3,232	800	365	1,165
Total Openings		13,912	16,551	2,639	2,432	5,106

The DLLR data demonstrate the potential for 5,106 new and additional positions in occupations for which the proposed program will prepare graduates.

Career opportunities for students graduating from the M.S. in Acquisition and Contract Management program include, among others:

- Acquisitions Manager/Specialist
- Chief Operations Officer
- Chief Procurement Officer
- Pricing Manager
- Contract Specialist
- Contract Officer
- Contract Manager/Administrator
- Procurement Specialist
- Procurement Manager /Administrator
- Purchaser/Buyer/Purchasing Manager

2. Educational and training needs

Purchasing Manager jobs are classified by the U.S. Department of Labor as requiring extensive preparation and work-related skill and knowledge, most of which require at least a four-year bachelor’s degree. Purchasing Managers need to be proficient in administration and management, production and processing, law and government, and mathematics. These positions also demand strong oral and written communication, management of personnel resources, and critical thinking skills. (Bureau of Labor Statistics, U.S. Department of Labor. *Occupational Outlook Handbook, 2016-17 Edition*).

3. Prospective graduates

The following enrollment projections are based upon expected completion of the program in two years, with students enrolling in an average of 18 semester hours per year. The existing program currently has 263 students enrolled. Those existing students will be given an opportunity to complete their degrees under the current curriculum and are not included in the table below.

Projected Enrollment	Year One	Year Two	Year Three	Year Four	Year Five
First Year Students	50	55	60	65	70
Second Year Students	0	48	53	58	63
Total Students	50	103	113	123	133

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

E. Reasonableness of Program Duplication

1. Similar programs in the state

As shown in Table 4, the MHEC academic program inventory (<http://www.mhec.state.md.us/higherEd/HEPrograms.asp>) lists one master's degree and two PBC programs in Maryland focused on Procurement, Logistics, and/or Supply Chain Management, at Mount Saint Mary's University and Towson University.

CIP Code	HEGIS	Institution	Credential	Program Title	Year				
					2012	2013	2014	2015	2016
520203	500400	Mount Saint Mary's University	Post Baccalaureate Certificate	Logistics and Supply Chain Management	0	0	1	4	2
520203	050602	Towson University	Post Baccalaureate Certificate	Supply Chain Management	0	4	46	11	11
520203	050602	Towson University	Master's	Supply Chain Management	0	1	7	16	13
520203	500400	University of Maryland, College Park	Master's	Supply Chain Management	0	0	0	79	54
Total					0	5	54	110	80
Cumulative Total over Five Years					249				

¹³ Sources: MHEC Academic Program Inventory, www.mhec.state.md.us/higherEd/HEPrograms.asp and MHEC Higher Education Trend Data, <http://data.mhec.state.md.us/macAux.asp#api>

The columns on the right of Table 4 show the annual number of degrees awarded by these programs offering logistics and/or supply chain management degrees in Maryland. These data demonstrate that these programs yielded a total of 170 master’s degrees and 79 PBCs in the years 2012-2016. This level of degree production is insufficient to meet the market demand shown in the Maryland Department of Labor, Licensing, and Regulations employment projections presented in Table 2 above for acquisition and contract management careers.

2. Program justification

Beyond the fact that current degree production of these other programs in Maryland are insufficient to meet market demand, there are substantive differences in the programs.

UMUC’s restructured program differs from Towson University’s master’s program in a number of ways:

	UMUC M.S. Acquisition and Contract Management	Towson University M.S. Supply Chain Management
Degree Requirements and Structure (number of credits, a single required sequence vs. electives)	36 credits A single sequence of six 6-credit courses, no electives.	30 credits A core of six 3-credit courses, three 3-credit electives chosen from a list of six courses, and one 3-credit capstone project.
Delivery (onsite vs. online)	Online (asynchronous), no on-site requirements	Some program requirements can be satisfied online, with the remainder offered as evening face-to-face and blended courses.
Enrollment (Full-time vs. Part-Time)	Most students are part-time (6 credits per term)	Full- and part-time
Admissions Requirements/Target Audience	UMUC is an open-admission institution. The ACM degree program is best suited for individuals currently working in acquisition and contract management who want to update their knowledge base, enhance their current careers or prepare for professional certification, or who are working in a non-contract management position but want to redirect their career path into acquisitions. By aligning curriculum with federal account	According to Towson marketing materials, the Master of Science degree program in supply chain management “is designed to develop professionals who can manage, analyze and control activities across the entire supply chain from upstream procurement and logistics to downstream distribution channels.”

	UMUC M.S. Acquisition and Contract Management	Towson University M.S. Supply Chain Management
	and contract management standards and process, including DoD contracting, the program also targets professionals in, or seeking to join, these sectors.	
CIP Code	52.0202 Purchasing, Procurement/Acquisitions and Contracts Management. Definition: A program that prepares individuals to manage and/or administer the processes by which a firm or organization contracts for goods and services to support its operations, as well as contracts it to sell to other firms or organizations. Includes instruction in contract law, negotiations, buying procedures, government contracting, cost and price analysis, vendor relations, contract administration, auditing and inspection, relations with other firm departments, and applications to special areas such as high-technology systems, international purchasing, and construction.	52.0203 Logistics, Materials, and Supply Chain Management. Definition: A program that prepares individuals to manage and coordinate all logistical functions in an enterprise, ranging from acquisitions to receiving and handling, through internal allocation of resources to operations units, to the handling and delivery of output. Includes instruction in acquisitions and purchasing, inventory control, storage and handling, just-in-time manufacturing, logistics planning, shipping and delivery management, transportation, quality control, resource estimation and allocation, and budgeting.
Primary Points of Differentiation: UMUC’s program content focuses on providing students the foundation of the entire acquisition life-cycle and contract management. The Towson University program focuses primarily on supply chain management.		
Pedagogy and Learning Model	The curriculum is based on principles of competency- and performance-based learning and authentic assessments are embedded throughout; students “learn by doing” through scenario-based projects grounded in real-world situations and problems and using interactive simulation	From its website, Towson’s Master of Science in Supply Chain Management (MS SCM) degree program appears to primarily use an onsite classroom instructional model focusing on the principles of supply chain management.

	UMUC M.S. Acquisition and Contract Management	Towson University M.S. Supply Chain Management
	tools and case studies which incorporate applied learning. Foundational to the program is a first course that covers the core competencies of written and oral communications, critical thinking, quantitative reasoning and leadership. Five additional 6-credit courses for domain-specific competency and skills.	
<p>Primary Points of Differentiation: UMUC’s proposed MS in Acquisition and Contract Management uses a project-based curriculum grounded in real-world scenarios to teach the principles of acquisition and contract management in a completely online environment. The Supply Chain Management program at Towson appears to focus on supply chain management principles in a mix of onsite and online courses.</p>		
<p>Program Content</p>	Students gain an understanding of acquisition and contract principles and are able to apply these principles and techniques for a broad range of topics. Students complete projects to assess their mastery of competencies needed to be productive in the workforce. UMUC ACM topics include international strategic sourcing, business continuity planning, technology and specialized acquisitions, acquisition planning and commodity planning. Also included in the content are ethical considerations in procurement, legal issues, acquisition logistics and implementing and maintaining sustainable supply chains as it relates to the acquisition life-cycle.	Towson’s core courses focus on the business management and supply chain management including such topics as project and operations management, business process and customer relations management, supply chain analytics and Six Sigma. Towson’s courses cover basic concepts and strategies in the SCM including topics such as purchasing decisions, logistics, and inventory and warehousing. The advanced course, like UMUC’s, is a comprehensive capstone course.
<p>Primary Points of Differentiation: The UMUC course content provides applied perspectives across the entire acquisition life-cycle and contract management process, within an emphasis on acquisitions, procurement and contracting. The Towson program appears to focus primarily on supply chain management. Additionally, the UMUC program is designed to align with federal account</p>		

	UMUC M.S. Acquisition and Contract Management	Towson University M.S. Supply Chain Management
<p>and contract management standards and processes, including DoD contracting. Competencies for the program were developed from the industry recognized Contract Management Book of Knowledge (CMBOK), vetted by the National Contract Management Association (NCMA) and the Defense Acquisition Workforce Improvement Act (DAWIA) certification competencies. These learning objectives are essential for student’s seeking certifications from the National Contract Management Association and Defense Acquisition University.</p>		

UMUC’s restructured program differs from University of Maryland College Park’s master’s program in a number of ways:

	UMUC M.S. Acquisition and Contract Management	UMCP’s M.S. Supply Chain Management
Degree Requirements and Structure (number of credits, a single required sequence vs. electives)	36 credits A single sequence of six 6-credit courses, no electives.	30 credit cohort-based lock-step program
Delivery (onsite vs. online)	Online (asynchronous), no on-site requirements	Onsite
Enrollment (Full-time vs. Part-Time)	Most students are part-time (6 credits per term)	Full- and part-time
Admissions Requirements/Target Audience	UMUC is an open-admission institution. The ACM degree program is best suited for individuals currently working in acquisition and contract management who want to update their knowledge base, enhance their current careers or prepare for professional certification, or who are working in a non-contract management position but want to redirect their career path into acquisitions. By aligning curriculum with federal account and contract management standards and process, including DoD contracting, the program also targets professionals in, or seeking to join, these sectors.	Admissions to the UMCP program is competitive. In terms of the target market, according to UMCP’s marketing material “Whether you’re a recent graduate or manager, you’ll receive hands-on training in skills critical for supply chain executives, including project and supply chain operations management and Six Sigma. You’ll also learn to achieve optimized performance with sophisticated software packages.”

	UMUC M.S. Acquisition and Contract Management	UMCP’s M.S. Supply Chain Management
CIP Code	52.0202 Purchasing, Procurement/Acquisitions and Contracts Management. Definition: A program that prepares individuals to manage and/or administer the processes by which a firm or organization contracts for goods and services to support its operations, as well as contracts it to sell to other firms or organizations. Includes instruction in contract law, negotiations, buying procedures, government contracting, cost and price analysis, vendor relations, contract administration, auditing and inspection, relations with other firm departments, and applications to special areas such as high-technology systems, international purchasing, and construction.	52.0203 Logistics, Materials, and Supply Chain Management. Definition: A program that prepares individuals to manage and coordinate all logistical functions in an enterprise, ranging from acquisitions to receiving and handling, through internal allocation of resources to operations units, to the handling and delivery of output. Includes instruction in acquisitions and purchasing, inventory control, storage and handling, just-in-time manufacturing, logistics planning, shipping and delivery management, transportation, quality control, resource estimation and allocation, and budgeting.
Primary Points of Differentiation: UMUC’s program content focuses on providing students the foundation of the entire acquisition life-cycle and contract management. UMCP’s program focuses primarily on supply chain management.		
Pedagogy and Learning Model	The curriculum is based on principles of competency- and performance-based learning and authentic assessments are embedded throughout; students “learn by doing” through scenario-based projects grounded in real-world situations and problems and using interactive simulation tools and case studies which incorporate applied learning. Foundational to the program is a first course that covers the core competencies of written and	From its website, UMCP’s Master of Science in Supply Chain Management degree program appears to use an onsite classroom instructional model supplemented with experiential learning via the Supply Chain Management Center focusing on the principles of supply chain management including, operations, SAP/ERP and Lean Six Sigma.

	UMUC M.S. Acquisition and Contract Management	UMCP's M.S. Supply Chain Management
	oral communications, critical thinking, quantitative reasoning and leadership. Five additional 6-credit courses for domain-specific competency and skills.	
<p>Primary Points of Differentiation: UMUC's proposed MS in Acquisition and Contract Management uses a project-based curriculum grounded in real-world scenarios to teach the principles of acquisition and contract management in a completely online environment. UMCP's Supply Chain Management program focuses on supply chain management principles through onsite instruction.</p>		
<p>Program Content</p>	Students gain an understanding of acquisition and contract principles and are able to apply these principles and techniques for a broad range of topics. Students complete projects to assess their mastery of competencies needed to be productive in the workforce. UMUC ACM topics include international strategic sourcing, business continuity planning, technology and specialized acquisitions, acquisition planning and commodity planning. Also included in the content are ethical considerations in procurement, legal issues, acquisition logistics and implementing and maintaining sustainable supply chains as it relates to the acquisition life-cycle.	University of Maryland College Park's core courses focus on the business and supply chain management including topics as operations management, managing supply chain risks, Lean Six Sigma, global supply chains and trade logistics, SAP/ERP and transportation management.
<p>Primary Points of Differentiation: The UMUC course content provides applied perspectives across the entire acquisition life-cycle and contract management process, within an emphasis on acquisitions, procurement and contracting. UMCP's program appears to focus primarily on supply chain management. Additionally, the UMUC program is designed to align with federal account and contract management standards and processes, including DoD contracting. Competencies for the program were developed from the industry recognized Contract Management Book of Knowledge (CMBOK), vetted by the National Contract Management Association (NCMA) and the Defense Acquisition Workforce Improvement Act (DAWIA) certification competencies. These learning objectives are essential for student's seeking certifications from the National Contract Management Association and Defense Acquisition University.</p>		

F. Relevance to Historically Black Institutions (HBIs)

A search of the MHEC inventory of approved academic programs in Maryland found no graduate programs in Acquisition and Contract Management. This includes the four Historically Black Institutions in Maryland (Bowie State University, Coppin State University, University of Maryland Eastern Shore, or Morgan State University). Thus, UMUC's proposed program will have no impact on the uniqueness and institutional identities and missions of the HBIs, and will not harm these schools or other institutions in Maryland.

G. Evidence of Principles of Good Practice

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

1. Curriculum and Instruction

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

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

2. Role and Mission

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

All existing UMUC programs are subject to periodic academic program reviews, including the review of the appropriateness of the technology being used to meet a program's objectives. The

schedule and results of periodic academic program reviews are reported to the University System of Maryland (USM).

3. Faculty Support

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

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

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

4. Students and Student Services

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

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

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

5. Commitment to Support

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

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

6. Evaluation and Assessment

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

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

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

H. Adequacy of Faculty Resources

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

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

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

UMUC intentionally seeks highly-qualified full-time and adjunct faculty who have hands-on experience in the disciplines they teach and who can leverage that experience to provide a richer learning experience for students. The university's mission to serve adult students is supported by adjunct faculty who are scholar-practitioners engaged daily in their profession. The ability to employ adjunct faculty is critical to UMUC's capacity to quickly deploy academic and continuing education programs in response to workforce-related needs. This entrepreneurship and flexibility in establishing new programs is particularly important to the university: given its history of very limited state support, the university's financial model is based on tuition revenues, and all programs must be self-supporting.¹⁴

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

Name	Appointment Type and Rank	Terminal Degree and Field	Status	Course(s) to be Taught
Kathleen Hogan	Collegiate Faculty, Professor	PhD , Government	Full-time	DCL 600
Raymond Ward	Adjunct Faculty, Professor	PhD, Management	Part-time	ACM 610
Laura Hansen-Brown	Adjunct Faculty, Professor	JD	Part-time	ACM 620
Ericka Harden	Adjunct Faculty, Professor	JD	Part-time	ACM 620
Frank Scheer	Adjunct Faculty, Associate Professor	DBA	Part-time	ACM 630
Freda Powell-Bell	Collegiate Faculty, Professor	PhD , Human Resource Development	Full-time	ACM 640
Lawrence Jordan	Adjunct Faculty,	JD	Part-time	ACM 670

¹⁴ Maryland Higher Education Commission (December 2015), Mission Statement Review:
http://mhec.maryland.gov/institutions_training/Documents/acadaff/2016MissionStatementReview.pdf

	Associate Professor			
--	---------------------	--	--	--

I. Adequacy of Library Resources

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

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

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

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

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

A librarian liaison assigned to each academic department assists faculty with resource identification and other program needs. The Subject Guides area of the library’s Web site at <http://www.umuc.edu/library/libresources/subjects.cfm> provides a listing of resource guides for each

subject area, with each guide containing relevant databases, Web sites, books, and other resources along with technical and citation assistance.

J. Adequacy of Facilities, Infrastructure, and Equipment

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

K. Adequacy of Financial Resources

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

Resources					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue	\$312,300	\$662,076	\$786,996	\$911,916	\$1,036,836
a. # Students	25	53	63	73	83
b. Credit Hour Rate	\$694	\$694	\$694	\$694	\$694
c. Credit Hours per student per year	18	18	18	18	18
d. Total Tuition Revenue (a x b x c)	\$312,300	\$662,076	\$786,996	\$911,916	\$1,036,836
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$312,300	\$662,076	\$786,996	\$911,916	\$1,036,836

Expenditures					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Total Faculty Expenses (b + c below)	\$45,756	\$91,512	\$114,390	\$114,390	\$137,268
a. Total sections taught	6	12	15	15	18

b. Total Salary (Adjunct faculty salary at average of \$7626 per 6-credit course)¹⁵	\$45,756	\$91,512	\$114,390	\$114,390	\$137,268
c. Total Benefits	N/A	N/A	N/A	N/A	N/A
2. Total Administrative Staff Expenses (b + c below)	\$25,300	\$25,300	\$25,300	\$25,300	\$25,300
a. # FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
c. Total Benefits (26.5%)	\$5,300	\$5,300	\$5,300	\$5,300	\$5,300
3. Total Support Staff Expenses (b + c below)	\$12,650	\$12,650	\$12,650	\$12,650	\$12,650
a. # FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
c. Total Benefits (26.5%)	\$2,650	\$2,650	\$2,650	\$2,650	\$2,650
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses (Course development, marketing, overhead)	\$35,000	\$35,000	\$25,000	\$25,000	\$25,000
TOTAL (Add 1 - 7)	\$118,706	\$164,462	\$177,340	\$177,340	\$200,218

L. Adequacy of provisions for evaluation of program

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

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

¹⁵ This field has been modified from #FTE to the total number of program course sections taught per year, consistent with UMUC’s faculty model.

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

- As of Fall 2015, 44% of all undergraduate students and 51% of all graduate students are minority students*.
- Additionally, UMUC enrolls more African American students (14,348) than any other institution in Maryland, including any single one of the four Maryland HBIs. Morgan State University is second with 6,280 African American students¹⁶.
- In Fiscal Year 2016, 41% of bachelor's degrees, 50% of master's degrees, and 39% of doctoral degrees were awarded to minority students*.
- Annually, UMUC awards more degrees to African American students than any other Maryland institution, including the four Maryland HBIs in Maryland.

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

N. Relationship to low productivity programs identified by the Commission

Not applicable.

¹⁶ Source: 2016 MHEC Data Book,
<http://mhec.maryland.gov/publications/Documents/Research/AnnualPublications/2016Databook.pdf>

Appendix A

Course Descriptions

Required Foundation Course

DCL 600 Decisive Thinking, Communicating, and Leading (6)

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

Required Program Courses

ACM 610 Fundamentals of Acquisition Planning and Cost/Price Analysis (6)

Prerequisite: DCL 600. Serve as a contract manager and explore three major segments of the acquisition process—acquisition planning, acquisition management, and contract pricing—through pre-award, negotiation preparation, and post-award stages. Complete an acquisition plan using quantitative techniques to quantify and facilitate decision. Apply various cost analysis techniques and quantitative tools to evaluate a contractor's cost proposal and develop a negotiation range and objective.

ACM 620 Sourcing Decisions and Legal Considerations in Contracting (6)

Prerequisite: ACM 610. Serve as a contract manager and apply legal, administrative, and ethical requirements and principles to procurement and contract management. Explore a broad array of legal issues applicable to acquisition as well as the Federal Acquisition Regulation and the American Bar Association model procurement code for state and local government.

ACM 630 Strategic Supplier Relations in Sustainable Supply Environments (6)

Prerequisite: ACM 620. Serve as an acquisitions manager and acquire techniques, methodologies, and strategies designed to enhance organizational procurement and acquisition efficiency and manage supply chain issues. Explore integrated supply chains, including the integration of information, supplies, and materials flows across multiple supply chain channels; the role of information systems and technology in supply chain management; e-commerce strategies; and the development and maintenance of supply chain partnerships and other relationships.

ACM 640 Performance-Based Logistics and Asset Management (6)

Prerequisite: ACM 630. Serve as an acquisitions manager and explore logistical issues, techniques, methodologies, and strategies designed to enhance organizational efficiency with the acquisition life-cycle. Apply specific concepts including the total cost approach to logistics, planning and implementation, systems relationships and integration, and demand forecasting to solve logistical and asset management issues that arise within the acquisition life-cycle.

ACM 670 Capstone: Acquisitions Continuous Improvement and Sustainment Management (6)

Prerequisite: ACM 640. Assume the role of an executive manager and create an acquisitions and contract management business continuity and disaster management plan. Make executive-level decisions to ensure adherence to all rules and regulations surrounding these areas. Develop long-term strategic plans for maintaining operations, reducing costs, evaluating supplier portfolios, and developing sustainable supply chains within the acquisition life-cycle. Practice ethical decision-making and negotiation techniques in analyzing cases containing detailed cost and pricing data.

Appendix B



90.2.1.001
 cc: LEL
 Bob S.

Robert L. Ehrlich, Jr.
 Governor
 Michael S. Steele
 Lt. Governor
 John J. Oliver, Jr.
 Chairman
 Calvin W. Burnett
 Secretary of Higher Education

MEMORANDUM

DATE: January 6, 2005
 TO: Dr. Nicholas H. Allen
 Provost and Chief Academic Officer, UMUC
 FROM: Michael J. Kiphart, Ph.D. *MAK*
 Assistant Secretary for Planning and Academic Affairs
 SUBJECT: UMUC Waiver of Full-Time Faculty and Library/Learning Resources Center

Office of the Provost
 UMUC
 JAN 10 2005

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

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

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

MJK:aaw
 Enclosures

cc: as filed

Forwarded Memorandum for appropriate action via Conn. n ED Policy

April 23, 1996

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

RECEIVED
APR 30 1996
By VCAA

Parris N. Glendening
Governor
Edward O. Clarke, Jr.
Chairman
Patricia S. Florestano
Secretary of
Higher Education

RECEIVED

APR 29 1996
OFFICE OF THE CHANCELLOR
THE UNIVERSITY OF MARYLAND
SYSTEM

Dear Mr. Billingsley:

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

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

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

Sincerely,
Edward O. Clarke, Jr.
Edward O. Clarke, Jr.
Chairman

EOC:PSF:JAS:ds

Enclosures

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