UNIVERSITY OF MARYLAND EASTERN SHORE
Office of the President

July 28, 2020

Dr. James D. Fielder, Jr.
Secretary
Maryland Higher Education Commission
6 North Liberty Street, 10th Floor
Baltimore, MD 21201

Dear Secretary Fielder:

The University of Maryland Eastern Shore (UMES) seeks your approval to offer a new Bachelor of Arts (B.A.) program in Digital Media Studies.

As discussed in the proposal, persons of color continue to be poorly represented in many segments of the media industry nationwide. As a historically black university with a diverse student body, UMES hopes to afford underrepresented students an opportunity to pursue a structured yet dynamic educational program that focuses on the media and entertainment industry while also supporting this very industry with a well-qualified, diverse pool of applicants who can participate at the highest level of decision making within global media companies.

The proposed B.A. in Digital Media Studies will position UMES well to expand the knowledge and training of professionals who serve an ever-changing industry and supports our goal to offer academic programs that prepare graduates who can address challenges on the Eastern Shore, the state, the nation, and the world.

Students who pursue the proposed undergraduate program in Digital Media Studies will complete a total of 120 credit hours, including 42 credit hours of core courses, 18 credit hours of digital media electives, and six credits of a foreign language.

The proposal was approved by each individual and shared governance body in our internal curriculum review process. I, too, endorse this proposal and am pleased to submit it to you for approval.

Thank you for your consideration of this request.

Sincerely,

Heidi M. Anderson, PhD, FAPhA
President

Copy: Dr. Nancy S. Niemi, Provost and Vice President for Academic Affairs
        Dr. Latasha Wade, Vice Provost and MSCHE Accreditation Liaison Officer
        Dr. Marshall F. Stevenson, Jr., Dean, School of Education, Social Sciences, and The Arts

Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	

Each <u>action</u> below requires a separate proposal and cover sheet.

New Academic Program	Substantial Change to a Degree Program
New Area of Concentration	Substantial Change to an Area of Concentration
New Degree Level Approval	Substantial Change to a Certificate Program
New Stand-Alone Certificate	Cooperative Degree Program
Off Campus Program	Offer Program at Regional Higher Education Center

Payment Submitted:	Yes / No	Payment Type:	R*STARS / Check	Payment Amount:		Date Submitted:
Department Proposing Program						
Degree Level and Degree Type						
Title of Proposed Program						
Total Number of Credits						
Suggested Codes	HEGIS:			CIP:		
Program Modality	On-campus			Distance Education (*fully online*)		
Program Resources	Using Existing Resources			Requiring New Resources		
Projected Implementation Date	Fall	Spring		Summer	Year:	
Provide Link to Most Recent Academic Catalog	URL:					

Preferred Contact for this Proposal	Name:
	Title:
	Phone:
	Email:

President/Chief Executive	Type Name:
	Signature: _____ Date:
	Date of Approval/Endorsement by Governing Board:

Revised 4/2020

A. Centrality to Institutional Mission and Planning Priorities

   a) Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

The University of Maryland Eastern Shore (UMES) Bachelor of Arts degree in Digital Media Studies (DMST), proposed to begin in the fall semester of 2021, is designed to provide our students with the critical knowledge and skills necessary to gain employment and to advance to leadership positions in an industry that is in the midst of a complete upheaval of traditional business models, production methods, and distribution platforms as a result of society's rapid transition to digital, multi-screen, mobile media delivery systems.

The curriculum will yield ethical professionals who are strong writers and articulate speakers. In addition, our program will directly target new and emerging media technologies. Students will explore the digital integration of information and entertainment as traditional media business models are rendered obsolete and the industry adapts to a global marketplace.

The undergraduate DMST degree, under the auspices of the UMES Department of English and Modern Languages, is a logical culmination of what was originally called the "telecommunications" curriculum, which has been offered within the department for several decades and currently is offered as a Digital Media minor.

The program, as described, is in keeping with the University's mandate as a land-grant university to provide economic development and workforce support for business and industry in our state, our region and beyond. Moreover, the program would provide direct support of UMES's unique mission as a Historically Black University—and the University System of Maryland's commitment to opportunity for all residents—by providing opportunities for students of color, a population segment sorely missing from the ranks of media industry decision makers.

> *The University of Maryland Eastern Shore (UMES), the state's historically black 1890 land-grant institution, has its purpose and uniqueness grounded in distinctive learning, discovery and engagement opportunities in the arts and sciences, education, technology, engineering, agriculture, business and health professions. UMES is a student-centered, doctoral research degree-granting university known for its nationally accredited undergraduate and graduate programs, applied research, and highly valued graduates. UMES provides individuals, including first generation college students, access to a holistic learning environment that fosters multicultural diversity, academic success, and intellectual and social growth. UMES prepares graduates to address challenges in a global knowledge-based economy, while maintaining its commitment to meeting the workforce and economic development needs of the Eastern Shore, the state, the nation and the world.*
> ***(https://www.umes.edu/About/Pages/Mission/)***
>
> *With the strong support of the University System of Maryland Board of Regents, Administration, and the faculty, UMES has developed an academic program perhaps more impressive than any other higher education institution of its size in the East. Within the last decade, UMES has added 22 degree-granting programs to its academic roster. Graduates of these programs secure positions throughout the global community. However, many graduates often choose to remain on the Delmarva Peninsula, procuring careers in their areas of professional study to benefit the region, particularly the Lower Eastern Shore.* ***(University Of Maryland Eastern Shore 2019-2020 Undergraduate Catalog)***

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

This proposed degree program supports the following goal from the University System of Maryland's "The USM through 2020: A Renewed Vision for Powering Maryland Forward" which is echoed in the UMES 2018-2020 Strategic Plan:

> ***USM 2020 Strategic Plan Update Goal I:***
> *USM academic programs will respond to meet the changing educational and leadership needs of our state, our nation, and a growing and increasingly diverse undergraduate and graduate student population.*
>
> ***UMES 2018-2020 Strategic Plan Goal III****:*
> *Become a leading USM partner in research, innovation, and economic competitiveness.*
> - *Sub-goal 3.2: Align academic program, educational centers and enterprises, and co-curricular activities with workforce development needs.*

In the UMES 2018-2020 Strategic Plan, one of the action steps for subgoal 3.2 is to "identify areas for program growth...through ongoing program review..." The proposed undergraduate degree program in DMST has been identified by faculty and university leadership as a viable option to support future program growth at UMES.

    c) Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation.

Because the Digital Media minor currently exists, is housed in a state-of-the-art, state-funded facility, and has dedicated faculty and staff, the typical resource issues associated with the creation of a new degree program are not as onerous as one might presume.

The current coordinator of the minor, three existing staff positions, and a part-time administrative assistant are currently funded through an existing federal Title III grant on which we would continue to rely through a five year transition from Digital Media minor to DMST major.

In addition, the Department of English and Modern Languages submits this proposal at a time that coincides with the retirement/departure of several faculty members. That provides a unique opportunity to reallocate current (or soon-to-be) faculty openings to the envisioned expansion of media faculty.

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

- **Ongoing administrative, financial, and technical support of the proposed program**
- **Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.**

The university's commitment to the program's faculty, staff and curriculum—and the students who seek a digital media degree—is evidenced by its decades of support for its existing Digital Media, nee Telecommunications, minor program which continues as this proposal is considered.

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:**

   - **The need for the advancement and evolution of knowledge**
   - **Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education**
   - **The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs**

For more than two decades, UMES students who sought media related careers have earned an English degree augmented by the department's telecommunication courses. The interest in those courses demonstrated student demand and eventually resulted in our current Digital Media minor.

Term	Students Who Graduated w/DMST Minor
Spring 2020	3
Spring 2019	5
Spring 2018	6
Fall 2017	1
Spring 2017	7
Fall 2016	4

Since the minor primarily serves students who are English majors by default rather than choice, we have periodically surveyed groups of English majors (typically, though not always, freshmen enrolled in the department's First Year Experience course) to determine if they would have selected a DMST major had it been available. A sample of those results show a significant portion of those surveyed consistently say they would have selected a media related major instead of the English degree if it existed.

Term	Surveyed	Yes, I'd Change My Major	No, I'd Stay w/English
Fall 2017	9	6	3
Fall 2015	9	8	1
Spring 2015	35	24	11
Fall 2014	16	8	8

Beyond the English department, other UMES students have also demonstrated demand. Students from a variety of programs, including Engineering, Human Ecology and Hospitality, have also earned the DMST minor.

Term	Total Enrolled DMST Minors	Non-English Majors w/DMST minor
Fall 2020	14	5
Fall 2019	17	7
Fall 2018	26	6
Fall 2017	29	6
Fall 2016	38	6

Moving from an 18-credit minor to the proposed DMST degree with 60 major-specific credits would expand and advance the applicable knowledge base of our students, tackling in greater scope and detail the issues most pertinent in the industry today. That broader understanding will elevate our students' employment prospects.

We know, and discuss in greater detail in Section C of this proposal, that the industry (and society as a whole) would benefit from including a more diverse group of decision makers. The impact of well-prepared HBCU graduates cannot be underestimated.

The local and regional need for those graduates, for purposes of this proposal, might best be demonstrated by comments from current and former members of the department's local media advisory board.

Greg Bassett, Editor & General Manager, Salisbury Independent:
"An academic program designed to build not just digital-able reporters, but people with potential skills to help lead future changes, would be an asset to my community and profession."

Michael Killian, Former Editor, The Daily Times:
"Educating diverse young people and preparing them for successful careers – which are becoming ever more digital with each passing year – is a critical need for our industry and for our country."

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

This program, like the other programs at our institution, will advance the primary goal of the 2017-2021 Maryland State Plan for Postsecondary Education as it relates to both access and affordability.

It is our belief that as a Historically Black University and an 1890 Land-Grant Institution, the UMES mission has been, since its inception, clearly aligned with the state's **Goal 1** which seeks to "ensure equitable access to affordable and quality postsecondary education for all Maryland residents."

That traditional HBCU/1890 Land Grant mission to provide opportunity to disadvantaged populations includes those who are the first in their family to seek a college degree. While affordability is a critical concern for all, for first-generation college students it may be the single most important factor in determining whether or not an undergraduate degree is attainable. Using the 2019 cost per-undergraduate-credit-hour as a comparable metric, at $220 UMES was nearly the least expensive institution in the University System of Maryland (only Coppin State University and St. Mary's College of Maryland had a lower cost per-undergraduate-credit-hour rate), and UMES was well below the state average of $292.

Access to a quality media related degree, for a disadvantaged population, may also require significant support services. UMES is well prepared to offer a wide variety of those services through its Center for Access and Academic Success. Its programs are designed to promote holistic academic and personal student development.

C. **Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:**

- **Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.**

- **Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.**
- **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.**
- **Provide data showing the current and projected supply of prospective graduates.**

Digital media is a broad career field which encompasses nearly every aspect of entertainment and information creation and consumption. Because all segments of the industry are highly competitive, our graduates are most likely to begin their careers in entry level positions.

Their job prospects—and potential advancement—bridge a variety of fields which may be best illustrated by the widely varying occupations of students who have earned our current Digital Media minor or were enrolled in the Telecommunications program that preceded it. The University is proud to note that its alumni include a programming specialist at the Oprah Winfrey Network, a journalist who serves as a producer at the "Early Today" show, and a videographer at C-SPAN, a national cable network. We also have trained students who are employed in public relations, marketing, and as both on-air personalities and production crew members for local and/or regional radio and television stations.

Beyond our anecdotal success stories, the occupational employment projections, as compiled by the U.S. Bureau of Labor Statistics, indicate by 2028 communication/media related jobs will have grown nationwide by approximately 4%. The Bureau predicts that the growth will result in about 27,600 new jobs and that demand for media and communication occupations is expected to arise from the need to create, edit, translate, and disseminate information through a variety of different platforms, primarily in the new and emerging technologies addressed by this degree proposal. Nationally, the Bureau notes the median annual wage for media and communication occupations was $57,530 in May 2018, which was higher than the median annual wage for all occupations of $38,640.

In late 2015, Broadcasting and Cable magazine, a trusted industry trade publication, made this prediction: "by some estimates, 15-20 billion IP connected, video-capable devices will be in use in the next five years. This influx exerts enormous pressure on media companies to rapidly evolve traditional broadcast facilities in support of an infinitely more complex multiscreen world." That projection proved prescient; we believe our graduates will be poised to assist in this dramatic, ongoing transformation.

Media job growth data in Maryland is even more optimistic than the national figures presented from the U.S. Bureau of Labor Statistics. The following chart represents a sample of occupational projections for a variety of media related jobs from the Maryland Department of Labor through 2026.

Occupation	#of Jobs-2016	#of Jobs-2026	% of Growth
Advertising/Marketing/PR managers	10,372	11,070	6.73
Arts/Design/Entertainment/Sports/Media	41,802	46,565	11.39
Broadcast News Analysts	107	117	9.35
Camera Operators TV/Video/Film	74	78	5.41
Public Relations Specialists	3,788	4,046	6.81

In addition to providing individuals who will be ready to fill these positions, our mission and identity as a university that is committed to providing high quality programs in an ethnically diverse environment will produce graduates who, over time, will be qualified to join the ranks of local, regional and national media management where persons of color are poorly represented.

While the Twitter hashtag #OscarsSoWhite in 2015 provided a glaring anecdotal example of the public's desire to have its entertainment and information sources reflect a more diverse community, the hashtag's creator, April Reign, authored a Vanity Fair magazine article in 2018 to alert the publication's readers "there's still work to be done to get Hollywood to realize diversity sells."

In fact, people of color continue to be poorly represented in many segments of the media industry nationwide, as evidenced by a variety of measures. We provide a sample of those measures:

- A survey of broadcast newsrooms, conducted in 2018 by Hofstra University in partnership with the Radio and Television Digital News Association, demonstrates that despite the minority population in the U.S. rising 12.4 % in the last 28 years, the minority workforce in TV news is up just 7%.

- Studies conducted in 2019 by Women in Cable Telecommunications and the National Association for Multi-Ethnicity in Communication indicate "if current workforce dynamics persist, the representation of people of color at the manager level and above is expected to remain flat over the next ten years."

- Another sobering statistic was offered by the National Association of Black Journalists in its most recent Diversity Census: "people of color own less than 8% of all commercial radio stations and just more than 3% of all commercial television stations."

Our efforts to produce 5-10 graduates each year, who are well-versed in the future of the industry and well-prepared, over time, to participate at the highest level of decision making in global media companies, have the potential to change these numbers.

D. Reasonableness of Program Duplication:

- **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.**
- **Provide justification for the proposed program.**

Nearly every college or university nationwide (including those in Maryland, as evidenced by a sampling contained in the following table) offers undergraduate communication/media degree programs which are likely to include some quantity of digital media courses.

Institution	Degree Type	Program Title
Bowie State University	B.S.	Visual Communication & Digital Media Arts
Frostburg State University	B.S.	Mass Communication
Goucher College	B.A.	Communication & Media Studies
Morgan State University	B.S.	Multiplatform Production
Notre Dame of Maryland University	B.A.	Digital Media Arts
Salisbury University	B.A.	Communication
Towson University	B.A./B.S.	Electronic Media and Film
University of Baltimore	B.A.	Digital Communication
University of MD Baltimore County	B.A.	Media & Communications Studies
University of MD College Park	B.A.	Communication Studies
Washington College	B.A.	Communications & Media Studies

A bit of historical context may be helpful to understand why UMES has not offered a bachelor's degree in media or communications to date, as nearly every other institution in the Maryland system does. In an effort to avoid unnecessary program duplication in the 1970s, when media related degrees were considered "specialty programs," UMES deferred to its neighboring institution, what was then, Salisbury State College.

In the decades that followed, media related programs became standard fare at institutions in Maryland and across the country. In order to meet the growing demand by students who chose to attend UMES because they preferred a rural location, because the costs were affordable or simply because they desired the HBCU experience—but still envisioned a media career—our institution created the "telecommunications" coursework which eventually resulted in what is now known as our Digital Media minor.

We believe this program proposal would not adversely affect Maryland institutions which may offer similar coursework and/or degrees. We offer as evidence the Digital Media minor which has co-existed alongside the other ongoing Maryland communication and/or media programs without negative impact to date and which has already received significant state support through the construction of a multi-million dollar production facility housed in the UMES Engineering and Aviation Sciences Complex.

Some of the English majors enrolled in the institution's Digital Media minor worry, in a highly competitive industry, their employment prospects will suffer because they lack the official bachelor's credential in a media-related degree program. For those students, we view this proposal, in some ways, as a potential retention tool.

A digital media degree program at UMES also provides a cooperative opportunity on Maryland's Eastern Shore. Wor-Wic Community College has created a Digital Media certificate program which we believe, with an appropriate articulation agreement, could provide the opportunity for those who earn the Wor-Wic certificate to continue their education at UMES.

E. Relevance to High-demand programs at Historically Black Institutions (HBI's)

- **Discuss the program's potential impact on the implementation or maintenance of high demand programs at HBI's**

As previously stated in section D, the UMES Digital Media minor has co-existed with other communication programs in the state for years, including those at Bowie State University and Morgan State University. We do not envision significant impact on other HBIs with communication programs in Maryland.

F. Relevance to the identity of Historically Black Institutions (HBI's)

- **Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBI's.**

The core mission of UMES and, by extension, its Department of English and Modern Languages, is to provide opportunities and advancement for people of color, particularly first generation students who otherwise might not have a chance to attend college. The addition of a media-specific degree program at UMES will enhance the job prospects and earning potential of students who graduate from UMES with an undergraduate degree in DMST. It also affords the industry a well-qualified, diverse pool of applicants it purports to desire.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

The Department of English and Modern Language curriculum committee and its department chair carefully considered a broad range of subject matter to determine what would be most appropriate to meet the program's objective of preparing our graduates to become strategic decision makers in a rapidly changing media landscape. The proposal, as envisioned, will provide instruction designed to yield ethical professionals who are strong writers and articulate speakers and will maintain certain core components of the current English degree program which emphasize writing, speaking and critical thinking.

To fulfill the needs of the proposed Digital Media curriculum, the department envisions one full-time, 12-month program coordinator and, over time, four full-time faculty members whose course load will include DMST courses and, as appropriate given their credentials, potentially some English courses as well.

The program coordinator will report to the chair of the Department of English and Modern Languages. The dues of the program coordinator will include supervision of interns, academic advising for all DMST majors, liaison to student media organizations, and a limited teaching load. We expect specialists to have expertise in the following areas: journalism/public relations/social media, film/video and audio production, and graphic/web design and animation. While terminal degree holders are desirable, practical industry experience will be equally valued.

The current Digital Media minor curriculum—particularly in courses such as Television Production and Programming, Radio Production and Programming, Interviewing, and Broadcast Performance—has been successfully augmented by the employment of a pool of experienced career professionals. It is the department's intention to continue to utilize the services of media professionals in similar digital media courses, not as a cost savings measure, but because of the added value students receive from their "real world" experience and their extensive network of industry contacts. Since there are already department resources dedicated to those professionals in the existing digital media minor, it is anticipated that no additional adjunct funding will be required.

When adjuncts are needed for their professional industry experience, the department will seek those who hold graduate degrees. An exception may be considered when there is significant professional experience in a specific area of expertise.

Because there is overlap in the proposed DMST curriculum and the existing Digital Media minor, not all personnel would be new hires. There are currently two full-time lecturers in the Department of English and Modern Languages whose course load is exclusively media related, one of whom is a 12-month employee who serves as coordinator of the current digital media minor. Both are currently envisioned as full-time members of the digital media degree program.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

The DMST program objectives are:

- Students will understand the social, political, economic, and historical influences that affect the production and consumption of media

- Students will appropriately apply a working vocabulary of industry related terms
- Students will develop basic media literacy skills to improve critical analysis of content to determine credibility and relevance
- Students will create clear, powerful messaging using logical and effective organization
- Students will master and utilize a variety of technological tools for effective content creation

At the conclusion of this program, students will be viable candidates for entry-level media positions as a result of their academic experience. Their skills and knowledge will be demonstrated through a variety of work product samples compiled in a portfolio or "demo reel" which, depending on the industry segment being pursued, might include blog posts, graphic production elements, edited videos, podcasts, writing samples, etc.

In order to achieve those outcomes, the program includes a core curriculum of required courses includes 14 specific classes, totaling 42 credits. The range of subject matter explored will build a strong foundation of industry understanding and a cross section of practical skills.

To fully utilize the recent state investment of nearly $3 million in the English department's digital media studios and field technology, housed in the new Engineering and Aviation Sciences Complex, emphasis will be placed on hands-on instruction and experiential learning through applicable field activities.

The broad range of topics explored in the degree's required courses will spark specific career goals for upper-class students who will then pursue six additional courses (18 credits) as Digital Media electives.

Because digital media is a global industry which transcends geographical boundaries, graduates of our program will also be required to successfully complete six supporting credits in one foreign language selected from the department's current and proposed offerings of Spanish, French, Arabic, Chinese, Portuguese, Japanese and Hindi.

3. **Explain how the institution will:**
   - **provide for assessment of student achievement of learning outcomes in the program**
   - **document student achievement of learning outcomes in the program**

UMES follows SLOAP (student learning outcomes assessment process) where assessment of student learning outcomes is conducted annually by every academic department, including DEML. Assessment reports are submitted each year to the Office of Institutional Research, Planning, and Assessment for feedback and record-keeping. DEML uses the assessment results to improve and enhance the pedagogical strategies, student engagement, and student learning. DEML intends to use a number of direct assessment methods, including graphic design projects, video projects, podcasts, mock interviews, oral presentations, exams, quizzes, and written assignments.

4. **Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements**

<u>**Bachelor of Arts in Digital Media Studies**</u>
Required courses:

DMST 200	Media in Today's Society
DMST 210	Writing for Public Communication
DMST 220	Introduction to Computer Graphics
DMST 230	Elements of Cinema
DMST 300	Understanding Audio

DMST 310	Fundamentals of Studio Production
DMST 320	Fundamentals of Field Production
DMST 330	Communication Ethics
DMST 340	Social Media Communication
DMST 350	Journalism
DMST 420	Media Law
ENGL 218	Approaches to Grammar
ENGL 330	Advanced Public Speaking
ENGL 324	Literature and Film

DMST Electives:

DMST 240	Essentials of Interviewing
DMST 250	Principles of Public Relations
DMST 360	Global Media
DMST 370	Documentary Production
DMST 380	Designing Digital Communication
DMST 390	Digital Story Telling
DMST 400	Cultural Criticism
DMST 410	Digital Animation
DMST 430	Special Topics in Cinema
DMST 440	African American Cinema
DMST 450	Screenwriting
DMST 460	Student Media Practicum
DMST 472	Internship
DMST 499	Independent Study

Digital Media Studies Course Descriptions

DMST 200 Media in Today's Society   Credits 3
This course examines the effects of digital media and mass communication on American culture. Students will examine communication theories, historical and contemporary research, the mass media industries, laws and regulations, and the effects of media on society. Prerequisites: ENGL 101 and 102

DMST 210 Writing for Public Communication   Credits 3
This interactive course will stress the communication fundamentals of clarity, concision, and cohesion. Students will learn to target their market, sharpen their message, and structure and shape their communication for maximum impact. While refreshing their knowledge of mechanics (grammar, punctuation), students will progress through a series of assignments, both individual and group, that they can tailor toward a focus on multiplatform communication for various professions—including public relations, marketing, journalism, and other careers in strategic communication. Prerequisites: ENGL 101 and 102

DMST 220 Introduction to Computer Graphics   Credits 3
This class is an introductory level course in commercial computer generated graphic design, illustration, desktop publication, and web design. Through a "hands-on" studio approach, the student will develop a basic knowledge of the various application programs of desktop publication and illustration. Prerequisites: ENGL 101 and 102

DMST 230 Elements of Cinema   Credits 3
This course offers a broad textual, technical and cultural understanding of American cinema. Students will watch and analyze full movies and movie clips, read comprehensive introductory texts, and view video tutorials about techniques of filmmaking. Students will develop a vocabulary and analytical skills that will allow them to discuss a film within textual, technical and cultural contexts. Prerequisites: ENGL 101 and 102

DMST 240 Essentials of Interviewing   Credits 3
This course is a study of methods used to prepare for and conduct interviews for articles in print, broadcast, cable and online media. Emphasis is placed on ways to structure a set of questions to elicit information and conduct an effective interview. Prerequisite: DMST 210

DMST 250 Principles of Public Relations   Credits 3
This course will prepare professional communicators, armed with the appropriate skills, to assess, react and respond to the pace of the 24 hour news cycle. It will cover the history and development of the field of PR as a profession; strategic management; research; professionalism and ethical issues; communication theories; strategies and tactics; global trends and discussions on the future of the profession. Prerequisite: DMST 210

DMST 300 Understanding Audio   Credits 3
This course will provide the student with a basic understanding of audio production equipment, a familiarity with broadcast radio, and an awareness of the importance of audio in other media. Goals will be achieved through classroom lecture, discussion, and the creation of various types of audio production. Prerequisite: DMST 200

DMST 310 Fundamentals of Studio Production   Credits 3
This courses familiarizes students with the basic techniques of television studio production, including producing, writing, directing and electronic graphics creation. Prerequisite: DMST 220 and DMST 300

DMST 320 Fundamentals of Field Production   Credits 3
This course will introduce students to the techniques and technology of single camera electronic news gathering and electronic field production, covering everything from creative and technical recording and editing techniques to copyright issues. Prerequisite**:** DMST 310

DMST 330 Communication Ethics   Credits 3
This course is designed to provide an overview of theoretical approaches to ethical dilemmas. Foundational ethical theory will be explored and used to analyze, discuss and evaluate modern ethical dilemmas presented in the form of case studies. Through analyzing these historical and cultural examples, students will build a foundational ethical framework for making decisions and recommendations in the workplace. Prerequisite: DMST 200

DMST 340 Social Media Communication   Credits 3
This course will explore the rise and growth of social media as a 21st century communication practice. Students will study the advances that led to the creation of social media and, just as importantly, examine how the use of social media fed its growth. Students will develop social media communication plans and practice digital communication skills using online tools such as Facebook, Twitter, LinkedIn, Instagram, YouTube, Pinterest, and Tumblr. Prerequisite: DMST 200 and 210

DMST 350 Journalism   Credits 3
This is a writing-intensive course designed to introduce students to the process of gathering news for publication. Specific attention will be paid to the differences in writing styles depending on audience and delivery platform. Prerequisite**:** DMST 210

DMST 360 Global Media   Credits 3
In this course, students take an interdisciplinary and critical approach to this growing field, understanding how creativity, media and communication are produced and consumed, seeing how they are implicated in political and social change, and how media businesses are shaping our world. Prerequisite: DMST 200

DMST 370 Documentary Production   Credits 3
This class is an examination of documentary film/video production. Through a "hands-on" studio approach, the student will develop knowledge of the production of documentary film/video and the use of the video/audio equipment as well as the use of editing software. Prerequisites: DMST 210 and 320

DMST 380 Designing Digital Communication   Credits 3
This course is an introduction to commercial computer generated design applicable to traditional print media and digital interactive web layout and design. Through a "hands-on" studio approach, the student will develop further knowledge of the various application programs. Prerequisite: DMST 220

DMST 390 Digital Story Telling   Credits 3
This course explores the production of news for multimedia. Students will learn to create relevant content for a target audience by building proficiencies in story conception, interviewing, videography, writing, use of graphics and interactive elements, and non-linear editing. Through effective teamwork, students will create multiple projects utilizing skills and equipment designed to prepare them for employment in multimedia journalism and/or public relations. Prerequisites: DMST 320 and 350

DMST 400 Cultural Criticism   Credits 3
This course is designed to introduce college students to looking at elements of culture through a critical lens. Students will evaluate news media, cycled stories, and ideology as presented through media venues and how they are disseminated and perceived by the culture at large. This course will also explore how to analyze, write, and critique the issues examined by producing op-ed pieces and critical commentary. Students will examine a variety of techniques and strategies to enhance their writing and critical thinking skills. Prerequisite: DMST 210

DMST 410 Digital Animation   Credits 3
This class is an introduction to commercial computer generated animation. Through a "hands-on" studio approach, the student will develop a basic knowledge of the various application programs used to create digital animation. Prerequisite: DMST 220

DMST 420 Media Law   Credits 3
This course is designed to introduce students to the numerous legal issues presented in media careers. It includes a broad understanding of libel, copyright, advertising regulation and First Amendment protections across traditional and emerging media platforms. Through this course, students will be introduced to legal reasoning and analysis. They will also become familiar with the regulatory process of the Federal Communications Commission. Prerequisite: DMST 330

DMST 430 Special Topics in Cinema   Credits 3
The course is an in-depth examination of some particular aspect of film and filmmaking. In any given semester, the course may concentrate on, but by no means be limited to, such diverse topics as film genre, the work of a particular director or auteur, or literature to film adaptations. Prerequisite: DMST 230

DMST 440 African American Cinema   Credits 3
This course critically examines the history, culture, politics, concepts and issues related to the African American film experience. While focusing on representations of African American life, culture and politics as

reflected in mainstream and independent cinema, students will review the manner in which African Americans have participated in the film experience including (but not limited to) the processes of writing, directing, acting, producing, critiquing, and, as audience members, consuming. Students will be introduced to several theories of film and race by studying the construction and meaning of African American cinema from the past and present, and the political significance of African American images in popular culture. Prerequisite: DMST 230

DMST 450 Screenwriting   Credits 3
This course is an introduction to and overview of the elements of theme, plot, character, and dialogue in dramatic writing. Emphasis is placed on telling a story in terms of action and the reality of characters. The difference between the literary and visual medium is explored through individual writing projects and group analysis. Development of synopsis, treatment and drafts for a short theatrical screenplay: theme, plot, character, mise-en-scene and utilization of cinematic elements. Prerequisites: ENGL 207 and 324

DMST 460 Student Media Practicum   Credits 1 (Repeatable 4x)
This course provides hands-on experience to students who seek to practice their classroom acquired media skills in a variety of applications including, but not limited to, managing campus media organizations, assisting with University publications, and/or serving as video crew to the department's production coordinator. This is a one credit course which may be repeated for a total not to exceed four credits. Prerequisites**:** Instructor permission and a minimum cumulative GPA of 2.7

DMST 472 Internship   Credits Up to 12
This course is designed to provide experiential learning for students who seek careers in media related fields. It offers a unique opportunity to gather onsite career-related experience and apply information previously gathered in the classroom setting. Credit is awarded in three credit increments (3, 6, 9 or 12) and may be repeated for a total of twelve credits. Prerequisites: Instructor permission, successful completion of at least 56 prior credit hours, and a minimum cumulative GPA of 2.7

DMST 499 Independent Study   Credits 3
This course is designed to allow digital media students to explore a research topic of their own choosing. Students will create their own research proposal, an annotated bibliography, and a presentation based on their findings. Students will examine a variety of techniques and strategies to enhance their writing, critical thinking, and presentation skills. Prerequisite: Instructor Permission

To summarize, students who earn a Digital Media degree will complete 41 general education credits, 42 credits of core curriculum required classes, 18 credits in DMST electives, six credits of foreign language study and 13 free elective credits for a total of 120 credits.

5. **Discuss how general education requirements will be met, if applicable.**

All DMST students will complete 41 General Education credits in the following categories:

- Curriculum Area I: Arts and Humanities -9 credit hours (including ENGL 207, Creative Writing, and ENGL 203, Fundamentals of Contemporary Speech)
- Curriculum Area II: Social and Behavioral Sciences-6 credit hours
- Curriculum Area III: Biological and Physical Sciences-7 credit hours (including one lab)
- Curriculum Area IV: Mathematics-3 credit hours
- Curriculum Area V: English Composition-9 credit hours
- Curriculum Area VI: Emerging Issues-7 credit hours (including EDTE 111, Technology and Society, and a newly created DMST 490, Senior Capstone)

6. **Identify any specialized accreditation or graduate certification requirements for this program and its students.**

There is no accrediting agency for this program.

7. **If contracting with another institution or non-collegiate organization, provide a copy of the written contract.**

There are 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.**

Upon approval of the program, the curriculum, course, and degree requirements will be clearly, completely, and accurately published in the undergraduate academic catalog, on the Department of English and Modern Languages website, on the Division of Academic Affairs website, on the undergraduate Admissions application, and all marketing/promotional material for the proposed program. In addition, the aforementioned sources will also provide students with information regarding financial aid resources, cost and payment policies, professional organizations, matriculation requirements, expectations of student performance, academic appeal policies, and procedures related to student retention and dismissal.

Technology information and support is offered to all students through the UMES Center for Instructional Technology and Online Learning (CITOL) as well as the Office of Information Technology. In addition, digital media technology specific to the major will be supported by the department's technical staff who currently support the facilities of the Digital Media minor.

Academic support services, beyond those offered by department faculty in publicly posted office hours, are provided through the UMES Center for Access and Academic Success and online through specific academic software programs. Students are also offered peer tutor support in the university's writing center.

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 program will be clearly and accurately represented in as-yet-to-be-developed advertising, recruiting, and admissions materials.

H. Adequacy of Articulation

1. **If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.**

Absent approval of the proposal, no articulation agreements have been created, but nearby Wor-Wic Community College's newly instituted Digital Media certificate program appears to be an ideal candidate for a future partnership.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

1. **Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faulty member will teach in the proposed program.**

There are two full-time faculty members responsible for a majority of the current Digital Media minor courses offered by the department. They would be expected to continue as full-time faculty in a Digital Media major.

The current coordinator of the minor, Marilyn Buerkle, is an experienced broadcast journalist who spent nearly 30 years in the television industry before joining the UMES faculty. She has experience on-air locally and in Washington D.C. at a national cable network. The newsroom she supervised received three prestigious, national Edward R. Murrow awards from the Radio and Television Digital News Association. Her last private sector position was as station manager of the local CBS-affiliated television station; that provides UMES students with unique entrée to pursue highly valued local internships and entry-level employment. Ms. Buerkle is currently responsible for supervision of the department's interns and oversight of the student-managed online radio station and student video crew. She also has certain public relations responsibilities through the production of regular publications for the English department and the School of Education, Social Sciences, and The Arts. She holds a bachelor degree in Speech Communications from Edinboro University of Pennsylvania and a master of arts in Journalism/Public Affairs from American University.

Joseph Davis, who holds a bachelor degree in Music Education from Henderson State University and two master's degrees in music from Memphis State University, earned his M.F.A. in Art at Towson University where he specialized in interactive media. He has more than 20 years of teaching experience at UMES in a variety of media related courses including Computer Graphics I and II, Introduction to Film, Studies in Film, Aesthetics of TV and Film, and Principles of Photojournalism. His digital image collages have been featured in various publications of Hemlock Books Ltd. of London.

In addition to those two faculty members who would simply transition from coursework in the digital media minor to the DMST major, there are several fulltime English faculty members whose credentials currently enable them to augment the media faculty for specific courses in their expertise on a periodic, continuing rotation.

The English department is also about to begin the process of filling an existing opening with an additional fulltime digital media faculty member which, when accomplished, will require an adjustment of the faculty responsibilities outlined below.

Name	Degree	Field	Appt. Type	Appt. Status	Title/Rank	Potential Courses
Buerkle, M.	MA	Journalism & Management	Non-tenure	FT/12 month	Lecturer	DMST 200, 350, 460, 472, 490, 499
Cooledge, D.	PhD	Literature, Cinema Studies & Production	Tenured	FT/12 month	Assoc. Prof.	ENGL 324, DMST 440, 450

Davis, J.	MFA	Graphic Design, Video Production, & Cinema Studies	Non-tenure	FT	Lecturer	DMST 220, 230, 320, 370, 380, 410, 430
Hagenrater-Gooding, A.	PhD	Literature, Creative Writing, Ethics, & Popular Culture	Tenured	FT	Assoc. Prof.	DMST 330, 400, ENGL 207
Hoffman, R.	ABD/EdD	Technology	Adjunct			DMST 200Online
Johnston, S.	PhD	Linguistics, Composition, & Journalism	Non-tenure	FT	Lecturer	DMST 210, 250, ENGL 218
Keane-Dawes, J.	PhD	Interpersonal & Intercultural Communication	Tenured	FT	Professor	ENGL 330, DMST 360
Wiggins, K.	MS	Journalism	Adjunct			DMST 240, 340, 390
Wilkinson, R.	BA	Promotion & Video Production	Adjunct			DMST 300, 310

2. **Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:**

- **Pedagogy that meets the needs of the students**
- **The learning management system**
- **Evidenced-based best practices for distance education, if distance education is offered.**

a) Pedagogy that meets the needs of the students

UMES provides training in pedagogy for faculty through the following:
- Annual *Innovations in Teaching and Learning Conference* in June sponsored by the Center for Teaching Excellence (CTE), which is free to UMES faculty and involves faculty from across the region. The conference includes strands such as Assessment, Online Learning, Diversity and the Inclusive Classroom, Teaching with Technology, and Innovative Pedagogy.
- CITOL offers regular seminars in use of a variety of technology tools and platforms to enhance teaching.
- Faculty Reading Circles: CTE offers faculty reading circles focused on enhancing teaching skills. The Provost's office purchases the books for faculty, and faculty meet weekly to discuss the books during a specific time frame.
- Faculty are encouraged to apply for university funds to assist with attendance at professional conferences, workshops, and short courses.

b) The learning management system

UMES uses the Blackboard learning management system CITOL offers seminars on the use of a variety of Blackboard features, including Collaborate. CITOL staff are available for

consultation and troubleshooting, and are very responsive to requests for assistance.

c) Evidenced-based best practices for distance education, if distance education is offered.

The degree program is primarily designed as a traditional, face-to-face program. This enables the university to fully utilize the state's investment in the on-campus digital media production facilities which opened in 2016. Some individual courses may be developed in the future for occasional online delivery.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

The University assures that institutional library resources meet the new program needs. The UMES Frederick Douglass Library (FDL) presently houses over 178,500 volumes of books and 755 periodicals. Students and faculty may also take advantage of the library holdings housed at the eleven other universities in the University System of Maryland (USM), through inter-library loans. Collaboration of the FDL with the USM allows for the use of electronic library databases.

To supplement an extensive collection of library holdings, the library possesses a vast cultural diversity reading list. The University continually updates and adds to its information security holdings in the library as needed for existing programs. It is expected that library resources will continue to meet all needs of existing and future programs.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR13B.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 question of facilities and equipment is a point of pride for the UMES Department of English and Modern Languages. Beginning in January 2016, the department's Digital Media faculty and staff moved to the university's brand new multi-million dollar Engineering and Aviation Sciences Complex. The building was designed to bring many of the UMES technology-focused programs under one roof.

The building includes an investment of nearly $3 million in digital audio and video production equipment, industry-specific software, a graphics lab, and multiple audio and video studio facilities which are currently used by students who seek a Digital Media minor. We believe its state-of-the-art resources will serve as a valuable recruitment tool, ensuring the success of a new DMST degree program.

Facilities include a large television studio equipped with high-definition cameras and a sophisticated control room, a graphics laboratory, five digital video edit suites, five digital audio edit suites, an audio production studio, the student radio station, two small single camera "practice" television studios, and a classroom designed to serve as an electronic newsroom. The building also includes traditional classrooms, and adequate office and meeting space.

We are not unaware that there will be continuing software licensing costs and periodic equipment updates, but we are able to begin our new program fully equipped from the start.

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:**

- **An institutional electronic mailing system**
- **A learning management system that provides the necessary technological support for distance education**

While fully online instruction is not envisioned for this program, UMES has both an institutional electronic mailing system and a learning management system.

Gmail is the campus-wide e-mail provider. UMES faculty and staff were gradually converted from Microsoft Outlook to Gmail to avoid interruption to instruction; all students, faculty and staff were moved to Gmail by July 2019.

CITOL assists faculty and students in all aspects of e-learning including hosting, training, development, and support of Blackboard.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

1. **Complete Table 1: Resources and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.**

Because the English department's telecommunications minor is already housed in a state-of-the-art facility and has dedicated faculty and staff, the typical resource issues associated with the creation of a new degree program are not as onerous as one might presume.

As mentioned earlier in Section H of this document (Adequacy of Faculty Resources), the Department of English and Modern Languages submits this proposal at a time that coincides with the retirement/departure of several faculty members. That provides a unique opportunity to reallocate current (or soon-to-be) faculty openings to the envisioned expansion of media faculty.

That includes moving the current coordinator of the Digital Media minor from an existing federal Title III grant to state funding. The three existing staff positions and a part-time administrative assistant are also funded on the above mentioned Title III grant. It is the department's intention to continue to seek Title III support to provide for the staff positions through a four year transition from digital media minor to DMST major. By the fifth year of the program, as outlined in the accompanying financial tables, the staff could be supported by the revenue the program generates.

It is our expectation that our superior technical facilities, combined with significant staff expertise, may create revenue generating opportunities in our community. If and when that income is realized, it could be used to reduce our reliance on the federal grant. Because that

potential is difficult to quantify, our submission accounts for only minimal outside revenue beginning in the third year of the program.

TABLE 1: PROGRAM RESOURCES					
Resource Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Reallocated Funds	$60,000	$60,900	$61,814	$62,740	$63,681
2. Tuition/Fee Revenue (c + g below)	$171,160	$213,950	$256,740	$342,320	$427,900
a. Number of F/T Students	20	25	30	40	50
b. Annual Tuition/Fee Rate[1]	$8,558	$8,558	$8,558	$8,558	$8,558
c. Total F/T Revenue (a x b)	$171,160	$213,950	$256,740	$342,320	$427,900
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	$224/credit hour	$224/credit hour	$224/credit hour	$224/credit hour	$224/credit hour
f. Annual Credit Hour Rate	0	0	0	0	0
g. Total P/T Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources[2]	$360,841	$371,667	$382,817	$394,302	$406,131
4. Other Sources[3]	$3000	$3000	$3000	$3000	$3000
TOTAL (Add 1 – 4)	$595,001	$649,517	$704,371	$802,362	$900,712

1. Based on 2020-2021 tuition and fees.
2. Title III grant funding. Annual increase based on planned 3% increase each year.
3. Other sources of funding include Star Power Summer Camp revenue and studio rental and production services.

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: PROGRAM EXPENDITURES:					
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Faculty (b + c below)	$457,929	$464,799	$471,770	$478,846	$486,030
a. Number of FTE	5	5	5	5	5
b. Total Salary[1]	$344,308	$349,473	$354,715	$360,035	$365,436
c. Total Benefits[1]	$113,621	$115,326	$117,055	$118,811	$120,593
2. Admin. Staff (b + c below)	$29,069	$29,939	$29,942	30,390	$30,846
a. Number of FTE	.5	.5	.5	.5	.5
b. Total Salary	$21,856	$22,511	$22,513	$22,850	$23,193
c. Total Benefits	$7,212.68	$7,428	$7,429.29	$7,540	$7,654
3. Support Staff (b + c below)	$218,060	$221,330	$224,651	$228,022	$231,442
a. Number of FTE	3	3	3	3	3
b. Total Salary	$163,955	$166,414	$168,911	$171,445	$174,016
c. Total Benefits	$54,105	$54,916	$55,741	$56,577	$57,425
4. Technical Support and Equipment	$35,000	$35,000	$35,000	$35,000	$35,000
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1 – 7)	**$740,058**	**$751,068**	**$761,363**	**$772,258**	**$783,318**

1. Increases based on 1.5% COLA each year.

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.

Faculty and the courses they teach undergo five standardized evaluation procedures.

- Students evaluate their instruction at the conclusion of each course through an anonymous online survey. This assessment evaluates course content and faculty teaching skills/dispositions.
- Faculty provide feedback to their colleagues via faculty peer evaluations.

- Every year, faculty submit goals and achievements related to teaching, scholarship, and service to the department chair. At the end of the year, the department chair evaluates faculty with respect to accomplishment of their goals.
- University Promotion & Tenure Committees also assess tenure-track faculty accomplishments in teaching, scholarship and service.
- Post-Tenure Reviews conducted by committee assess faculty accomplishments every five years following tenure.

In addition, the Department of English and Modern Languages conducts an annual assessment of its student learning outcomes for each degree program held by the department as described in section G.3.

2. **Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.**

The evaluation of program effectiveness will consider the assessments and evaluations previously described, along with grade distributions; data on enrolled/retained students captured at the department level; graduation rates; and student to faculty teaching/advising ratios. The goal is 100% degree-related employment of DMST graduates.

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.**

A Bachelor of Arts in Digital Media Studies, as envisioned in this proposal, is consistent with Maryland's minority achievement goals and the UMES mission and institutional identity. The program will expand educational opportunities and choices for minority students by offering a unique degree program in a field where there is a demonstrated shortage of people of color in the workforce.

O. **Relationship to low productivity programs identified by the Commission:**

If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

This proposed DMST program is not related to a low productivity program at UMES.

P. **Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)**

This is not applicable as the DMST program will not be offered via distance education.