



**UNIVERSITY OF MARYLAND
GLOBAL CAMPUS**
OFFICE OF THE CHIEF ACADEMIC OFFICER

October 5, 2020

James D. Fielder, Jr., PhD
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty St.
Baltimore, MD 21201

Dear Dr. Fielder:

On behalf of the University of Maryland Global Campus (UMGC), this letter serves as official request for a substantial modification of UMGC's Doctor of Management program with an area of concentration in Community College Policy and Administration (HEGIS: 050100, CIP: 52.0101). On April 8, 2020, UMGC notified the Maryland Higher Education Commission (MHEC) and the University System of Maryland (USM) that the Doctor of Management with an area of concentration in Community College Policy and Administration (DMCCPA) program would be suspended immediately, in accordance with the guidelines outlined on the MHEC website and COMAR 13B.02.03.03. This suspension was requested to allow Dr. Reynaldo Garcia, Program Director for the DMCCPA program, to lead a comprehensive assessment of the program's curriculum.

Since that time, Dr. Garcia has conducted a formal program review, an evaluation of student outcomes, and interviews with industry experts. As a result of this assessment, Dr. Garcia and university leadership have substantially reformed and improved the DMCCPA curriculum as indicated in the proposal that follows. UMGC would like to launch this modified curriculum beginning with the Fall 2021 term.

Commensurate with COMAR 13B.02.03.03, during the period of suspension, no new students are being admitted into the program, currently enrolled students are being provided the appropriate opportunities and support to continue uninterrupted in their program of study, and the program is not being promoted in the university catalog or other publications. If this proposal for a substantial modification to the DMCCPA is approved by MHEC, UMGC also requests that the suspension be lifted beginning with the Fall 2021 term to allow new students to be admitted to this program to pursue the curriculum indicated herein. Currently enrolled students will complete their program under the course catalog in effect when they enrolled according to a teach-out plan of the old curriculum.

Payment for review of this substantial modification to an existing program has been made to MHEC via R*STARS interagency fund transfer, transaction number JAIA0807, in the amount of \$250 in accordance with the MHEC fee schedule.

Sincerely,

A handwritten signature in black ink, appearing to read "Blakely R. Pomietto". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Blakely R. Pomietto, MPH
Senior Vice President and Chief Academic Officer

CC: Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, University System of Maryland



Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	
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Each action 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 (<i>fully online</i>)	
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 3/2019

Academic Program Proposals

FOR DEGREE-GRANTING INSTITUTIONS AUTHORIZED TO OPERATE IN MARYLAND

GUIDELINES FOR PROPOSING NEW ACADEMIC DEGREE PROGRAMS, NEW STAND-ALONE CERTIFICATE PROGRAMS, AND SUBSTANTIAL MODIFICATIONS

An institution submits a proposal using guidelines in accordance with State regulations found in [COMAR 13B.02.03](#). Proposals shall be submitted electronically to acadprop.mhec@maryland.gov.

A complete proposal shall include a:

1. **Cover letter** from the chief academic officer addressed to the Secretary of Higher Education requesting approval of the new program
2. **Proposal Cover Sheet** with all required signatures and should address all of the following areas:

A. Centrality to Institutional Mission and Planning Priorities:

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

Consistent with the institutional purpose as stipulated by State statute (Md. Education Code Ann. § 13-101(2013)1), the mission of UMGC is improving the lives of adult learners. UMGC will accomplish this by:

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

The Doctor of Management in Community College Policy and Administration (DMCCPA) program aligns with the UMGC mission by preparing its students for advancing their careers in community college leadership. As a program goal, the DMCCPA aims to have students develop their abilities to lead change in a rapidly changing sector of higher education; advocate for the needs of community college students at local, state, and federal levels; and apply indicators of institutional effectiveness to all parts of community college operations. The timing of the program's start in 2009 was important in that a large number of community college presidents in the U.S. were planning to retire and new leaders grounded in 21st century challenges were needed. Now in 2020, we find from our work with thought leaders in the community college field that there is a need to substantively revise the curriculum to better align with their needs. The mission of the DMCCPA is to develop the capacity of individuals to serve as community college leaders with a focus on

producing equitable outcomes and advancing social mobility for the students and communities that they serve.

This proposal aligns with UMGC's mission by providing a learner-focused program based on leading-edge adult learning theory and curriculum design that meets the needs of students and the community. In addition, this doctoral degree aligns with UMGC's mission to offer high quality, workplace-relevant academic programs to adult students that expand their range of career opportunities. The DMCCPA program will support students' professional development with opportunities to learn from employers and peers.

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

As a public state and national leader in distance and distributed education, UMGC 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 UMGC's mission to serve adult students results in a sustained academic emphasis on career-relevant and workforce-aligned 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.

Since its inception the DMCCPA program has been one that is aligned with the institution's mission. The substantial modification as outlined here also reflects the program's alignment to the institution's strategic goals, most notably for quality education/student success, streamlined organizational capacity/operational excellence, and sustained growth. Student success as a result of any program is predicated in part by integrity, cohesion and design of the curriculum and courses, and as a graduate success is predicated in part by the extent to which the program prepared students for practice in the field. The substantial modifications to UMGC's DMCCPA program are responsive to both of these matters. Informed by an intensive program review and an advisory board of nationally recognized leaders, the curriculum redesign ensures alignment to the current and emerging needs facing community college leaders. Revising the curriculum as a whole ensures curricular integrity and a progressive development of requisite knowledge and skills as students move through the course sequences. Given that the current DMCCPA program is suspended and in a teach out phase, this substantial modification and redesign of the program also minimizes the need for a new investment of resources in that faculty, technology, personnel, and other resources committed to the current DMCCPA program will all be directed to support the revised program. Finally, given the projected demands in growth for new community college leaders, the timing of the curriculum redesign positions the university to grow the program in parallel with growing demand for such education in the field of practice.

A standing goal of the DMCCPA program has been to maintain its career relevance in both content and pedagogy. At its inception, the DMCCPA mostly mirrored the business-oriented Doctor of Management (DM), though its faculty were entirely from the community college field. In time, program leadership, with faculty participation, periodically revised the courses to maximize its use for community college leaders.

Another goal has been to focus extensively on current real-world challenges that community colleges face. While developing students' knowledge and skills through the curriculum, faculty have often expanded students' views by bringing in accomplished community college leaders whose work involves some of the newer areas of challenge, such as local partnerships for economic development. A key feature of the DMCCPA program is a required on-site student residency every semester where students meet with their cohort, hear guest lectures, participate in intensive in-class meetings, and develop bonds with their fellow students.

Most recently, the DMCCPA has looked again to thought leaders in the community college field, including the American Association of Community Colleges (AACC), Achieving the Dream, the Aspen Institute, the League for Innovation in the Community College, Jobs for the Future, and others for community college leader competencies and presidential leader qualities. This program revision is to reframe the curriculum through these new learning goals and competencies.

The use of an existing base of courses in the DMCCPA program allows resources to be redirected to support and serve the DMCCPA program. The finance data in the Table in section L reflects an existing base of FTE faculty, administrative staff, and support staff, which will be sufficient to support the redesign of the DMCCPA. Additionally, UMGC has been awarded a grant of \$825,825 by Ascendium Education Group to support the costs of the course redesign work.

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

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

One of UMGC's defining characteristics that enables scalable delivery is centralized infrastructure and resources that support administration of programs and services as well as student-facing support services. The following services represent UMGC's standardized and centralized administrative, financial, and technical supports for all programs and students.

- Help@UMGC provides support services for the learning management system (LEO).
- MyUMGC is a self-service portal that provides access to UMGC administrative functions and student records.
- UMGC Library helps educate students in the use of library and information resources and services and develops and manages UMGC's extensive online library resources.
- The Effective Writing Center (EWC) offers an array of writing-related services to students, including review of draft papers, guest lecturers on writing skills for the classroom, a plagiarism tutorial, resources on citing and referencing, and resources to support research activities.
- Computer labs are available for use by local students.
- The Office of Accessibility Services arranges accommodations for students with disabilities.

- The Office of Career Services and its CareerQuest portal provides quality resources and services to assist students and alumni with their career planning and job search needs including Mentoring and Internship Plus programs.
- The Alumni Association is a way for graduates to network and connect. Its online community features a career center, information on available chapters, discussion boards, photo sharing, and a resource center.
- The Financial Aid Office helps students understand and navigate the process of filing for financial aid.
- Academic Advisors assist students with mapping out degree plans, selecting and scheduling courses, and generally navigating the administrative and academic landscape of earning a graduate-level degree or certificate.

Additionally, the DMCCPA program is administered and overseen by a full-time Program Director, with the assistance of a full-time collegiate faculty member and a full-time Academic Program Coordinator. Additional administrative support functions, ranging from marketing to admissions, from course development to advising services, and from finances to academic operations are all delivered through institutionally centralized teams that work in a distributed and collaborative fashion with all academic schools and programs at the institution.

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

UMGC is committed to student success and providing students with a clear path to successful program completion. UMGc is already implementing a teach-out plan for all students currently enrolled in the (suspended) DMCCPA program. Currently enrolled students will be provided the appropriate opportunities and support to continue uninterrupted in their program of study. As one of only two doctoral programs, the DMCCPA holds a unique status in the UMGc program portfolio and is reflective of the institution's emphasis on offering programs that are mission and workforce aligned. As such, UMGc's focus is on sustaining the DMCCPA as a rigorous and high-quality program and fulfilling the institutional commitment to students for a career-relevant program of study.

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

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:
 - a) The need for the advancement and evolution of knowledge
 - b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education
 - c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

In accordance with its establishment and MHEC approval in 2009, UMGc's DMCCPA program explicitly aims to serve aspiring community college leaders outside the state of

Maryland. The program is designed to grow the leadership competency and policy expertise of its graduates who can use that knowledge and skill to effect change in a rapidly changing sector of higher education nationally, and to advocate for the needs of community colleges and students at local, state, and federal levels. As addressed below (see section C.1.), the nation faces an impending shortage of doctorally-prepared community college leaders, particularly in the context of a rapidly changing higher education landscape and remarkably complex challenges that touch all aspects of higher education operations. Students in the DMCCPA program complete coursework as well as dissertation research and writing that explores topics of interest to community college leaders with explicit emphasis on the application of skills within specific community college settings and to solve institution-specific challenges.

1. Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education](#).

The program proposal is designed to meet present and future needs of the state, as identified in 2017-2021 State Plan for Post-Secondary Education: Student Success with Less Debt (State Plan).¹ This program supports the three primary goals in the State Plan in the following ways:

- The program serves Goal 1 (Access) in the State Plan in that it is designed to support UMGC's overall mission to set a global standard for excellence and to be respected as a leader in affordable and accessible adult education programs. This program, like all others at UMGC, is offered via asynchronous, online delivery, thereby making doctoral studies accessible for working adults. In addition, UMGC administers its programs to meet the University System of Maryland goals of effectiveness and efficiency by employing data-driven decision-making that ensures that academic programs are broadly accessible and offer high quality education at an affordable cost.

At UMGC this commitment to affordability and access is synonymous with a commitment to diversity and inclusion. The university's open admission is central to this commitment. The admission requirements for the DMCCPA are in keeping with UMGC's commitment to access, ensuring applicants are prepared to be successful in meeting the expectations of a doctoral program and affording them the opportunity to articulate at the outset how prior professional experience and learning have prepared them for realizing success in the opportunities the program presents.

UMGC is committed to maintaining its position in serving the educational needs of minority students. As shown in Table 1, the DMCCPA program awarded six degrees in Fiscal Year 2018. Of those six degrees awarded, two degrees were awarded to Black/African American students. As depicted in Table 2, the DMCCPA program also awarded six degrees in Fiscal Year 2019. Of those six degrees, one degree was awarded to a Black/African American student and one

¹ 2017-2021 Maryland State Plan for Postsecondary Education:
<http://www.mhec.state.md.us/About/Pages/2017StatePlanforPostsecondaryEducation.aspx>

degree was awarded to a Hispanic/Latino student. As illustrated in Table 3, the DMCCPA program awarded four degrees in Fiscal Year 2020. Of those four degrees, one degree was awarded to a Black/African American student and one degree was awarded to a Hispanic/Latino student.

Table 1. Percentage of Doctoral Degrees Awarded to Student Subpopulations, Fiscal Year 2018²			
	UMGC DMCCPA Total Program	% Program	% Maryland Institutions in Total
Black/African American	2	33.3%	12.5%
Hispanic/Latino	0	0%	4%
White	4	66.7%	48.9%
Other Subpopulations	0	0%	34.6%
Total	6	100%	100%
Table 2. Percentage of Doctoral Degrees Awarded to Student Subpopulations, Fiscal Year 2019³			
	UMGC DMCCPA Total Program	% Program	% Maryland Institutions in Total
Black/African American	1	16.7%	13.8%
Hispanic/Latino	1	16.7%	4.5%
White	4	66.7%	48.3%
Other Subpopulations	0	0%	33.4%
Total	6	100%	100%
Table 3. Percentage of Doctoral Degrees Awarded to Student Subpopulations, Fiscal Year 2020⁴			
	UMGC DMCCPA Total Program	% Program	% Maryland Institutions in Total*
Black/African American	1	25.0%	Not available
Hispanic/Latino	1	25.0%	Not available
White	2	50.0%	Not available
Other Subpopulations	0	0%	Not Available
Total	4	100%	Not available

*The MHEC Fiscal Year 2020 degrees by race/ethnicity data for Maryland Institutions has not yet been published.

² 2019 MHEC Data Book and UMGC DIS Report Fiscal Year 2018:

<http://mhec.maryland.gov/publications/Documents/Research/AnnualPublications/2019DataBook.pdf>

³ 2020 MHEC Data Book and UMGC DIS Report Fiscal Year 2019:

<https://mhec.maryland.gov/publications/Documents/Research/AnnualPublications/2020DataBook.pdf>

⁴ UMGC DIS Report Fiscal Year 2020

- The program serves Goal 2 (Success) and Goal 3 (Innovation) in the State Plan, as it is based on principles of competency- and performance-based learning that are at the forefront of developments in adult learning 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, fields, and careers. The approach is learner-focused, and authentic assessment (the measurement of what students have learned and the competencies students master) is embedded in every step of the learning process to assist students in building real-world, job-relevant competencies in real time.

The DMCCPA employs authentic, project-based 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. Retention and success focus on students' learning experiences and are improved through enhanced learning resources (e.g. readings, handouts, slides, etc.). These resources are provided online within the learning management system. The methodology and on-demand nature of this type of student support is innovative in higher education and online learning, thus reflective of best practices in adult teaching and learning.

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

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

The program is intended to prepare graduates for mid-level and senior management positions in postsecondary education administration (SOC 11-9033) with a focus on community colleges. Most employment for this occupation (95%) is in educational services and as of March 2020, 177,000 positions nation-wide were in community colleges. An additional 12,900 positions are expected to be added to community colleges between 2018 and 2028⁵.

As shown in Table 4., according to the Bureau of Labor Statistics, employment projections for postsecondary education administrators are expected to grow at 7% nation-wide from 2018 to 2028. This is above average for occupations overall as well as managerial occupations which are forecasted to grow at 5% and 6% respectively ⁶.

Occupational Title	SOC Code	Employment, 2018	Projected Employment, 2028	Change, 2018-2028	
				Percent	Numeric

⁵ Emsi Labor Market Analytics, 2020. Employment Projections for Postsecondary Education Administrators, 2018-2028.

⁶ Emsi Labor Market Analytics, 2020. Employment Projections for Postsecondary Education Administrators, 2018-2028.

⁷ Emsi Labor Market Analytics, 2020. Employment Projections for Postsecondary Education Administrators, 2018-2028.

Education administrators, postsecondary	11-9033	192,600	206,100	7	13,500
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- Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

From January 2018 – March 2020, 11,084 unique nation-wide job postings were made in the Education Administrators, Postsecondary occupational category that required a doctoral degree. Of these, 1,043 were in the District of Columbia, Maryland, and Virginia region with 320 in Maryland⁸. The most common titles were Directors and Vice Presidents and required skills in strategic planning, budgeting, and education. Although Maryland students are excluded from admission to the DMCCPA program, the national and local unique job postings data in Table 5. provides context on the demand for educational administrators in the region and state. Additionally, program graduates certainly may compete for jobs in Maryland.

Table 5. Unique Job Postings for Education Administrators, Postsecondary 2018-2020⁹	
Location	Unique Postings from Jan 2018 - Mar 2020
Maryland	320
District of Columbia, Maryland, Virginia	1,043
National	11,084

The top nation-wide job titles for January 2018– March 2020 for this occupational category are¹⁰:

- Directors of Education (1,540 unique postings)
- Academic Directors (1,082 unique postings)
- Vice Presidents (816 unique postings)
- Directors of Student Services (569 unique postings)
- Assistant Directors (Management) (484 unique postings)

The top five hard skills identified for job postings nationally from January 2018 – March 2020¹¹ include:

- Strategic Planning
- Advising
- Curriculum Development
- Budgeting
- Higher Education Administration

⁸ Emsi Labor Market Analytics, 2020. Unique Job Posting for Education Administrators, Postsecondary.

⁹ Emsi Labor Market Analytics, 2020. Unique Job Posting for Education Administrators, Postsecondary.

¹⁰ Emsi Labor Market Analytics, 2020. Unique Job Posting for Education Administrators, Postsecondary.

¹¹ Emsi Labor Market Analytics, 2020. Unique Job Posting for Education Administrators, Postsecondary.

These skills are central to the DMCCPA curriculum as can be seen in the course descriptions provided below in section G.4.

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

Community leadership faces an ongoing crisis driven by retirements of both presidents and other senior administrators. This turnover is expected to create many vacancies in leadership at all levels of community colleges on an on-going basis. According to the American Council of Education, by 2021 over 50% of community college presidents will have retired between 2016-2021 in the preceding five years.¹² Also according to the American Council for Education, 85% of college presidents come from within higher education¹³. Presidential transitions often lead to openings at lower levels of the college.

Additionally, Terry O'Banion, of the National American University, stated that 75% of presidents and senior administrators were expected to retire from community colleges between 2016-2026.¹⁴

4. Provide data showing the current and projected supply of prospective graduates.

According to Emsi (2020), from 2008-2018, completions in Community College Education (CIP 13.0407) increased from 102 to 299. Based on a year-over-year average growth of 19.7 completions, in 2023, we expect 399 completers in 2023 and 499 in 2028. The majority of this growth has been in online programs. Assuming that online completers remain at 34.8% of all completers, we forecast 139 online completers nationally in 2023 and 174 in 2028.¹⁵ This data is reflected in Table 6. below.

	2008	2013	2018	2023 (projected)	2028 (projected)
All Completions	102	118	299	399	499
Online Completions	0	20	104	139	174

D. Reasonableness of Program Duplication:

¹² Executive Leadership Transitioning at Community Colleges, 2018. <https://www.aacc.nche.edu/wp-content/uploads/2018/04/Exec-Leadership-Transitioning.pdf>

¹³ American Council on Education, Summary Profile, 2017. <https://www.aceacps.org/summary-profile/>

¹⁴ Inside Higher Ed, 2016. <https://www.insidehighered.com/news/2016/05/20/many-community-college-presidencies-are-upheaval>

¹⁵ Emsi Labor Market Analytics, 2020. Community College Education Program Completers, 2008-2028.

¹⁶ Emsi Labor Market Analytics, 2020. Community College Education Program Completers, 2008-2028.

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

A search of the MHEC inventory of approved academic programs in Maryland found one doctoral program in community college leadership at Morgan State University. Morgan State University's program was already in existence when UMGC's DMCCPA program was originally approved and enrolled its first students in 2009. Notably, UMGC's program is not open to students who are residents in the state of Maryland, thus minimizing any potential competition with Morgan State's program.

UMGC's DMCCPA degree program was originally established at the request of the American Association of Community Colleges (AACC), the preeminent professional organization and advocacy body for the nation's community colleges. AACC had identified a specific gap in the educational landscape that UMGC was and remains uniquely positioned to fulfill, and which ultimately differentiates UMGC's DMCCPA program from other community college leadership doctoral degrees - both in Maryland and nationally - in two important ways. First, the UMGC DMCCPA is an applied professional doctoral degree rather than a research-oriented doctoral degree; rather than concentrating on the creation of new knowledge through empirical research, DMCCPA candidates develop the skills necessary to understand and conduct academic research but with explicit emphasis and intent on applying it to real-world challenges and situations in the context of specific community college settings. This focus on career-relevant education is one of the reasons that AACC, specifically requested UMGC to develop a community college policy and administration area of concentration. A second difference that also informed AACC's request is that the DMCCPA program, like all of UMGC's programs, is designed to accommodate working professionals who cannot leave their jobs in order to pursue a doctorate on a full-time basis and so benefit from an online format. Unlike residential full- and part-time programs, UMGC occupies a unique space in this arena.

The intention of the program is to serve a national audience, although as indicated above Maryland students are excluded from admission to the program to minimize any direct competition with other Maryland universities for students in related programs. The DMCCPA is a part-time yet accelerated program that uses a primary instructional modality of asynchronous, online courses with periodic, weekend residencies. This format reduces barriers for working adults who cannot leave their jobs or take significant leave to complete a program. As such, it is accessible to students across the country, including those who may not reside within a reasonable commuting distance to a doctoral granting institution. UMGC believes that, for these reasons, the DMCCPA is unique and quite distinct from the other doctoral degree programs in the region.

2. Provide justification for the proposed program.

The AACC has estimated that as many as 80% of existing senior leaders and executive officers in U.S. community colleges may retire within the next six to eight years¹⁷. Should this attrition indeed occur, many of the nation's community colleges will be left without the

¹⁷ Aspen Institute, College Excellence Program, (2013), "Crisis and Opportunity: Aligning the Community College Presidency with Student Success," p.3.

experienced leadership that will be needed to meet the continuing challenges faced by this segment of the academy. UMGC's DMCCPA curricular modifications are designed specifically to contribute to the creation of a cadre of leaders who will be ready to step into leadership roles in the community college sector.

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

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

UMGC's proposed changes to the DMCCPA program will not impact high demand programs at HBIs. As noted above, by rule, Maryland residents are not permitted to enroll in the UMGC DMCCPA program, thereby minimizing any impact on HBIs.

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

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

The MHEC inventory of approved academic programs includes one doctoral program in community college leadership at Morgan State University and none at the other three Historically Black Institutions in Maryland (Bowie State University, Coppin State University, and University of Maryland Eastern Shore). As noted above, the Ed.D. program in community college leadership at Morgan State University was already in existence when UMGC's DMCCPA program enrolled its first students in 2009. The two programs have successfully coexisted for over a decade, and the proposed curriculum revisions described herein should have no material bearing on the Morgan State program. As Maryland residents are not permitted to enroll in the DMCCPA, the curriculum revisions of UMGC's DMCCPA 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. 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 DMCCPA is shifting its design for greater consistency with feedback received during the APR process, as well as through extensive conversations with thought leaders in community college leadership. Through grant support from Ascendium Education Group, UMGC appointed a national advisory board to work with the DMCCPA leadership and faculty to reframe learning goals for project-based learning in the revised program curriculum. This national advisory board helped to establish the revised vision for the curriculum and will continue to partner with UMGC throughout the remainder of the course development process to ensure execution of the vision.

As previously noted above, in 2008 AACC requested that UMGC develop an area of concentration in community college policy and administration to fill a gap in the doctoral education landscape and address a growing need for new senior and executive community colleges leaders. UMGC responded by creating the DMCCPA program in 2008 and enrolled its first students in 2009.

The most recent Academic Program Review (APR) was completed for the DMCCPA program in June 2019. Through an internal analysis and feedback from an external review panel, the APR affirmed the need for the program and the continued demand for community college leaders but also found that the changing landscape community college leaders are facing warranted updates and revisions to the curriculum in order to ensure adequate preparation of graduates to navigate the complex and emerging challenges of the future.

In order to address the issues raised in the APR, UMGC hired a new program director who took responsibility for the program in September 2019. Dr. Reynaldo García serves as Professor and Program Director. Dr. García has over 30 years of experience in higher education policy and administration, including 20 years of service as President and CEO of the Texas Association of Community Colleges. Immediately prior to coming to UMGC, Dr. García served as Co-Director of the doctoral program in community college leadership at North Carolina State University. Dr. García oversees the program along with a full-time Collegiate Faculty member who supports the program director in ensuring program quality, consistency and growth, instructional quality, mentoring and coordination of the program's scholar-practitioner adjunct faculty, course delivery, and other dimensions of program, faculty and student support.

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

The program is designed to help students to do the following:

- Synthesize and apply management theory and practice in the context of community college environments
- Articulate, advocate, and advance the role of community colleges as engines of social and economic mobility in a dynamic higher education landscape
- Design, refine, and navigate the processes of educational policy formulation and academic governance in community college environments
- Develop continuous improvement skills for designing institutional effectiveness plans, to include the assessment of institutional and (community college) student learning outcomes
- Articulate the major challenges facing community colleges and propose evidence-based strategies to address those challenges
- Effectively manage complex portfolios of responsibility across a range of administrative and academic functions in progressively more senior leadership positions in community colleges

These objectives were developed during the early years of the DMCCPA. From the beginning, DMCCPA leadership and AACC collaborated on the program content and learning objectives. In recent years, Academic Affairs leadership and DMCCPA leadership, along with

representative faculty, revisited the direction of the program and again incorporated priorities of AACC and the Aspen Institute.

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

The DMCCPA is structured to assist students in developing skills necessary for community college leadership. Each course has its own learning objectives, with lessons, discussions, and projects aimed at knowledge and skill development in specific areas. Course projects align with course objectives, which in turn reflect the overall learning objectives for the program. Additionally, each content course, except for Research Methods, includes an integrative paper assignment to help build readiness for dissertation thinking. Research Methods includes a mini-research proposal so that it too gives students the experience of working through an entire conceptual project which begins with identifying a problem.

Assessment of student learning occurs through instructors evaluating discussions, projects, and other assignments using rubrics and providing feedback in other ways unique to the assignment. Assessment also occurs through peer feedback occurring during residencies as well as during online participation. During the required doctoral residencies, peer feedback occurs through structured student presentations and discussions with opportunity for peer and faculty feedback. Additionally, a hallmark of assessment and feedback occurs during dissertation processes in which students present their work at various stages of development for the purpose of peer review. Another form of assessment involves external expert review during the second dissertation course to give insight on the research issue and question. Finally, the Student Opportunities to Advance Research and Scholarship (SOARS) event is a form of peer and faculty assessment during which students in their final course present their research in a sponsored gallery walk for feedback and discussion. SOARS is held during a residency evening every semester that the final dissertation course is offered.

Regarding learning competencies, the DMCCPA incorporates UMGC competencies across all courses with the expectation that by the end of their studies students will have improved their abilities in each of these areas:

- **Written Communication:** Produce writing that meets expectations for format, organization, content, purpose, and audience.

How the competency is addressed: Written assignments are assessed for how well students address requirements, how well they organize content, how clearly and accurately they write, how well their writing conforms to UMGC's writing expectations for grammar, usage, and spelling, as well as APA conventions. Students' writing abilities are expected to progress as they prepare for dissertation writing.

- **Technology Fluency:** Demonstrate an understanding of information technology broad enough to apply technology productively to academic studies, work, and everyday life.

How the competency is addressed: Assignments students face require them to be effective with such technology tools as virtual communication platforms, multimedia, financial analysis models, data analysis systems, social media, and emerging tech tools for accomplishing concept development and communication goals.

- **Information Literacy:** Demonstrate the ability to use libraries and other information resources to effectively locate, select, and evaluate needed information.

How the competency is addressed: Library Service's assigned reference librarian assists students in every cohort with their ability to find and use the resources they need for their coursework and dissertations. Student effectiveness is assessed on projects and the dissertation.

- **Critical Thinking:** Demonstrate the use of analytical skills and reflective processing of information.

How the competency is addressed: Most assignments, including group interactions during residencies, require critical thinking and involve tasks that promote skill development. An example that illustrates the importance of critical thinking occurs in the Foundations of Management Theory course. The course examines the relationship between strategic management and decision making, including the relationship between organizational culture and ethics and leadership. Finally, the purpose of the dissertation is to encourage and practice effective critical thinking.

- **Discipline Specific Knowledge:** Demonstrate knowledge and competencies specific to program or major area of study.

How the competency is addressed: As indicated in the section on curriculum, leadership development for aspiring community college leaders has content breadth, with focus on leadership and management, resources and budgeting, higher education policy, community engagement, institutional assessment and effectiveness, advocacy, entrepreneurship, and philanthropy. This breadth includes critical content and skill development for preparing institutional leaders for jobs that are multifaceted.

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

The current courses in the DMCCPA program are listed below. All courses are 6-credits with the exception of the dissertation courses which are 4-credits. All courses currently meet in 13-week sessions. Students enroll in one course per semester. Courses are offered

Fall, Spring, and Summer. The total number of credits currently required to complete the program is 48.

- DMCC 810 – Leadership and Change
- DMCC 800 – Foundations of Management Theory and Strategic Thinking
- DMCC 830 – Research Methods
- DMCC 890 – Dissertation I
- DMCC 821 – Higher Education Policy
- DMCC 891 – Dissertation II
- DMCC 841 – Institutional Assessment in the Community College Environment
- DMCC 851 – Community College Advocacy and Accountability
- DMCC 892 – Dissertation III

The proposed new curriculum for the program makes several key changes.

- Courses will all be 3 credits and offered in 8-week sessions. Students will enroll in two consecutive courses during each 16-week semester.
- The total number of credits required to complete the program is increased to 54. This specifically addresses a concern raised by external reviewers in the APR process in noting that the DMCCPA credit requirements were below typical credit requirements at other institutions.
- Existing program content is being updated and repackaged into the 3-credit, 8-week course offerings as noted above. Nine new content areas are being incorporated into the curriculum to reflect the feedback from the community college field about the necessary course content to develop effective senior and executive leaders.
- The total credits for completing the dissertation are unchanged at 12, but the courses are now 3 credits rather than 4 credits.
- The course prefix for the DMCCPA will change from DMCC to CCPA for the new curriculum to avoid confusion for the students in teach-out of the old curriculum.
- Course descriptions are below. (The courses from the existing curriculum adapted for the redesigned program are noted with an asterisk.)
 - **CCPA 800 - COMMUNITY COLLEGE HISTORY AND STRUCTURE:** Surveys the history of community colleges within the context of the history of higher education; examines the modern mission of community colleges as engines of equity and economic mobility; reviews the structure of community college systems across the United States, examining key differences in governance, funding, and centralization of authority; examines the development of the student success movement and the most current state and national issues related to community colleges.
 - **CCPA 805 - THE COMMUNITY COLLEGE STUDENT:** Provides an in-depth analysis of the characteristics of community college students with a focus on achievement of equitable student success outcomes. Reviews issues of equity, race, ethnicity, age, gender, military veterans, poverty, food and housing insecurity, and other factors to develop a deep understanding of the students served by community colleges. Examine

how these factors affect teaching and learning for community college students.

- **CCPA 810* - TRANSFORMATIONAL LEADERSHIP AND CHANGE MANAGEMENT:** Develop an understanding of the qualities of leadership with a purpose to transform institutions to achieve improved student success outcomes. Examine the theory of change management that supports transformative leadership, as well as key theories of leadership. Reflect on leadership characteristics and develop a self-assessment and action steps to encourage personal student growth.
- **CCPA 815* - MODELS OF INQUIRY:** Understand and develop logic models of inquiry. Develop an understanding of the strengths and weaknesses of different qualitative and quantitative research methods, understand appropriate use of qualitative and quantitative research, interpret and evaluate qualitative and quantitative research, demonstrate ability to select appropriate research methods to address problems of practice at a community college. Understand how to establish a culture of inquiry to support evidence-based decision-making.
- **CCPA 820* - MANAGEMENT AND STRATEGIC PLANNING:** A comprehensive foundation in the history of management and the structure and function of organizations. A new way of understanding and managing operational and strategic issues in public and private organizations in the face of accelerating social, economic, and technological changes is provided. Topics include organizational theory, strategic thinking and strategic planning, theories of decision making, leadership, organizational culture, and management in a postindustrial society. Problem-solving, application, and evaluation skills are used to analyze the theories and practices of current and emerging organizational challenges and opportunities. The goal is to be able to critically assess the ideas of others and defend one's own ideas through the application of scholarship.
- **CCPA 825 - DATA AND ANALYTICS:** An examination of the rule of analytics in building a culture of evidence and evaluation at the institutional level. Students will develop an understanding of the questions to ask in fostering effective institutional conversations about the use of data, analytics, and predictive analytics. This understanding includes assessment of questions of equity, student success, assessment of teaching and learning, and use of data to enhance other institutional outcomes. Develop and understanding of key performance indicators and metrics. Understand how to evaluate data analytics tools.
- **CCPA 830* - INSTITUTIONAL EFFECTIVENESS AND STUDENT SUCCESS:** An exploration of institutional assessment as it contributes to continual improvement in teaching and learning as well as faculty development by collecting, analyzing and reporting research data on academic programs, student learning outcomes and curricular development in community colleges. Assessment activities cover a wide range of topics, from academic programs and faculty activities to student retention, graduation rates and employer satisfaction. The role of regional and specialized accreditation is examined. Focus is on how community college leaders can engage a broad array of organizational

and administrative activities to build an effective student assessment and faculty development culture.

- **CCPA 835 – POLICY SEMINAR:** The policy seminar will explore key issues in community college and education policy. Seminar courses will cover specific topics. In particular, these topics explore the role of community colleges in the broad education and community ecosystems in which they operate.
 - **TOPIC A - EDUCATION PIPELINE AND TRANSITIONS:** Community colleges are at the nexus of K-12 education, post-secondary education, and 4-year colleges and universities. This is an examination of the policies and partnerships that foster effective transitions in the education pipeline from K-12 to community college and on to baccalaureate programs. An exploration of college readiness relationships with K-12; dual-credit programs and early college high schools; developmental education; guided pathways; and transfer relationships with 4-year institutions.
 - **TOPIC B - LABOR MARKETS AND WORKFORCE EDUCATION:** An examination of the critical role of community colleges in developing and supporting labor markets in their communities. The course explores the role of data in understanding labor market needs and trends to inform alignment of community college workforce program offerings with those needs and trends. Develop an understanding of equity implications of the earnings outcomes of workforce programs. Develop an understanding of the role of partnerships in effective workforce education. Discuss key issues and trends in workforce education.
 - **TOPIC C - THE FUTURE OF COMMUNITY COLLEGES:** An exploration of the factors that will influence the future of community colleges. Build an understanding that the education landscape is constantly changing and post-secondary education models will need to adapt. Build a capacity to understand the role mission-aligned partners, international models, innovation, and challenging norms to move the college forward.
- **CCPA 840* - EDUCATION POLICY AND ADVOCACY:** An examination of national, state, and local education policy formation, as well as an analysis of the educational policy process, including antecedents, framing of problems and solutions within policies, policy implementation and policy consequences in the context of the community college environment. Also, an exploration of the process by which community college leaders advocate for their students and organization in the face of the challenges and opportunities in higher education today and the skills needed for successful advocacy. Topics include the use of argumentation, data, and presentation skills to develop and effectively present cases for support at the local, state, and federal levels. Focus is on developing the skills to advocate and find support for equity and student success.
- **CCPA 845 – MANAGEMENT SEMINAR:** The management seminar will explore key issues in community college and higher education management. Seminar courses will cover specific topics.

The program and UMGC maintain a comprehensive website that houses all updated information about the programs. Students have access to [degree requirements](#), [course catalogs](#), course schedules, and other pertinent information about the program.

The website also provides specific and clear information about [technology requirements](#) for UMGC students, [information and training](#) on the learning management system, and [other additional resources](#) to maximize students' learning experience. This includes specific expectations associated with participation in on-site residencies as separate and distinct requirements from student-to-faculty and student-to-student interactions that take place through the online classroom, email, or other technology assisted communications tools (e.g. Zoom).

A variety of support services are available to students for academic assistance ([Tutoring](#), [Writing Center](#)), as well as [technical support](#) and [financial aid](#).

UMGC students are guided by the [Student Handbook](#) that is available online and serves as a general guide for all current and prospective students.

In addition to website resources, the UMGC [catalog](#) includes a section on "Preparing for Graduate Study" with subsections on computer and internet access, taking classes online, technical requirements, required introductory classes, etc.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

All DMCCPA program related communication (advertising, recruiting and admission materials) is done in conjunction with a UMGC-wide institutional communication strategy that involves direct and defined collaboration among the academic, enrollment, and marketing divisions. The current DMCCPA program's admissions requirements, required coursework, state-specific details, and program specific requirements are advertised on the [program's UMGC webpage](#) and in the [UMGC catalog](#). The [DMCCPA webpage](#) also informs students on program specific scholarship information (for those eligible), detailed faculty information, and an overview of the recommended experience for success in the program. As previously mentioned, students have access to support services information via the [UMGC Student Support Services webpage](#), the UMGC [catalog](#), and [Student Handbook](#).

All written and electronic materials prepared for the modified DMCCPA program for the purpose of advertising, recruitment, and admissions will accurately and clearly represent the courses, the program, and services available.

H. Adequacy of Articulation

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

As a stand-alone doctoral program, there are no articulation agreements with partner institutions.

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

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

UMGC's model employs full-time faculty (known as collegiate faculty) in faculty leadership roles, such as Department Chairs and Program Directors, with responsibility for the overall intellectual coherence and integrity of the program. Other collegiate faculty teach and serve in complementary 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 full-time collegiate faculty will comprise about 20 percent of the total faculty who will teach in the DMCCPA program.

In keeping with UMG C's emphasis on workplace relevance, the DMCCPA teaching faculty are and continue to be practicing professionals who all have a terminal degree in their field and teach part-time for UMG C. These adjunct faculty provide instruction for the majority of courses (which is true for all programs at all levels at UMG C). This model is responsible for one of UMG C's greatest strengths: scholar-practitioner faculty who have solid academic credentials and continue to work outside the university, providing a continuous infusion of current workplace knowledge, career relevant perspectives, and maximum flexibility for adapting to changing student demand. In this way, UMG C 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 UMG C. Collegiate and adjunct faculty both hold academic rank and title, based on their academic qualifications and professional experience, including teaching experience at UMG C. Since 1996 UMG C has held a MHEC-approved waiver of the Code of Maryland (COMAR) requirements for total credit hours taught by full-time faculty (Appendix A).

The centrality and appropriateness of UMG C's faculty model relative to its educational mandate and mission are 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.¹⁸

¹⁸ Maryland Higher Education Commission. December 2015., Mission Statement Review:

http://mhec.maryland.gov/institutions_training/Documents/acadaff/2016MissionStatementReview.pdf

Consistent with this model, UMGC has a substantial roster of faculty with expertise in areas related to higher education and management. A terminal degree is generally required to teach at the graduate level, although exceptions are made in the case of an individual with a master’s degree and exceptional professional credentials, experience, and expertise. Faculty teaching in the DMCCPA program all hold terminal degrees. Teaching effectiveness is monitored by class observation, student course evaluations, and program-specific, student-level competency assessment.

The DMCCPA program in the School of Arts and Sciences already has an active unit of faculty qualified and prepared to teach courses in the revised program, including:

Table 7.: The table below is a sampling of the active UMGC faculty fully prepared to teach courses in the redesigned program.				
Name	Appointment Type and Rank	Graduate Degree(s), and Field	Status	Course(s) to be Taught
Reynaldo García	Collegiate Professor	Ph.D. in Higher Education Administration	Full-time	CCPA 800 and CCPA 835 Topic A and Topic C
Trudy Bers	Adjunct Professor	Ph.D. in Political Science	Part-time	CCPA 830 and Dissertation Courses
Darrell Cain	Adjunct Professor	Ph.D. in Educational Leadership	Part-time	CCPA 845 Topic B, CCPA 850, and Dissertation Courses
Gena Glickman	Adjunct Professor	Ph.D. in Educational Policy	Part-time	CCPA 800, CCPA 810, and Dissertation Courses
Jennifer Luddy	Adjunct Professor	D.M. in Community College Policy and Administration	Part-time	CCPA 820 and Dissertation Courses
Lawrence Nespoli	Adjunct Professor	Ph.D. in Higher Education Administration	Part-time	CCPA 845 Topic A and Dissertation Courses
Charlene Nunley	Adjunct Professor	Ph.D. in Educational Policy	Part-time	CCPA 805
Roderick Nunn	Adjunct Professor	D.M. in Community College Policy and Administration	Part-time	CCPA 835 Topic B and CCPA 840
Elayne Reiss	Adjunct Professor	Ph.D. in Higher Education Leadership	Part-time	CCPA 815 and CCPA 825

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

- a) Pedagogy that meets the needs of the students

UMGC is committed to providing pedagogy training in support of student learning throughout the faculty life cycle with the institution. All faculty training and professional development is coordinated through the Faculty Development office, beginning with FACDEV 411, the required New Faculty Academic Orientation. This two-week, facilitated online class covers the history of UMG, pedagogy of adult learning, how to effectively facilitate online learning, and introduction to the additional support services available to students through UMG's Library, Effective Writing Center, and Office of Accessibility Services. Parallel required training courses exist for faculty teaching hybrid courses and faculty teaching in our competency-based curriculum model.

In addition, faculty members can access just-in-time professional development opportunities such as bi-monthly Faculty Development webinars; self-paced workshops on pedagogical and LMS-related matters; quick guides on online classroom support and technology; bi-annual Virtual Faculty Development Conferences; and a variety of Skillsoft courses.

b) The learning management system

UMGC provides multiple touchpoints to ensure thorough orientation to and continued education about our LMS, Desire2Learn (D2L). Building on the materials provided in FACDEV 411, UMG offers workshops on grading strategies; the integration of audio and video feedback to students; gradebook setup and rubrics; crafting powerful introductions; OERs used in the classroom; and netiquette.

In addition, many UMG Faculty Development-sponsored webinars and the Virtual Faculty Development conferences directly amplify the skills needed by faculty members to be successful in the online classroom, e.g., recursive feedback; scaffolding student learning; digital literacy; classroom assessment techniques; creating a more engaging classroom; etc.

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

UMGC's primary instructional modality is asynchronous, online education. As such, the university has an entire Digital Teaching and Learning team comprising curriculum and instructional design professionals who partner with program directors and faculty subject matter experts to ensure UMG courses and programs leverage best practices in online education, learning science, andragogy, and digital teaching and learning. This ensures that all courses and programs are designed from the outset to achieve the intended program outcomes and course objectives specifically in keeping with the institution's instructional model.

In addition, UMG is invested in continuous improvement and has developed a new coaching training to be rolled out to all UMG faculty after piloting. This training, FACDEV 111—Coaching and Providing Feedback that Matters—will further develop the coaching skills of faculty members to support their use of active learning and a motivational presence in the online classroom, establish helpful and supportive relationships with each student leading to persistence and academic success, and deliver personalized and actionable coaching and feedback.

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

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

No new library resources are needed to serve the DMCCPA. The UMGC Library provides access to a vast array of library resources and services to UMGC students, faculty, and staff worldwide to meet their academic needs and includes 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 UMGC Library relies on distributed technology as its primary mechanism to provide online access to resources and services to UMGC's widely dispersed, working-adult student population.

The curated collection of online academic research databases available to UMGC 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 and learning designers in providing links to Library materials directly in online classes.

The UMGC Library also offers other resources and services. UMGC 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 UMGC Library offers document delivery services to all UMGC students, faculty, and staff worldwide for a variety of materials, including journal articles and book chapters. UMGC's expanding collection of 75,000 electronic books (e-books) has significantly increased the ability to meet the needs of UMGC's global population.

The UMGC Library provides faculty and students with research assistance in creating search strategies, selecting relevant databases, and evaluating and citing sources in a variety of formats via its [Ask a Librarian](#) service which includes 24/7 chat and email. A guide to locating scholarly articles and using UMGC's [library databases](#). The UMGC 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 UMGC Library subscribes, either directly or as additional resources.¹⁹ In addition, UMGC faculty can request customized library instruction sessions for both on-site and online classes, and can also add UMGC 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](#) provides a listing of resource guides for each subject area, with each guide containing

¹⁹ UMGC Library, 2020. <http://sites.umgc.edu/library/index.cfm>

relevant databases, Web sites, books, and other resources along with technical and citation assistance.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

Existing resources related to facilities, infrastructure, and equipment are adequate to meet the DMCCPA program needs. This program change draws on existing faculty who are currently equipped with the necessary facilities, resources, and equipment. This program will primarily be offered online through a distance education platform. Moreover, as the current version of the DMCCPA program is taught out, resources will be redirected and reinvested in the revised program.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:
 - a) An institutional electronic mailing system, and
 - b) A learning management system that provides the necessary technological support for distance education

UMGC has an internal email network that provides all incoming students and all faculty with consistent email domains @student.umgc.edu and @faculty.umgc.edu respectively. Students are encouraged but not limited to using this email address in all their communication with the university. Faculty are required to use their UMGC addresses for all their official UMGC communications.

UMGC uses Desire2Learn (D2L) as its standard learning management system. All UMGC classes are taught using this system and all the students with appropriate technology and online access (referenced in section G8) have access to this system through their learning portal. The LMS is accessible across multiple browsers and devices and is mobile responsive. Students in the DMCCPA do not need any additional technological capabilities beyond those required of all UMGC students to access the online instructional environment and support services.

Technical support is available for students and faculty through a 24/7 help desk and a large variety of online help resources on UMGC's [website](#).

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

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

Resources Narrative

1. **Reallocated Funds:** In Year 1, some reallocated funds from the university are required to reach the break-even point for the program. Since there are only year one students in the program, tuition revenue is somewhat limited requiring some institutional support. Institutional support is not currently anticipated beyond the first year.
2. **Tuition/Fee Revenue:** Tuition and fee revenue is based on students taking 18 semester credit hours per year at a rate of \$675 per credit hour for an annual total of This load is considered full-time for the doctoral program. The program does not anticipate admitting students into the program on a part-time basis because of the cohort-based approach to the program.
3. **Grants, Contracts & Other External Sources:** The DMCCPA program and UMGC received a three-year grant from Ascendium Education for \$825,825 for the purpose of the redesigning the doctoral program in community college policy and administration.
4. **Other Sources:** No funds from other sources.

As shown in Table 8. below, the DMCCPA program is expected to continue to be self-supporting. No new general funds are required for implementation of this program. The financial table that follows is based only on students entering the new program. If necessary, resources will be reallocated from the current DMCCPA program to support the program revisions in year one. Current students will not be affected by future resource reallocations. Regarding expenditures, UMGC's existing base of FTE faculty and administrative and support staff will be redirected to support and serve the DMCCPA program.

TABLE 8.: PROGRAM RESOURCES					
Resource Categories	Year1	Year2	Year 3	Year4	Year 5
1. Reallocated Funds	136,454	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	437,400	1,043,500	1,530,900	1,749,600	1,749,600
a. Number of F/T Students	36	90	126	144	144
b. Annual Tuition/Fee Rate	12,150	12,150	12,150	12,150	12,150
c. Total F/T Revenue (a x b)	437,400	1,043,500	1,530,900	1,749,600	1,749,600
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	675	675	675	675	675

f. Annual Credit Hour Rate	12,150	12,150	12,150	12,150	12,150
g. Total PIT Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources	275,275	275,275	275,275	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	849,129	1,318,775	1,806,175	1,749,600	1,749,600

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.

Expenditures Narrative

- Faculty:** Faculty FTE is calculated based on estimated enrollments and the number of course sections required to serve the students identified in Table 9. Faculty salary costs are based largely on using above average payment per section for adjunct faculty. Because the program relies heavily on using professionals and experts from the field the program is in the process of hiring a new full-time faculty member in 2020 and we anticipate adding another full-time faculty member in year 4. The use of scholar-practitioner adjunct faculty is a factor in maintaining low benefits costs.
- Administrative Staff:** The program employs a full-time Program Director to serve as lead administrator for the program guiding curriculum development, faculty recruitment and supervision, and managing the support staff.
- Support Staff:** In year 1-3, salary is for one Academic Program Coordinator (role is to provide support to program director, provide support to students, serve as liaison between program and other administrative units in the university) and one Academic Grant Coordinator (role is to support the program redesign work funded by the Ascendium grant, including coordinating meetings and providing support to teams engaged in the redesign work). In years 4 and 5 the grant coordinator role will be phased out and we anticipate adding another program coordinator to manage the increased student demand.
- Technical Support:** No additional technical support is anticipated.
- Library Resources:** No additional library resources are anticipated.
- Renovated Space:** No additional new or renovated space is anticipated.
- Other Expenses:** Funds included for course development and subject matter experts; external advisory board; faculty development in revised curriculum; support for costs of student residencies; cost of instructional materials; and travel.

TABLE 9.: PROGRAM EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	102,735	216,885	292,985	357,670	357,670
a. Number of FTE	1	2.5	3.5	4	4
b. Total Salary	76,100	190,250	266,350	304,400	304,400
c. Total Benefits	26,635	26,635	26,635	53,270	53,270
2. Admin. Staff (b + c below)	177,255	177,255	177,255	177,255	177,255
a. Number of FTE	1	1	1	1	1
b. Total Salary	131,300	131,300	131,300	131,300	131,300
c. Total Benefits	45,955	45,955	45,955	45,955	45,955
3. Support Staff (b + c below)	184,950	184,950	184,950	189,000	189,000
a. Number of FTE	2	2	2	2	2
b. Total Salary	137,000	137,000	137,000	140,000	140,000
c. Total Benefits	47,950	47,950	47,950	49,000	49,000
4. Technical Support and Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	351,000	351,000	351,000	226,500	226,500
TOTAL (Add 1 – 7)	815,940	930,090	1,006,190	950,425	950,425

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.

As discussed above under “Evaluation and Assessment,” all UMGC 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. Additionally, with the

support of the grant from Ascendium Philanthropy, UMGC will be contracting with an external evaluator to advise the program on the curriculum development of the revised program over the next three years.

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.

Faculty, administrators, and the Academic Quality unit in the Office of the Chief Academic Officer collaborate to implement and monitor assessment activities, review results, and make appropriate resource, curriculum, or other modifications. 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 resources.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

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

- As of Fall 2019, 53% of all undergraduate students and 59% of all graduate students are minority students.²⁰
- Additionally, as of Fall 2018, UMGC enrolls more African American students (17,529) than any other state institution in Maryland, including any single one of the four Maryland HBIs. Morgan State University is second with 6,051 African American students.²¹
- In Fiscal Year 2019, 47% of bachelor's degrees and 58% of master's degrees were awarded to minority students.²²

²⁰ UMGC Fall 2019 Fact Book: <https://www.umgc.edu/administration/policies-and-reporting/institutional-data/fact-book-archive.cfm>

²¹ MHEC Trends in Enrollment by Race and Gender Report 2009-2018: <https://mhec.state.md.us/publications/Documents/Research/AnnualReports/2018EnrollbyRaceGender.pdf>

²² UMGC Fiscal Year 2019 Fact Book: <https://www.umgc.edu/administration/policies-and-reporting/institutional-data/fact-book-archive.cfm>

- In Fiscal Year 2019, 48% of doctoral degrees were awarded to minority students.²³ Although the DMCCPA program is not available to Maryland residents, the graduates of the program enhance the regional and national pool of qualified candidates to fill critical leadership roles at community colleges, including those in Maryland.
- In Fiscal Year 2018, UMGC awarded more degrees to African American students than any of the four Maryland HBIs in Maryland and UMCP.²⁴

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

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

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

The DMCCPA program is not an identified low productivity program.

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

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.
2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

University of Maryland Global Campus has been approved to offer distance education by the Middle States Commission on Higher Education (MSCHE) and maintains compliance with COMAR 13B.02.03.22. UMGC is approved to offer distance education as an alternative delivery method included within its scope of accreditation, as evidenced in the university's MSCHE [Statement of Accreditation Status](#). Furthermore, among its many recognitions, as of 2016 UMGC had received five Sloan Consortium (now Online Learning Consortium) Excellence Awards for online program quality and three IMS Global Learning Consortium awards for technology integration in the classroom environment.

Historically, UMGC was an early provider of off-campus educational opportunities for students and one of the first universities in Maryland to develop online education. UMGC has been a leader among public institutions in providing quality and affordable online education and has been providing distance education to residents of the state of Maryland, to the nation's service members, and to those who live outside of Maryland for more than

²³ UMGC Fiscal Year 2019 Fact Book: <https://www.umgc.edu/administration/policies-and-reporting/institutional-data/fact-book-archive.cfm>

²⁴ MHEC Trends in Degrees and Certificates by Race and Gender Report 2009-2018: <https://mhec.state.md.us/publications/Documents/Research/AnnualReports/2018DegreesbyRaceandGender.pdf>

seventy years. Additionally, UMGC's Europe and Asia divisions offer hybrid and onsite classes to fulfill contract requirements and meet the needs of military students overseas. Stateside, all onsite classes, with the exception of an occasional accelerated offering, are in hybrid format, blending onsite and online delivery.

UMGC's distance education offerings, including the DMCCPA, are in compliance with [C-RAC's 2011 Guidelines](#).

Appendix A



90-2-1.001

Robert L. Ehrlich, Jr.
Governor

Michael S. Steele
Lt. Governor

John J. Oliver, Jr.
Chairman

Calvin W. Burnett
Secretary of Higher Education

cc: LEL
Bob S.

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 files

Forward memo
for appropriate
action
vra
Conn. n ED
Pelroy

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

April 23, 1996

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

16 Francis St., Annapolis, MD 21401-1781 | (410) 974-2971 | FAX (410) 974-3513
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