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February 1, 2021

James D. Fielder, Jr. Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Secretary Fielder:

The University of Maryland Graduate School is seeking authorization to offer a Master of Science in Diversity, Equity and Inclusion Leadership program. This 31-credit, online program, an extension of the School's existing Post-Baccalaureate Certificate in Intercultural Leadership, will be integrated within the proposed Master's degree program.

Thank you for your time and consideration of the Graduate School's request. Please contact me if you need additional information.

Regards,

Dr. Roger J. Ward, JD, MSL, MPA
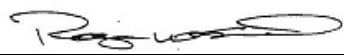Interim Provost and Executive Vice President
Dean, Graduate School

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

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*) Both	
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: **Dr. Roger J. Ward, Interim Vice Provost and Exec. V.P.**
	Signature: Date:

Approval/Endorsement by Governing Board	Type Name:
	Signature: Date:

Revised 5/15/18

A PROPOSAL FOR A NEW ACADEMIC PROGRAM at THE UNIVERSITY OF MARYLAND, BALTIMORE FOR A MASTER OF SCIENCE IN DIVERSITY, EQUITY, AND INCLUSION LEADERSHIP

TABLE OF CONTENTS

A. **Centrality to Institutional Mission and Planning Priorities**

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

   The Master of Science in Diversity, Equity and Inclusion Leadership (MS-DEIL) supports the University of Maryland, Baltimore's mission: "To improve the human condition and serve the public good of Maryland and society-at-large through education, research, clinical care, and service" by providing learners with the tools necessary to serve in leadership roles that marshal agency, organizational, and/or institutional efforts to create and maintain environments that go further than supporting the needs of individuals of diverse identities, but center belongingness and the critical examination of policies and practices that disproportionately impact individuals and groups based on their group membership. Diversity, equity, and inclusion practitioners are vital in supporting organizations as they work to optimize and/or re-imagine organizational culture to meet diversity, equity, and inclusion goals. It is through this work that the MS-DEIL seeks to equip learners to improve the human condition and support UMB's vision to "be a beacon to the world as an environment for learning and discovery that is rich in diversity and inclusion."

   The MS-DEIL will consist of 11 courses with a total of 31 credits. The instruction will primarily occur online and will include both synchronous and asynchronous learning. While asynchronous activities will concentrate on lectures, readings, discussions, and critical reflection, etc., the synchronous activities will consist of real-time discussions, small group work, role-playing exercises, and mock facilitation essential to building the capacity to serve as a diversity, equity, and inclusive practitioner. The one-credit Intercultural Impact Institute is currently designed as a two-day in-person institute consisting of face-to-face lectures, trainings, discussions, and presentations at UMB's campus in Baltimore, MD.

   Students will examine critical theories and frameworks that will guide their practice and practical application. The MS-DEIL will explore race, ethnicity, gender, and culture in the U.S. context, leadership, executive writing, statistics and evaluation, evidence-based practices, and the role of laws and policies. Intercultural and inclusive learning competencies will be addressed as a thread through the curriculum. The MS-DEIL builds from the success of the PBC in Intercultural Leadership which launched in fall of 2018. With this in mind, the Intercultural Leadership PBC will be integrated into the MS-DEIL. Upon completion of the MS-DEIL, students will also receive the Intercultural Leadership PBC credential.

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

   The proposed degree supports UMB's strategic goals through the fulfillment of the following strategic themes:

   - **Student Success** challenges academic units to "design contemporary teaching and learning environments that are accessible and affordable to prepare students to be exemplary professionals and leaders in society" (University of Maryland, Baltimore, n.d.). The degree is

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designed for completion by aspiring and current diversity, equity, and inclusion practitioners in roughly 2.5 years, and its online format increases its accessibility to both traditional and post-traditional students. The university has recognized the vital role the Graduate School plays in creating accessible education for individuals already engaged in their professions.

- **Inclusive Excellence** encourages the campus to "foster an environment that recognizes and values each member of the UMB community, enabling members to function at their highest potential to achieve their personal and professional goals" (University of Maryland, Baltimore, n.d.). This degree provides aspiring and current practitioners with the skills needed to lead and assess institutional efforts of diversity, equity, and inclusion.

- **Efficiency, Effectiveness, and Assessment** aims to incentivize efficiency, effectiveness, and evaluation to make more responsible and impactful use of UMB's resources. This program will utilize existing offerings in the Graduate School and leverage the expertise of existing faculty members to meet several of the required and elective courses.

Last, the MS in Diversity, Equity and Inclusion Leadership directly aligns with UMB's commitment to anti-racism and the existing statement of cultural competency that professes that "the University will develop policies and engage in education, scholarship, and service delivery that promote and support cultural knowledge, skills, and attitudes. Together as a university community we commit to self-assessing and strengthening our own cultural competence by creating a climate that celebrates diversity and inclusion" (University of Maryland, Baltimore, n.d.).

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

The proposed program is well-resourced; there is already existing faculty and coursework to support 6 of the 11 proposed courses in the MS-DEIL. Due to shared coursework with the existing Intercultural Leadership PBC and the MS/PhD in HPE, the UMB Graduate School has the capacity to offer the proposed degree program through a combination of existing resources and new funding to support the program into the foreseeable future.

Provide a description of the institution's commitment to ongoing administrative, financial, and technical support of the proposed program and continuation of the program for a period sufficient to allow enrolled students to complete the program.

The UMB Graduate School has an ongoing commitment to sustaining new degree programs it has developed. The Graduate School has committed significant resources in the realm of administrative support including a senior associate dean, assistant dean, and program director who will provide leadership for the quality and sustainability of the MS-DEIL. Additionally, the Graduate School plans sufficiently to ensure the financial viability of all new degree programs including the provision of faculty instruction and advisement at a level to ensure a high touch learning experience for students. The Graduate School has also invested in technical assistance through our centralized Center for Information Technology Services and the Faculty Center for Teaching and Learning, which both assist our faculty and students in their success as teachers

and learners, respectively. If for some unforeseeable reason the Graduate School discontinues

the MS-DEIL, then we are committed to a teach-out plan for all enrolled students, so they may complete the program and earn their degree.

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

Alignment with the Maryland State Plan

There is a critical and compelling regional and statewide need for training that directly contributes to academic preparation of aspiring and current practitioners who will work to create and uphold diverse, inclusive, equitable, and affirming work and educational environments. The Maryland State Plan for Postsecondary Education outlines several goals for institutions of higher education. The MS-DEIL addresses the following areas:

Goal 1: Success: This program is designed to prepare aspiring and current practitioners to practitioners with the skills needed to lead and assess institutional efforts of diversity, equity, and inclusion.

Goal 2: Access, Affordability, and Completion: The MS-DEIL is an online degree designed to be completed within two-and-a-half years. This design and academic commitment will encourage program completion resulting in academically prepared diversity, equity, and inclusion practitioners. The degree will appeal to current students, graduates, and faculty of UMB academic programs, as well as current practitioners working in related fields and aspiring practitioners.

Goal 3: Innovation: At the time that this proposal is being authored, only two master's programs were identified nationally that focus on preparing aspiring and current practitioners for careers in leading institutional/organizational diversity, equity, and inclusion efforts. This program will serve as the first of its kind in the State of Maryland and will contribute to the limited national academic programs for educating and training diversity, equity, and inclusion aspiring and current practitioners for the transformational leadership roles that they will undertake upon completion of this program.

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

In response to growing internal demands from their employees and external pressure from the public, companies are increasingly committing themselves to diversity and inclusion (DEI) initiatives by hiring DEI professionals. A study from Glassdoor Economic Research (Zhao, 2019) found that between 2018 to 2019, DEI job postings on Glassdoor jumped 30% in the United States to a total of 810 open positions. This job growth continued in 2020 until the economic impact of COVID-19 resulted in a 60% decline of DEI-related job openings between the months of March and June. The murder of George Floyd sparked passionate calls for racial justice across the country. Many companies responded to these calls by hiring DEI professionals, resulting in a 55% rebound in job openings. Most of these new DEI-related openings are for senior-level positions, such as Director for Diversity and Inclusion and Chief Diversity Officer, which demonstrates employer's commitment to elevating DEI efforts to senior leadership and their interest in hiring experienced professionals to lead and manage DEI

efforts. Comparing data from CNBC Make It, Linked In, and Glassdoor, the salary for a Diversity and Inclusion Manager can range from $88,400 to $97,300, while the salary for a Chief Diversity Officer can reach into the six figures, with an average of $126,000.

In terms of geographical concentration of DEI job growth, the Glassdoor study (2019) found that Washington, D.C. had the largest number of diversity and inclusion job openings in the country, later followed by the city of Baltimore, which was placed tenth on its list. The most openings for DEI-related roles were in the public services sector and at large companies with 1,000 or more employees. 25% of DEI-related openings were in education while 8% were in healthcare and hospitals and 6% in the government. As companies create more DEI-related positions, job seekers have also been expressing more interest in DEI roles. The number of searches for diversity and inclusion jobs increased by 35% between 2018 and 2019.

Diversity and inclusion positions exceed overall recovery during aftermath of George Floyd's death

Job openings on Glassdoor, indexed to 100 on March 2

○ Total openings   ○ Human resources   ● Diversity and inclusion
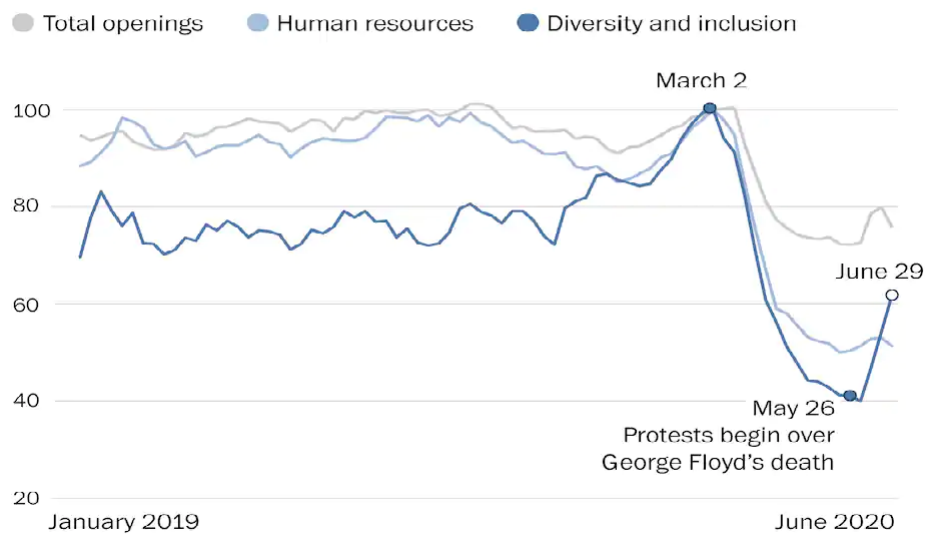
Source: Glassdoor

THE WASHINGTON POST

The Master of Science in Diversity, Equity and Inclusion Leadership will educate current and aspiring DEI leaders at public, private, and government institutions. The curriculum is designed to meet the needs of individuals with backgrounds in healthcare, science, social work, law, community engagement, education, and public safety. With this in mind, the faculty identified to teach in this program hold degrees in various fields and occupy diversity, equity, and inclusion roles in higher education, K-12 education, public safety, and health care. The academic program will target both in-state and out-of-state adult learners from a variety of academic disciplines to support an interdisciplinary approach for all enrolled learners. Additionally, students will select an area of focus for their capstone experience to further align the academic program with their unique career goals. The careful selection of a capstone project will aid in preparing students to hold and excel in diversity, equity, and inclusion roles in their respective fields.

Table 1 Job Vacancies by Level

Experience Level	Vacancies
Entry Level	4,219
Mid-Level	5,697
Executive Level	2,435
Unspecified	2,309
Total	14,660

D. Reasonableness of Program Duplication

Master's Degrees in DEIL Offered in the Region

There are no current master's programs in the region that prepare aspiring and current practitioners to engage in Diversity, Equity and Inclusion Leadership positions. A total of five diversity and inclusion master's programs were identified nationally. Tufts University, University of Kansas, Rowan University, Widener University, and University of Dubuque offer master's programs focused on educating organizational leaders in diversity, equity, and inclusion. Additionally, both Tufts University and Rowan University offer similar programs at the graduate certificate level. Similarly, Northwestern University, Boston College, University of Kentucky, and Minnesota State University – Mankato offer graduate certificates. University of Nevada, Las Vegas and University of Michigan offer a related graduate certificate to students enrolled in their graduate programs only. Last, there are several universities across the nation, such as University of Utah, University of South Carolina, and Georgetown University, that offer executive certificates (not graduate certificates) focused on various aspects of diversity in leadership.

The proposed MS-DEIL in the only program in the State of Maryland that prepares students to lead institutional diversity, equity, and inclusion efforts. A total of 92 leadership- or equity-focused programs were identified through the MHEC academic program inventory searchable website. Of these programs, three are tangentially related to the proposed MS-DEIL program. The Culturally Responsive Teacher Leadership Master of Education at Bowie State University; Equity and Excellence in Education PBC at McDaniel College; the Master of Arts in Leadership in Teaching: Culturally Proficient Leadership at Notre Dame of Maryland University all equip K-12 teachers and/or administrators to utilize intercultural competence in addressing civic, social, environmental and economic issues within education. Additionally, the PBC at McDaniel College is also advertised for educators interested in K-12 diversity, equity, and inclusion leadership roles. McDaniel College's PBC directly addresses inequities in educational access, curriculum, and pedagogy and positions graduates to "examine the foundations of becoming a culturally

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responsive social justice educator and gain skills needed to be change agents in public schools that are working to create more equitable learning environments for students of diverse backgrounds" (McDaniel College, n.d.). Unlike the aforementioned academic programs designed specifically for K-12 educators, the MS-DEIL is specifically being created to equip current and aspiring diversity, equity, and inclusion practitioners for the transformational leadership roles that they will undertake in organizations across disciplines.

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

The proposed MS-DEIL does not have relevance to the uniqueness and/or institutional identities and missions of HBIs. Currently, there are no academic programs offered through Bowie State University, Coppin State University, Morgan State University, and the University of Maryland Eastern Shore that resemble the proposed MS-DEIL. While Bowie does offer a Culturally Responsive Teacher Leadership Master of Education, it is not geared toward the same student population. Based on the current offerings of the Maryland HBIs, we do not expect any impact on the implementation or maintenance of high-demand programs at HBIs.

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

HBIs do have a unique history and identity of educating Black/African American students. HBIs are dedicated to educating graduates who can interact with other racial and ethnic groups upon graduation. Predominately White institutions also must educate students to interact with diverse individuals upon graduation. With this in mind, we do not believe that offering this program impacts the mission and identity of HBIs.

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

1. **Describe how the proposed program was established, and also describe the faculty who will oversee the program.**
   The MS-DEIL was proposed by the UMB faculty and approved by the faculty shared-governance body, the Graduate Council, in recognition of the compelling need for academically trained diversity, equity, and inclusion practitioners to respond to the increase in DEI positions nationally. The program will be supervised by Courtney J. Jones Carney, MBA, Executive Director of the Intercultural Leadership & Engagement Center in the UMB Division of Student Affairs and Program Director and faculty in the Intercultural Leadership PBC offered through the Graduate School. Additionally, this program will include both existing and newly created courses, thus utilizing the expertise of existing and newly hired faculty. The MS-DEIL will adopt UMB's Graduate School academic, administrative, and financial structure recently added for the growing number of online degree and certificate programs.

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

By the completion of the proposed MS-DEIL and consistent with the adapted National Association for Diversity Officers in Higher Education (NADOHE) standards of practice, students will be able to:

1. Conceptualize the diversity mission of an organization through a broad and inclusive definition of diversity;
2. Articulate in verbal and written form, the importance of equity, inclusion, and diversity;
3. Understand the contexts, cultures, and politics within organizations that impact the implementation and management of effective diversity change efforts;
4. Articulate in verbal and written form, the range of evidence for the benefits that through diversity, inclusion, and equity;
5. Develop innovative ways to utilize professional development efforts to advance the diversity mission of organizations;
6. Develop innovative ways to utilize organizational programming that enhances the diversity mission of organizations;
7. Demonstrate procedural knowledge for responding to bias incidents when they occur;
8. Identify how various forms of organizational data can be used to benchmark and promote accountability for the diversity mission of organizations;
9. Apply climate research in the development and advancement of a positive and inclusive climate for diversity;
10. Analyze current and historical knowledge related to issues of nondiscrimination, access, and equity; and;
11. Demonstrate awareness and understanding of the various laws, regulations, and policies related to equity and diversity.

UMB is committed to providing the best teaching and learning possible and excellence in all of its courses. Every effort is made to ensure that coherence, cohesiveness, and academic rigor between programs offered in traditional instructional formats and those offered online are equivalent. Courses are designed to result in learning outcomes appropriate to the rigor and breadth of the course and all courses assess student achievement of defined learning outcomes through regular and formal assessment planning.

The learning outcomes for each course are the foundation of the course; the learning activities, assessments, and content of the course are in alignment with the outcomes and provide a clear pathway for mastery of the outcomes.

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

Faculty will assess student achievement and mastery of learning outcomes in their courses using a variety of assessments including meaningful and substantive contributions to online course discussions, satisfactory completion of assignments and reflections, scores on quizzes and examinations, scores on team collaboration, scores on written essays and term papers,

and evaluation of research and capstone project contribution to the field of Diversity, Equity, and Inclusion.

Students will also evaluate courses and faculty through a standard evaluation of every course. Formal assessment planning is already in place throughout UMB Schools including the Graduate School. Our approach includes ensuring that student learning is in alignment with course learning outcomes, alignment of mission at institutional and program levels, alignment of mission with learning outcomes, then program outcomes with curriculum, flowing down to course outcomes and assignments. Assessment activities emphasize analysis of results and feedback loops for continuous improvement. Additional evaluation includes tracking of student retention, grade distributions, and cost-effectiveness, and regular academic program reviews consider these factors.

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

    Students must complete 31 credits which includes the Intercultural Leadership PBC. The goal of this 13-credit, four course PBC is to help students build upon their existing competencies by exploring attitudes and perceptions of self and others and applying this knowledge to practical situations. Completion of this program will increase understanding of intercultural competence and supply the necessary tools to engage in the practical application of strategies to positively influence the climate for diversity, equity, and inclusion within organizations and agencies.

    Once success is experienced in the MS-DEIL and as the Graduate School continues to grow its PBCs, the Intercultural Leadership PBC may be proposed as a concentration instead of part of the core requirements. This would allow for greater program customizations to meet the unique interests of students.

    The MS-DEIL utilizes some courses currently offered in the Graduate School. These courses are marked with an asterisk.

Course Title (credits)	Current GS Course	New Course
HPE 615: Introduction to Statistics (3 credits)*	X	
MLL 625: Intercultural and Cross-Cultural Communication (3 credits)*	X	
Historical Exploration of Culture in the U.S. (3 credits)*	X	
Historical Exploration of Race in the U.S. (3 credits)*	X	
Practical Application of Intercultural Leadership (3 credits)*	X	
INCL 643: Intercultural Impact Institute (1 credit)*	X	
DEIL 710: Employment Discrimination Law & Policy Framework (3 credits)		X
DEIL 720: Critical Appraisal of Diversity, Equity, and Inclusion Literature (3 credits)		X
DEIL 740: Strategic Executive Writing (3 credits)		X
DEIL 790: DEI Evidence-Based Leadership Toolkit (3 credits)		X

DEIL 798: Capstone for Diversity, Equity and Inclusion Leadership (3 credits)		X

- **HPE 615: Introduction to Statistics** (3 credits)*
  This course will present basic statistical concepts and the use of advanced statistical analyses including an in-depth exposure to multiple regression and its assumptions, logistic regression, factor analysis, discriminant function analysis and time series analysis. The course will emphasize the use of these methods and the interpretation of results using social sciences applications.

- **MLL 625: Intercultural and Cross-Cultural Communication** (3 credits)*
  The purpose of this course is to study communication within the context of the cultural setting. The three main goals are: to provide students with materials, both cognitive and experiential, with which they can develop an awareness of their own cultural identity; to increase their knowledge of the special communication problems to be expected in a cross-cultural situation; and to offer students the opportunity to apply new insights to cross-cultural encounters.

- **INCL 632: Historical Exploration of Race in the U.S.** (3 credits)*
  Historical Exploration of Race in the U.S. aims to critically introduce the multiple histories and experiences of racial and ethnic groups that have been exposed to on-going marginalization in the United States of America. Through the assigned readings and exercises, students will explore the histories and formative experiences of various racial and ethnic groups in the context of the U.S. Additionally, special attention will be paid to how racial and ethnic groups have been formed; who gets to decide group membership; and how conceptions of racial and ethnic group identity have shifted over time. Through a series of modules designed to increase understanding of historically marginalized racial and ethnic groups, this course will encourage students to explore identity formation as it relates to race, ethnicity, citizenship, community building, immigration, and migration in U.S. historical and contemporary times.

- **Historical Exploration of Culture in the U.S.** (3 credits)*
  Historical Exploration of Culture in the U.S. aims to critically introduce the multiple histories and experiences of cultural groups that have been exposed to on-going marginalization in the United States of America. Building on the foundations of the previous two classes and through the assigned readings and exercises, students will explore the histories and formative experiences of cultural groups in the context of the U.S. Special attention will be paid to the impact of social movements, advocacy, and allyship, while providing practical skills for self- care. Students will focus on applying terminology commonly associated with the study of intersectionality, culture, race, ethnicity, and identity; using the intersectionality theory of oppression to an impact analysis of historical events and policies in the U.S.; producing formal and informal written forms of advocacy; evaluating the impact of policies and historical events, identifying areas of inequity, opportunity, and reconciliation; comparing, contrasting, and applying various forms of allyship and self-care; analyzing the institutionalization of

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various forms of oppression; and compiling resources related to public policy and historical experiences related to culture and historically marginalized communities.

- **Practical Application of Intercultural Leadership** (3 credits)*
Practical Applications of Intercultural Leadership aims to provide opportunities to demonstrate leadership in diverse and inclusive workplaces. Through the assigned readings and activities, students will learn and practice applying concepts of intercultural development to various aspects of their personal and professional life. Through a series of modules, students will also gain tools to continue learning and developing their intercultural skills throughout their lifetime.

- **INCL 643: Intercultural Impact Institute** (1 credit)*
The Intercultural Leadership Institute is an opportunity for students to engage in face-to-face intercultural learning and develop a deeper understanding of the concepts and skills learned over the four online courses. The Intercultural Impact Institute will provide the reflection and intergroup dialogue that is integral to intercultural development. Students will focus on the examination of environmental factors and practices to determine how they produce inequities and promote success for one group identity compared to another/others; engage in intergroup dialogue around the topics of culture, race, ethnicity, and identity; apply concepts of intercultural communication to personal and professional scenarios; identify and apply acquired knowledge and skills of culture, race, ethnicity, identity and difference to professional practice; compile resources needed to engage in the process of life-long learning in intercultural competence; and present their culminating project - an organizational assessment of a professional organization.

- **DEIL 710: Employment Discrimination Law & Policy Framework** (3 credits)
This course examines basic terminology and concepts related to diversity, equity, and inclusion through the exploration of US laws such as Title VII of the Civil Rights Act of 1963, the Age Discrimination in Employment Act of 1967, the Americans with Disabilities Act of 1990, and similar laws and legal protections for certain classes of individuals. This course will help current and aspiring diversity, equity, and inclusion practitioners to establish a structured framework for systematic analysis of employee issues that may have legal implications.

- **DEIL 720: Critical Appraisal of Diversity, Equity, and Inclusion Literature** (3 credits) This course provides in-depth discussion and relevance of diversity, equity, and inclusion literature. An emphasis will be placed on critical analysis of research articles. Independent thought and critical thinking skills will be addressed. Assigned readings will offer students the opportunity to examine prevailing research in diversity, equity, and inclusion.

- **DEIL 740: Strategic Executive Writing** (3 credits)
Strategic Executive Writing is an advanced, interdisciplinary writing course for current

and aspiring professionals. The course explicitly focuses on discourses, genres, and writing practices employed in diversity, equity, and inclusion (DEI) work within institutions and beyond. Instruction examines existing literature on DEI writing and unpacks strategies for identifying, acclimating to, and interrogating (with the possibility of resisting and transforming) these discourses and practices to prepare practitioners for engaging contemporary audiences and stakeholders in DEI topics and issues.

- **DEIL 790: DEI Evidence-Based Leadership Toolkit** (3 credits)
  This course will provide an overview of a collection of evidence-based resources, tools, and services that practitioners can apply to their Diversity, Equity and Inclusion Leadership.

- **DEIL 798: Capstone for Diversity, Equity and Inclusion Leadership** (3 credits)
  The capstone course is a method of summative evaluation in which students demonstrate integrated knowledge of diversity, equity, and inclusion by applying their learning from their academic career in a comprehensive manner.

Master's Program Standards

Students must meet all master's program requirements for satisfactory academic performance and progress as well as UMBGS requirements. Students are advised to be familiar with all handbooks, requirements, and standards of their master's program.

UMB will be responsible for the administrative needs of all students enrolled in the MS in Diversity, Equity and Inclusion Leadership in accordance with UMB policies and procedures: ensuring that all course offerings, are entered in the UMB student registration system; ensuring that all MS-DEIL course offerings appear correctly on student transcripts and student records; and ensuring payment of tuition at the applicable per-credit tuition rate. Accordingly, students enrolled in the MS-DEIL shall pay tuition and fees; receive grades and academic credit; and shall be subject to the rules, policies, practices, and regulations
(pertinent to students) of UMB when enrolled in any of UMB's courses. The appropriate faculty have been identified, and additional guest lectures will be identified at a later time.

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

   Not Applicable.

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

   There are no specialized accreditation or graduate certification requirements for the proposed MS-DEIL.

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

Not applicable.

8. **Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.**

   The Graduate School maintains up-to-date information of its degree programs on the program explorer web site (https://www.graduate.umaryland.edu/Program-Explorer/). The web site has information on the curriculum, course descriptions, degree requirements, and cost of education. The website has links to information about the learning management system, support services, and financial aid. We affirm that the same information will be available for prospective and existing students in the proposed MS-DEIL.

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 Graduate School at UMB affirms that all advertising, recruiting and admissions materials will accurately represent the MS-DEIL, as do all materials produced by UMB's Graduate School for programs it offers.

H. Adequacy of Articulation

   Not applicable.

I. Adequacy of Faculty Resources

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

   UMB is committed to providing the best teaching and learning possible and excellence in all of its courses. Every effort is made to ensure that coherence, cohesiveness, and academic rigor between programs offered in traditional instructional formats and those offered on-line are equivalent. Courses are designed to result in learning outcomes appropriate to the rigor and breadth of the course and all courses assess student achievement of defined learning outcomes through regular and formal assessment planning.

The learning outcomes for each course are the foundation of the course; the learning activities, assessments and content of the course are in alignment with the outcomes and provide a clear pathway for mastery of the outcomes.

The following table summarizes information about the faculty who will be responsible for designing and instructing coursework. The MS-DEIL will primarily utilize faculty resources committed to teach and in the MS/PhD in Health Professions Education and the Intercultural Leadership PBC. Courses that are already offered in the Graduate School are marked with an asterisk. Additionally, four courses will be developed to complete the program curriculum.

Name	Terminal Degree and Discipline	Rank and FT/PT Status	Course
Shani Fleming	MSHS, MPH, PA-C	Assistant Professor, Full-time	INCL 640: Practical Application of Intercultural Leadership* INCL 643: Intercultural Impact Institute (co-taught)* DEIL 720: Critical Appraisal of Diversity, Equity, and Inclusion Literature
Irina Golubeva	PhD	Associate Professor (UMBC), Full-time	MLL 625: Intercultural and Cross-Cultural Communication* INCL 643: Intercultural Impact Institute (co-taught)*
Courtney J. Jones Carney	MBA	Program Director, Adjunct Professor, Part-time	INCL 632: Historical Exploration of Race in the U.S.* INCL 643: Intercultural Impact Institute (co-taught)* DEIL 798: Capstone for Diversity, Equity and Inclusion Leadership
Patricia Alvarez	PhD, MS	Adjunct Professor	DEIL 790: DEI Evidence-Based Leadership Toolkit
William Joyner	JD, MSW	Adjunct Professor	DEIL 710: Employment Discrimination Law & Policy Framework

Hyun-Jin Jun	PhD, Social Work	Assistant Professor, Full-time	HPE 615: Introduction to Statistics*
Ebony Nicholson	MSW	Adjunct Professor, Part-time	INCL 633: Historical Exploration of Culture in the U.S.* INCL 643: Intercultural Impact Institute (co-taught)*
James Wright	MS	Associate Faculty, Part-time	DEIL 740: Strategic Executive Writing

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

UMB, through its Faculty Center for Teaching and Learning (FCTL), has a robust process for training faculty and ensuring effective instruction. Based on Quality Matters standards, at UMB we have developed a rubric that outlines best practices for distance education - this rubric helps faculty and instructional designers develop the courses, assess the readiness of the course and ensure that the online courses are instructionally and pedagogically sound. The best practices are grounded in research, a proven synthesis of strategies, activities, design techniques, and organizational items that have proven successful in higher education. The specific domains of this checklist are as follows:

- Course overview and introduction to the students
- Course organization and design
- Learning Objectives (competencies)
- Instructional Materials
- Learner Communication, Interaction and Collaboration
- Assessment and Evaluation (measurement)
- Course Technology
- Learner Support

The Learning Management Platform UMB utilizes and provides IT support for is the Blackboard Learning Management System for online course delivery. Within Blackboard, is the Collaborate conferencing software that we will use for our synchronous live activities, i.e., orientation, face-to-face class sessions, and recurring webinars. Additionally, the FCTL team has available to them the use of a video recorder to record lectures, webcams, and an interactive smart board. We will also use video and Camtasia software for screen lecture capture.

J. Adequacy of Library Resources

The University of Maryland, Baltimore's Health Sciences and Humans Services Library (HS/HSL) collection contain more than 30,000 electronic journals, 162 current print journals, approximately 170,000 books, and 6,000 electronic books. Students can access the electronic resources offered on the library website by logging in with their University ID number. The library serves as the regional medical library for ten southeastern states as part of the National Library of Medicines National Network of Libraries of Medicine. In addition to the library services and collections, the building also houses computing services. Faculty librarians are dedicated to providing direct service to students. They use subject expertise to develop online resources and provide in-person consultations.

The HS/HSL is one of the largest health sciences libraries in the United States with a track-record of user-centered innovative services and programs. The library consists of 57 employees including 27 faculty librarians. The attractive and vibrant facility, which opened in 1998, serves as a hub for collaboration and learning with resources, programs, and tools that promote discovery, creativity, and innovation. With wireless connectivity throughout the building, the HS/HSL has 45 group study rooms, three computer classrooms, an Innovation Space which includes 3D printers; a presentation and practice studio, art gallery, and multiple technology-enhanced meeting spaces. Through the HS/HSL's website (www.hshsl.umaryland.edu,) the UMB community has access to a full range of resources and services.

The HS/HSL supports the University's students, faculty, and staff members in the schools of dentistry, law, medicine, nursing, pharmacy, and social work; the Graduate School; the University of Maryland Medical Center; and other affiliated institutions. Research Connection, the library's suite of research services, is available for all programs on campus and includes individual research consultations, a systematic review service, research impact assessment, reference assistance, and more. For over 30 years, the HS/HSL has provided liaison services, in which faculty librarians are assigned to work with specific user communities. Faculty librarians have many years of instructional experience in the classroom, in the community, and the online environment. In FY16, faculty librarians reached 4,131 faculty, staff and students through online and in-person instructional sessions offered through the curriculum and in library-sponsored workshops.

In FY16, the HS/HSL licensed 116 databases, 4,524 journals, 18,018 e-books, and maintained a print collection of 360,104 volumes. One hundred percent of the current journal subscriptions are available electronically. Through its interlibrary loan and document delivery service, library staff can acquire articles and other resources not available through the library's collections. These are secured through local, regional, and national networks including the University System of Maryland and Affiliated Institutions, the National Library of Medicine's DOCLINE service, and OCLC, among others.

The HS/HSL is also home to the National Network of Libraries of Medicine/Southeastern Atlantic Region (NNLM/SEA), whose mission is to advance the progress of medicine and improve the public health by providing all U.S. health professionals with equal access to biomedical information and improve the public's access to information to enable them to make informed decisions about their health. With only eight regions in the U.S. designated as regional medical libraries under contract to the National Library of Medicine at the National Institutes of Health, the Southeastern/Atlantic Region serves ten southeastern states, Puerto Rico, the U.S. Virgin

Islands, and the District of Columbia. The HS/HSL has held this competitive and prestigious designation for over 30 years.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment

UMB's 71-acre research and technology complex encompasses 67 buildings in West Baltimore near the Inner Harbor. The faculty has offices provided within their respective departments, and the Graduate School has identified office space to house the program director and instructional technology personnel. UMB has adequate facilities, infrastructure, and equipment to support any distance learning needs of the MS-DEIL Program. Students will have full access to the computing facilities at UMB. Students will be provided with UMB e-mail and library accounts and will have complete journal searching ability via PubMed. UMB possesses computing facilities that include a networked computing environment for support of a broad range of information technology functions, including basic research, clinical research, patient information, and general office management.

L. Adequacy of Financial Resources with Documentation

No new general funds will be required for implementation of the proposed MS-DEIL. The degree will be coordinated and administered fully through the Graduate School including identifying a program director who is directly affiliated with the Graduate School. Tuition will be administered through the Graduate School, and student tuition payment is in addition to that required of any individual professional school at UMB. As shown in the Budget Table provided in Appendix B this program is expected to be self-supported.

M. Adequacy of Provisions for Evaluation of Program

Students will have the opportunity to evaluate courses and faculty through a standard evaluation of every course. Formal assessment planning is already in place throughout UMB Schools, including the Graduate School. Our approach includes ensuring that student learning is in alignment with course learning outcomes, alignment of mission at institutional and program levels, alignment of the mission with learning outcomes, then program outcomes with the curriculum, flowing down to course outcomes and the assignments. Assessment activities emphasize analysis of results and feedback loops for continuous improvement. The additional evaluation includes tracking of student retention, grade distributions, and cost-effectiveness, with regular academic program reviews considering these factors.

The program will participate in the Graduate School Program Review process detailed below:

The Council of Graduate Schools[1] notes that graduate program review has five general purposes: quality assurance, quality improvement, accountability, identification of strategies for improvement, and provide the institution with information for prioritization of resources. Reviews share specific key characteristics:

1. Program review is evaluative, not just descriptive. It requires academic judgments about the quality of the program and the adequacy of its resources. It goes beyond the assessment of

[1]Assessment and Review of Graduate Programs: A policy Statement. 2005. Washington, DC: Council of Graduate Schools.

minimum standards to subjective evaluations of quality by peers and recognized experts in the discipline or field.

2. Review of graduate programs is forward-looking; it is directed toward improvement of the program, not merely assessment of its current status. It makes specific recommendations for future changes, as part of the long-range plans of the institution, the department, and other coordinating units.

3. Programs being reviewed are scrutinized on the bases of academic strengths and weaknesses, not on their ability to produce funds for the institution or generate development for the state. Finances and organizational issues are relevant, but only as they affect the quality of the academic program.

4. Program review is an objective process. It asks graduate programs to engage in self-studies that assess, as objectively as possible, their programs. It brings in faculty from other institutions to review the self-studies and to make their evaluations.

5. Graduate program review is an independent process, distinct from any other review. Data collection and parts of the self-study may often serve some review purposes. However, to be effective, graduate program review must be a unique, identifiable process that stands on its own, draws its own set of conclusions, and directs its recommendations to the only individuals with the power to improve graduate programs: the faculty and administrators of the institution.

6. Program review results in action. Based on the reviewers' comments and recommendations, as well as the program faculty's response to the review report, the institution develops and agrees on a plan to implement the desired changes according to a specific timetable.

Incorporating these characteristics, successful graduate program review answers the following questions:

Is the program advancing the state of the discipline?
Is its teaching and training of students effective?
Does the program meet the institution's goals?
How do experts in the field assess it?

At UMB Graduate Program Review includes an internal self-study and an on-site review by an external site team.

N. Consistency with the State's Minority Student Achievement Goals

A key feature of UMB's mission and strategic planning involves respecting, valuing and achieving diversity. The Strategic Plan states: diversity represents a core value, which is defined as being "committed to a culture that is enriched by diversity, in the broadest sense, in its thoughts, actions, and leadership" (University of Maryland, Baltimore, n.d.). The State also has a goal of expanding educational opportunities for minority and educationally disadvantaged students.

The proposed MS-DEIL aims to address both UMB's and the State's cultural diversity goals. First, the delivery of the majority of the courses in the program through the use of distance learning technology will enhance student access, as it expands access and success for learners from diverse communities. Essentially, distance learning is quickly becoming the educational opportunity for students who may not or would not be able to participate in a traditional in-

person college education. For rural and isolated communities, distance learning can be the vehicle that conquers geography and space between teachers and students. The emergence of so-called "virtual universities" has had more success in attracting diverse populations compared to traditional colleges. Ibarra (1999) asserts that historically underrepresented groups are highly attracted to internet-based degrees that embrace the core values of social change and community engagement.

The second manner in which the new MS-DEIL addresses diversity goals is that distance learning not only achieves "access," but can also help ensure "success," as the technology of distance learning meets the needs of various learners and allows for differentiated instruction. Essentially, with the proper use of its varied technology, distance learning can address the needs of all populations, creating an environment where students can thrive. In contrast with many universities that have a predominance of a particular and preferred learning environment grounded in outmoded ideas about one-size fits all educational pipelines, the varied types of interactions common in distance education embrace a shift from passive to active learning and from competition to collaboration. Furthermore, different learning styles and cultures can be accommodated more easily because useful collaborative learning values diversity (Palloff & Pratt, 2005).

Additionally, UMB realizes that it must not only embrace and celebrate diversity but also provide opportunities for students to develop into practitioner who marshal agency, organizational, and/or institutional efforts to create and maintain environments that go further than supporting the needs of individuals of diverse identities, but center the belongingness and the critical examination of policies and practices that disproportionately impact individuals and groups based on their group membership. The MS-DEIL uses an interdisciplinary approach to positively influence the climate for diversity, equity, and inclusion which includes consideration of external (i.e., governmental/political forces and sociohistorical forces) and internal (i.e., historical legacy of inclusion or exclusion, compositional diversity, psychological climate, behavioral dimension, organizational/structural diversity) factors deemed necessary to understand and shape campus environments (Hurtado, Milem, Clayton-Pedersen, & Allen, 1999; Milem, Chang, & Antonio, 2005).

O. Relationship to Low Productivity Programs Identified by the Commission

The proposed new MS-DEIL program is not directly related to an identified low productivity program identified by the Maryland Higher Education Commission.

P. Adequacy of Distance Education Programs

The Context of Online Education at UMB

As the State's public health, law, and human services university, the mission of UMB is to excel at professional and graduate education, research, patient care, and public service, and to educate leaders in health care delivery, biomedical science, global health, social work, and the law. Also, UMB emphasizes interdisciplinary education in an atmosphere that explicitly values civility, diversity, collaboration, and accountability. UMB expects to achieve its mission in educational excellence and to be competitive; the Graduate School has designed and offered

online degree programs that respond to the following changes occurring in higher education (Picciano, Seaman, & Allen, 2010):

- Education Pipeline. The education pipeline is now seeing inputs at every level with a highly diverse prospective student pool. Prospective students are typically working adults who demand part-time and non-residential educational opportunities. Results of the educational experience are becoming ever more outcomes-based.
- Changing Demographics. Data indicate a shift from the traditional-aged student (i.e., 18-22-year old, full-time resident) to older students studying part-time.
- Technology Shift. Online delivery is far outpacing traditional forms of delivery. From 2002 to 2008, online enrollments grew at an annual compound rate of 19% vs. 1.5% for all of higher education. By the fall of 2008, 25% (4.6 million) of all students took at least one online course. There is a growing acceptance that online education is as good as or better than traditional face-to-face delivery models. It is estimated that online learning will grow by 31% from 2020 to 2025.
- The growth of Mobile Technologies. Mobile technologies and miniaturization are changing the computing environment and the educational delivery paradigm. Technologies like netbooks, e-Readers, iPhones, and iPads have the potential to revolutionize the delivery space and to provide anywhere, anytime learning.
- Web 2.0 Revolution. Other technologies that are already figuring widely into the future of education are part of the Web 2.0 revolution. The use of a variety of technologies is disaggregating the educational experience into 'the cloud.' Many of the technologies for the future, like blogs, wikis, podcasts, video, social networking, and social media, virtual worlds, mobile learning, and Personal Learning environments, will have profound effects on the future learning landscape.

Essentially, online education represents a strategy that can address the restrictions of college courses that are delivered onsite. Online learning seeks to expand knowledge beyond the walls of the campus and can reach millions of new learners who could never put their lives on hold to complete a certificate or degree mainly delivered or solely on a college campus. Online programs also can respond to individual student learning needs and styles in ways that cannot be duplicated in the face-to-face classroom. Significant determinants of successful online programs include 1) course design that incorporates best practices, 2) quality faculty who can engage students in the material, and 3) responsible academic oversight. All three of these determinants are present in this proposal.

Instructional Design Team

The following individuals from the Faculty Center of Teaching and Learning will direct the distance education strategy for the MS-DEIL program:

Christina Cestone, PhD | Executive Director, Faculty Center for Teaching and Learning
Dr. Cestone earned a Ph.D. in Educational Psychology from the University of Texas at Austin and a Master's degree in Human and Organizational Learning from The George Washington University. Dr. Cestone research includes faculty learning communities, instructional methods,

motivation, and interprofessional education. Most recently, as Associate Dean of Assessment and Evaluation for Drexel University, College of Medicine, Dr. Cestone directed medical student assessment, and course and curriculum evaluation in an integrated medical curriculum for 1,100 medical students. Her interests are in program evaluation, and curriculum and instructional development involving active learning methods. She presents her work nationally and is active in the American Education Research Association (AERA) and the Professional and Organizational Development Network (POD), a national association of directors of Centers for Teaching and Learning.

Kevin Engler, MA | Instructional and Curriculum Designer
Mr. Engler holds a Masters of Arts degree in Instructional Design. Mr. Engler provides instructional design, audio-visual support, and faculty training in the use of instructional technologies. He is responsible for the overall pedagogy, planning and designing of course content and assessments for distance education courses in the program. Mr. Engler is knowledgeable in adult learning theory, distance education pedagogical techniques, course development planning and process management. Mr. Engler is trained and certified in the Quality Matters methodology and the ADDIE approach to course design. He has experience and background in writing instructional objectives that utilize Bloom's Taxonomy.

Erin Hagar, MA/MFA | Instructional and Curriculum Designer
Ms. Hagar taught Spanish at the college level and has worked in instructional and curriculum design for colleges and universities since 2000. She previously worked at Montgomery Community College and Johns Hopkins University, helping faculty incorporate new pedagogical practices and technologies into their face-to-face and online courses. Her areas of expertise include faculty development and training, online course design using the Quality Matters standards, and authentic activities and assessments. She is responsible for the overall pedagogy, planning and designing of course content and assessments for distance education courses in the program.

Sharon Gillooly | Senior Media Production Specialist
Ms. Gillooly leads media production for the AIDE team. Her main focus is to produce videos that support academic instruction. After a long career in documentary television, she completed a Master's Certificate in Online Instructional Development from Florida State University where her work focused on instructional design and emerging technologies. Ms. Gillooly is especially interested in the use of media to enhance learning.

Eric Belt, MS | Senior Academic Innovation Specialist
Mr. Belt holds a Master of Arts degree in distance education and e-Learning. He is an educational technology doctoral student at Boise State University pursuing research in communication, interaction, and engagement in online courses. He was previously the director of learning technology at the College of Southern Maryland and, formerly, the assistant director of e-Learning at Howard Community College. Mr. Belt has served as an instructional designer both virtually and on-campus for various community colleges across the United States. He has a passion for advancing the scholarship of teaching and learning through course design, instructional communication, and faculty professional development.

Becky Menendez, MA/MEd | Academic Innovation Specialist

Ms. Menendez holds master's degrees in elementary education, teaching English as a Second Language, and educational technology. She has a deep understanding of educational practice and design in higher and postsecondary education, particularly with English language learners, and has supported online course design for the International Baccalaureate, the Community College of Baltimore County, and Penn State University. Ms. Menendez is a trained Quality Matters peer reviewer, providing feedback and guidance to institutions on improving the quality of their online courses.

Collectively, the FCTL team will provide the following services to ensure that best pedagogical practices are used to train and support the most of effective presentation of their course content.

- Guided tutorials on the online course development process, with open questions and answer session.
- Written instructions accompanied by training videos to guide faculty on how to use the learning management system.
- A manual for the faculty regarding principles of good practice and the pedagogy of distance education.
- Provide timely support to the faculty in the use of the technology and trouble shoot any problems that might arise during the course of instruction.
- Work with faculty to design and develop courses, monitor the delivery of the course, and assess and revise the course for future offerings.

Course development and curricular oversight will be accomplished in partnership with a program director, teaching faculty, and the instructional design team, who will ensure course materials follow best practices in online education and adult learning theory. Collectively, they will produce the following materials:

- Course-level outcomes and module level objectives
- Course storyboards that will serve as planning documents for new courses that outline objectives, discussion prompt and learning activities, and resources (e.g., articles, websites, online videos)
- Assignments and assessments that measure student performance and clear instructions for completing them
- Grading Rubrics
- Course syllabus

Supporting Students in Distance Education

All of the courses for the MS-DEIL will occur online utilizing distance learning technologies and will utilize both synchronous and asynchronous learning. We realize that the key to the success of the online courses is dependent on a) students knowing upfront the assumptions, requirements, and responsibilities of taking an online course, 2) the ability of students to have the background, knowledge, and technical skills to undertake an online program; and 3) their having access to academic and technical support services to support their online activities.

Accordingly, we will provide the following services to support the students in accessing distance learning technology:

- Communicate to students the nature of online learning, including their requirements, roles and responsibilities, and access to support services. We have also prepared a short questionnaire for students that will help them decide whether online learning is right for them. All of our advertising, recruiting, and admissions materials shall clearly and accurately represent the program and the services available.
- Ensure that enrolled students shall have reasonable and adequate access to the range of student services to support their learning.
- Ensure that accepted students will have the background, knowledge, and technical skills needed to undertake the program.
- Make available the library's services to students so that they can have access to research databases, the online catalog of books and media, chat with or e-mail a Librarian, electronic interlibrary loan, and more.

Evaluation and Assessment of Online Courses

We will adhere to a quality improvement model for assuring the continuous quality of the online courses. The process will involve the following steps:

1. Assessment of course readiness as measured by our quality indicators of best practices (including assessment of faculty readiness)
2. Monitoring of course delivery as assessed by the instructional designers with the use of our "course evaluation' rubric."
3. Obtain feedback from the faculty and students and instructional designers.
4. Analysis of feedback as performed by the Distance Learning Committee.
5. Institute course revisions based on comments by the Distance Learning Committee.

Finally, to ensure the sustainability of the distance learning program, the Academic Affairs Office at UMB affirms the following:

- UMB Policies for faculty evaluation includes appropriate consideration of teaching and scholarly activities related to programs offered through distance learning.
- Commitment to ongoing support, both financial and technical, and to a continuation of the program for a period sufficient to enable students to complete a certificate.

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Appendix A. Sample Plan of Study for Students starting Fall 2022

	Master of Science: Diversity, Equity and Inclusion Leadership Fall 2022 Start — Year 1	
	Course	Credits
Fall A	MLL 625: Intercultural and Cross-Cultural Communication	3
Fall B	INCL 632: Historical Exploration of Race in the U.S.	3
Spring A	INCL 633: Historical Exploration of Culture in the U.S.	3
Spring B	INCL 640: Practical Application of Intercultural Leadership	3
Spring B	INCL 643: Intercultural Impact Institute	1
	Subtotal	13

	Year 2	
	Course	Credits
Fall A	DEIL 710: Employment Discrimination Law & Policy Framework	3
Fall B	HPE 615: Introduction to Statistics	3
Spring A	DEIL 720: Critical Appraisal of DEI Literature	3
Spring B	DEIL 740: Strategic Executive Writing	3
	Subtotal	12

	Year 3	
	Course	Credits
Fall A	DEIL 790: DEI Evidence-Based Leadership Toolkit	3
Fall B	DEIL 798: Capstone for Diversity, Equity and Inclusion Leadership	3
	Subtotal	6
	Total	31

Appendix B. Sample Plan of Study for Students starting Spring 2023

	Master of Science: Diversity, Equity and Inclusion Leadership Spring 2023 Start Year 1	
	Course	Credits
Spring A	DEIL 720: Critical Appraisal of Diversity, Equity, and Inclusion Literature	3
Spring B	DEIL 740: Strategic Executive Writing	3
	Subtotal	6

	Year 2	
	Course	Credits
Fall A	MLL 625: Intercultural and Cross-Cultural Communication	3
Fall B	INCL 632: Historical Exploration of Race in the U.S.	3
Spring A	INCL 633: Historical Exploration of Culture in the U.S.	3
Spring B	INCL 640: Practical Application of Intercultural Leadership	3
Spring B	INCL 643: Intercultural Impact Institute	1
	Subtotal	13

	Year 3	
	Course	Credits
Fall A	DEIL 710: Employment Discrimination Law & Policy Framework	3
Fall B	HPE 615: Introduction to Statistics	3
Spring A	DEIL 790: Diversity, Equity, and Inclusion Evidence-Based Leadership Toolkit	3
Spring B	DEIL 798: Capstone for Diversity, Equity and Inclusion Leadership	3
	Subtotal	12
	Total	31

Appendix C: Budget

TABLE 2: PROGRAM EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	$44,694	$97,613	$104,572	$96,614	$99,512
a. Number of FTE	0.425	0.913	1.025	0.875	0.875
b. Total Salary	$35,698	$77,966	$83,524	$77,168	$79,483
c. Total Benefits	$8,996	$19,647	$21,048	$19,446	$20,030
2. Admin. Staff (b + c below)	$16,680	$28,495	$24,325	$9,091	$9,363
a. Number of FTE	0.20	0.28	0.24	0.10	0.10
b. Total Salary	$12,000	$20,500	$17,500	$6,540	$6,736
c. Total Benefits	$4,680	$7,995	$6,825	$2,551	$2,627
3. Support Staff (b + c below)	$6,950	$7,159	$7,373	$7,594	$7,822
a. Number of FTE	0.10	0.10	0.10	0.10	0.10
b. Total Salary	$5,000	$5,150	$5,305	$5,464	$5,628
c. Total Benefits	$1,950	$2,009	$2,069	$2,131	$2,195
4. Technical Support and Equipment	$0	$0	$0	$3,000	$3,000
5. Library	$0	$0	$0	$5,000	$5,000
6. New or Renovated Space					
7. Other Expenses					
TOTAL (Add 1 – 7)	$68,324	$133,267	$136,270	$121,299	$124,698

TABLE 1: PROGRAM RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds					
2. Tuition/Fee Revenue (c +g below)	**$0**	**$0**	**$0**	**$0**	**$0**
a. Number of F/T Students*					
b. Annual Tuition/Fee Rate					
c. Total F/T Revenue (a x b)					
d. Number of P/T Students	9	14	20	24	24
e. Credit Hour Rate	$750	$773	$796	$820	$844
f. Annual Credit Hour Rate	8	8	8	8	8
g. Total P/T Revenue (d x e x f)	**$54,000**	**$86,520**	**$127,308**	**$157,353**	**$162,073**
3. Grants, Contracts & Other External Sources	**$0**	**$0**	**$0**	**$0**	**$0**
4. Other Sources	**$14,324**	**$46,747**	**$8,962**	**$0**	**$0**
TOTAL (Add 1 – 4)	**$54,000**	**$86,520**	**$127,308**	**$157,353**	**$162,073**

Appendix D: Graduate School Policies

Purpose: Satisfactory academic performance and progress within the University of Maryland Baltimore's master's degree (MS-DEIL) programs is a shared responsibility of the University of Maryland Baltimore Graduate School (UMBGS), the Masters Programs, and graduate students. This policy specifies the elements of satisfactory academic performance and progress for students in UMBGS MS-DEIL programs (University of Maryland Baltimore, n.d.).

UMBGS Standards

- After admission to a masters program, each student must continue a course of study and must register fall and spring semesters unless on an approved leave of Absence. Failure to comply with the requirement to register every semester will be taken as evidence that the student has terminated his or her program and admission status in the Graduate School.

- Students accepted provisionally will have provisional admission status removed only after all provisions have been satisfied and the student has fulfilled all other UMBGS and Masters Program requirements for non-provisional admission. This determination will be made by the Graduate Program Director and the UMBGS Academic Coordinator.

- Graduate students must maintain a minimum, cumulative grade point average (GPA) of 3.0 on a 4.0 scale.

- UMBGS does not impose a uniform protocol for preliminary, qualifying, or comprehensive examinations. Admission to candidacy occurs after fulfilling Masters Program requirements.

- Students must establish and maintain a professional relationship with a faculty research advisor. The advisor must hold Regular membership in the Graduate Faculty with the appropriate knowledge and expertise to serve as research advisor.

- Students must demonstrate the ability to conduct independent research by developing, presenting, and defending an original dissertation on a topic approved by the Masters Program. Evidence of completion of this requirement is a submission of the committee approved dissertation to the Graduate School.

- UMBGS requires that students take and pass a masters examination of the dissertation comprised of an open presentation and a formal examination. The formal examination can only be attempted twice. A failure on the second attempt means the MS-DEIL degree is forfeited.

- Students must be admitted to candidacy within five academic years of the first term of enrollment in the Masters Program and at least two full sequential semesters or sessions (spring, summer, or fall) before graduation. All degree requirements, including the final examination of the dissertation, must be completed within four years of admission to candidacy and no more than nine years after admission into the Masters Program.

- Students are expected to meet the highest standards of academic integrity. Plagiarism, fabrication, falsification, cheating, and other acts of academic dishonesty, or abetting the academic dishonesty of another will result in sanctions and may lead to academic dismissal.