




**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	Payment Type:	R*STARS # Check #	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:	CIP:	
Program Modality			On-campus	Distance Education (fully online)	Both
Program Resources			Using Existing Resources	Requiring New Resources	
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>			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:		



**UNIVERSITY OF MARYLAND
GLOBAL CAMPUS**

OFFICE OF THE CHIEF ACADEMIC OFFICER

March 1, 2024

Sanjay Rai, PhD
Acting Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty St.
Baltimore, MD 21201

Dear Dr. Rai:

On behalf of the University of Maryland Global Campus (UMGC), this letter serves as an official request for a new upper-division certificate in Artificial Intelligence Foundations. (HEGIS: 0702.xx and CIP:11.0102). In accordance with COMAR 13B.02.03, the following proposal is submitted for your review.

We appreciate your review of this request and look forward to adding this program to UMGC's portfolio of academic programs beginning in Spring 2025. If you have any questions or require additional information about this proposal, please contact me at blakely.pomietto@umgc.edu.

Payment for review of this new academic program has been made to MHEC via R*STARS interagency fund transfer, transaction number JF020064, in the amount of \$850 in accordance with the MHEC fee schedule.

Sincerely,

A handwritten signature in black ink, appearing to read "Blakely R. Pomietto".

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

CC: Candace Caraco, Ph.D., Associate Vice Chancellor for Academic Affairs, University System of Maryland

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.

This certificate will add an 18-credit upper-division undergraduate certificate in Artificial Intelligence Foundations with a user- and manager-oriented approach to UMGC's portfolio. The certificate encompasses a range of courses addressing AI from diverse perspectives, focusing on skill development and real-world applicability. The 6 courses required for the certificate are:

1. DATA 200: Data Literacy Foundations
2. DATA 310: Introduction to Artificial Intelligence
3. CMSC 307: AI Applications
4. DATA 340: Generative AI
5. DATA 350: Responsible AI
6. DATA 410: Artificial Intelligence in the Enterprise

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.

Each facet of UMGC's mission has direct bearing on the programs the university offers and how those programs are designed and delivered. By mission and state mandate, every aspect of the UMGC student experience is designed from its origins for working-adult and military-affiliated students to access online education and built to leverage our unique and longstanding expertise in designing online learning. The learning resources, the selection, training, and evaluation of faculty, the non-academic supports, the success-coach advising model, the virtual classroom, the academic resources, the term and session structure, and course length are all deliberately derived from adult-learning science in distributed, online modalities, and the learning ecosystem is designed for a learner experience taking place anywhere in the world.

These students' demographic profile drives the design and delivery of our learning model: The average age of UMGC's undergraduate student is 31 years old, 79% of them work full-time, and 44% have dependent children. The average age of UMGC's graduate student population is 36, 80% work full-time, and 44% have dependent children. For these students, their often-complicated life circumstances while pursuing higher education means they need and benefit most from the authentic online education that UMGC has delivered for more than two decades.

Authentic online education is fundamentally different from courses and programs originating at traditional institutions and taught remotely in the same way as face-to-face classes. Instead, authentic online education is a distinctive educational architecture intentionally designed for virtual teaching, learning and assessment, with technology tools strategically deployed for engagement and outcomes, as well as wraparound services that provide support throughout the online student life cycle. These features set UMGC apart in the higher education landscape of Maryland.

Our history and expertise have allowed us to build strong relationships with the military community which is nothing less than part of UMGC's institutional identity. As of Fall 2021, 64% of UMGC's undergraduate students and 34% of graduate students are military affiliated, including active duty servicemembers, their families, and veterans. This dimension of UMGC's identity is a particular point of pride, beginning with the university first sending faculty overseas in 1949 to teach America's soldiers on military installations in Europe. The relationship between UMGC and the military has grown ever stronger in the decades since as a result of our intentional program design and delivery model that meets adult learners *where they are*, whether through asynchronous online courses or on military bases in Germany, Italy, Japan, Korea, Guam, Colorado, Virginia, and many other military facilities around the world.

Today UMGC holds competitively awarded contracts from the U.S. Department of Defense (DOD), under which we serve military servicemembers in Europe, Asia, and the Middle East, delivering specifically solicited programs of study identified by the DOD as responsive to the training, education, and upskilling needs of the military. UMGC is recognized as one of the top military- and veteran-friendly schools in the country, with an unmatched expertise and established reputation as a preeminent provider of quality, affordable, career-relevant postsecondary education. Recognition as one of the Best Military Friendly Online Colleges (GuideToOnlineSchools.com) and as the Military Times No. 4 Best Cybersecurity Program for 2018, among other accolades, are evidence of UMGC's successful commitment to serving our nation's troops.

The proposal aligns with UMGC's mission by providing a learner-focused program based on leading-edge adult learning theory and curriculum design that accommodates the needs of students and the community. In addition, this undergraduate certificate in Artificial Intelligence Foundations aligns with UMGC's mission to offer high quality, workplace-relevant academic programs that expand the range of credentials and career opportunities for working adult, federally employed, and military affiliated students.

The upper division certificate in Artificial Intelligence Foundations will support students' professional development with opportunities to learn from employers and peers. Students are given time to practice skills as they progress through formative instruction. The fully online, asynchronous program model offers flexibility, continuing education and social opportunities to adults interested in refreshing and reshaping their career opportunities. Detailed descriptions of the program and courses within the major are in section G.

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

As the public state and national leader in distance and distributed education, UMGC awards associate, 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. As part of its emphasis on career-relevant education, UMGC offers non-credit professional development programs and hosts professional conferences and meetings supporting economic and societal needs of the State.

The upper division certificate in Artificial Intelligence Foundations supports two important priorities from the UMGC 2024-2030 Strategic Plan:

Priority I: Market-responsive portfolio management that continuously adapts to learner and employer needs

- This certificate will build upon existing strengths of UMGC’s bachelor’s degree in data science with a strong KSAD (Knowledge, Skills, Abilities, and Dispositions) focus and close relationships with industry partners, including government agencies.

Priority II: Skills architecture integrating educational and work experiences

- The fundamental design approach to this certificate is a sequence of learning experiences that do not require external prerequisite KSADs. As learners progress through the learning experiences in this certificate, they will acquire any KSADs which may be needed in the later learning experiences. . Skills-mapping will provide a clear view for learners and employers regarding the progression of KSADs and level of competency achieved. The absence of external prerequisites means that the certificate will afford the opportunity to implement a flexible typology of learning experiences. Existing courses can be updated, and new courses developed in such a way that KSADs and modules can be built to be either reused in a variety of learning experiences or offered as non-degree options.

Furthermore, the certificate builds directly on institutional priorities within the field and so the content supports UMGC’s online master’s degrees in data analytics, and our recently launched online Bachelor of Science in Data Science, which has already seen its first graduates.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.

New courses will be developed and funded through existing budget allocation of funds in this fiscal year. The financial data in Table 2 in section L reflects an existing base of FTE faculty, administrative staff, adjunct faculty, and support staff, which will be sufficient to

support the launch of this Undergraduate Certificate in Artificial Intelligence Foundations. Salaries are shown with benefits at current rates of 9%.

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

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

UMGC's support services are designed to accommodate students who may not be physically in Maryland or who would simply prefer to access support remotely. These services are, therefore, intentionally, and thoughtfully built for complete online delivery rather than in the primarily face-to-face format that exists on traditional campuses. Support services include the following:

- Help@UMGC provides support services for the learning management system (LEO). A specialized technical support team for LEO questions and problems is available 24 hours a day, seven days a week, 365 days a year. In addition, UMGc trains faculty to handle some LEO troubleshooting, publishes LEO FAQs, provides chat, phone, and e-mail access to a Help Center with a comprehensive knowledge base and includes a peer-to-peer feature in the online classroom to encourage students to help each other with LEO issues.
- The Integrative Learning Design unit within Academic Affairs provides instructional-design support and consultation to Help Desk staff and program leadership to optimize the learning environment across delivery modes and resolve challenges or obstacles students and faculty encounter.
- Students also receive 24/7 support in the use of educational technology from UMGc's Virtual Lab Assistance team, which resolves students' technical questions and issues in lab environments. Complementarily, program leadership and faculty support students in the proficiency of use with educational technology tools.
- MyUMGC is a self-service portal that provides access to UMGc administrative functions and student records. UMGc has designed this portal to ensure that students around the world can complete administrative tasks and view their records at their convenience.
- UMGc's Library is directly accessible through a link within each online classroom. The library helps to educate students in the use of information resources and services and develops and manages UMGc's extensive online library collection.
- 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. The EWC is also directly accessible through a link within each online classroom.
- Turnitin has been integrated within courses as a developmental tool for students to help achieve authenticity in their writing.
- Subject matter tutoring is available in select courses. Subject matter tutors can help define and explain concepts, clarify examples from course content, and guide students toward understanding a particular topic. Students can connect with a subject matter tutor by accessing a link in their online classroom.
- The Office of Accessibility Services arranges accommodations for students with disabilities. Students can register with this office via an online form and then work with a staff member to receive appropriate accommodations for either online or

hybrid courses. UMGC students move locations frequently and often need to adjust their course schedules because of work or family obligations so the Office of Accessibility Services is prepared to help students with transitioning their accommodations even when these changes occur.

- 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. This office supports students who are transitioning from one career to another or are looking to climb up the corporate ladder, in addition to those who are entering the workforce for the first time. The CareerQuest portal is available 24 hours a day, seven days a week and includes an online database that allows students to connect with local and national hiring managers.
- 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. Extended office hours ensure that students can receive support quickly and staff members have expertise with a variety of financial aid options as UMGC students may be using employer assistance, veterans' benefits, or other aid that is more common among adult student populations.
- Success Coaches assist students with mapping out degree plans, selecting and scheduling courses, and generally navigating the administrative and academic landscape of earning a degree or certificate.

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

This is not applicable as this program is new.

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**

Artificial Intelligence is impacting all levels of employment in all sectors. AI implies new ways of working, including jobs that will be lost and others that will be created. We are only beginning to see the effects in the workplace and in society. There is a pressing need to educate all Maryland citizens in the practical concepts and use of AI for their work lives and personal lives.

As an open access institution, UMGC makes educational opportunities and choices available for all students within the state of Maryland, including new college majority populations – especially, military affiliated and working adults most often left behind by higher education.

1. Provide evidence that the perceived need is consistent with the 2022 Maryland State Plan for Higher Education.

The program proposal is designed to meet present and future needs of the state, as identified in the 2022 Maryland State Plan for Higher Education: Student Success with Less Debt. 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. 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 approach is central to this commitment. The process to apply for admission is streamlined and does not require the submission of standardized test scores. Admission requirements for the Undergraduate Certificate in Artificial Intelligence Foundations are aligned with this mission.

- The program serves Goal 2 (Success) 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 certificate in Artificial Intelligence Foundations will employ 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.

- The program serves Goal 3 (Innovation) in the State Plan, as it will address cutting

edge artificial intelligence concepts and applications but will differentiate itself as a user and manager-centric certificate within all sectors of activity. Learners will acquire real-world, job ready AI knowledge and skills, applicable to all majors, job categories and future workforce demands.

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.

This certificate in Artificial Intelligence Foundations targets all students, in all majors and certificate-only students, who may or may not already have a degree. The certificate will be applicable to all sectors of activity and various employee and management levels. Thus, employment growth data that focuses on a single career track or narrow employment category may not accurately reflect the actual demand for this certificate.

With that said, some discussion of artificial intelligence and its impact on the workplace and workforce is relevant:

- [Goldman Sachs](#) has estimated that **AI will impact 25% of all work tasks**. While jobs will be lost, the investment bank also anticipates that through effective use of AI, worker productivity will rise, and new jobs will be created as a result.
- The [Future of Jobs 2023](#) report also indicates that **75% of companies anticipate integrating big data and AI into their business processes** in the next five years, which will impact all levels of employees.
- [McKinsey](#) predicts that automation will accelerate rapidly throughout the 2020s, leading to **30% of tasks in 2030 being taken over by automation**, much of that through **generative AI**. To actively participate and compete in this workforce, employees must understand, efficiently use and manage AI tools. Managers must be able to effectively direct employees using these AI tools.

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

As stated above, the certificate is intended as a supplement to a student's primary major and career track. Thus, employment data that focuses on a single career track or narrow employment category may not accurately reflect the actual demand for this Certificate. See Section C.1 above.

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.

Artificial Intelligence has already had a significant impact on the workplace and the workforce. See Section C.1 above.


Learners who pursue this certificate will also be well-poised to apply for AI-related jobs that are only now appearing in the employment marketplace. Two emerging examples are AI Prompt Engineer and Generative AI Specialists, roles that might focus on writing effective prompts and/or user testing for AI-driven chatbots and Generative AI. As these are emerging job roles, there is insufficient data on future employment projections for individual AI roles, but there is already evidence that current related job categories are experiencing growth that likely stems from new AI-related jobs requiring the heavy use of AI skills.

Target Occupations Using AI-Skills

Occupation	2022 Jobs	Annual Openings	Median Earnings	Growth (2022 – 2027)
Software Developers	1,615,426	157,644	\$60.98/hr	+19.82%
Computer and Information Systems Managers	560,590	54,362	\$78.59/hr	+14.28%
Computer Systems Analysts	535,696	44,620	\$49.03/hr	+10.92%
Engineers, All Other	176,515	13,212	\$50.32/hr	+7.39%
Computer Programmers	153,676	10,843	\$45.95/hr	+1.81%
Computer and Information Research Scientists	37,833	3,861	\$65.69/hr	+17.38%
Electro-Mechanical and Mechatronics Technologists and Technicians	15,167	1,614	\$29.07/hr	+4.75%

Job Postings Summary

There were 2.54M total job postings from December 2022 to November 2023, of which 1.15M were unique. These numbers give us a Posting Intensity of 2-to-1, meaning that for every 2 postings there is 1 unique job posting. This is close to the Posting Intensity for all other occupations and companies in the region (3-to-1), indicating that they are putting average effort toward hiring for this position.

1.15M Unique Postings 2.54M Total Postings	2 : 1 Posting Intensity  Regional Average: 3 : 1	56,886 Employers Competing 939,182 Total Employers	27 days Median Posting Duration Regional Average: 27 days
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4. Provide data showing the current and projected supply of prospective graduates.

Our conservative 5-year projected headcount trend for the UDC in Artificial Intelligence Foundations are summarized in Table 1 below.

Table 1 Enrollment Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
<i>Initial Fall cohort:</i>	25				
<i>Year over year new student growth:</i>	5%				
New Students	65	68	71	75	79
Returning Students	38	94	118	124	130
Total Headcount	103	162	189	199	209

D. Reasonableness of Program Duplication:

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

Currently, there are no upper-division certificates in Artificial Intelligence in Maryland. The following institutions have other credentials, however, that focus on artificial intelligence.

Institution	Degree Level	Degree Title
Capitol Technology University	Master's Degree	Artificial Intelligence
Capitol Technology University	Doctorate	Artificial Intelligence
Johns Hopkins University	Doctorate (Research and Scholarship)	Artificial Intelligence
Johns Hopkins University	Master's Degree	Artificial Intelligence
Johns Hopkins University	Post-Baccalaureate Certificate	Artificial Intelligence
Bowie State University	Post-Baccalaureate Certificate	Database Management and Artificial Intelligence

2. Provide justification for the proposed program.

See Section C.1 above.

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.

A search performed on October 11, 2023, of MHEC’s inventory of approved academic programs in Maryland found no undergraduate certificate programs in Artificial Intelligence Foundations at HBIs in Maryland. This includes the four Historically Black Institutions in Maryland (Bowie State University, Coppin State University, University of Maryland Eastern Shore, and Morgan State University). UMGC’s proposed program will, therefore, have no impact on high demand programs at 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.

A search performed on October 11, 2023, MHEC’s inventory of approved academic programs in Maryland found no undergraduate certificate programs in Artificial Intelligence Foundations at HBIs in Maryland. This includes the four Historically Black Institutions in Maryland (Bowie State University, Coppin State University, University of Maryland Eastern Shore, or Morgan State University). UMGC’s proposed program will, therefore, have no impact on the uniqueness and institutional identities and missions of the HBIs.

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.

Like many universities, UMGC began its first steps in data science at the master’s level, with a Master of Science of Data Analytics in 2013. Data Science was first viewed as a graduate level discipline, given the content's complexity and techniques and tools used in the field. Since those early years, data analytics and data science concepts, tools and techniques have been massively adopted in all areas of the economy, all levels of government, and the non-profit sector. In 2021, UMGC launched a Bachelor of Science in Data Science, which targeted a rapidly emerging market of entry level jobs accessible at the bachelor’s level.

UMGC expects the proposed undergraduate certificate in Artificial Intelligence Foundations to follow the successful track record of the master's and bachelor's level offerings. However, the proposed certificate targets all students, in all majors and certificate-only students, who may or may not already have a degree, but who wish to obtain practical, workplace-ready skills to become knowledgeable users and managers of Artificial Intelligence.

The proposed program will be hosted in the School of Cybersecurity and Information Technology's Department of Information Technology and will be managed concurrently with the Master of Science in Data Analytics and Bachelor of Science in Data Science programs by the Program Director Dr. Elena Gortcheva.

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

The proposed undergraduate certificate in Artificial Intelligence Foundations consists of six three-credit courses (see section G.4) or 18 credits total.

Certificate learning outcomes are:

- Explain the fundamental concepts and principles of artificial intelligence (AI), including machine learning, deep learning, and natural language processing.
- Identify opportunities for AI adoption in the enterprise, within a range of sectors including finance, healthcare, marketing, and/or cybersecurity.
- Apply generative AI principles and techniques in creative fields, content generation, and innovation.
- Develop a framework to promote responsible AI practices and ethical decision-making regarding AI systems.
- Apply appropriate data analysis and AI techniques and tools to achieve business outcomes.

The certificate begins with a General Education course in Data Literacy Foundations, which examines data from user, organizational and societal perspectives. This course is followed by Introduction to Artificial Intelligence, which introduces AI from a non-technical, user- and manager-centric approach. The two courses that follow are focused on hands-on applications of AI, including AI in the cloud and Generative AI. The fifth course in the certificate addresses AI Ethics and the sixth course returns to address the use, management, and implications of AI in the workplace.

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**

UMGC approaches learning design from an "Understanding by Design" perspective, utilizing a backward design model. This approach begins with identifying the program learning goals that a student will achieve through the program of study. The program learning goals are mapped first to the Degree Qualification Program (DQP) to ensure that the set of learning goals are comprehensive and appropriate for the degree level. In addition, the program learning goals are mapped against UMGC institutional learning goals to validate that the program aligns with the university mission and institutional goals.

Once the program learning goals have been validated through mapping to the DQP and institutional learning goals, the program learning goals are mapped to the courses in the program. This step ensures that all program learning goals are addressed in the curriculum and provide guidance in the development of the courses to ensure that each course contributes to the program learning goals without unnecessary duplication of outcomes across courses.

Using the mapping of institutional learning goals to courses, key assignments are identified in courses for use in assessing student achievement of program learning goals. Periodically, a random sample of student artifacts for these identified key assignments are collected and reviewed by faculty to assess how effectively students are meeting the program learning goals.

Using student learning assessment results along with non-direct measures of student learning including student retention and market and labor data, program directors produce an annual review of program quality. For new programs, these annual reviews are integrated into an Academic Program Review including external review after 5 years. After this initial review, programs continue the annual review every year with an Academic Program Review every 7 years.

In November 2020, UMGC licensed AEFIS as its assessment management system. AEFIS will be the central repository for program learning goals, assessment maps, and student artifacts. AEFIS integrates with the D2L LMS to allow student work to be duplicated from the LMS into AEFIS for assessment purposes. This process ensures that assessment review is independent of grades and evaluation within the class and allows for independent review of student work apart from the classroom faculty. AEFIS also holds annual program review reports.

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

The following courses are required for the upper division certificate in Artificial Intelligence Foundations (course descriptions follow).

1. DATA 200: Data Literacy Foundations (3 credits)
2. DATA 310: Introduction to Artificial Intelligence (3 credits)
3. CMSC 307: AI Applications (3 credits)
4. DATA 340: Generative AI (3 credits)
5. DATA 350: Responsible AI (3 credits)
6. DATA 410 Artificial Intelligence in the Enterprise (3 credits)

Course Title	Course Description
<p>DATA 200 Data Literacy Foundations (3 Credits)</p>	<p>An introduction to data and data literacy designed to enhance one's ability to understand and work in today's data-driven world. The aim is to collect, manage, evaluate, and apply data in a critical manner and examine the role, significance, and implications of data, including ethical issues within a society, in organizations, or for individuals. Focus is on developing skills in data manipulation, analysis, and visualization to generate insights from data, build knowledge, and make decisions. Topics include the effective use of cloud-based data storage, collaboration, and communication techniques.</p>
<p>DATA 310 Introduction to Artificial Intelligence (3 Credits)</p>	<p>A comprehensive introduction to the basic principles and terminology of the field of Artificial Intelligence (AI). The aim is to demystify AI and equip non-technical professionals and managers with a solid understanding of AI concepts to facilitate informed decision-making and collaboration with technical teams. Topics include various subfields of AI, such as machine learning, natural language processing, and computer vision, along with real-world applications of AI in recommender engines, supply chain, fraud detection, customer service, and others.</p>
<p>CMSC 307 AI Applications (3 Credits)</p>	<p>(No programming or math background required.) An interactive, hands-on study of current artificial intelligence (AI) applications spanning multiple disciplines and domains, including business, science, communications, and computing. The goal is to use data sets with AI and machine learning applications from leading cloud vendors, including Amazon and Microsoft. Projects and laboratory exercises demonstrate how AI can be used to solve problems across a wide variety of disciplines.</p>
<p>DATA 340 Generative AI (3 Credits)</p>	<p>A comprehensive introduction to Generative Artificial Intelligence models, a cutting-edge area of AI that focuses on creating content such as images, music, and text. The aim is to explore the underlying principles and techniques behind generative models, including Large Language Models. The focus is to delve into practical applications, demonstrating how generative AI is revolutionizing industries like art, music composition, and content creation. The learner will obtain hands-on experience with generative tools and gain insights into the creative potential of AI Generative Pretrained Transformers.</p>
<p>DATA 350 Responsible AI (3 Credits)</p>	<p>An in-depth examination of the ethical considerations, societal impact, and responsible use of AI. The goal is to empower non-technical professionals and managers to navigate the ethical landscape of AI, make informed decisions, and promote responsible AI practices within their organizations. Topics include bias and fairness in AI algorithms, transparency, privacy concerns, and the ethical implications of generative AI models. Through case studies and discussions, participants will explore real-world examples of AI-related ethical challenges.</p>
<p>DATA 410 Artificial Intelligence in the Enterprise (3 Credits)</p>	<p>A project-based examination of the practical application of AI, transforming sectors such as finance, healthcare, marketing, and supply chain management. The aim is to gain insights into how AI can drive business growth, enhance customer experiences, and optimize operations. Topics include predictive analytics, recommendation systems, automated decision-making, and the integration of AI into business processes. Non-technical professionals and managers will be equipped with the knowledge</p>

Course Title	Course Description
	needed to identify opportunities for AI adoption in their organizations and leverage AI for strategic advantage.

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

As this is an 18-credit upper-division undergraduate certificate, general education requirements for a degree program are not applicable.

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

This is not applicable.

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

This is 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 systems, availability of academic support services and financial aid resources, and costs and payment policies.

UMGC maintains a comprehensive website that houses all updated information about its programs. Students will 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 learning management system, and other resources to maximize students' learning experience.

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, available online, and serves as a general guide for all current and prospective students.

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 program-related communications (advertising, recruiting and admission materials) are done in conjunction with UMGC-wide institutional communication strategy which adheres to the principle of truth in advertising. All written and electronic materials prepared for

prospective students for recruitment 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.**

UMGC has a number of existing articulations with community colleges, both within the state of Maryland and nationwide, reflecting the national and international reach of our service capacity. UMGC has a flexible and convenient transfer policy – accepting up to 70 credits from community colleges – and we also offer a “completion scholarship,” whereby students who complete their 2-year degree at a local community college are guaranteed admission to UMGC as well as a tuition rate which will allow recipients of the scholarship to complete the four-year degree for \$12,000 or less.

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 support the Adjunct faculty in teaching the program courses.

In keeping with UMGC’s emphasis on workplace relevance, the Undergraduate Certificate in Artificial Intelligence Foundations teaching faculty will be practicing professionals who teach part-time for UMGC. These adjunct faculty provide instruction for the majority of courses (which is true for all programs at all levels at UMGC). This model is responsible for one of UMGC’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 and rapidly changing industries and technologies. In this way, UMGC 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 UMGC. Collegiate and adjunct faculty both hold academic rank and title, based on their academic qualifications and professional experience, including teaching experience at UMGC. Since 1996 UMGC 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 UMGC’s faculty model relative to its educational mandate and mission were reaffirmed by MHEC in its 2016 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.¹

Consistent with this model, UMGC has a substantial roster of faculty with expertise in areas related to Artificial Intelligence Foundations. Teaching effectiveness is monitored by class observation, student course evaluations, and program-specific, student-level competency assessment. The School of Cybersecurity and Information Technology already has an active unit of faculty qualified and prepared to teach courses in the proposed program and we constantly recruit additional faculty.

The following is a partial list of faculty with their graduate degree title(s), academic title/rank, and the courses they will teach:

Name	Appointment Type and Rank	Graduate Degree(s), and Field	Status	Course(s) to be Taught
Elena Gortcheva	Program Director/Collegiate Professor	PhD, Computer Engineering	Full-time	DATA 340,350,410
Kate Goldberg	Collegiate Assistant Professor	DBA, Doctor of Business Administration, MS in Data Analytics	Full-time	DATA 200, 310, 340, 350, 410; CMSC 307
Christopher Schultz	Collegiate Professor	PhD; MBA; MS Computer Science	Full-time	DATA 200, 310, 340, 350, 410; CMSC 307
Charles Knode	Adjunct Professor	PhD, Industrial Technology	Adjunct	DATA 340,350,410
Solomon Britto	Adjunct Assistant Professor	DBA, Doctor of Business Administration	Adjunct	DATA 200
Edward Herranz	Adjunct Associate Professor	PhD, Computer Science	Adjunct	DATA 340,350,410
Firdu Batti	Adjunct Associate Professor	PhD, Computer Science	Adjunct	DATA 340,350,410
Rom Elizes	Adjunct Assistant Professor	PhD, MBA	Adjunct	CMSC 307

¹ Source: Maryland Higher Education Commission (December 2015), Mission Statement Review: http://mhec.maryland.gov/institutions_training/Documents/acadaff/2016MissionStatementReview.pdf

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. FACDEV 411, our required New Faculty Academic Orientation, is a two-week, facilitated online training that covers the history of UMG, pedagogy of adult learning, facilitating online learning, and providing additional support for students through UMG's Library, Effective Writing Center, and Office of Accessibility Services. Parallel required training courses exist for faculty teaching hybrid courses.

In addition, faculty members have access to just-in-time professional development opportunities such as our bi-monthly webinars; self-paced workshops on pedagogical and LMS-related matters; quick guides on online classroom support and technology; 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 Learning Management System (LMS), Desire2Learn. 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; open education resources (OERs) used in the classroom; and netiquette.

In addition, many webinars 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.

Besides the strategies outlined above, UMG has recognized the need to equip faculty more comprehensively with skills and abilities to enhance engagement and coaching, in order to improve student learning and retention. To that end, UMG has developed a coaching training that is available to all UMG faculty. Faculty teaching in this program will therefore benefit from this training. This new faculty training course, FACDEV 111—Coaching and Providing Feedback that Matters—will provide coaching skills to create an active and motivating presence in the classroom in order to establish helpful and supportive relationships with each student leading to persistence and academic success.

This addition to our training catalog will diminish the distance between faculty and students inherent in online courses by providing specific strategies and tactics to facilitate regular interaction and outreach and 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 students in the certificate program in Artificial Intelligence Foundations. 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*, 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.² 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

² Source: 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 instructional equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.**

The proposed certificate program in Artificial Intelligence Foundations will primarily be offered online using a distance education platform. Existing resources related to facilities, infrastructure, and equipment are adequate to meet the needs of the upper division certificate program in Artificial Intelligence Foundations.

- 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 is using the LEO (Learning Experience Online) system that is based on Desire2Learn (D2L) as its standard learning management system is Desire2 Learn (D2L). All UMGC classes are taught using this system and all the students with appropriate technology and online access (referenced in section I.B) have access to this system through their learning portal.

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.**

Narrative Rationale

No new general funds are required for the implementation of this program. The financial table that follows is based only on students entering the new program.

As shown in Table 2 below, the program is expected to be self-supporting from inception. Regarding expenditures, UMGC’s existing base of FTE faculty and administrative and support staff will be redirected to support and serve the undergraduate certificate program in Artificial Intelligence Foundations.

For the resource category 2.e, note that only instate tuition is considered.

TABLE 1: RESOURCES					
Resource Categories	Year1	Year2	Year 3	Year4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	\$177,675	\$335,340	\$464,373	\$490,336	\$517,902
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	N/A	N/A	N/A	N/A	N/A
c. Total F/T Revenue (a x b)	N/A	N/A	N/A	N/A	N/A
d. Number of P/T Students	103	162	189	199	209
e. Credit Hour Rate	\$345	\$345	\$351	\$352	\$354
f. Annual Credit Hour Rate	5	6	7	7	7
g. Total PIT Revenue (d x e x f)	\$177,675	\$335,340	\$464,373	\$490,336	\$517,902
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	\$177,675	\$335,340	\$464,373	\$490,336	\$517,902

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.

Narrative Rationale

The data below for faculty, staff, and technical support and equipment is based on UMGC’s existing base of FTE faculty and administrative and support staff who will be utilized to support and serve the Undergraduate Certificate program in Artificial Intelligence Foundations as well as existing technical support and equipment.

In category 1.b, the adjunct faculty salary is the median salary for an adjunct associate faculty member with a terminal degree at longevity step 11. In category 7, the expenditure listed is for course development.

TABLE 2: PROGRAM EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$40,430	\$66,159	\$73,510	\$80,861	\$88,212
a. Number of FTE sections	11	18	20	22	24
b. Total Salary (Adjunct Salary at \$1124 per credit hour)	\$37,092	\$60,696	\$67,440	\$74,184	\$80,928
c. Total Benefits	\$3,338	\$5,463	\$6,070	\$6,677	\$7,284
2. Admin. Staff (b + c below)	\$61,650	\$61,650	\$61,650	\$61,650	\$61,650
a. Number of FTE	.5	.5	.5	.5	.5
b. Total Salary	\$45,000	\$45,000	\$45,000	\$45,000	\$45,000
c. Total Benefits (37%)	\$16,650	\$16,650	\$16,650	\$16,650	\$16,650
3. Support Staff (b + c below)	\$17,125	\$17,125	\$17,125	\$17,125	\$17,125
a. Number of FTE	.25	.25	.25	.25	.25
b. Total Salary	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500
c. Total Benefits (37%)	\$4,625	\$4,625	\$4,625	\$4,625	\$4,625
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 (course development)	\$18,000	0	0	0	0
TOTAL (Add 1 - 7)	\$137,205	\$144,934	\$152,285	\$159,636	\$166,987

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.

UMGC has created an annual program review process that includes assessment of student learning as described earlier along with non-direct measures of student learning including student course evaluations, student retention and graduation rates, and student program surveys administered in capstone courses. As part of this process, external data is collected, including enrollment in related programs at other institutions and trends in labor markets. UMGC's mission for career relevant education requires that program learning goals and curriculum are maintained in the context of changing needs in labor markets and required skills for graduates.

As part of the annual program review, courses within the program portfolio are reviewed for course health. This includes student success rates within courses and course reenrollment rates (how many students in a course re-enroll in the following term). In addition, student course evaluations are administered every term for every course. Data are aggregated in academic dashboards at the course level to allow faculty to evaluate the effectiveness of course curriculum and delivery. When a course is scheduled for revision, faculty teaching the course are surveyed to provide input to the faculty and instructional designers revising the course.

UMGC is in the process of adopting Quality Matters for course evaluation. As that process rolls out, courses will be reviewed on a regular basis against the Quality Matters rubric to ensure quality of course materials and design.

Full-time faculty are reviewed at least every two years. Part-time faculty are reviewed on a course/semester basis. The student course evaluation provides an opportunity for faculty to receive both quantitative and qualitative feedback on their teaching.

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 Office of Academic Quality collaborate to implement and monitor assessment activities, review results, and make appropriate resources, 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 facilities.

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 it serves. 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 it is reflected in the university’s ethnically and racially diverse student body and its proven record of providing higher education access to minority students. The university’s Digital Teaching and Learning unit collaborates with UMGc’s Office of Diversity and Equity to ensure a robustly inclusive curriculum that is built around UMGc’s focus on project-, scenario-, and problem-based learning, which learning science has shown to more adequately respond to the learning approaches most effective for adult students.

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.**

This is not applicable.

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 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 are in compliance with C-RAC's 2011 Guidelines.

Appendix A



90-2-1.001

cc: LEL
Bob J.

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

MEMORANDUM

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

Office of the Provost
UMUC

JAN 10 2005

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

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

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

MJK:aaw
Enclosures



cc: as files

Forwarded memo
for appropriate
action
via
Comm. on ED
Policy

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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