

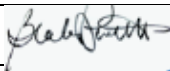


**Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program**

Institution Submitting Proposal	University of Maryland Global Campus
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Each action below requires a separate proposal and cover sheet.

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

Payment Submitted:	Yes No	Payment Type:	R*STARS # Check #	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:	CIP:	
Program Modality			On-campus	Distance Education (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

October 15, 2024 (Revised 12/11/24)

Dr. Sanjay Rai
Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
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 substantial modification to our existing Bachelor of Science in Business Administration (HEGIS: 050600, CIP: 520201). 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 implementing these curricular changes effective Fall 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 substantial modification proposal has been made to MHEC via R*STARS interagency fund transfer, JF101140, in the amount of \$250 in accordance with the MHEC fee schedule.

Sincerely,

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

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

CC: Candace Caraco, PhD, Associate Vice Chancellor for Academic Affairs, University System of Maryland

Academic Program Proposal

University of Maryland Global Campus

Substantial Modification to the Bachelor of Science in Business Administration

The University of Maryland Global Campus (UMGC) is proposing a substantial modification to the existing Bachelor of Science in Business Administration (BSBA). The proposed changes to this program's curriculum focus on streamlining the portfolio of programs and classes in the School of Business and updating course offerings in the BSBA program. At the same time, these changes will allow students to utilize course electives within the major, strengthen program articulation with community colleges and military education providers, and maximize potential for earning credit for prior learning and work experience. Courses in the BSBA are offered in both online and hybrid formats.

A. Centrality to Institutional Mission and Planning Priorities

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

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

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

Each facet of UMGC's mission has direct bearing on the academic programs the university offers and how those programs are designed and delivered. By mission and state mandate, every aspect of the UMGC learner experience is designed from its origins for working-adult and military-affiliated students, providing a learning ecosystem that can be seamlessly accessed from anywhere in the world. The selection, training, and evaluation of faculty; success coach advising model; virtual classroom; academic resources; student support services; and the term and session structure are all deliberately derived from adult-learning science in distance and distributed modalities.

In particular, the demographic profile of UMGC's students drives the design and delivery of our learning model. The average age of UMGC's undergraduate students is 31 years old, and 79% of these students work full-time. The average age of UMGC's graduate students is 37 years old, and 80% of these students work full-time. Further, 44% of all current UMGC students report having 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.

UMGC's strong relationship with the military community is part of our institutional history and identity. Currently, approximately two-thirds of our undergraduate students and one-third of our 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 American soldiers on military installations in Europe. The relationship between UMGC and the military has continued to expand over the ensuing decades due to our intentional program design and delivery model that meets adult learners where they are, whether through asynchronous online courses or through innovative hybrid course delivery modes on military bases in Germany, Italy, Japan, Korea, Guam, Colorado, Virginia, and other military locations across the nation and 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 consistently 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.

Since its inception, the BS in Business Administration has supported UMGC's institutional mission for tens of thousands of adult learners who otherwise may not have pursued an undergraduate degree in business administration. This program prepared these students for career entry and advancement in a wide range of business-related fields. The fully online, asynchronous program model offers flexibility, continuing education, and networking opportunities to adults interested in refreshing and reshaping their career opportunities. UMGC's BSBA program supports students' ongoing professional development with opportunities to learn from employers, practitioner faculty, and peers. Students have the opportunity to learn, practice, and master fundamental business skills as they progress through formative instruction.

UMGC's BS in Business Administration has been sensitive to student and market needs, responding to trends and developments as necessary, to ensure our graduates obtain the knowledge and skills that will help them advance professionally in their careers. Recent market analysis and feedback from various internal and external stakeholders indicate that the School of Business will benefit from streamlining undergraduate business and management offerings. The proposed modification to the BSBA degree will provide the flexibility valued by our students, while ensuring the in-depth functional knowledge needed to succeed in the current business environment.

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 education, UMGC awards associate's, bachelor's, master's, and doctoral degrees, as well as undergraduate and graduate certificates. The university's academic inventory includes programs that are core to any public university, while UMGC's mission to serve adult students also results in a sustained academic emphasis on career-relevant and

workforce-aligned programs. UMGC's BS in Business Administration program is a cornerstone of the university's portfolio of undergraduate workforce-aligned business and management programs.

UMGC's new [2024-2030 Strategic Plan](#) establishes priorities and strategies guiding the university to achieve its vision of becoming the learner-centric, data-driven, and skills-based school of choice for adults and businesses. This plan is rooted in foundational commitments reflecting UMGC's history and mission and establishes a series of strategic priorities that advance the university's vision and position us for the future. The five key priorities established in the Strategic Plan are:

- 1) Market-responsive portfolio management that continuously adapts to learner and employer needs
- 2) A skills architecture that can be translated between educational and work experiences
- 3) Targeted expansion that strengthens and diversifies our learner population
- 4) A responsive, tailored, and seamless experience to maximize the success of our diverse learners
- 5) Intentional study of and investment in our people's needs

This proposal supports two of the five strategic priorities in UMGC's new Strategic Plan by contributing to a "market-responsive portfolio management that continuously adapts to learner and employer needs" and employing "a skills architecture that is translatable between educational and work experiences." Successful portfolio management requires a focus on university-wide agility and effective resource utilization, both of which were key considerations driving UMGC's decision to modify the BSBA program.

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.)

No new general funds are required for these program revisions. Courses will be redeveloped through a departmental budget allocation as part of the FY 2024-2025 budget process. The existing base of FTE faculty (full-time and adjunct), administrative staff, and support staff will be sufficient to support the launch of the modified program. Tables 13 and 14 in Section L provide additional details and narrative explanations for anticipated resources/revenues and expenditures during the first five years of the revised program.

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

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

UMGC's support services are designed to accommodate students' access through entirely online and remote delivery. 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 (online learning platform). UMGC's learning management system is Desire2Learn (D2L); its internal adaptation is called LEO. A specialized technical support team for LEO questions and problems is available 24 hours a day, 7 days a week, 365 days a year. In addition, UMGC

trains faculty to handle some LEO troubleshooting; publishes LEO FAQs; and provides chat, phone, and e-mail access to a Help Center.

- 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 academic records at their convenience.
- 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 may encounter in online classrooms.
- Success Coaches and Military Education Coordinators are committed to partnering with students as they navigate their UMGC journey through thought provoking and supportive conversations, empowering students to make informed degree planned decisions, connecting them with the right resources at the right time, and celebrating the student's successful milestones and educational goals.
- Students receive support in educational technology from UMGC's Virtual Lab Assistants team. Team members are well-versed in the content of the courses they support and can quickly help a struggling student.
- The Effective Writing Center (EWC) offers many writing-related services to students, including resources for improving writing skills, citing and referencing resources, and supporting research activities. The EWC is directly accessible through a link within each online classroom.
- Turnitin has been integrated directly into all online courses as a developmental tool for students to assist with achieving authenticity in their writing. TII's Draft Coach is another tool available to students to help with writing and citing skills.
- UMGC's Library is directly accessible through a link within each online classroom. UMGC's librarians help educate students in the use of library and information resources and services and develop and manage UMGC's extensive online library collection.
- First Term Experience provides high engagement, mentorship, and relevant content in first-term courses, including PACE (Program and Career Exploration), to propel students into their chosen academic programs.
- Free 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. Students can choose to connect at once or schedule a meeting with a tutor at another time. Group sessions are scheduled for certain subject areas, and every student has access to tutoring for Reading Comprehension and Technology skills.
- The Office of Accessibility Services arranges accommodations for students with medical conditions protected under the Americans with Disabilities Act. Students can register with this office via an online form and work with staff to receive appropriate accommodations for their courses.
- Free, anonymous mental health support is offered to students via an online peer-to-peer support service, a 24/7 wellness line supported by licensed clinicians, and a self-service online provider directory.
- Student Engagement and Programming offers students a chance to connect virtually via UMGC's various [clubs and organizations](#) (co-curricular clubs, honor societies, and affinity groups). All official student clubs have a faculty advisor to support student leaders. These groups provide professional growth opportunities, leadership development, and academic

recognition. Additionally, students have the opportunity to connect with global peers with a newly acquired online social platform called GetSet.

- UMGC is invested in helping students who are facing other challenges in life that impact finances and basic needs. For example, the [SAFER Program](#) offers emergency funding to students demonstrating distress. UMGC has identified a service for qualifying students to acquire free internet and a tablet through the [Public Wireless](#) program. We are continuously looking for ways to better serve our students and to connect them to resources that support equitable access.
- The Office of Career Services and its CareerQuest portal provide quality resources and services to assist students and alumni with their career planning and job search needs, including the Community Connect mentorship and InternPLUS programs. Career Services supports students transitioning from one career field to another or looking to advance in their current career, in addition to those entering the workforce for the first time.
- The Tuition Planning team provides students with all-inclusive consultative financial support for all UMGC payment methods, with a focus on comprehensive funding and tuition planning to help guide students from their first class to graduation.
- The Financial Aid Office helps students understand and navigate the process of applying for financial aid. Staff members have expertise with a variety of financial aid options, as UMGC students may be using employer assistance, military or veterans' benefits, or other aid that is more common among adult student populations.

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

UMGC is committed to student success and providing students with a clear and unobstructed path to program completion. Proposed changes to this program will not impede students' ability to complete the program. UMGC will provide currently enrolled BSBA students with appropriate opportunities and support to complete their existing program of study in the format in which they originally enrolled.

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**

As an open-access institution, UMGC plays a pivotal role in meeting Maryland's needs through making educational opportunities and choices available for all learners—including minority students, first generation students, and military-affiliated and working-adult students. In February 2023, UMGC was designated as a Minority Serving Institution by the U.S. Department of Education Office of Postsecondary Education. The university currently enrolls some 24,000 African American undergraduate and graduate students, 13,000 Hispanic/Latino students, 5,000 Asian students, and 15,000 students who self-identify as Native American, Hawaiian or Pacific Islander, Multiracial, or

Other. Currently, more than 50% of all UMGC degrees and certificates are granted to minority students.

In the School of Business, where the BS in Business Administration program is housed, the average age of all undergraduate students is 32. Most (79%) of these students are enrolled at UMGC on a part-time basis. In AY 2022-2023, 59% of UMGC's business undergraduate students were military-affiliated, and 62% of these military-affiliated students were on active duty. Undergraduate students in the School of Business are also geographically dispersed, with only 36% residing in Maryland. African American students constitute 29% of all current undergraduate business students, and 17% identify as Hispanic/Latino, 5% as Asian, and 6% as Native American, Hawaiian or Pacific Islander, or Multiracial. In FY 2024, the existing BSBA program awarded 483 degrees to minority students, representing 47% of all Business Administration undergraduate degrees granted by UMGC.

UMGC remains committed to serving all students who have been previously underserved in higher education. The statistics above support that the BS in Business Administration and other undergraduate business programs are successfully reaching and serving these student populations.

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

The proposed modifications to the BS in Business Administration are designed to meet the needs of our students, the demands of employers, and to support present and future postsecondary priorities of the State, as identified in the [2022 Maryland State Plan for Higher Education](#). This program supports the goals and priorities in the State Plan in the following ways:

The program supports Goal 1 (Access) – specifically Priority 4 (systems for specific student populations to access affordable and quality postsecondary education) – 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. UMGC administers its programs to meet the University System of Maryland's 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.

UMGC's commitment to access and affordability is synonymous with our commitment to diversity and inclusion. The university's open admission approach at both the undergraduate and graduate levels is central to these commitments. The process to apply for admission is streamlined and does not require the submission of standardized test scores. Admission requirements for the BSBA are aligned with this mission. UMGC remains committed to maintaining its position in serving the educational needs of historically underserved students.

Further, the program will support Goal 2 (Success) – specifically Priority 5 (commitment to high-quality postsecondary education in Maryland) and Priority 7 (postsecondary education as a platform for ongoing lifelong learning) – in the State Plan, as it is based on the principles of skills- and performance-based learning that are at the forefront of developments in adult learning in higher education. Skills-aligned learning is an outcomes-based approach to education that emphasizes what students should know and be able to do to be successful in their chosen 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 skills in

real time.

Like other UMGC programs, the BSBA employs authentic, project-based assessments relevant to tasks graduates will perform on the job; such projects serve as the means of instruction and assessment of learning in the program. The curriculum and content focus on skills-aligned learning directed toward problems and issues facing practicing business professionals. Retention and success focus on students' learning experiences and are improved through enhanced learning resources provided online within UMGC's learning management system. The methodology and on-demand nature of this type of student support is reflective of best practices in online learning.

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

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

UMGC's current BSBA students are employed in various industries such as healthcare, human resources, retail, banking, manufacturing, government, IT, consulting, education, and the military. The companies in which they work range from large multinational corporations to mid-size firms to small family businesses. The typical student in UMGC's BSBA program is a working adult with several years of professional experience. Sixty-seven percent of our undergraduate Business Administration students are in the military or are transitioning from the military to a civilian career.

Table 1 below presents the set of 13 Standard Occupational Classification (SOC) Codes that are most closely aligned to UMGC's BSBA program, based upon a review of the CIP-SOC crosswalk developed by Lightcast.

Table 1: Aligned Occupations for Graduates of UMGC's BSBA Program

SOC Code	Occupational Title
11-1021	General and Operations Managers
11-2021	Marketing Managers
11-2022	Sales Managers
11-9199	Managers, All Other
13-1071	Human Resources Specialists
13-1111	Management Analysts
13-1199	Business Operations Specialists, All Other
41-1011	First-Line Supervisors of Retail Sales Workers
41-3091	Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel
41-4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products
43-1011	First-Line Supervisors of Office and Administrative Support Workers

43-4051	Customer Service Representatives
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Using the SOC codes identified in Table 1, Table 2 presents 2022-2032 employment projections for these target occupations from the Maryland Department of Labor.

Table 2: Maryland Occupational Projections 2022-2032

SOC Code	Occupational Title	Employment			
		2022	2032	# Change	% Change
11-1021	General and Operations Managers	97,401	105,981	8,580	8.8%
11-2021	Marketing Managers	7,031	7,696	665	9.5%
11-2022	Sales Managers	9,755	10,505	750	7.7%
11-9199	Managers, All Other	46,124	49,239	3,115	6.8%
13-1071	Human Resources Specialists	17,530	19,219	1,689	9.6%
13-1111	Management Analysts	25,390	29,396	4,006	15.8%
13-1199	Business Operations Specialists, All Other	45,390	48,546	3,156	7.0%
41-1011	First-Line Supervisors of Retail Sales Workers	25,130	24,713	-417	-1.7%
41-3091	Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	24,487	25,713	1,226	5.0%
41-4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	5,136	5,385	249	4.9%
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	9,272	9,683	411	4.4%
43-1011	First-Line Supervisors of Office and Administrative Support Workers	33,745	32,884	-861	-2.6%
43-4051	Customer Service Representatives	45,697	44,050	-1,647	-3.6%
Total		392,088	413,010	20,922	5.3%

Source: Maryland Department of Labor, Long Term Occupational Projections
<https://www.dllr.state.md.us/lmi/iandoproj/>

As evident from the data presented in Table 2, occupations that are aligned with the BSBA program are in strong demand in the State of Maryland and are projected to grow over the next decade. Close to 21,000 new employment opportunities will be created within these core occupational categories in Maryland between 2022 and 2032, a 5.3% increase in newly created positions. This growth outlook is also apparent in the national demand landscape for these business-related occupations, although growth in Maryland outpaces national trends.

Table 3: National Occupational Projections 2022-2032 (Reported in Thousands)

Occupation Code	Occupation Title	2022	2032	# Change 2022-2032	% Change 2022-2032	Average Annual Openings
11-1021	General and operations managers	3507.8	3655.1	147.3	4.2%	296.3
11-2021	Marketing managers	358.2	381.9	23.7	6.6%	31.2
11-2022	Sales managers	554.7	577.2	22.5	4.0%	43.2
11-9199	Managers, all other	1228.3	1269.4	41	3.3%	94.4
13-1071	Human resources specialists	874.5	925.9	51.4	5.9%	78.7
13-1111	Management analysts	987.6	1083.3	95.7	9.7%	92.9
13-1199	Business operations specialists, all other	1174.8	1223.6	48.7	4.1%	107
41-1011	First-line supervisors of retail sales workers	1405.8	1311.8	-94	-6.7%	123.7
41-3091	Sales representatives of services, except advertising, insurance, financial services, and travel	1113.2	1158.9	45.7	4.1%	110.6
41-4011	Sales representatives, wholesale and manufacturing, technical and scientific products	305.6	317.1	11.4	3.7%	28.5
41-4012	Sales representatives, wholesale and manufacturing, except technical and scientific products	1344.3	1353.4	9.1	0.7%	119.5
43-1011	First-line supervisors of office and administrative support workers	1567.2	1486.4	-80.7	-5.2%	137.7
43-4051	Customer service representatives	2982.9	2820.2	-162.7	-5.5%	373.4
Total		17404.9	17564.2	159.1	0.9%	1637.1

Source: U.S. Bureau of Labor Statistics Employment Projections
<https://data.bls.gov/projections/occupationProj>

Table 3 presents the 2022-2032 national occupational projections for the BSBA program’s aligned SOC codes from the U.S. Bureau of Labor Statistics., with an expected average growth across these occupations of just under 1%, corresponding to almost 160,000 newly created employment opportunities between 2022 and 2032.

The next section provides additional data on market demand and employment opportunities in the State of Maryland.

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

The labor market analyses presented in Tables 4 and 5 below represent the number of job openings in Maryland and nationwide between August 2023 and August 2024, using Lightcast data for the

top BSBA-aligned job categories. As presented in Table 4, in the period between August 2023 and August 2024, postings to these job categories accounted for approximately 7% of the total job postings in Maryland, and just over 6.5% of the job total postings for the U.S. Table 5 presents an analysis from an BSBA skills perspective, rather than a job title perspective. It is evident from this analysis that the specialized BSBA-aligned skills are highly sought after both by Maryland employers and by employers nationwide.

Table 4: Top BSBA Job Titles in Maryland and Nationwide

Job Title	Maryland Unique Postings Aug 2023 - Aug 2024	% of Postings	Nationwide Unique Postings Aug 2023 - Aug 2024	% of Postings
Assistant Store Managers	1,664	2.27%	103,690	2.29%
Store Managers	1,454	1.98%	81,720	1.80%
Business Analysts	767	1.05%	31,283	0.69%
Assistant Managers	717	0.98%	53,340	1.18%
Operations Managers	532	0.73%	29,095	0.64%

Source: Lightcast <https://lightcast.io/>

Table 5: Top BSBA Aligned Skills in Maryland and Nationwide

Skills	Maryland Unique Postings Aug 2023 - Aug 2024	% of Postings	Nationwide Unique Postings Aug 2023 - Aug 2024	% of Postings
Merchandising	11,760	16%	733,083	16%
Marketing	11,650	16%	769,578	17%
Customer Relationship Management	6,672	9%	421,684	9%
Retail Operations	5,627	8%	277,995	6%
Product Knowledge	5,166	7%	301,700	7%

Source: Lightcast <https://lightcast.io/>

- 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.**

Using projections from the Maryland Department of Labor, Table 6 factors both growth in the number of positions expected to be newly created in each BSBA-related SOC category in Maryland (see Table 2) and the number of job exits (e.g., retirement, leaving workforce) and transfers (e.g., job changes, turnover) within these SOC categories over the same period (2022-2032).

Table 6: Maryland Occupational Projections Total Openings 2022-2032, Including New Positions, Exits, and Transfers

SOC Code	Occupational Title	Change	Exits	Transfers	Total Projected Openings
11-1021	General and Operations Managers	8,580	25,321	54,618	88,519
11-2021	Marketing Managers	665	1,748	3,990	6,403

SOC Code	Occupational Title	Change	Exits	Transfers	Total Projected Openings
11-2022	Sales Managers	750	2,465	4,866	8,081
11-9199	Managers, All Other	3,115	14,552	19,921	37,588
13-1071	Human Resources Specialists	1,689	5,490	9,531	16,710
13-1111	Management Analysts	4,006	9,429	12,606	26,041
13-1199	Business Operations Specialists, All Other	3,156	15,631	24,367	43,154
41-1011	First-Line Supervisors of Retail Sales Workers	-417	9,712	14,704	23,999
41-3091	Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	1,226	6,436	16,993	24,655
41-4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	249	1,750	2,875	4,874
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	411	3,153	5,179	8,743
43-1011	First-Line Supervisors of Office and Administrative Support Workers	-861	13,942	17,857	30,938
43-4051	Customer Service Representatives	-1,647	25,080	35,190	58,623
Total		20,922	134,709	222,697	378,328

Source: Maryland Department of Labor, Long Term Occupational Projections

<https://www.dllr.state.md.us/lmi/iandoproj/>

The projections in Table 6 show that the total number of openings across all BSBA-aligned occupations will yield almost 380,000 employment opportunities in Maryland alone from 2022-2032, or an estimated 190,000 over the next five years. When considering the current and projected supply of prospective BSBA graduates in Maryland presented in the next section, job demand in these occupations far exceeds the State's existing pipeline of graduates.

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

UMGC consistently accounts for a significant number of BSBA graduates each year. Table 7 presents completion data for undergraduate Business Administration programs across all colleges and universities in the State of Maryland over the most recent four years (2020-2023) for which data are available. Given the market need described in Table 6 above, even if all graduates from these programs chose to work in Maryland, the existing statewide supply of graduates would still be insufficient to satisfy annual market demand. In other words, despite the relatively large number of Business Administration programs in the State, and the fact that they all show a relatively stable supply of graduates, market demand is consistently higher than the supply of graduates produced in Maryland.

Table 7: BS in Business Administration Program Completions at Maryland Colleges and Universities, In Rank Order of 2023 Degrees Granted

Undergraduate Business Administration Programs	2020 Program Completions	2021 Program Completions	2022 Program Completions	2023 Program Completions
University of Maryland Global Campus	729	933	967	938
Towson University	542	539	464	482
Loyola University Maryland	291	243	241	220
Bowie State University	161	186	177	147
University of Baltimore	188	152	122	116
Stevenson University	91	90	73	77
Morgan State University	63	70	65	76
Mount St. Mary's University	81	85	104	72
Frostburg State University	91	89	66	67
McDaniel College	37	43	38	39
Hood College	35	39	39	32
Washington Adventist University	12	15	16	17
University of Maryland Eastern Shore	21	19	18	9
Notre Dame of Maryland University	4	11	6	3
St. Mary's College of Maryland	0	0	0	0
Grand Total Business Administration Program Completions	2,346	2,514	2,396	2,295
Coppin State University (B.S. Management)	14	29	25	28
Salisbury University (B.S. Management)	96	94	74	92
Morgan State University (B.S. Human Resources Management)	13	13	4	7
Capitol Technology University (B.S. Technology & Business Management)	2	1	1	0
Goucher College (Business Management)	32	25	24	18
Washington College (Business Management)	50	36	45	34
University of Maryland, College Park (Operations Management and Business Analytics)	60	75	67	70
Grand Total Completions Including General Management and Other Programs	2,613	2,787	2,636	2,544

Source: Maryland Higher Education Commission, [Trends in Degrees and Awards by Program 2023 \(maryland.gov\)](https://www.maryland.gov)

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.**

Business Administration programs are currently offered at the 16 Maryland colleges and universities listed below in Table 8. In addition, 7 institutions within Maryland offer undergraduate management degree programs that were also reviewed as part of this analysis to ensure a complete picture of business undergraduate education is presented. A majority of Maryland's four-year higher education institutions offer undergraduate business degrees as part of their undergraduate portfolio.

Table 8: Maryland Institutions Offering Undergraduate Business Administration Majors

Maryland Colleges and Universities	Program Attributes	Primary Differentiation from UMGC's Program
University of Maryland Global Campus	Proposed Structure: 27 core credits 6 elective credits Modality: Online or Hybrid	Not applicable
Towson University	33 major credits 21-24 concentration credits 11 concentrations Modality – In-person	This program is delivered in person. The program is AACSB accredited with selective admission.
Bowie State University	48 core credits 26 concentration credits 9 concentrations Modality – In-person/Hybrid	In-person and hybrid locations are limited to Maryland.
Loyola University Maryland	24 BBA credits 27 major credits 7 BBA majors Modality – In-person	This program is delivered only in person. The program is AACSB accredited with selective admission. Higher base tuition and fees.
Morgan State University	30 major credits Modality – In-person	This program is delivered in person. The program is AACSB accredited with selective admission.
University of Baltimore	58 core credits 15 specialization credits 12 specializations Modality – In-person/Online	The program is AACSB accredited with selective admission.
Stevenson University	53 major credits 12-15 concentration track credits 5 concentration tracks Modality – In-person	This program is delivered in person. Higher base tuition and fees.
Mount St. Mary's University	54 core units 18 elective units (12 units for concentrations) Modality – In-person/Online	This program has a liberal arts foundation. Higher base tuition and fees.

Maryland Colleges and Universities	Program Attributes	Primary Differentiation from UMGC's Program
Frostburg State University	33 major credits Modality – In-person	This program is delivered in person. The program is AACSB accredited with selective admission.
University of Maryland Eastern Shore	43 foundation credits 18 major credits 12 elective credits Modality – In-person	This program is delivered in person on campus.
McDaniel College	48 major credits 12 specialization credits 5 focal areas Modality – In-person	This program is delivered in person.
Hood College	33 major credits 12 business core credits 3 intern credits 9 concentration credits 6 concentrations Modality – In-person	In addition to this program being offered in person, this degree has a liberal arts foundation.
Washington Adventist University	34 major credits 9-10 elective track credits 3 tracks Modality – In-person	In addition to this program being offered in person, the focus of this program provides a values-based and faith-based perspective.
Notre Dame of Maryland University	58 major credits 12 concentration credits or 6 elective credits 1 concentration Modality – In-person/Online	This program is a Bachelor of Arts degree. Higher base tuition and fees.
St. Mary's College of Maryland	44 core credits 16 specialization credits 3 specialization tracks Modality – In-person	In addition to this program being offered in person, this degree has a liberal arts foundation. It also provides opportunities for students to do research for credit in their senior year.
Coppin State University (B.S. Management)	24 core credits 13 elective credits 42 other business core credits Modality – In-person/Online	This is purely a business management degree. Capstone course is focused on leadership.
Salisbury University (B.S. Management)	45 core credits 18 major credits 12 elective credits Modality – In-person	The program is delivered in-person. Electives in small business, entrepreneurship and HR. An internship is required in junior or senior year.
Morgan State University	48 core credits 30 major credits	The program is delivered in person in Baltimore, MD. The curriculum is

Maryland Colleges and Universities	Program Attributes	Primary Differentiation from UMGC's Program
(B.S. Human Resource Management)	Modality – In-person	focused on Human Resource management.
Capitol Technology University (B.S. Technology & Business Management)	45 core credits 30 major credits 5 elective credits Modality – In-person	The program is delivered in person in Laurel, MD. The focus is on the intersection of technology innovation and management.
Goucher College (B.S. Business Management)	40 core credits 30 major credits 20 elective credits Modality – In-person	The program is delivered in person in Baltimore, MD. In addition to classroom instructions, the students in the program must complete at least one internship.
Washington College (Business Management)	30 core credits 48 major credits 32 elective credits Modality – In-person	The program is delivered in person in Chestertown, MD. The focus of the program is grounded in liberal arts values.
University of Maryland, College Park (Operations Management and Business Analytics)	30-40 core credits 22 major credits 32 elective credits Modality – In-person	The program is delivered in person in College Park, MD. The focus on quantitative and statistic modeling techniques in operations management.

While the specific content, structure, program length, and curriculum of undergraduate Business Administration programs vary somewhat from institution to institution (as illustrated among Maryland programs in Table 8), all programs focus on fundamental business knowledge and skills across functional areas of business and management such as accounting, finance, marketing, operations, organizational behavior, human resources, economics, ethics and law, and quantitative methods. Further, program content, course requirements, and student learning outcomes are largely shaped by standards set forth by various business program accrediting bodies (e.g., AACSB, ACBSP, IACBE).

2. Provide justification for the proposed program.

UMGC’s undergraduate BSBA degree has been in operation for many decades and is a mature, well-established program. In recent years, UMGC has produced more than 40% of all annual business administration undergraduates from Maryland institutions, playing an important role in meeting workforce demand. The existence of multiple undergraduate business administration programs in Maryland is educationally justified given workforce preparation needs, market demand, and continued growth in business-related occupational sectors. Although all of Maryland’s business administration programs have distinguishing characteristics based on program size, selectivity, student populations served, and institutional mission, none of these programs are 100% unique.

For example, while UMGC was among the first institutions anywhere to offer a fully online BS in Business Administration, many Maryland institutions programs now offer online program options. Although the structure and format of UMGC’s program are highly targeted toward the needs of the student populations we serve, the program covers the same foundational disciplines related to business and management as other Maryland undergraduate business programs.

This substantial modification proposal focuses on updating UMGC's undergraduate BSBA program including modifications to courses, program learning goals, and structure. These revisions will ensure currency and relevancy of the curriculum, alignment with student and market preferences, strong program articulation with community colleges and military education providers, and enhanced potential for earning credit for prior learning and work experience. These changes are discussed in greater detail in Section G below.

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 HBIs.

A search performed on September 14, 2024, of MHEC's inventory of approved academic programs in Maryland found undergraduate business and management programs offered at all four Historically Black Institutions in Maryland—Bowie State University, Coppin State University, Morgan State University, and University of Maryland Eastern Shore.

- The BS in Business Administration degree at Bowie State is an on-campus degree, accredited by ACBSP. The program has competitive admission standards. Students can earn a concentration in one of the eight areas (accounting, banking and finance, business information systems, data analytics, economics, small business entrepreneurship, general business, management, and marketing).
- Although Coppin State does not offer a BS in Business Administration, it does offer a BS in Management. This degree is offered both on campus and online and has competitive admission standards. It is accredited by ACBSP.
- The BS in Management and Business Administration at Morgan State is AACSB accredited, has competitive admissions standards, and is offered in an on-campus modality. Likewise, Morgan State's BS in Human Resource Management is an AACSB accredited, on-campus degree with competitive admission standards, featuring major coursework in HR-related areas including compensation and benefits, training and development, and staffing and performance management.
- The BS in Business Administration at the University of Maryland Eastern Shore is an on-campus degree with competitive admission standards. The program is accredited by AACSB.

Given the maturity and well-established reputation of these existing undergraduate business and management programs, their primary face-to-face modality and competitive admission standards, and their successful coexistence among other undergraduate business and management programs in Maryland—including but not limited to UMGC—UMGC's proposed substantial modification to our existing BSBA program will not impact these programs. UMGC's BSBA program will continue to serve our existing online adult and military learner market, while providing our students with greater flexibility to focus a portion of their business and management coursework within the curriculum.

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 September 14, 2024, of MHEC's inventory of approved academic programs in Maryland found undergraduate business and management programs offered at all four

Historically Black Institutions in Maryland—Bowie State University, Coppin State University, Morgan State University, and University of Maryland Eastern Shore. Key features of these programs are summarized and discussed in the previous sections (Table 8 and Section E). These programs have strong identities within the current business education market in Maryland. Given that UMGC has offered an BSBA program for many decades now, and that the program’s target markets (adult online learners, military-affiliated students) and non-competitive admission standards are not changing with this substantial modification, this proposal will have no impact on the uniqueness and institutional identities and missions of Maryland’s HBIs with business and management related programs.

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 will be modified, and also describe the faculty who will oversee the program.

The BSBA curriculum will be updated to ensure the currency and market relevance of the program. These modifications will include updates to program learning goals and revisions to the courses constituting the major to include enhanced content aligned with current market realities. The redesigned program will allow greater flexibility for students to bring in potential transfer credit from other institutions, credit for prior learning, and credit for military education and experience.

In developing these proposed changes, a key group of UMGC stakeholders analyzed trends in the field, job opportunities for potential program graduates, and employment needs for local, state, and national markets. UMGC’s Business Administration faculty worked closely with UMGC’s Integrated Learning Design team to outline robust course revisions focused on relevant work skills and authentic learning and assessment opportunities for students.

The BSBA program will continue to be overseen by a dedicated Portfolio Director and supported by three full-time Collegiate Faculty from the School of Business, as well as an Academic Program Coordinator (see additional staffing and resource details in Section L).

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

The BSBA program learning goals will be modified as part of these revisions. The proposed learning goals in the right-hand column in Table 9 reflect an emphasis on skills that employers seek today and are likely to require from our graduates in the years ahead.

Table 9: UMGC BS in Business Administration Program Learning Goals

Current Program Learning Goals	Revised Program Learning Goals
<ul style="list-style-type: none"> • Plan and communicate a shared vision for the organization that will drive strategy, assist with decision making, and position the organization competitively. • Design and create management and leadership plans. 	<ul style="list-style-type: none"> • Evaluate qualitative and quantitative data for decision making. • Communicate a shared vision across all levels of an organization that will drive strategy.

Current Program Learning Goals	Revised Program Learning Goals
<ul style="list-style-type: none"> • Evaluate qualitative and quantitative data. • Communicate effectively across all levels of an organization. • Develop, communicate, and implement policies and procedures to reduce cost and organizational risk and promote ethical practices. • Manage people, time, and resources by using effective employment practices, encouraging team building, and mentoring junior members of the staff. • Design and execute personal and employee development systems to enhance job performance and leadership skills. 	<ul style="list-style-type: none"> • Apply functions of management comprising planning, organizing, and controlling job performance with employees. • Demonstrate emotional intelligence and ethical decision making. • Incorporate DEIB in decision making across an organization. • Apply global business strategies, integrating corporate responsibility and sustainable practices for positive social impact. • Utilize innovative technologies to meet organizational goals.

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 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 courses to ensure that each course contributes to the program learning goals without unnecessary duplication of outcomes across courses. Through these mappings, 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), UMGC’s Portfolio 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 five years. After this initial review, programs continue the annual review cycle every year with an Academic Program Review every seven years. Summaries and results from each five-year and seven-year program review are submitted to the University System of Maryland in accordance with their established review cycle.

In November 2020, UMGC licensed AEFIS as its assessment management system. AEFIS is the central repository for program learning goals, assessment maps, and student artifacts. AEFIS integrates with UMGC’s LEO learning management system to allow student work to be duplicated from LEO into AEFIS for assessment purposes. This process ensures that assessment review is independent of grades and evaluation within individual courses and allows for independent review of student work apart from the classroom faculty. AEFIS also houses all 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.

UMGC’s revised BS in Business Administration program will remain at 120 credits and will be comprised of required major courses (core, elective, and capstone), required related courses, and remaining general education, minor, and elective courses.

Table 10 provides a side-by-side comparison of program requirements between the current and the modified BSBA program. Table 11 includes titles and descriptions for the required courses in the revised BSBA program.

Table 10: Current and Proposed BS in Business Administration Program Requirements

Current BS in Business Administration Program	Proposed BS in Business Administration Program
BS in Business Administration – 33 credits	BS in Business Administration – 33 credits
Required Courses (33 CR)	Required Courses (21 CR)
BMGT 110 Introduction to Business and Management (3)	BMGT 317 Methods of Decision-Making and Problem-Solving (3) * <i>(New Title: Strategic Decision Making and Problem Solving)</i>
ACCT 220 Principles of Accounting I (3)	
ACCT 221 Principles of Accounting II (3)	BMGT 330 Entrepreneurship and New Venture Planning (3) * <i>(New Title: Entrepreneurship and Innovation)</i>
BMGT 364 Management and Organizational Theory (3)	
BMGT 365 Organizational Leadership (3)	BMGT 365 Organizational Leadership (3)
MRKT 310 Marketing Principles (3)	BMGT 392 Global Business (3) * <i>(New Title: Global Management)</i>
BMGT 380 Business Law I (3)	
HRMN 300 Human Resource Management (3)	BMGT 411 Process Improvement (3) * <i>(New Title: Sustainable Process Improvement)</i>
FINC 330 Business Finance (3)	
BMGT 496 Business Ethics (3)	BMGT 484 Organizational Collaboration (3) * <i>(New Title: Teamwork and Organizational Collaboration)</i>

Current BS in Business Administration Program	Proposed BS in Business Administration Program
<p>BMGT 495 Strategic Management (3)</p>	<p>BMGT 496 Business Ethics (3) <i>(New Course Number and Title: BMGT 3XX Business Ethics and Social Responsibility)</i></p> <p>Electives (9 CR) Any upper-level courses in BMGT, HRMN, MRKT, ACCT, and FINC.</p> <p>Capstone (3 CR) BMGT 495 Strategic Management (3) <i>(New Title: Business Administration and Management Capstone)</i></p>
<p>* Courses currently offered in the School of Business as part of the general portfolio of undergraduate courses. The portfolio is currently being streamlined for efficiency.</p>	
<p>Remaining General Education, Minor, Related Requirements, and Elective courses - 87 credits</p>	<p>Remaining General Education, Minor, Related Requirements, and Elective courses - 87 credits</p>
<p>Total: 120 credits</p>	<p>Total: 120 credits</p>

Table 11: BS in Business Administration Course Descriptions

<p>BMGT 317 Methods of Decision-Making and Problem-Solving (New Title: Strategic Decision Making and Problem Solving) This course is a practical examination of the essential skills and frameworks for effective strategic decision-making and problem-solving in dynamic organizational environments. Emphasis is placed on various decision-making models, analytical tools, and techniques for identifying and addressing complex challenges. Emphasis will be placed on critical thinking, creativity, and collaboration as vital components of the problem-solving process. Topics include risk assessment, data analysis, stakeholder engagement, key performance indicators, and the influence of organizational culture on decision-making.</p>
<p>BMGT 330 Entrepreneurship and New Venture Planning (New Title: Entrepreneurship and Innovation) This course is an examination of entrepreneurship and innovation and the strategic planning necessary for launching new business ventures, designed for aspiring entrepreneurs and managers. Students will create and present a comprehensive business plan for an innovative new venture, employing marketing research and financial analysis methods. Topics covered include small business management, entrepreneur profiles, the benefits and risks of entrepreneurship, financial management strategies, accessing capital, and franchising options.</p>
<p>BMGT 365 Organizational Leadership This course is a comprehensive examination of organizational leadership, focusing on the strategies and practices that foster effective leadership within diverse organizations. Emphasis is placed on exploring the foundational leadership theories, developing key skills for motivating teams, and learning how to create a positive organizational culture.</p>

<p>Topics include decision-making, conflict resolution, change management, culture, and ethical leadership.</p>
<p>BMGT 392 Global Business (New Title: Global Management) This course examines the essential concepts and issues related to conducting business in a global context. Emphasis is placed on the application of foundational knowledge and students will learn to analyze and evaluate key global business variables for informed decision-making. The course also explores property rights, obligations, liabilities, and remedies while assessing regulatory frameworks within the business environment. Topics include the nature and scope of global business, as well as the cultural, political, legal, and economic factors that influence operations. Additional focus areas include marketing strategies, international trade, and foreign investment considerations.</p>
<p>BMGT 411 Process Improvement (New Title: Sustainable Process Improvement) This course is a project-based course that introduces the principles of process improvement with a focus on sustainability. Students will learn to identify the root causes of problems, secure stakeholder buy-in, map existing processes, establish internal controls, and apply various metrics to enhance efficiency. Emphasis is placed on cost-effective solutions that add value to organizational missions, the course covers key topics such as meeting customer expectations, flowcharting techniques, change management strategies, resource acquisition, and sustaining improvements over time.</p>
<p>BMGT 484 Organizational Collaboration (New Title: Teamwork and Collaboration in Organizations) This course is a theoretical and practical examination of organizational collaboration. Students will study the purpose, types, and applications of collaboration within modern organizations, focusing on the skills that managers need to facilitate successful teamwork. Topics include collaborative leadership, the development of team dynamics skills, factors that enhance team cohesion and performance, strategies for individual and group virtual collaboration, and effective decision-making processes.</p>
<p>BMGT 496 Business Ethics (New Course Number: BMGT 3XX and New Title: Business Ethics and Social Responsibility) This course is an examination of the interplay between business ethics and social responsibility in both domestic and global contexts. Explore the ethical and moral considerations surrounding corporate conduct, including social responsibilities, policies, and strategies. Emphasis will be placed on defining, applying, and analyzing ethical values in relation to significant public and organizational issues, as well as their impact on business decision-making in various environments.</p>
<p>BMGT 495 Strategic Management (New Title: Business Administration and Management Capstone) This capstone course in strategic management emphasizes the integration of key business functions—management, marketing, finance, production/operations, services, research and development, and information systems—to drive organizational success. An emphasis is placed on applying integrative analysis, practical application, and critical thinking to build upon the conceptual foundation established in prior coursework and personal experiences. Topics include crafting an organizational vision and mission, developing and implementing strategic plans, and evaluating their outcomes.</p>

As outlined in Table 10 above, in addition to the required courses, students will have the opportunity to choose nine elective credits from the broad portfolio of undergraduate classes within the School of Business.

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

All UMGC students pursuing a bachelor's degree are required to complete 41 credit hours in general education requirements. These requirements are aligned with COMAR 13b.06.01.03 (General Education Requirements for Public Institutions) and include courses in writing and communication, arts and humanities, social and behavioral sciences, biological and physical sciences, mathematics, and research and computing literacy. An overview of UMGC's current [General Education Requirements](#) can be found on UMGC's website.

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

N/A

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

N/A

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 public website that houses all current information about its programs. Students have online access to degree requirements, course catalogs, course schedules, and other pertinent information. The website also provides specific and clear information and resources about [technology requirements](#) for UMGC students, [information and training on the learning management system](#), and [other additional resources](#) to maximize each student's learning experience. A variety of online support services are available to students for academic assistance ([Tutoring](#), [Writing Center](#)), as well as [advising](#), [accessibility accommodations](#), [career services](#), [tuition planning](#), [financial aid](#), and [technical support](#).

UMGC's [Student Handbook](#) is available online and serves as a general guide for all students with respect to policies, procedures, rules, regulations, and general academic requirements for all students. In addition, the annual UMGC [Catalog](#) includes extensive information about expectations and individual requirements for each academic program as well as university policies, resources, and services for 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 BS in Business Administration program-related communications (including advertising, recruitment, and admission materials) are developed in conjunction with UMGC-wide institutional communication strategies which adhere to the principle of truth in advertising. All written and electronic materials prepared for prospective students for the purpose of recruitment will clearly and accurately represent the courses, programs, 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 offer a “Completion Scholarship” whereby students who complete their associate degree at a Maryland community college are guaranteed admission to UMGC as well as a tuition rate that allow recipients to complete the four-year degree for \$12,000 or less. Further, UMGC has executed “Alliance Agreements” with all 16 Maryland community colleges, which are in effect for an initial period of one year and automatically renewed for successive one-year periods, unless revisions are made. These agreements cover guaranteed admission, dual admission, waived application fees, timelines for transfer credit review, and Completion Scholarships for eligible community college transfer students.

Under these umbrella Alliance Agreements, UMGC develops Degree Maps for specific articulated programs with individual Maryland community colleges. These Degree Maps are published annually to align with each catalog year and are updated as appropriate when program revisions are made. They are mutually reviewed by academic departments at both UMGC and the sending community college and are programmed into our credit evaluation system as “transfer rules” for incoming Maryland community college students. Since UMGC already has signed Alliance Agreements in place with every Maryland community college, we do not execute additional articulation agreements for each new program or program change.

Consistent with COMAR 13B.06.02.13, although we admit transfer students to the current UMGC catalog year in which they enroll, students are not disadvantaged by following the Degree Map requirements that were in effect while enrolled at the Maryland community college, provided they were continuously enrolled.

Consistent with our existing practices, a sample of the community college degree maps reflecting UMGC’s revised BS in Business Administration is included in Appendix A. Specifically, the degree maps for Montgomery College and Anne Arundel Community College are included as these institutions are among UMGC's largest Maryland community college feeders into our undergraduate business programs.

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 faculty staffing model employs full-time faculty (known as Collegiate Faculty) in faculty leadership roles, such as Department Chairs and Portfolio Directors, with responsibility for the overall intellectual coherence and integrity of the curriculum and program. Other Collegiate Faculty teach and serve in complementary roles that maintain and support the academic program, providing input into the design and content of the program and courses. This core group of full-time Collegiate Faculty also mentors and supports the adjunct faculty teaching in the program.

In keeping with UMG C's emphasis on workplace relevance, most of the faculty teaching in the current BS in Business Administration are credentialed, practicing professionals who teach part-time for UMG C. These adjunct faculty provide instruction for the majority of courses (which is true for all programs at all levels at UMG C). This model is responsible for one of UMG C's greatest strengths: scholar-practitioner faculty who have solid academic credentials and continue to work outside the university, providing a continuous infusion of current workplace knowledge, career relevant perspectives, and maximum flexibility for adapting to changing student demand and rapidly changing industries and technologies. In this way, UMG C supports students in a learning experience that is practical and relevant to today's competitive and evolving global marketplace.

Collegiate and adjunct faculty both hold academic rank and title, based on their academic qualifications and professional experience, including teaching experience at UMG C. Since 1996, UMG C has held an MHEC-approved waiver for the Code of Maryland (COMAR) requirements for total credit hours taught by full-time faculty (see documentation provided in Appendix B).

The centrality and appropriateness of UMG C'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, the School of Business already has an active roster of full-time and adjunct faculty qualified and prepared to teach courses in the revised BS in Business Administration program, and we constantly recruit additional adjunct faculty as needed. Table 12 below provides a partial list of Business Administration faculty, their graduate degree title(s), academic title/rank, and the courses they are qualified to teach:

Table 12 Faculty Resources

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

Faculty Name	Graduate Degree	Academic Title/Rank	BSBA Courses
Tony Vrba	PhD, Organization Management/ Leadership	Collegiate Professor	BMGT 365
Jaime Klein	PhD, Organization and Management	Collegiate Professor	
Charles Perry	DM, Management	Adjunct Professor	BMGT 317
Joseph Lui	PhD, Information Systems MBA, Business Administration	Adjunct Professor	
Johnnie Brown	PhD, Educational Leadership MPA, Business and Management	Adjunct Professor	BMGT 330
Frank Forka	PhD, Leadership and Management MBA, Business Administration	Adjunct Professor	
Jessica Andritz	JD, Law (Management and Ethics)	Adjunct Professor	BMGT 496
Ronald Brown	JD, Law MS, Communications	Adjunct Professor	
Mary Beth Klinger	PhD, Business and Management	Adjunct Professor	BMGT 392
Om Gupta	PhD, Nuclear Physics MBA, Business Administration and International Management	Adjunct Professor	
Kelly Williams	MBA, Business Administration	Adjunct Associate Professor	BMGT 411
Benjamin Litalien	DM, Management MBA, Executive Management	Adjunct Associate Professor	
Elizabeth Callender-Johnson	MBA, Business Administration	Adjunct Assistant Professor	BMGT 484
Jillian Cook	MBA, Business Administration	Adjunct Associate Professor	
David Starnes	PhD, Administration/ Management	Adjunct Associate Professor	BMGT 495
Michael Frank	PhD, Government	Faculty Emeritus & Adjunct Professor	

2. 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

Through its Faculty Development office, part of the university's Integrative Learning Design unit, UMGC supports its worldwide faculty by providing quality professional development programs and services that are accessible, responsive, comprehensive, and innovative. UMGC provides frequent faculty development workshops and webinars focused on effective online pedagogy, including topics such as recursive feedback; scaffolding student learning; digital literacy; academic integrity; classroom assessment techniques; and diversity, equity, and inclusion in the classroom.

UMGC is committed to providing pedagogy training in support of student learning throughout the faculty life cycle with the institution. FACDEV 411, New Faculty Academic Orientation, is a required two-week, facilitated online class that is designed to welcome new faculty to UMGC and provide information about UMGC's history, mission, values, and students, while preparing faculty to teach online. It is taught by experienced UMGC adjunct faculty. The course covers the history of UMGC, pedagogy of adult learning, facilitating online learning, and providing additional support and resources for students through UMGC's Library, Effective Writing Center, Office of Academic Integrity & Accountability, and Office of Accessibility Services.

b) The learning management system

UMGC provides multiple touchpoints to ensure thorough orientation to and continued education about our learning management system, Desire2Learn (D2L). Building on the topics and materials provided in FACDEV 411, UMGC offers online faculty workshops on topics such as grading strategies; the integration of audio and video feedback to students; gradebook setup and rubrics; crafting powerful online introductions; and open education resources (OERs) used in the classroom.

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

In addition to the strategies outlined above, UMGC has recognized the need to equip faculty more comprehensively with knowledge and skills to help increase classroom engagement and support student learning, satisfaction, and retention. In 2021, UMGC launched an additional two-week facilitated training course, FACDEV 112, Coaching Learning and Academic Success Strategies. This course focuses on the development of faculty coaching skills to create an active and motivating presence in the online classroom and to establish helpful and supportive relationships with students, leading to persistence and academic success. To date, over 2,000 UMGC faculty have completed this course.

This addition to UMGC's training catalog is designed to help diminish the distance between faculty and students inherent in online courses. Developed and taught by UMGC faculty, FACDEV 112 emphasizes specific strategies for facilitating consistent and meaningful faculty-student interactions and provides guidance for implementing personalized and actionable academic coaching and feedback.

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

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

No new library resources are needed to serve the revised BS in Business Administration. In partnership with faculty and program designers, the [UMGC Library](#) annually reviews and maintains a curated collection of academic and professional journal articles, reports, case studies, and books available electronically via a comprehensive set of online library databases to support academic programs. A librarian liaison is designated for each academic department at UMGC to assist faculty with resource identification and other program needs.

The UMGC Library relies on distributed technology as its primary mechanism to provide online access to resources and services to UMGC's widely dispersed adult student population. Library services to all UMGC students, faculty, and staff worldwide include 24/7 reference via live chat and document delivery for materials not otherwise available in the library databases. UMGC's expanding collection of over 75,000 electronic books (e-books) has significantly increased the ability to meet the academic needs of UMGC's global population. Additionally, UMGC students, faculty, and staff within the continental United States have access to more than 10 million volumes in print from the 17-member [University System of Maryland and Affiliated Institutions \(USMAI\) Library Consortium](#).

The UMGC Library provides research assistance in developing search strategies, selecting relevant databases, and evaluating and citing sources in a variety of formats, including online webinars offered globally. A discovery tool allows simultaneously searching of scholarly articles, books, and other research resources via a single search engine of most of the databases to which the UMGC Library subscribes. Students also have access to full-text dissertations and theses via the *ProQuest Dissertations and Theses* database. Resources on the UMGC Library website provide a listing of resource guides for academic subject areas and topics, including relevant databases, websites, 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 BS in Business Administration program will continue to be offered fully online using the university's distance education platform. Select courses may be taught in a hybrid format at locations where UMGC offers classroom instruction, including regional higher education centers, military bases, and overseas in Europe and Asia. Existing resources related to facilities, infrastructure, and equipment are adequate to meet the program's needs.

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 students and 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 communications with the university. Faculty are required to use their UMGc address for teaching and all official UMGc communications.

UMGC’s learning management system is Desire2Learn (D2L); the internal adaptation is called LEO. All UMGc classes are taught using this system and all students with appropriate technology and online access (referenced in Section G8) 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 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.**

As shown in Table 13 below, the revised BS in Business Administration program is expected to be self-supporting beginning in Year 2. In Year 1, \$532,635 will be reallocated from the existing BS in Business Administration. No new general funds are required for the implementation of these program revisions.

The credit hour tuition rate listed is a weighted average of the in-state and out-of-state rates of \$324 and \$499 per credit hour, respectively, and the military student rate of \$250 based on the anticipated makeup of the BS in Business Administration student cohorts, consistent with UMGc’s demographics and student enrollment patterns.

Table 13 assumes that all students will be enrolled part-time, completing an average of 13 credits per year. This is also consistent with UMGc’s demographics and student enrollment patterns.

Enrollment and revenue projections for students in the existing version of the BS in Business Administration program are not accounted for below; only those students enrolled in the revised version of the program are included. Projections assume that by the end of Year 3, all students in the existing format of the program will have been taught out, and all students will be enrolled in the revised version of the program.

Table 13: Program Resources (MHEC Table 1)

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$532,635	0	0	0	0
2. Tuition/Fee Revenue (c + g)	\$5,556,873	\$12,388,399	\$15,795,843	\$17,892,912	\$18,356,574

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
below)					
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	0	0	0	0	0
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of P/T Students	2,029	3,611	4,465	5,010	5,211
e. Credit Hour Rate	\$273	\$276	\$279	\$281	\$282
f. Annual Credit Hour Rate	10	12	13	13	13
g. Total P/T Revenue (d x e x f)	\$5,556,873	\$12,388,399	\$15,795,843	\$17,892,912	\$18,356,574
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	\$5,556,873	\$12,388,399	\$15,795,843	\$17,892,912	\$18,356,574

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.

UMGC's existing base of FTE faculty and administrative and support staff will support and serve the BS in Business Administration program. The faculty category in Table 14 includes three full-time Collegiate Faculty members and adjunct faculty to teach the remaining scheduled courses, with 1 FTE = 30 adjunct-taught credit hours. The adjunct per credit hour rate is calculated at \$1,261 per credit, the rate for an associate professor with a terminal degree at longevity step 3 in UMGC's adjunct faculty pay scale. FTE counts, salary, and benefits for faculty teaching courses in the existing version of the program are not accounted for here; only those faculty teaching courses in the new version of the program are included in Table 14. Again, projections assume that by the end of Year 3, all courses in the existing format of the program will have been taught out, and all students will be enrolled in the revised version of the program.

The administrative staff category includes one Portfolio Director, while the support staff category factors in support from an Academic Program Coordinator and the School of Business Dean's Office. Salaries are shown with benefits at current standard rates of 37% for full-time faculty and administrative staff and 8% for adjunct faculty.

Technology services in Row 4 include UMGC's LMS platform licensing, student information system,

student relationship management system, and student software and support, at a rate of \$6.00/student credit hour. No new library services (Row 5), or new or renovated physical space (Row 6) will be needed for this program. Other expenses (Row 7) in Year 1 include \$182,880 of course development and maintenance to create the new program, and \$10,000 annually for association dues and professional development and related travel for program faculty and staff. The remaining expenses in Row 7 include admissions, advising and student support services, marketing and advertising, and credit card processing fees proportional to the number of credit hours anticipated to be earned by students in the program each year.

Table 14: Program Expenditures (MHEC Table 2)

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$1,286,365	\$2,673,633	\$3,631,351	\$4,115,463	\$4,286,203
a. Number of FTE	30.32	62.94	80.15	89.54	91.43
b. Total Salary	\$1,148,928	\$2,432,171	\$3,272,927	\$3,718,495	\$3,873,825
c. Total Benefits	\$137,437	\$241,462	\$358,424	\$396,967	\$412,378
2. Admin. Staff (b + c below)	\$185,344	\$190,905	\$196,632	\$202,531	\$208,607
a. Number of FTE	0.91	0.91	0.91	0.91	0.91
b. Total Salary	\$135,288	\$139,347	\$143,527	\$147,833	\$152,268
c. Total Benefits	\$50,057	\$51,558	\$53,105	\$54,698	\$56,339
3. Support Staff (b + c below)	\$539,787	\$555,981	\$572,660	\$589,840	\$607,535
a. Number of FTE	1.40	1.40	1.40	1.40	1.40
b. Total Salary	\$394,005	\$405,825	\$418,000	\$430,540	\$443,456
c. Total Benefits	\$145,782	\$150,155	\$154,660	\$159,300	\$164,079
4. Technical Support and Equipment	\$122,046	\$268,836	\$340,176	\$382,410	\$390,930
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	\$3,955,965	\$8,299,110	\$10,498,760	\$11,800,975	\$12,063,675
TOTAL (Add 1 - 7)	\$6,089,508	\$11,988,465	\$15,239,579	\$17,091,218	\$17,556,950

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

As part of UMGC's annual program review, courses within the program portfolio are evaluated for course health. This includes student success rates within each course and course reenrollment rates (i.e., how many students in the course reenroll at the university 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 program leaders and faculty to evaluate the effectiveness of the course curriculum and delivery. When a course is scheduled for revision, all adjunct faculty teaching the course are surveyed to provide input to the faculty and instructional designers revising the course.

Full-time faculty are reviewed at least every two years. Adjunct faculty are reviewed on a course-by-course/term basis. Student course evaluations provide an opportunity for all 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.

UMGC's faculty, academic administrators, and Office of Academic Quality collaborate to implement assessment activities, monitor ongoing developments, review results, and make appropriate curricular or other modifications. Annually, student performance across learning demonstrations is evaluated to determine where improvements may be required. In the BS in Business Administration program, the Portfolio Director and Collegiate Faculty visit online classrooms at a regular frequency to track faculty performance and take any necessary corrective actions in a proactive manner. Class observations are documented and used in subsequent faculty staffing decisions. Changes are also made to the curriculum and/or student support models, as needed.

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 program infrastructure and resources. These processes all support a continuous cycle of improvement.

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 communities we serve. Cultural differences are recognized, valued, and considered essential to the educational process. Our welcoming of diverse perspectives differentiates us and drives innovation. 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, faculty, and staff and our proven record of providing higher education access to underrepresented students. UMGc's Integrative Learning Design unit and Office of Diversity and Equity collaborate to ensure a robustly inclusive curriculum that is built around UMGc's focus on project-, scenario-, and problem-based learning, which have been found to be the most effective learning approaches for adult students. The Integrative Learning Design team is trained and proficient in Universal Design for Learning and provides leadership on matters of inclusive design for all learning experiences, courses, and programs at UMGc.

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.**

N/A

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.**

UMGC is approved to offer distance education by the Middle States Commission on Higher Education (MSCHE) and maintains compliance with COMAR 13B.02.03.22. UMGc's approval to offer distance education as an alternative delivery method is included within its scope of institutional accreditation, as evidenced in the university's MSCHE [Statement of Accreditation Status](#). Further, UMGc has been an approved institutional participant in the State Authorization Reciprocity Agreement (SARA) since 2016 and is authorized to offer distance education in all SARA states. Among its many recognitions, UMGc has 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.

- 2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.**

UMGC was an early provider of off-campus educational opportunities for students and one of the first universities in Maryland to develop fully online courses and programs. UMGc has been a leader among public institutions in providing quality and affordable online education and has been providing distance education to the nation's service members and their families, residents of the State of Maryland, and those who live outside of Maryland for more than 75 years. Additionally, UMGc's Europe and Asia divisions offer hybrid and onsite classes to fulfill DOD contract requirements and meet the needs of military-affiliated learners overseas. Stateside, all onsite classes, with the exception of an occasional accelerated offering, are offered in hybrid format, blending onsite and online delivery.

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

Appendix B

Full-Time Faculty and Library Waivers



90.2.1.001

Robert L. Ehrlich, Jr.
Governor

Michael S. Steele
Lt. Governor

John J. Oliver, Jr.
Chairman

Calvin W. Burnett
Secretary of Higher Education

cc: LEL
Bob J.

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

MARYLAND HIGHER EDUCATION COMMISSION

839 Bestgate Rd. • Suite 400 • Annapolis, MD 21401-3013

T 410.260.4500 • 800.974.0203 • F 410.260.3200 • TTY for the Deaf 800.735.2258 • www.mhec.state.md.us

8



cc: as files

Forward memo
for appropriate
action
via
Comm. on ED
Policy

Mr. Lance W. Billingsley, Esq.
Chairman, Board of Regents
University of Maryland System
3300 Metzger 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
TTY for the Deaf: (800) 735-2258

