

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

- New Instructional Program
 Substantial Expansion/Major Modification
 Cooperative Degree Program
 Within Existing Resources or Requiring New Resources

University of Maryland University College

Institution Submitting Proposal

Master of Science in Transformational Leadership

Title of Proposed Program

Master of Science

Fall 2017

Degree to be Awarded

Projected Implementation Date

050629

52.0213

Proposed HEGIS Code

Proposed CIP Code

The Graduate School

Aric Krause, PhD, Vice Provost and Dean

Department in which program will be located

Department Contact

(240) 684-2400

aric.krause@umuc.edu

Contact Phone Number

Contact E-Mail Address

Marie A. Cini

January 3, 2017

Signature of President or Designee

Date

**University of Maryland University College
Master of Science in Transformational Leadership**

University of Maryland University College (UMUC) proposes to offer a new instructional program at the master's degree level: the Master of Science (M.S.) in Transformational Leadership (HEGIS 050629; CIP 52.0213). The M.S. in Transformational Leadership is designed for students with military management experience who wish to build upon and maximize their leadership training and skills in order to transition to business, non-profit, or government organizations. This M.S. program will require the successful completion of six six-credit courses for a total of 36 semester hours of graduate-level coursework.

A. Centrality to Institutional Mission Statement and Planning Priorities**1. Program description and alignment with mission**

Consistent with the institutional purpose as stipulated by State statute (Md. Education Code Ann. § 13-101(2012)), the mission of UMUC is improving the lives of adult learners. UMUC will accomplish this by:

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

The Master Science in Transformational Leadership is designed for individuals with military management experience who wish to leverage and further their leadership training and skills in order to transition out of the military and into careers in business, non-profit, or government organizations. The program was constructed with an eye toward augmenting leadership competencies that were developed in the military and applying them to leadership in non-military organizations. UMUC serves thousands of military students – both overseas through our contracts in Asia and Europe as well as military personnel in the U.S.:

Fall 2015 UMUC worldwide active duty military headcount: 18,731 (33%)

Fall 2015 UMUC worldwide veteran headcount: 10,562 (19%)¹

With drawdowns in the military, the curriculum is specifically designed to help separating personnel transition to jobs in the private, public and non-profit sectors while leveraging their military experience and commensurate skills. This program presents an opportunity for these

¹ Source: UMUC Office of Accreditation, Compliance and Reporting, October 2016

active duty military students to strengthen their leadership competencies and develop the expertise that companies expect of their leaders – the ability to effect and lead change, coach and manage performance, understand and develop financial goals and outcomes, foster a culture of diversity and inclusion, and inspire leadership qualities in those they lead.

Additionally, students in this program will hone skills that are necessary to communicate persuasively, think creatively, manage change, and produce results through innovative and strategic decisions that can transition to a public, private, and non-profit organization, as well as global business environments. The coursework will guide students through industry-relevant simulations and collaborative projects to acquire job-ready knowledge and the competence needed for leaders who can meet the demands of transforming and leading organizations and people through complex business scenarios.

2. Alignment with institutional strategic goals

As the public state and national leader in distance and distributed education, UMUC awards associate's, bachelor's, master's and doctoral degrees, as well as undergraduate and post-baccalaureate certificates. The university's academic inventory offers programs that are core to any public university, but UMUC's mission to the adult student results in an emphasis on workforce relevant programs. Consequently, the university awards degrees and certificates in the arts and humanities, behavioral and social sciences, business and management, health-related fields, computing, education and technology, including degrees in fields facing critical shortages, such as cybersecurity, information assurance and graduate-level teacher training in STEM areas. As part of its emphasis on workforce needs, UMUC offers non-credit professional development programs such as those in executive leadership and hosts professional conferences and meetings that support the economic and societal needs of the State.

Providing career relevant programs to the men and women of the military is a key part of UMUC's strategic goals. UMUC first began serving military students as a core constituency in 1949 when it won the contracts to provide on the ground classes to personnel stationed in Europe and Asia. It has continued to hold these contracts to provide education in Europe and Asia to the present day. UMUC also serves substantial numbers of military students and veterans in the United States as well. UMUC's mission itself recognizes that serving the military community is core to UMUC's purpose.

This proposed degree program aligns with UMUC's mission by constructing a creative new program that will serve as a bridge for military personnel transitioning to the private economy. Military service provides many opportunities to gain competencies in leadership and management but those competencies need to be augmented and adapted to be useful in a non-military context. In creating this program, UMUC is strategically serving the needs of its military students that are so closely tied to the institution's history and mission.

This proposal aligns with UMUC's mission by providing a learner-focused program based on leading-edge adult learning theory and curriculum design that aligns with the needs of students and the community. The program is consistent with UMUC's commitment to offering current and relevant degrees that prepare students for the workforce. Students are given time to practice skills as they progress through formative instruction. The program will support students' professional development with opportunities to learn from employers and peers. The program model offers flexibility and continuing education and social opportunities to adults interested in refreshing and reshaping their career opportunities.

B. Adequacy of Curriculum Design and Delivery to Related Learning Outcomes

1. Program requirements

This program will incorporate teaching, learning, and assessment strategies that focus on students' development of concrete, job-related knowledge and skills. The curriculum is based on principles of competency- and performance-based learning and is designed to augment students' leadership experience and training. The required competencies comprising the program learning outcomes have been developed and verified with the help of military representatives, academic experts, and employers to create a curriculum and assessments to prepare students to transition from mid-level to senior leadership roles. The approach is learner-focused and authentic assessments are embedded in every step of the learning process. Through embedded assessments (referred to as projects), students perform real-world authentic tasks that guide and support them, and that require them to demonstrate their knowledge and skills as they work toward mastery of leadership competencies. Students "learn by doing" and graduate better prepared for workplace opportunities.

Foundational to the program is a first course that covers essential intra- and interpersonal competencies required for successful graduate work and identified by employers as essential for success in today's workplace and global business community. This course addresses the core competencies of written and oral communications, critical thinking, quantitative reasoning and leadership. Five additional 6-credit courses build on the foundation and guide students through individual and collaborative projects centered in transformational leadership content that will prepare students to lead and effect change at the individual, group, and organization levels.

As shown below, the M.S. in Transformational Leadership will require the completion of six 6-credit courses for a total of 36 credits, including the 6-credit foundational course that is required for all graduate students. Students entering the program will have approximately ten years of verifiable leadership experience acquired from a combination of military duty and training. Professional experience and/or prior graduate-level work may be eligible to receive transfer credit for prior leadership experience and education, to be evaluated on an individual basis. Course descriptions are presented in the Appendix.

Required Courses for the M.S. in Transformational Leadership (TLP):

- DCL 600 Decisive Thinking, Communicating, and Leading (6)
- TLP 610 Becoming a Leader (6)
- TLP 620 Leading in the Organization (6)
- TLP 630 Leading with Strategy and Performance Measures (6)
- TLP 640 Leading through Change and Uncertainty (6)
- TLP 650 Leadership Capstone (6)

2. Educational objectives and student learning outcomes

Through completion of the foundational course (DCL 600), students who complete the M.S. in Transformational Leadership will be able to:

- Communicate clearly both orally and in writing.
- Apply logical processes to formulate clear, defensible ideas and to draw conclusions based on the consideration of ethical implications.
- Use mathematical information, operations and quantitative analyses to solve problems and inform decision-making.
- Lead, facilitate, and collaborate with a variety of individuals and diverse teams to achieve organizational objectives.

Through completion of the sequential TLP courses, students who complete the M.S. in Transformational Leadership will be able to:

- Articulate a personalized vision for leadership development and continual learning.
- Define and draw on a set of ethical and moral standards as a leader and a representative for the organization's brand, its employees, and constituents.
- Employ a variety of specific skills appropriate for engaging with multigenerational, diverse individuals and work groups representing all professional levels.
- Apply techniques that demonstrate an understanding of financial management and data analytics that drive organization and business performance and decisions.
- Apply approaches for integrating and leading change at the organization, group, and individual levels.
- Demonstrate skills in negotiation, conflict resolution, handling crisis situations, and unplanned events.
- Identify and evaluate technology tools for engaging individuals and projects.

3. General education requirements

Not applicable.

4. Specialized accreditation or graduate certification requirements

Not applicable.

5. Contractual agreement with other institutions

Not applicable.

C. Critical and Compelling Regional or Statewide Need as Identified in the State Plan**1. Demand and need for the program**

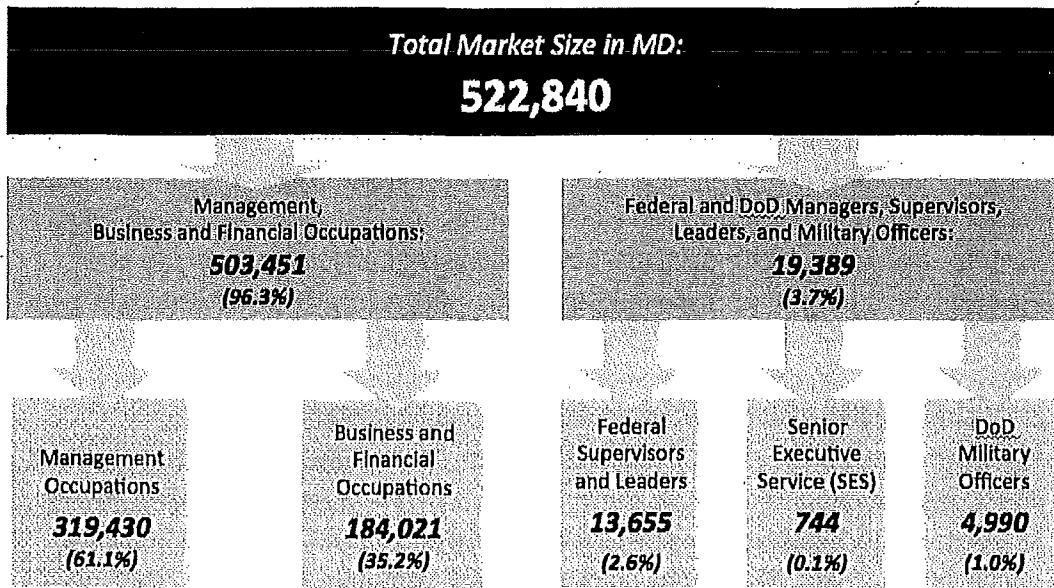
The need for the M.S. in Transformational Leadership is clear from the number of military personnel who have been and have yet to be downsized from the various services. In 2015, the Army announced that they would be cutting 40,000 troops². In March of 2016 alone, 2,600 soldiers departed active service.³ The Navy also will be cutting thousands of positions⁴. In addition to involuntary separations, there are voluntary separations as well. The M.S. in Transformational Leadership will enable the transition of military personnel into capable leaders who can fill much needed positions in the private, non-profit and public sectors. In Maryland specifically, there is a potential market of 522,840 comprised of managers in the private and public sectors as well as military personnel⁵.

² Source: Army plans to cut 40,000 troops, USA Today (July 8, 2015),
<http://www.usatoday.com/story/news/nation/2015/07/07/army-plans-to-cut-40000-troops/29826423/>

³ Source: Army Shrinks to Smallest Level Since World War II, Army Times (May 7, 2016),
<https://www.armytimes.com/story/military/careers/army/2016/05/07/army-shrinks-smallest-level-since-before-world-war-ii/83875962/>

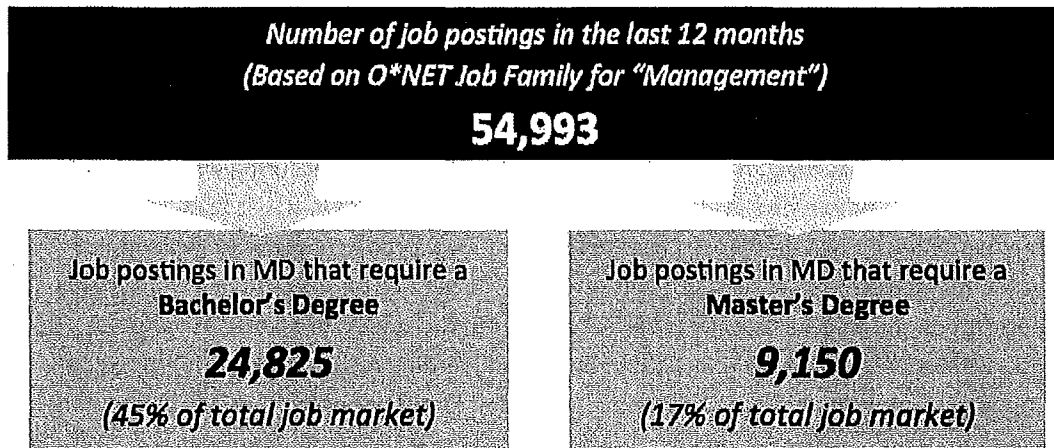
⁴ Source: Thousands of Navy jobs to be cut in fiscal 2017, sources say, Navy Times (February 8, 2016),
<https://www.navytimes.com/story/military/2016/02/08/thousands-sailor-jobs-cut-fiscal-2017-sources/80013688/>

⁵ Source: [U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates](https://www.census.gov/hhes/tables/2014/acs/5-year/tables.html)



Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates

Demand is high in Maryland for candidates to fill the kinds of managerial and leadership positions that graduates of this program will be prepared to assume. According to Burning Glass Labor Insight, the number of job postings in the last 12 months for Management positions in Maryland is approximately 55,000. Forty-five percent of those job openings required a Bachelor's degree, while 17% of those jobs required a Master's degree. There will also be demand from the organizations that already employ these graduates, allowing them to hire and promote from within.



2. Consistency with the Maryland State Plan for Post-Secondary Education

The proposed program is designed to meet present and future needs of the state, as identified in *Maryland Ready: The 2013-2017 Maryland State Plan for Post-Secondary Education (State Plan)*. This program supports major goals in the *State Plan* in a number of specific and concrete ways:

- The program serves Goals 1 and 2 (Quality and Effectiveness and Access, Affordability and Completion) in the *State Plan* in that it is designed to support UMUC's overall mission to set a global standard for excellence and to be respected as a leader for affordable and accessible adult education programs. In addition, UMUC administers its programs to meet the goals of the Effectiveness and Efficiency Initiative of the University System of Maryland Board of Regents, by employing data-driven decision-making that ensures that academic programs offer high-quality education at an affordable cost to broaden access.
- The program supports Goal 3 (Diversity) in the *State Plan* by offering access to education to diverse populations of students. As shown in Table 1 below, in 2015-2016, UMUC awarded 35% of its master's degrees to African-American students and 6% to Hispanic students, compared to 18% and 4%, respectively, for Maryland institutions as a whole. UMUC is committed to maintaining its position in serving the educational needs of minority and military students.

% of Master's Degrees Awarded	Maryland Institutions in Total	UMUC
Black/African American Students	18%	35%
Hispanic/Latino Students	4%	6%

- The program serves Goal 4 (Innovation) in the *State Plan*, as it is based on principles of competency- and performance-based learning that are on the forefront of developments in higher education. Competency-based learning is an outcomes-based approach to education that emphasizes what students should know and be able to do to be successful in their disciplines. The approach is learner-focused and assessment (measuring what the student has learned) is embedded in every step of the learning process to assist students in building real-world job-relevant competencies in real-time. The proposed program will employ authentic assessments, called projects, that are relevant to tasks graduates will actually perform on the job; such projects will serve as both the means of instruction and assessment of learning in the program. Enhanced learning resources and multiple means for supporting students as they progress through their learning experiences are being

⁶ Sources: 2016 MHEC Data

Book, <http://mhec.maryland.gov/publications/Documents/Research/AnnualPublications/2016Databook.pdf>; UMUC FY Fact Book (FY 2015 Degree Data): <http://www.umuc.edu/visitors/about/ipra/interactive-factbook.cfm>

developed toward the goal of improving retention and student success. The methodology and the on-demand nature of the support are innovative in the field of higher education and online learning.

- The program serves Goal 5 (Economic Growth and Vitality) in the *State Plan*, in that it is designed to better align the competencies and skills of graduates to the needs of industry and employers. In developing the program, program administrators met with military representatives, employers and other experts to determine the competencies and skills desired in the workplace. This work resulted in a specific set of competencies for the degree program upon which learning outcomes and projects (authentic assessments) were developed. Students will be evaluated based on their mastery of learning demonstrations. The Graduate School also conducted focus groups with employers to identify the competencies expected of those in leadership positions, and intra- and interpersonal professional skills most desired in today's graduates and incorporated development of these skills into the curricula. These efforts promise closer alignment of graduate skills and dispositions (attitudes) to employer needs than under prior learning models.
- The program serves Goal 6 (Data Use and Distribution) in the *State Plan*. The development of the program toward a competency-based learning methodology places more emphasis on the monitoring of student and program progress across skills. Student performance will be monitored via well-vetted competency rubrics capable of reporting on areas of excellence and needs for improvement. Aggregated data can be used to inform short- and long-term improvement plans for students, programs and policies. Robust data systems will offer insights that may assist in identifying populations that need additional support and in closing achievement gaps for populations that require additional support.

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

1. Market Demand

Table 2 below shows the employment outlook in Maryland for graduates of programs in fields aligned with the proposed program. The projected demand shown in Table 3 is drawn from the Maryland Department of Labor, Licensing, and Regulation (DLLR) employment projections for 2014-2024 and is based on the crosswalk of the Transformational Leadership program's proposed CIP code (52.0213 – Organizational Leadership) and the Bureau of Labor Statistics' Standard Occupational Codes (SOC). The definition of "total openings" as provided by DLLR is "... the estimate of the number of jobs that will arise from the need to replace workers who will die, retire, or permanently leave the occupation for other reasons over the projection period."⁷

⁷ Source: Maryland Department of Labor, Licensing, and Regulations, www.dllr.state.md.us/lmj/iandoproj/aboutnum2.shtml

SOC Code	Occupational Title	Base Number of Positions			Replacement Openings	Total Openings
		2014	2024	10-Yr Change		
13-1111	Management Analysts	18,517	22,068	3,551	2,870	6,421
Total Openings		18,517	22,068	3,551	2,870	6,421

The DLLR data demonstrate the potential for 6,421 new and additional positions in occupations for which the proposed program will prepare graduates, though even this is an underrepresentation based on the limited number of official occupations linked to the CIP code by the Bureau of Labor Statistics (BLS).

Many seasoned military personnel transitioning to the private sector seek more advanced positions outside the military, notably at senior leadership levels (classified by the BLS as “Chief Executives,” including CEO, CFO, COO, Executive Director, and Vice President-level positions)⁹. The BLS identifies the Washington Metropolitan Area as the fifth largest employment area for these positions, and the Maryland DLLR projects a 14% job growth for these positions in Maryland between 2014 and 2024¹⁰.

This interdisciplinary degree program in Transformational Leadership can be an essential asset and stepping stone for students to progress up career ladders that, combined with experience and skills, can ultimately lead to leadership positions such as:

- Chief Executive Officer
- Chief Operations Officer
- Consultant
- Entrepreneur
- Front-Line Supervisor
- General Manager
- President
- Project Manager
- Senior Director
- Vice President

2. Educational and training needs

⁸ Source: Maryland Department of Labor, Licensing, and Regulation, www.dllr.state.md.us/lmi/iandoproj/occupationalprojectionsgroups.xls

⁹ Source: Bureau of Labor Statistics 2015 wage data and 2014-2024 employment projections.

¹⁰ Source: Maryland Department of Labor, Licensing & Regulation, Maryland <http://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>

Organizational Development Manager, Analyst, and Consultant jobs are classified by the U.S. Department of Labor as requiring extensive preparation and work-related skill and knowledge, most of which require at least a master’s degree. Organizational Development Managers, Analysts, and Consultants need to be proficient in areas of administration and management, customer and personal service, education and training, and relationship building. These positions also demand strong skills in active listening, critical thinking, judgement and decision-making, and written and oral expression. (Bureau of Labor Statistics, U.S. Department of Labor. *Occupational Outlook Handbook, 2016-17 Edition*).

Students seeking career advancement towards senior-level organizational management and leadership positions (“Top Executives,” according to the Bureau of Labor Statistics, U.S. Department of Labor. *Occupational Outlook Handbook, 2016-17 Edition*) rely on these skills as well, in addition to specifically honed skills including persuasive communication, negotiation, and direction; assessing different options and making decisions that set organizational policy and direction; coordinating people, policies and resources in support of an organization-wide mission; managing business plans, employees and budgets; problem-identification and resolution; and time-management to juggle these diverse decisions and issues on a daily basis.

As evidenced above, the Transformational Leadership curriculum infuses these core management and leadership skills across the program. UMUC’s students – the vast majority of whom are already in the workforce, whether military or civilian – will be able to apply their experience throughout their education, and to apply their education to their work throughout the duration of the program.

3. Prospective graduates

The following enrollment projections are based upon expected completion of the program in two years, with students completing an average of 18 credit hours per year.

Table 3: Projected Enrollments in Program, Years One through Five					
Projected Enrollment	Year One	Year Two	Year Three	Year Four	Year Five
First Year (New) Students	25	30	35	40	45
Second Year (Continuing) Students	0	23	28	33	38
Total Students	25	53	63	73	83

It is anticipated that approximately 40-50 degrees will be awarded each year after the program is established and reaches steady state.

E. Reasonableness of Program Duplication

1. Similar programs in the state

The MHEC academic program inventory and higher education trend data (<http://www.mhec.state.md.us/higherEd/HEPrograms.asp>) lists four master's degree programs in Maryland focused on Leadership, however two of those four are specific to discipline/industry: Design Leadership at the Maryland Institute College of Art, and Justice Leadership and Management at the University of Baltimore. The remaining two, shown in Table 4 below, have a broader programmatic emphasis, but are distinctly different from this proposed M.S. in Transformational Leadership.

CIP Code	HEGIS	Institution	Credential	Program Title	Year				
					2010	2011	2012	2013	2014
309999	050601	Maryland Institute College of Art	Masters	Design Leadership*	0	0	0	0	13
430103	210504	University of Baltimore	Masters	Justice Leadership and Management**	0	0	0	0	0
520201	499907	Notre Dame of Maryland University	Masters	Leadership and Management	44	25	38	31	33
520213	050602	John's Hopkins University	Masters	Organizational Leadership	95	96	73	46	57
Total					139	121	111	77	103
Cumulative Total over Five Years									551

*The program was approved in 2012

**The program was approved in 2014

¹¹ Sources: MHEC Trend Data and Program Inventory, http://data.mhec.state.md.us/mac_Trend.asp

The columns on the right of Table 4 show the annual number of degrees awarded by the master’s programs in Maryland. These data show a total of 551 master’s degrees in the years 2010-2014. This level of degree production is insufficient to meet the market demand shown in the Maryland Department of Labor, Licensing, and Regulation employment projections presented in Table 3 above.

2. Program justification

Beyond the fact that current degree production of these other programs in Maryland is insufficient to meet market demand, there are substantive differences in UMUC’s proposed program and those offered at Notre Dame of Maryland University (NDMU) and Johns Hopkins University (JHU). Based on the comparative analysis presented in the chart below, the Master of Science in Transformational Leadership will not present a duplication of programs/courses offered because of its target population, program delivery format, and content.

The Transformational Leadership Program will be a one-of-a-kind program in the state of Maryland because of its unique content and delivery options. The content is designed for senior military active/inactive personnel who are interested in augmenting their leadership experience with an academic degree focused on leading organizations and people. The program will offer open admissions and hybrid and online course options, in alignment with UMUC’s mission. Additionally, students accepted into the program will hold approximately ten years of a combination of verifiable leadership training, prior graduate-level work, and military and professional experience, and may be eligible to receive credit towards their degree. Side-by-side comparisons of the proposed Transformational Leadership program with the leadership degree programs at NDMU and JHU are shown below.

UMUC’s Transformational Leadership Program differs from Notre Dame of Maryland University’s Leadership and Management Program (LMP) as described below:

<p>Primary Points of Differentiation: The TLP offers open admission and hybrid and online courses, and the latter delivery option is designed to reach students on active military duty stationed around the world who are unable to attend face-to-face and cohort-style classes. The course content will be delivered through individual and collaborative projects. The LMP has specific admission criteria to include a GRE/GMAT score and an admission essay. The target audience differs between the programs, as described above.</p>		
<p>Primary Points of Differentiation in Focus and Course and Program Content: The TLP emphasizes transformational leadership content that will effect change at the individual, group, and organization levels with a focus on strategic planning and management, fiscal and performance-based decision-making, change management, project management, and organizational learning. TLP prepares students for senior leadership positions in public, private, non-profit and global business environments. The LMP’s content is specific to leadership in the disciplines of healthcare administration, principled leadership, human resource management, information systems, or project management. . A side by side comparison of the TLP and LMP is reflected below:</p>		
	<p>UMUC Transformational Leadership Program (TLP)</p>	<p>NDMU Leadership and Management Program (LMP)</p>

Degree Requirements and Structure (number of credits, a single required sequence vs. electives)	Master of Science in Transformational Leadership, 36 credits. A single sequence of six 6-credit courses, no electives.	Master of Arts in Leadership and Management, 39 credits. Upon completion of 27 core curriculum credits, students select one of five concentrations to complete 12 credits: healthcare administration, principled leadership, human resource management, information systems, or project management.
Delivery (onsite vs. online)	Online and hybrid (face-to-face/online)	Courses are scheduled primarily on weekday evenings at the Notre Dame campus; the Human Resource Management courses are offered online.
Enrollment (Full-time vs. Part-Time)	Full-time	Full-time and part-time status is offered for students. Part-time students can take up to six (6) credit hours and full-time students may take more than six (6) credits with permission from the dean of the School of Arts and Sciences. All students are restricted to three credits during the Winter semester.
Admissions Requirements/Target Audience	UMUC offers an open admission. The program is designed for individuals aspiring to senior leadership roles. The target audience is active and in-active military personnel; military personnel transitioning from active duty to the civilian workforce; and, professionals with mid-level management experience.	An admissions essay and a GMAT or GRE score is required. A review of a student's admissions essay and/or GRE or GMAT exam scores may result in a student being required to complete ENG-503, Graduate Writing within their first nine (9) credits. The target audience is professionals who are preparing to take on leadership responsibilities.
CIP Code	52.0213 - A program that focuses on leadership skills that can be applied to a business, government, non-profit, or educational setting. Includes instruction in organizational planning, dynamics of leadership, finance, team building, conflict resolution and mediation, communication and other management skills.	52.0201 – A program that prepares individuals to plan, organize, direct, and control the functions and processes of a firm or organization. Includes instruction management theory, human resources management and behavior, accounting and other quantitative methods, purchasing and logistics, organization and production, marketing, and business decision-making.

<p>Program Content and Focus (pedagogy and learning model)</p>	<p>The TLP is designed to build upon the individual's leadership capacity and to develop those skills further, irrespective of the professional field. The program emphasizes transformational leadership strategies and techniques that will effect change at the individual, group, and organization levels, and prepare students for senior leadership positions.</p>	<p>The LMP provides a multi-disciplinary curriculum with a required concentration in one of five areas as described above.</p>
<p>Course Content</p>	<p>The TLP curriculum concentrates on applied theories and concepts in leadership with a focus on strategic planning and management, fiscal and performance-based decision-making, change management, project management, and organizational learning. Each course offers practical experience for students to participate in workplace scenarios to apply their strategic thinking and decision-making skills in activities designed for both individuals and groups and with a partnering organization.</p>	<p>The LMP courses focus on management and leadership roles within specific industries as described above.</p>

UMUC's Transformational Leadership Program differs from Johns Hopkins University's Organizational Leadership Program (OLP) as described below:

Primary Points of Differentiation: While the CIP code is the same for both programs, there are notable differences between the programs. The TLP offers open admission and hybrid and online courses, and the latter delivery option is designed to reach students on active military duty stationed around the world who are unable to attend face-to-face and cohort-style classes. The course content will be delivered through individual and collaborative projects. The OLP offers cohort-style learning, with specific admission criteria to include a resume, essay, and two letters of recommendations. The target audience differs between the programs, as described above.

Primary Points of Differentiation in Focus and Course and Program Content: The TLP emphasizes transformational leadership content that will effect change at the individual, group, and organization levels with a focus on strategic planning and management, fiscal and performance-based decision-making, change management, project management, and organizational learning. TLP prepares students for senior leadership positions in public, private, non-profit and global business environments. The OLP content focuses on developing leaders and managers of public safety agencies safety with an emphasis on ethics and integrity, managing human resources, managing differences, managing information systems, and organizational

behavior. A side by side comparison of the TLP and OLP is reflected below:		
	UMUC, Transformational Leadership Program (TLP)	JHU, Organizational Leadership Program (OLP)
Degree Requirements and Structure (number of credits, a single required sequence vs. electives)	Master of Science in Transformational Leadership, 36 credits. A single sequence of six 6-credit courses, no electives.	Master of Science in Organizational Leadership, 36 credits. Twelve 3-credit courses, no electives.
Delivery (onsite vs. online)	Online and hybrid (face-to-face/online)	Online and face-to-face cohort framework
Enrollment (Full-time vs. Part-Time)	Full-time	Full-time
Admissions Requirements/Target Audience	UMUC offers an open admission. The program is designed for individuals aspiring to senior leadership roles. The target audience is active and in-active military personnel; military personnel transitioning from active duty to the civilian workforce; and, professionals with mid-level management experience.	JHU's admission policy requires applicants to have a 3.0 GPA earned in undergraduate and graduate studies, including incomplete programs of study, along with the following: professional resume, essay, and two letters of recommendations. The target audience for this program is public safety professionals serving in a federal, state, or local public safety agency, intelligence agency, or military branch.
CIP Code	52.0213 - A program that focuses on leadership skills that can be applied to a business, government, non-profit, or educational setting. Includes instruction in organizational planning, dynamics of leadership, finance, team building, conflict resolution and mediation, communication and other management skills.	52.0213 - A program that focuses on leadership skills that can be applied to a business, government, non-profit, or educational setting. Includes instruction in organizational planning, dynamics of leadership, finance, team building, conflict resolution and mediation, communication and other management skills.
Program Content and Focus (pedagogy and learning model)	The TLP is designed to build upon the individual's leadership capacity and to develop those skills further, irrespective of the professional field. The program emphasizes transformational leadership	The Organizational Leadership Program focuses on developing and enhancing the ability of public safety leaders and managers serving in a federal, state, or local public safety agency, intelligence agency, or

	strategies and techniques that will effect change at the individual, group, and organization levels, and prepare students for senior leadership positions.	military branch.
Course Content	The TLP curriculum concentrates on applied theories and concepts in leadership with a focus on strategic planning and management, fiscal and performance-based decision-making, change management, project management, and organizational learning. Each course offers practical experience for students to participate in workplace scenarios to apply their strategic thinking and decision-making skills in activities designed for both individuals and groups and with a partnering organization.	The OLP curriculum focuses on issues facing public safety with an emphasis on ethics and integrity, managing human resources, managing differences, managing information systems, and organizational behavior.

As shown in the tables above, the proposed M.S. in Transformational Leadership differs from others in Maryland in scope, delivery, and target audience. The significant difference that stands out in the TLP Program is that its curricular content is tailored for those currently in leadership positions across occupational fields. Additionally, the TLP platform provides for a broader student audience, by offering multiple delivery options, which is an appealing feature for military personnel deployed at bases around the world and busy, working adults.

F. Relevance to Historically Black Institutions (HBIs)

A search of the MHEC inventory of approved academic programs in Maryland found no Master’s Degree programs focused on organizational leadership at any of the Historically Black Institutions in Maryland (Bowie State University, Coppin State University, University of Maryland Eastern Shore, or Morgan State University). Thus, UMUC’s proposed program will have no impact on the uniqueness and institutional identities and missions of the HBIs, and will not harm these schools or other institutions in Maryland.

G. Evidence of Principles of Good Practice

The proposed program will be offered both fully online as well as in hybrid format. UMUC’s approach to online learning is to provide a highly interactive environment that supports the development of

competencies in written and oral communication, critical thinking, quantitative reasoning, leadership and discipline knowledge – the five graduate learning areas identified as institutional-level learning outcomes by the university's *Institutional Plan for the Assessment of Student Learning* (<http://www.umuc.edu/outcomes/upload/ipra-student-learning-outcomes.pdf>).

1. Curriculum and Instruction

UMUC is committed to providing the best online teaching and learning possible and to excellence in all of its programs. There is no difference in coherence, cohesiveness, or academic rigor between programs offered in traditional instructional formats and those offered from a distance. Each program is designed to result in learning outcomes appropriate to the rigor and breadth of the program and all programs assess student achievement of defined learning outcomes through regular and formal assessment planning. Online and onsite courses and programs are fully aligned and integrated -- designed around the same learning outcomes and principles, overseen and taught by the same faculty, held to the same standards, and assessed in the same way.

All of UMUC's online courses have been designed by faculty members in appropriate disciplines in collaboration with instructional designers and other experts in the field. Course learning outcomes and course descriptions are the same for every section of the course. The learning outcomes for each course are the foundation of the course; the learning activities, assessments and content of the course are in alignment with the outcomes and provide a clear pathway for mastery of the outcomes.

UMUC's learning management system provides appropriate real-time and asynchronous interaction between faculty and students in online classes, as well as access to course materials and a wide array of online library resources. All online classes have conferences in which students interact with faculty and with each other.

2. Role and Mission

All programs at UMUC are designed to be consistent with the mission of the institution. Each program has a mission and program outcomes aligned to the university mission as described in the catalog.

All existing UMUC programs are subject to periodic program reviews, including the review of the appropriateness of the technology being used to meet a program's objectives. The schedule and results of periodic program reviews are reported to the University System of Maryland (USM).

3. Faculty Support

All UMUC faculty are trained to teach online, including training in the use of the learning management system as well as in the pedagogy of distance education. Additionally, faculty has the opportunity for additional trainings throughout the course of their employment with UMUC.

All faculty have 24/7 access to support services for both on-site and on-line courses, including the learning management system.

As part of their formal training, new graduate faculty become familiar with the expectations that The Graduate School has set for them as well as their students. Program Chairs, the administrators responsible for managing the faculty and all aspects of an academic program, reinforce these expectations in their regular reviews of and communications with their faculty. A formal document specifying the teaching expectations of UMUC and The Graduate School is available to all faculty in the UMUC Worldwide Faculty Handbook. Additional support is provided through workshops offered by the University's Faculty Development unit which, in addition to coordinating required faculty trainings, also offers online coaching and mentoring programs for faculty; self-paced, just-in-time workshops, Lunch and Learn webinars; and SkillSoft trainings to enable faculty development and personalized learning plans.

4. Students and Student Services

UMUC provides all students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies. Students have access to the complete range of student services available at UMUC in support of their distance education activities. All students are provided with the academic support they need to be successful in the online environment.

The program builds on a 6-credit foundational course that provides a springboard for academic and professional success. Students begin to practice prerequisite skills related their professions, create beneficial social networks and presence, and develop and exercise moral and ethical decision-making. Through these activities, they refresh and refine their skills in communication, critical thinking, quantitative reasoning and team leadership.

All advertising, recruiting, and admissions materials are the same for all students, and accurately represent programs and services available. Full information is available at www.UMUC.edu.

5. Commitment to Support

In accordance with UMUC policies, the teaching effectiveness of all faculty is evaluated on an ongoing basis. Further, faculty research, publications and other forms of scholarship, as well as administrative, professional and service activities and contributions commensurate with the program, school and institution missions are considered as part of faculty promotion.

Inherent in pursuit of the institutional mission and reflected in institutional business practices, UMUC is committed to investing the requisite resources to delivering high-quality academic programs that are directly career-relevant, and supporting the needs of students, employers

and other stakeholders to continually review and refine those programs to facilitate student degree completion and career-readiness.

6. Evaluation and Assessment

Students have the opportunity to evaluate courses and faculty through a standard evaluation process. In addition, faculty are evaluated by their supervisors on a pre-determined schedule using a standard evaluation instrument employing direct observation.

Formal evaluation of student learning occurs within courses and programs via annual review of student performance in authentic learning demonstrations. Learning goals and competencies are aligned to learning demonstrations that comprise the curriculum. Annually, student performance across learning demonstrations is evaluated to determine where improvements may be required. Changes are made to curriculum and/or student support models. The process supports a continuous cycle of improvement.

Additional evaluation includes tracking of student retention, grade distributions and cost-effectiveness. Regular academic program reviews consider all factors related to academic quality, curriculum currency and relevance, student support and adequacy of facilities.

H. Adequacy of Faculty Resources

UMUC has a substantial roster of faculty with expertise in the leadership field of study and practice. A terminal degree is generally required to teach at the graduate level, although an occasional exception can be made in the case of an individual with a master's degree and exceptional professional credentials. Teaching effectiveness is monitored by class observation and student course evaluations. The table below presents a partial list of faculty with their highest degree title, academic title/rank, and the courses they will teach:

Name	Appointment Type and Rank	Terminal Degree and Field	Status	Course(s) to be Taught
Kathleen Hogan	Collegiate Faculty, Associate Professor	PhD, Government	Full-time	DCL 600
Harriet L. Smith	Collegiate Faculty, Professor	EdD, Human and Organizational Learning	Full-time	TLP 610
Theresa Marron-Grodsky	Collegiate Faculty, Professor	PhD, Communications	Full-time	TLP 620
Russell Frutiger	Adjunct Faculty, Assistant Professor	PhD, Applied Management	Part-time	TLP 630

Table 5: Faculty Resources				
Name	Appointment Type and Rank	Terminal Degree and Field	Status	Course(s) to be Taught
		and Decision Science		
Jerry Goldstein	Adjunct Faculty, Professor	PhD, Social Psychology	Part-time	TLP 640
Major Clark	Adjunct Faculty, Professor	JD	Part-time	TLP 650

I. Adequacy of Library Resources

No new library resources are needed to serve the proposed program. The UMUC Library provides access to a vast array of library resources and services to UMUC students, faculty, and staff worldwide to meet their academic needs and include a wide and varied collection of journal articles, reports, case studies, and, in some instances, complete books available electronically via a comprehensive selection of online library databases. Library services include instruction, reference, electronic reserves, and document delivery for materials not otherwise available in the library databases. The UMUC Library relies on technology as its primary mechanism to provide online access to resources and services to UMUC's widely dispersed, nontraditional student population.

The curated collection of online academic research databases available to UMUC faculty and students provides access to hundreds of thousands of full text articles as well as reports, statistics, case studies, book chapters and complete books in a wide range of subject areas. In addition, students have access to the full text of dissertations and theses via the *ProQuest Dissertations and Theses* database. The Library assists faculty in providing links to Library materials directly in online classes.

The UMUC Library also offers other resources and services. UMUC students, faculty, and staff within the continental United States have access to more than ten million volumes in print from the 16-member University System of Maryland and Affiliated Institutions (USMAI) library consortium. The UMUC Library offers document delivery services to all UMUC students, faculty, and staff worldwide for a variety of materials, including journal articles and book chapters. UMUC's expanding collection of 75,000 electronic books (e-books) has significantly increased the ability to meet the needs of UMUC's global population.

The UMUC Library provides faculty and students with research assistance in creating search strategies, selecting relevant databases, and evaluating and citing resources in a variety of formats via its *Ask a Librarian* service at <https://www.umuc.edu/library/libask/index.cfm>, which includes 24/7 chat and e-mail. A guide to locating scholarly articles and using UMUC's library databases is available at

<http://www.umuc.edu/library/libhow/articles.cfm>. The UMUC Library *OneSearch* tool allows users to simultaneously search for scholarly articles, books, and/or other research resources via a single search engine in most of the databases to which the UMUC Library subscribes, either directly or as additional resources (<http://www.umuc.edu/library/index.cfm>).

In addition, UMUC faculty can request customized library instruction sessions for both on-site and online classes, and can also add UMUC Library tutorials and materials to their learning management system classrooms and refer students to them through the Web gateway.

A librarian liaison assigned to each academic department assists faculty with resource identification and other program needs. The Subject Guides area of the library's Web site at <http://www.umuc.edu/library/libresources/subjects.cfm> provides a listing of resource guides for each subject area, with each guide containing relevant databases, Web sites, books, and other resources along with technical and citation assistance.

J. Adequacy of Facilities, Infrastructure, and Equipment

Existing resources related to facilities, infrastructure, and equipment are adequate to meet the program needs. This program draws on existing faculty who are currently equipped with the necessary facilities, resources and equipment. Further, the nature of UMUC's distance education delivery modality negates the need for any physical classroom or laboratory facilities.

K. Adequacy of Financial Resources

No new general funds will be required for implementation of the proposed program. As shown in the following tables, the program is expected to be self-supporting from inception.

Resources					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue	\$312,300	\$662,076	\$786,996	\$911,916	\$1,036,836
a. # Students	25	53	63	73	83
b. Credit Hour Rate	\$694	\$694	\$694	\$694	\$694
c. Credit Hours per student per year	18	18	18	18	18
d. Total Tuition Revenue (a x b x c)	\$312,300	\$662,076	\$786,996	\$911,916	\$1,036,836
3. Grants, Contracts, &	\$0	\$0	\$0	\$0	\$0

Other External Sources					
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$312,300	\$662,076	\$786,996	\$911,916	\$1,036,836

Expenditures					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Total Faculty Expenses (b + c below)					
	\$45,756	\$91,512	\$114,390	\$114,390	\$137,268
a. Total sections taught	6	12	15	15	18
b. Total Salary (Adjunct faculty salary at average of \$7626 per 6-credit course) ¹²	\$45,756	\$91,512	\$114,390	\$114,390	\$137,268
c. Total Benefits	N/A	N/A	N/A	N/A	N/A
2. Total Administrative Staff Expenses (b + c below)					
	\$25,300	\$25,300	\$25,300	\$25,300	\$25,300
a. # FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
c. Total Benefits (26.5%)	\$5,300	\$5,300	\$5,300	\$5,300	\$5,300
3. Total Support Staff Expenses (b + c below)					
	\$12,650	\$12,650	\$12,650	\$12,650	\$12,650
a. # FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
c. Total Benefits (26.5%)	\$2,650	\$2,650	\$2,650	\$2,650	\$2,650
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses (Course development, marketing, overhead)	\$35,000	\$35,000	\$25,000	\$25,000	\$25,000
TOTAL (Add 1 - 7)	\$118,706	\$164,462	\$177,340	\$177,340	\$200,218

¹² This field has been modified from #FTE to the total number of program course sections taught per year, consistent with UMUC's faculty model.

L. Adequacy of provisions for evaluation of program

As discussed above under "Evaluation and Assessment," all UMUC programs are subject to comprehensive and multi-pronged evaluations. These include course and faculty assessment, program-specific student-level competency assessment, institution-wide student learning outcomes, and program outcomes among others. Assessment is a dynamic and engaged process at UMUC; the university's Assessment Steering Committee provides coordination and advisement, and disseminates best practices throughout the institution. Faculty, administrators, and the office of Accreditation, Compliance and Reporting in the Provost's Office collaborate to implement assessment activities, review results and make appropriate resource, curriculum or other modifications accordingly.

M. Consistency with the State's minority student achievement goals

UMUC seeks to reflect the diversity of the global community within which it exists. Cultural differences are recognized, valued, and considered essential to the educational process. UMUC provides an academic environment in which diversity is not only articulated as one of the institutional core values, but it is reflected in the University's ethnically and racially diverse student body and its proven record of providing higher education access to minority students¹³:

- As of Fall 2015, 44% of all undergraduate students and 51% of all graduate students are minority students*.
- Additionally, UMUC enrolls more African American students (14,348) than any other institution in Maryland, including any single one of the four Maryland HBIs. Morgan State University is second with 6,280 African American students¹⁴.
- In Fiscal Year 2016, 41% of bachelor's degrees, 50% of master's degrees, and 39% of doctoral degrees were awarded to minority students*.
- Annually, UMUC awards more degrees to African American students than any other Maryland institution, including the four Maryland HBIs in Maryland.

*Minority students is defined here as Blacks/African Americans, Latino/Hispanics, Asian, Pacific Islander, and Native Americans.

N. Relationship to low productivity programs identified by the Commission

Not applicable.

¹³ Source: UMUC Office of Accreditation, Compliance and Reporting, October 2016

¹⁴ Source: 2016 MHEC Data Book,

<http://mhec.maryland.gov/publications/Documents/Research/AnnualPublications/2016Databook.pdf>

Appendix Course Descriptions

Required Foundation Course

DCL 600 Decisive Thinking, Communicating, and Leading (6)

(Required for new graduate students.) Prepare for academic and professional success by developing skills that employers want in their employees. Explore your area of study to learn how it connects with your career aspirations, create a professional social network presence, and use critical thinking to inform decisions. Improve and refine your skills in communication, critical thinking, quantitative reasoning, and team leadership. Hone your professional writing and oral communication skills to produce effective presentations and become proficient with spreadsheets, collaboration tools, and other professional software.

Required Program Courses

TLP 610 Becoming a Leader (6)

Master how leadership takes place within organizations and the most effective leadership styles for directing individuals, projects, and groups to success. You will demonstrate the differences between managing and leading with a focus on motivating and inspiring individuals in preparation for future challenges and opportunities. Explore the various roles that leaders take on in domestic and global markets, and how leaders influence events that can drive success through individual and collaborative efforts. Create your own personal brand as you begin a journey to becoming a transformational leader.

TLP 620 Leading in the Organization (6)

Analyze the dynamics involved in leading a workforce of multigenerational and diverse talent. Develop strategies for facilitating an inclusive work culture and maximizing the varied skill sets and experiences of employees. Weigh the impact of workforce change on organizations and the potential challenges that run counter to respectful, civil, and ethical work environments and create retention and succession planning strategies and techniques for coaching and mentoring emerging leaders.

TLP 630 Leading with Strategy and Performance Measures (6)

Gain the tools to assess the organization's bottom line and action steps for growth and sustainability. Apply strategic management theories and practice to measure and motivate organizational performance, identify trends, and the different stages of the organization's life cycle. Become proficient using tools to review and interpret analytics and financial data that can drive short- and long-range strategic decisions and identify potential deficiencies that run counter to the organization's mission and goals.

TLP 640 Leading through Change and Uncertainty (6)

Apply change management techniques for leading and maintaining stability during unplanned, turbulent events within the organization. Analyze and implement strategic planning and decision-making approaches to diagnose the symptoms and predictors of organizational challenges and obstacles to change. Utilize quality management models to assess organizational performance, process reengineering, and to forecast outcomes and resistance to change at the individual, group, and organization levels.

TLP 650 Leadership Capstone (6)

Assume the role of a leader to a real-world consulting project. Apply the techniques of project management as you collaborate with a partnering organization to develop a strategic and financial plan to address an organizational issue. Utilize client-relationship management, organizational diagnosis models, and coaching and presentation skills to complete your consulting project and showcase your solutions and plans to your partner organization.