

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

Bachelor of Science in Homeland Security

Title of Proposed Program

Bachelor of Science

Degree to be Awarded

050610

Proposed HEGIS Code

Fall 2017

Projected Implementation Date

52.0201

Proposed CIP Code

The Undergraduate School

Department in which program will be located

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Signature of President or Designee

February 10, 2017

Date

University of Maryland University College Bachelor of Science in Homeland Security

The University of Maryland University College (UMUC) proposes reinstate a previously offered degree program, the Bachelor of Science in Homeland Security. The degree will require successful completion of 120 credits of coursework including 33 credits for the major.

UMUC began offering this degree program in 2007, and discontinued it in 2013 as part of a programmatic realignment process that consolidated three programs – Bachelor of Science degrees in Homeland Security, Fire Service Administration, and Emergency Management – into a broader single degree in Public Safety Administration. Between 2009 and 2015 UMUC conferred 473 bachelor's degrees in Homeland Security¹, with enrollments in the program reaching 751 in 2012² (the year before discontinuation). UMUC's decision to discontinue this program as an independent program of study neglected to assess the impact of program discontinuation on the university's military student population, which has subsequently been disproportionately impacted by the program closure.

As described and illustrated through the following pages, reinstating this program will be an action specifically tied to UMUC's institutional directive and mission to serve military servicemembers and veterans, and our critically important military organization partners who have consistently requested reinitiation of this program since its discontinuation.

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.

¹ Maryland Higher Education Commission. (March 2016.) *Trends in Degree and Certificates by Program, Maryland Higher Education Institutions, 2002-2015.*

<http://mhec.maryland.gov/publications/Documents/Research/AnnualReports/2015DegreesbyProgram.pdf>

² Maryland Higher Education Commission. (June 2016.) *Trends in Enrollment by Program, Maryland Higher Education Institutions, 2001-2015.*

<http://mhec.maryland.gov/publications/Documents/Research/AnnualReports/2015EnrollmentbyProgram.pdf>

The Homeland Security major will provide students with a thorough grounding in the core knowledge and skills required for management and leadership in the changing landscape of homeland security. The curriculum is designed to provide students with a global outlook, interpersonal skills, leadership abilities, an awareness of current issues, and management competencies including strategic planning, response, legal and political issues, security and intelligence, international relations, ethics, and research and technology. Graduates of the program will have the knowledge and skills to serve as homeland security leaders in both the public and private sectors.

The University of Maryland University College (UMUC) mission is to improve the lives of adult learners by providing affordable, accessible, quality education in career-relevant disciplines, with a particular emphasis on serving military members and veterans and their families. This proposed Homeland Security major is fully aligned with the institutional mission responding directly to increasing international, national, state and local employment and career trends, the interests of current and potential students, and the training and development needs of the current workforce in Homeland Security and related careers. The Homeland Security program strategically leverages existing UMUC resources and expertise, complements the institution's existing undergraduate training programs in the field, and enables UMUC's continued military partnerships to deliver educational programs with explicit career relevance for military service members.

UMUC's FY2015 fall statistics³ show that 60% of worldwide students had military affiliation. These military affiliated students have experience with the factors and aspects of homeland security threats and bring this understanding to the classroom. Since the entire U.S. military was established to ensure homeland security and public safety, a homeland security career is a natural fit for a member of the military looking to transition to a civilian career. As the Department of Homeland Security works closely with the Department of Defense, understanding both the military and the civilian side of homeland security is an asset.

UMUC has a long and distinguished history of serving the educational needs of U.S. active duty service members, their families, and veterans around the globe. The Department of Defense (DOD) considers the availability of accessible and quality post-secondary education opportunities for military servicemembers of such importance that it established a formal structure for coordinating these opportunities, known as the Servicemembers Opportunity College (SOC). UMUC has been a participating institution in SOC since 1975, delivering programs directly responsive to the needs and interests of DOD and servicemembers. In addition, UMUC has three contracts with the Department of Defense that specifically guide our educational offerings in Europe, the Middle East and in Asia. A bachelor's degree in Homeland Security is a

³ The UMUC Student Profile Fall 2015: <http://www.umuc.edu/visitors/about/ipra/upload/student-profile-and-graduation-rates.pdf>

priority discipline for SOC and DOD, and will further enable UMUC to serve this critical and mission-centric population.

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.

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 Bachelor of Homeland Security major is consistent with UMUC's commitment to offering current and relevant degrees that prepare students for the workforce, and especially to military servicemembers. 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.

In 2013, William Pelfrey and William Kelley published an article entitled "Homeland Security Education: A Way Forward," describing research they conducted regarding university-level education in Homeland Security. Their research identified the following as "...the most important objectives and capabilities for homeland security leaders and administrators..."

- Strategic collaboration
- Critical thinking and decision-making
- Foundations of Homeland Security
- Analytical Capabilities
- Leadership
- Legal issues
- Strategic planning.⁴

⁴ Pelfrey, William V., and William D. Kelley. (2013) Homeland Security Education: A Way Forward. *Homeland Security Affairs*, 9, Article 3 (February 2013). <https://www.hsaj.org/articles/235>

As illustrated below, these skills are explicitly addressed and infused throughout UMUC's Homeland Security program.

In another article, "Homeland Security in Higher Education: The State of Affairs," authors Stewart and Vocino describe how a group of educators, as part of a meeting with the Center for Homeland Defense and Security, identified critical curricular components for an undergraduate program in Homeland Security. Among those components are administering homeland security, intelligence, risk management, critical infrastructure protection, law and policy and terrorism and counterterrorism. The group recommended that all courses include critical thinking, ethics, oral and written communication, and community and whole of society.⁵ UMUC's program is again structured to support these recommendations, as further evidenced in Appendix A which describes the course work required for the program.

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

1. Program requirements

The Homeland Security program supports development of the knowledge, skills, and abilities needed for leadership in homeland security, with a focus on the domestic and international security issues. The curriculum emphasizes national security, homeland security, international terrorism, infrastructure protection, strategic planning for security, international relations, intelligence operations and evaluation, and program management. Students develop a global outlook, supported through study of the history of the discipline, analysis of current issues, and exploration of ethics in public safety. The program includes study and practice of leadership, management, interpersonal and related communication skills to prepare graduates to serve as leaders in government and industry security. The 33-credit hour major culminates with a capstone course where students synthesize the knowledge and skills built across the curriculum in application to a real world homeland security scenario.

The approach is learner-focused, with real-world projects embedded in every step of the learning process. The curriculum is based on principles of student learning outcomes with required outcomes developed and verified by academic experts and informed by employers to ensure the curriculum prepares students to meet industry needs and expectations. UMUC's Strategic Assessments⁶ are continually evaluated to ensure stated and expected outcomes – these plans are based on a continuous cycle that maps learning activities to student learning outcomes, data collection, analysis, interpretation and reporting, and application of assessment results to improve students' educational experiences and learning. Through the assessments, students perform real-world tasks that guide and support them, and that require them to demonstrate their knowledge and skills as they work toward mastery. Students "learn by doing"

⁵ Stewart, Kendra and Vocino, John (2013) Homeland security in higher education: The state of affairs. *Journal of Public Affairs Education*, 19(1). http://www.naspaa.org/jpaemessenger/Article/VOL19-1/04_StewartVocino.pdf

⁶ UMUC (2015, July) Institutional Plan for the Assessment of Student Learning Outcomes. Part 3.2A, Page 4. <http://www.umuc.edu/outcomes/upload/ipra-student-learning-outcomes.pdf>

and graduate better prepared for workplace opportunities. This program represents UMUC's commitment to offering current and relevant degrees to its students as well as maintaining an institution-wide commitment to a culture of assessment.⁷

As shown below, the B.S. in Homeland Security will require the completion of 11 3-credit courses for a total of 33 credits (course descriptions are presented in Appendix A):

- HMLS 302 Introduction to Homeland Security (3)
- HMLS 304 Strategic Planning in Homeland Security (3)
- HMLS 310 Homeland Security Response to Critical Incidents (3)
- HMLS 406 Legal and Political Issues in Homeland Security (3)
- HMLS 408 Infrastructure in Homeland Security (3)
- HMLS 414 Homeland Security and Intelligence (3)
- HMLS 416 Homeland Security and International Relations (3)
- PSAD 410 Public Safety Administration and Technology (3)
- PSAD 414 Public Safety Administration Ethics (3)
- PSAD 416 Public Safety Leadership (3)
- HMLS 495 Homeland Security Issues and Challenges (3)

2. Educational objectives and student learning outcomes

The student who completes the Bachelor of Science in Homeland Security will be able to:

- Lead, manage, motivate, and develop others to establish and achieve strategic and operational homeland security goals and interface with internal and external audiences.
- Manage technology and information for the protection, response, and recovery of critical infrastructure/information in a hostile or emergency environment.
- Navigate public or private organizations' financial, personnel, legal, and political information to identify, evaluate, and address the organizational needs, requirements, and resources
- Thoroughly research, critically analyze, and synthesize complex intelligence information using various methods to formulate risk assessments and responses to emerging threats.
- Communicate, negotiate, and educate strategically and tactically across cultural boundaries with diverse audiences within homeland security.
- Write concise and succinct policy, planning, and procedure documents for a variety of audiences to support homeland security operations.

3. General education requirements

All UMUC undergraduate students are required to complete General Education requirements common to all undergraduate programs. These included courses in Writing and Communications (12 credits), Introduction to Research (1 credit), Arts and Humanities (6 credits), Behavioral and Social Science (6 credits), Biological and Physical Sciences (7 credits), Math (3 credits) and Computing (6 credits). The General Education program must be completed by all bachelor's degree-seeking students (appropriate transfer credits and transfer policies apply to the General

⁷ IBID

Education program). Infused throughout the General Education program are a set of common student learning outcomes: written communication, critical thinking, information literacy, technology fluency, quantitative reasoning, scientific literacy, historical and cultural perspectives and ethics.

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

Homeland Security is a diverse and interdisciplinary field, with careers that cut across all disciplines and employment sectors. Students graduating with this degree are sought by the federal government, military, state government, local jurisdictions, international agencies, utility companies, and private industry.

A notable example is the the Department of Homeland Security (DHS), located in Washington, DC and a UMUC employer constituent. DHS' mission is to prevent terrorism, secure borders, enforce and administer immigration laws, safeguard cyberspace, and ensure resilience to disasters. It encompasses 22 federal agencies and 240,000 employees⁸, with a budget of over \$41 billion per year⁹. DHS requires a bachelor's degree for those wishing to obtain a GS-7 rank or higher¹⁰. Many professors and developers of courses at UMUC hail from the federal government such as DHS, and its agencies, including the Federal Emergency Management Agency among others.

Not only has DHS requested a Homeland Security program from UMUC, but it has such significant need for qualified candidates that it has developed a program to offer internships to undergraduate students who are interested in homeland security and intelligence. Students work with the Office of Intelligence and Analysis (I&A) employees to help support mission activities, and receive training and outreach experiences. Being an intern doesn't guarantee placement in a full-time position after graduation, but DHS seeks to hire as many successful interns as possible. The Department also offers the Secretary's Honors Program which allows

⁸ About DHS (2016) <https://www.dhs.gov/about-dhs>

⁹ DHS Budget in Brief https://www.dhs.gov/sites/default/files/publications/FY_2016_DHS_Budget_in_Brief.pdf

¹⁰ Office of Personnel Management (2016) Classification & Qualifications: General schedule qualification policies. <https://www.opm.gov/policy-data-oversight/classification-qualifications/general-schedule-qualification-policies/#url=desc>

selected graduates to participate as a Policy Fellow, assisting top policy makers throughout DHS on policy-focused areas.

More broadly, the military and the Department of Defense, nationally and internationally, have a need for personnel for jobs in the intelligence and security operations job, in addition to many jobs available at state and local offices of emergency management or homeland security. Top employers include not only the federal and state governments and local jurisdictions, but also international agencies, utility companies, and private industry. Jobs as directors or managers require a minimum of a bachelor's degree.

Students in UMUC's Homeland Security program can tailor their experience with a complementary minor in criminal justice, emergency management, fire science, cybersecurity, information systems management, or political science to best suit their needs and the needs of their current or prospective employers. UMUC's geographic location just outside Washington, DC, situates the program centrally among rich and deep expertise in the discipline and field. UMUC is ideally situated to serve the needs of potential students -- either beginning or advancing a career in the field -- and to draw as faculty in the program leaders in the agencies and content areas across the curriculum.

The expected growth among various occupations related to a degree in Homeland Security ranges from Law Enforcement, with a projected growth of 3%, to Emergency Management Directors, with a projected growth of 6%, to Operations Research Analysts, with a projected growth of 30% (Table 2). According to Money magazine, Operations Research Analysts are number 18 in the list of *The Best Jobs of 2016*, with 27,600 expected job openings.¹¹ These jobs all require a bachelor's degree at a minimum.

Finally, prior to its discontinuation in 2013, the enrollment growth in the Bachelor of Science in Homeland Security illustrates the demand for this program at UMUC, growing from 108 in the first year the program was offered to 751 in the year prior to its discontinuation.¹²

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

The 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)*, by continuing to expand and enhance UMUC's offerings by meeting all six goals as outlined in the *State Plan*. This program supports major goals in the *State Plan* in a number of specific and concrete ways:

¹¹ U.S. News and World Report (2016) The 25 best jobs of 2016. <http://money.usnews.com/money/careers/slideshows/the-25-best-jobs-of-2016>

¹² Maryland Higher Education Commission. (June 2016.) *Trends in Enrollment by Program, Maryland Higher Education Institutions, 2002-2015*. <http://mhec.maryland.gov/publications/Documents/Research/AnnualReports/2015EnrollmentbyProgram.pdf>

- 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. On September 1, 2016, UMUC received the 2016 Higher Education Excellence in Diversity Award from INSIGHT Into Diversity magazine. This is a national award to recognize U.S. colleges and universities that demonstrate a commitment to diversity and inclusion.¹³ UMUC is also a leading institution in graduating Hispanic and African American students in all programs, compared to Maryland institutions in total (Table 1). Currently UMUC has 32% African American and 12% Hispanic students in its Homeland Security undergraduate minor, which has been offered for many years.

% of Bachelor's Degrees Awarded	Maryland Institutions in Total¹⁴	UMUC, All Programs¹⁵
Black/African American Students	22%	23%
Hispanic/Latino Students	6%	11%

- 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 program will employ real-world assessments that are relevant to tasks that graduates will actually perform on the job; such learning demonstrations 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 developed toward the goal

¹³ UMUC (2016) UMUC Receives Diversity Award from *INSIGHT Into Diversity Magazine*.

<https://globalmedia.umuc.edu/2016/09/01/umuc-receives-diversity-award-from-insight-into-diversity-magazine/>

¹⁴ The University System of Maryland (2016) 2015-2016 Data Journal.

<http://www.usmd.edu/usm/adminfinance/IR/DataJournal/DegreeFY16-9-30-15.pdf>

¹⁵ UMUC (2015) Fiscal Year 2015 Fact Book. <http://www.umuc.edu/visitors/about/ipra/upload/umuc-fact-book-fy15.pdf>

- 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 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 learning demonstrations (real-world assessments) were developed. Students will be evaluated based on their mastery of learning demonstrations.
 - The program serves Goal 6 (Data Use and Distribution) in the *State Plan*. The program, using a competency-based learning methodology, places 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 underrepresented populations.

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

1. Market Demand

The employment outlook for graduates in the Homeland Security program is based on the U.S. Bureau of Labor Statistics (BLS) Occupational Handbook. It does not specifically address homeland security jobs per se, but those related to this field. Table 2 identifies examples of types of homeland security jobs, their projected change, and degree requirements.

Occupation Title	U.S. Percent Change Forecast	Undergraduate Degree Required
Computer and Information Research Scientists	11%	Yes
Police (includes Border Patrol Officers)	3%	Preferred
Emergency Management Directors	6%	Yes
Occupational Health and Safety Specialists	4%	Yes
Information Security Analysts	18%	Yes

¹⁶ BLS (2015) Occupational Outlook Handbook. <http://www.bls.gov/ooh/>

Operations Research Analysts	30%	Yes
Environmental Science and Protection Technicians	9%	Preferred
Military Careers	Same	Depends on job
Urban and Regional Planners	6%	Yes

Table 3 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 Regulations (DLLR) employment projections for 2014-2024 and is based on the crosswalk of the Homeland Security program's proposed CIP code (52.0201) and closely related CIP codes, along with 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."¹⁷

SOC Code	Occupational Title	Base Number of Positions			Total Openings
		2014	2024	10-Yr Change %	
33-3021 33-3051 33-3052	Police – includes patrol, investigators, and transit	800,300	833,200	4	32,900
11-9161	Emergency Management Directors	10,500	11,200	6	700
29-9011	Occupational Health and Safety Specialists	70,300	73,100	4	2,800
15-1122	Information Security Analysts	82,900	97,700	18	14,800
15-2031	Operations Research Analysts	91,300	118,900	30	27,600
19-4091	Environmental Science and Protection Technicians	36,200	39,600	9	3,400
19-3051	Urban and Regional Planners	38,000	40,400	6	2,400
Total Openings		1,129,500	1,214,100	11.0%	84,600

The DLLR data demonstrate the potential for 84,600 new and additional positions in occupations for which the proposed program will prepare graduates. Nationally, according to the Bureau of Labor Statistics, the demand for these positions is supposed to grow 11% from 2014 to 2024¹⁸.

¹⁷ Source: Maryland Department of Labor, Licensing, and Regulations, www.dllr.state.md.us/lmi/iandoproj/aboutnum2.shtml

¹⁸ BLS (2015) Occupational Outlook Handbook. <http://www.bls.gov/ooh/>

As discussed earlier, the job prospects for homeland security majors include the federal government, state and local offices of emergency management and homeland security, as well as private security firms, defense contractors, international agencies, utility companies and other companies that handle critical infrastructure, and private agencies. Since UMUC is located close to Washington DC, and nearby well-populated areas, students are well situated to continue or begin their career close by. FEMA Region III satellite office is located in nearby Philadelphia, PA, housing close to 200 full-time employees¹⁹. In addition to Region III, FEMA has nine other regional satellite offices across the nation, allowing for employment for our global cadre of students.²⁰

Career opportunities for students graduating from the B.S. in Homeland Security include, among others:

- Business continuity
- Corporate security
- Information security
- Infrastructure protection
- Intelligence analyst and public safety
- Intelligence specialist officer
- Law enforcement officer
- Immigration and custom enforcement
- Transportation security
- Prevention and response coordinator
- Industrial safety specialist
- Military intelligence analyst
- Corporate crisis manager or safety director
- Counter-intelligence officer
- Hazard mitigation specialist

The employment outlook for jobs within homeland security is expected to continue to rise. Although, in general, our economy is struggling, homeland security jobs are expected to remain in high demand; national security is among the highest priorities of our government and a slowed economy should not impact job opportunities at DHS and its many arms. It will always be an important role of the government to protect its citizens from threats²¹.

2. Educational and training needs

There are multiple job titles for which a graduate with a UMUC Bachelor's degree in Homeland Security would be qualified (see Table 2). Although the requisite preparation varies somewhat across jobs, a core set of education and training needs is common among them: communication,

¹⁹ FEMA (2016) Region III. <https://www.fema.gov/region-iii-dc-de-md-pa-va-wv>

²⁰ FEMA Regional Offices. <https://emilms.fema.gov/IS101c/DEP0101150text.htm>

²¹ Criminal Justice School Info (2016) Salary for jobs in Homeland Security. <http://www.criminaljusticeschoolinfo.com/salary-for-jobs-in-homeland-security.html>

critical thinking and problem solving, decision-making, and leadership. UMUC's degree plan for Homeland Security addresses these needs in innumerable ways.

As part of the curriculum, writing reports similar to those written throughout the homeland security mission, both internal and public in nature, is a skill that is taught and then reinforced via the projects contained in each course. As these projects were designed by practitioners working in the field, they mimic the writing and communication that is a necessary skill in the workplace. Critical thinking and problem solving skills are incorporated throughout the Homeland Security curriculum and especially in HMLS 304, HMLS 310, HMLS 406, PSAD 414 and HMLS 495. All of these courses involve conducting analyses of historical incidents and/or documents, involving the application of critical thinking and problem solving to formulate responses to scenarios and situations. The students' recommendations require the use of supporting information, allowing the student to incorporate standards and industry practices into their critical thinking and problem solving exercises.

Many of the projects woven into the Homeland Security curriculum involve either critical analysis of homeland security historical events or scenario and skills-based projects. These all require that the student make an informed decision, and explain and support that decision. Throughout, the student gathers the necessary information and makes a decision, leading to enhanced information gathering and decision-making skills. Finally, while leadership is specifically emphasized in PSAD 416 Leadership in Public Safety, leadership traits and skills are woven across the curriculum such that the student is well prepared by the capstone course to incorporate and apply his/her leadership skills into the Homeland Security scenario that is a major component of this class. UMUC's curriculum is directly aligned to foster and support development of the knowledges and skills required for careers in homeland security.

3. Prospective graduates

The following table shows projected unduplicated student headcounts for the first five years of the program:

Projected Enrollment	Year One	Year Two	Year Three	Year Four	Year Five
New Majors	125	200	175	175	175
Continuing Majors	N/A	125	325	500	825
Total Students	125	325	500	675	850

It is anticipated that approximately 100 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

There are currently no bachelor degree programs in homeland security offered by colleges and universities in the University of Maryland System, or listed in the approved programs by the Maryland Higher Education Commission (MHEC). There are programs offered at various levels other than the Bachelor's degree including:

Institution	Program Name	Degree Offered
Anne Arundel Community College	Homeland Security Management	Associate Degree
College of Southern Maryland	Homeland Security	Associate Degree
Towson University	Integrated Homeland Security Management	Master's Degree
University of Maryland University College	Homeland Security Management	Master's Degree
University of Maryland University College	Information Technology Management in Homeland Security	Master's Degree
University of Maryland University College	Management in Homeland Security	Post-Baccalaureate Certificate
Washington Adventist University	Homeland Security	Undergraduate Upper Division Certificate

2. Program justification

This program will fill a gap in the current academic program inventory in the state, creating a pathway between the existing associate's and master's programs. The number of associate's degree programs in homeland security in other states is also growing (e.g., Passaic Community College in NJ, Macomb Community College in MI, and SUNY Broome, NY), further evidence of demand for the program and potential bachelor's degree-seeking students. The proposed program provides a natural progression for associate degree graduates to complete their undergraduate degree in homeland security, and upon completion of the bachelor's to pursue further education through graduate programs in the state.

Approximately 60% of UMUC's students worldwide are military-affiliated, including active duty servicemembers, spouses, dependents and veterans. In the 2015-2016 academic year, 945 current UMUC students had declared a Homeland Security minor, of whom 322 (34%) were active duty military and 348 (37%) military-affiliated. Many students separate from the military to pursue civilian careers after completing their degree, leveraging their military experience, and many become eligible for promotion to a higher rank within the military as a result of this course of study.

F. Relevance to Historically Black Institutions (HBIs)

A search of the MHEC inventory of approved academic programs in Maryland found no undergraduate programs in Homeland Security at any of the four 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 fully online. 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/undergraduate 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>). The ability of UMUC to serve the military worldwide and the public safety community nationally supports the online environment as the primary modality.

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.

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. 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. All faculty and students 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, undergraduate faculty become familiar with the expectations that The Undergraduate 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 Undergraduate School is available to all faculty in the UMUC Worldwide Faculty Handbook. All newly hired faculty members must complete mandatory training (FACDEV 411 – New Faculty Academic Orientation). This course is designed to welcome new faculty to UMUC and to relay information about UMUC's unique history, mission, values, and non-traditional students, while preparing them to teach in the student-facing learning management system (LMS). 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.

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's model employs full-time faculty (known as collegiate faculty) in faculty leadership roles, such as Vice Deans and Program Chairs, who have responsibility for the overall intellectual coherence and integrity of the program. Other collegiate faculty teach and serve in other roles that maintain and support the academic programs, providing input into the design and content of the program and their courses.

This core group of collegiate faculty is small (about 10 percent of the total faculty). In keeping with UMUC's emphasis on workplace relevance, most teaching faculty are professionals in their field who teach part-time for UMUC. These adjunct faculty provide instruction for the great majority of courses at all levels and in all programs. This model is responsible for one of UMUC's greatest strengths: scholar-practitioner faculty who have solid academic credentials but continue to work outside the university,

providing a continuous infusion of current workplace knowledge as well as maximum flexibility for adapting to changing student demand. In this way, UMUC supports students in a learning experience that is practical and relevant to today's competitive and evolving global marketplace. Many adjuncts have considerable experience with UMUC. As of 2015, the average longevity for an adjunct faculty member is six years, and 17 percent of current adjunct faculty have been with UMUC more than 10 years. Collegiate and adjunct faculty both hold academic rank and title, based on their academic qualifications and professional experience, including teaching experience at UMUC. Since 1996 UMUC has held a MHEC-approved waiver of the Code of Maryland (COMAR) requirements for total credit hours taught by full-time faculty (Appendix B).

The centrality and appropriateness of UMUC's faculty model relative to its educational mandate and mission was reaffirmed by MHEC in the most recent review of mission statements, as evidenced in the following excerpt from the Commission's report:

UMUC intentionally seeks highly-qualified full-time and adjunct faculty who have hands-on experience in the disciplines they teach and who can leverage that experience to provide a richer learning experience for students. The university's mission to serve adult students is supported by adjunct faculty who are scholar-practitioners engaged daily in their profession. The ability to employ adjunct faculty is critical to UMUC's capacity to quickly deploy academic and continuing education programs in response to workforce-related needs. This entrepreneurship and flexibility in establishing new programs is particularly important to the university: given its history of very limited state support, the university's financial model is based on tuition revenues, and all programs must be self-supporting.²²

Consistent with this model, UMUC has a substantial roster of faculty with expertise in homeland security related disciplines such as fire science, political science, information management and information assurance, security management and operations, bio-security, and environmental management. Teaching effectiveness is monitored by class observation and student course evaluations. A master's degree is the minimum requirement to teach, but many of the faculty members do have terminal degrees. Because this degree program is an expansion of an existing curriculum, the program already has an active unit of faculty prepared to teach courses in the revised curriculum. Appendix C provides a table that summarizes the list of faculty with appointment type, terminal degree title and field, academic title/rank, status, years teaching, years in the field of study, and current employment, and the classes they would teach. In keeping with the above-described faculty model, this team of program faculty is led by a full-time, collegiate faculty member who serves as Program Chair.

I. Adequacy of Library Resources

²² Maryland Higher Education Commission (December 2015), Mission Statement Review: http://mhec.maryland.gov/institutions_training/Documents/acadaff/2016MissionStatementReview.pdf

No new library resources are needed to serve the 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. If necessary, resources will be reallocated from existing programs to support the program in year one. The financial tables that follow are based only on students entering the program.

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	\$478,968	\$1,260,120	\$1,962,060	\$2,681,064	\$3,421,728
a. # Students	125	325	500	675	850
b. Credit Hour Rate	Mixed	Mixed	Mixed	Mixed	Mixed
c. Credit Hours per student per year	12	12	12	12	12
d. Total Tuition Revenue (a x b x c)	\$478,968	\$1,260,120	\$1,962,060	\$2,681,064	\$3,421,728
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$478,968	\$1,260,120	\$1,962,060	\$2,681,064	\$3,421,728

Expenditures					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Total Faculty Expenses (b + c below)	\$25,179	\$61,149	\$89,925	\$122,298	\$154,671
a. Total sections taught	7	17	25	34	43
b. Total Salary (Adjunct faculty salary at average of 3,000 per 3-credit course) ^[1]	\$23,100	\$56,100	\$82,500	\$112,200	\$141,900
c. Total Benefits (9%)	\$2,079	\$5,049	\$7,425	\$10,098	\$12,771
2. Total Administrative Staff Expenses (b + c below)	\$60,862	\$62,384	\$63,943	\$65,542	\$67,180
a. # FTE	0.4	0.4	0.4	0.4	0.4
b. Total Salary	\$46,460	\$47,621	\$48,812	\$50,032	\$51,283
c. Total Benefits (31%)	\$14,402	\$14,763	\$15,132	\$15,510	\$15,898
3. Total Support Staff Expenses (b + c below)	\$15,576	\$15,965	\$16,364	\$16,774	\$17,193
a. # FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary	\$11,890	\$12,187	\$12,492	\$12,804	\$13,124
c. Total Benefits (31%)	\$3,686	\$3,778	\$3,872	\$3,969	\$4,069
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)	\$1,500	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 7)	\$103,117	\$139,498	\$170,233	\$204,613	\$239,044

^[1]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. As discussed earlier, faculty are required to take a training course upon entry into the instructor cadre, as well as updated training throughout their tenure. Each faculty member is evaluated by each student in his or her class, and provided this feedback at the conclusion of the course. In addition, each Course Chair and the discipline Director review the program, instructor, and progression of student outcomes at some point during the duration of each course.

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 students.

- As of Fall 2015, 44% of all undergraduate students and 51% of all graduate students are minority students^{*23}.
- 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 students²⁴.
- In Fiscal Year 2016, 41% of bachelor's degrees, 50% of master's degrees, and 39% of doctoral degrees were awarded to minority students^{*25}.
- Annually, UMUC awards more degrees to African American students than any other Maryland institution, including the four Maryland HBIs in Maryland²⁶.
- In Fiscal Year 2016, UMUC's Homeland Security minor enrolled 31% African American students and 10% Hispanic students²⁷.

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

²³ UMUC Interactive Fact Book, 2016. <http://www.umuc.edu/visitors/about/ipra/interactive-factbook.cfm>

²⁴ Maryland Higher Education Commission (2016) 2016 Data Book.

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

²⁵ UMUC Interactive Fact Book, 2016. <http://www.umuc.edu/visitors/about/ipra/interactive-factbook.cfm>

²⁶ Maryland Higher Education Commission (2016) 2016 Data Book.

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

²⁷ UMUC Data Warehouse. Retrieved October 26, 2016.

N. Relationship to low productivity programs identified by the Commission

Not applicable.

Appendix A

Course Descriptions

Required Program Courses

Introduction to Homeland Security (HMLS 302)

Prerequisite: WR TG 101 or WR TG 101S. An introduction to the theory and practice of homeland security in both the public and private sector at national, regional, state, and local levels. The objective is to apply management concepts to homeland security, identify legal and policy issues related to homeland security, and compare the four phases of homeland security. An overview of the administrative, legislative, and operational elements of homeland security programs and processes (including a review of homeland security history, policies, and programs) is provided. Topics include the threat of terrorism and countermeasures, including intelligence, investigation, and policy that support U.S. homeland security objectives.

Strategic Planning in Homeland Security (HMLS 304)

Prerequisite: **HMLS 302**. An examination of the fundamentals of strategic planning necessary for the maintenance of domestic security and the operation of the homeland security organization in the public and private sectors. The goal is to develop and analyze homeland security strategic plans. Topics include organizational priorities, planning documents, policy development, legislation, financial operations, and the evaluation process. Analysis covers threat, risk, vulnerability, probability, and impact as parameters for decision making and resource allocation.

Homeland Security Response to Critical Incidents (HMLS 310)

Prerequisites: **HMLS 304 and 406**. A real-world assessment of the issues involved in responding to homeland security critical incidents. The aim is to prepare for future challenges, integrate critical incident responses at all levels, and analyze the effect of regulations and laws on critical incidents. Discussion covers historical and potential incidents as they relate to resources, cooperation, politics, regulations, operations, and postincident response.

Legal and Political Issues of Homeland Security (HMLS 406)

Prerequisite: HMLS 302. A study of the legal aspects of and public policy in homeland security. The aim is to analyze governmental and private-sector roles and form a model homeland security policy. The development of public policy in homeland security is examined at local, regional, national, and international levels. Topics include surveillance, personal identity verification, personal privacy and redress, federal legislation passed in the aftermath of the terrorist attacks of 2001, the rights of foreign nationals, the rights of U.S. citizens, the governmental infrastructure for decisions concerning legal rights, and the difficulties of prosecuting terrorist suspects (such as jurisdictional issues, rules of evidence, and prosecution strategies).

Infrastructure in Homeland Security (HMLS 408)

Prerequisite: **HMLS 304 and 406**. An examination of infrastructure protection at international, national, regional, state, and local levels. The objective is to assess threat, risk, and vulnerabilities and recommend protective measures. Topics include critical infrastructure at all levels of government, the private sector, and the international community. An overview of U.S. homeland security policy as it relates to the protection of critical infrastructures and key assets (including the roles of the federal,

state, and local governments and the private sector in the security of these resources) is provided. Focus is on risk reduction and protection of critical infrastructures using available resources and partnerships between the public and private sectors.

Homeland Security and Intelligence (HMLS 414)

Prerequisite: **HMLS 406**. A study of the role of intelligence in homeland security. The objective is to interpret the concepts of information; analyze the production of intelligence; and recognize the U.S. intelligence and law enforcement communities, as well as other agencies and organizations that have a part in the nation's homeland security intelligence activities. Topics include the various steps of the intelligence process: the collection, analysis, sharing, and dissemination of information between governments and between government and the private sector. Emphasis is on evaluating current intelligence and enforcement efforts. Discussion also covers future challenges and opportunities for intelligence operations.

Homeland Security and International Relations (HMLS 416)

Prerequisite: **HMLS 304 and 406**. An examination of the relationship of international institutions to U.S. homeland security policy, intelligence, and operations. The aim is to incorporate a global perspective in the development of U.S. homeland security, analyze international institutions that influence U.S. homeland security, and integrate international information sharing in public- and private-sector approaches to security. Domestic security operations abroad are compared to U.S. policy, laws, and procedures. Topics include the commonality of global approaches to domestic security everywhere and the value of information sharing between governments and international institutions.

Public Safety Research and Technology (PSAD 410)

Prerequisite: PSAD 304. An examination of research and technology applications in public safety administration. The goal is to describe the principles of scientific research; evaluate existing research and technology; and apply the methods and resources of research, science, and technology to public safety administration. Topics include scientific research, research methodology, technology, evaluation, and utilizing research and technology in public safety administration.

Public Safety Administration Ethics (PSAD 414)

Prerequisite: PSAD 304. An in-depth examination of ethics and ethical issues in public safety administration. The student aim is to formulate a personal ethics statement and develop an organizational code of ethics. Topics include the origin and history of ethics, ethical issues in public safety administration, ethical behavior, codes of conduct and codes of ethics, personal ethics statements, organizational culture, and political factors.

Public Safety Leadership (PSAD 416)

Prerequisite: PSAD 304. A study of leadership theories, skills, and techniques used in public safety administration. The objective is to define and explain basic concepts of leadership; analyze personal leadership knowledge, skills, and abilities; and evaluate leadership performance in the current public safety environment. Topics include leadership, leadership theories and styles, leadership roles, leadership performance, individual leadership skills and plans, effective leadership, and future trends.

Homeland Security Issues and Challenges (HMLS 495)

(Intended as a final, capstone course to be taken in a student's last 15 credits.) Prerequisites: At least 27

credits in upper-level FSCN, EMGT, HMLS, or PSAD courses (numbered 300 or 400). An intensivestudy of homeland security that integrates knowledge gained through previous coursework and experience and builds on that conceptual foundation through integrative analysis, practical application, and critical thinking. Current and future issues in homeland security are addressed. The aim is to integrate leadership, administration, and management concepts and apply them to current homeland security issues and the protection of life, the environment, and property. Assignments include working on a virtual homeland security issue to integrate previous course experience into relevant homeland security aspects and reports.

Appendix B



90-2-1.001
cc: LEL
Bob J.

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

MEMORANDUM

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

Office of the Provost
UMUC
JAN 10 2005

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

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

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

MJK:aaw
Enclosures

cc: *in file*

*Forwarded memo
for appropriate
action
via
Comm. on ED
Policy*

April 23, 1996

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

RECEIVED
APR 30 1996
By *VCAA*

Patric H. 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

Appendix C

Faculty Resources						
Name	Appointment Type and Rank	Terminal Degree and Field	Status	Course(s) to be Taught	Years Teaching and Years in the Field	Current External Employment
Susan Blankenship	Collegiate Faculty, Professor, Program Chair	Doctor of Management and Master of Forensic Science	Full-time	Administration	N/A	N/A
Rebecca Himes	Adjunct Associate Professor	Master of General Administration	Adjunct Course Chair and SME	Introduction	7; 35	Retired from Maryland Fire and Rescue Institute
George Mattingley	Adjunct Assistant Professor	Master of Public Administration	Adjunct Course Chair and SME	Intelligence and International Relations	4; 30+	EMGT Company; retired Air Force: SME for DHS
Clifford Oliver	Adjunct Professor	PhD in Business Administration: Homeland Security Leadership and Policy	Adjunct Course Chair and SME	Capstone	7; 29	Director for FEMA in DHS
Kyle Overly	Adjunct Assistant Professor	Master of Fire and Emergency Management Administration	Adjunct SME	HMLS Planning	5; 7	Emergency Manager
Robert Ditch	Adjunct Associate Professor	EdD in Homeland Security and Emergency Management Adult Education	Adjunct SME	HMLS Planning; Capstone	12; 40+	DHS/FEMA Certified Instructor; Retired Air Force
Mark Landahl	Adjunct Associate Professor	PhD in Fire and Emergency Management Administration	Adjunct SME	Response to HMLS Incidents	9; 15	Law Enforcement: HMLS Officer

Faculty Resources						
Name	Appointment Type and Rank	Terminal Degree and Field	Status	Course(s) to be Taught	Years Teaching and Years in the Field	Current External Employment
Steven Woodall	Adjunct Professor	PhD in Human and Organizational Systems	Adjunct SME	Research and Technology	11; 20+	Professional fire fighter; Fire and Homeland Security Professor
Terrance Andrews	Adjunct Associate Professor	Juris Doctorate	Adjunct SME	Legal and Political Issues	7; 19	Senate Chief Counsel: former prosecutor and counsel for DHS
James Minetree	Adjunct Professor	Master in International Relations	Adjunct SME	Infrastructure in HMLS	14; 26+	Retired US Army and CIA
James Heavens	Adjunct Associate Professor	Master of Business Administration	Adjunct SME	HMLS Intelligence	6; 34+	Federal law enforcement; CyberSecurity & Global Security Manager