
GENERAL INFORMATION

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THE UNIVERSITY OF MARYLAND EASTERN SHORE

Situated in the historic town of Princess Anne, the University of Maryland Eastern Shore (UMES) is a 745 acre campus that is at once academic, international, and Arcadian, making it an inviting and fitting atmosphere for study and young adult growth. It offers students a tranquil retreat to pursue academic goals; yet it is only a two-hour drive from any one of several mid-Atlantic metropolitan areas- Norfolk/Virginia Beach, Washington, Baltimore, Philadelphia, and Wilmington- providing access to many urban amenities. In addition, the resort town of Ocean City, MD, is less than an hour's drive away.

UMES is the only research and doctoral degree granting institution of the University System of Maryland on the Eastern Shore of Maryland. Its programs in Construction Management Technology, Aviation Sciences, and Hotel and Restaurant Management are unique to both the state and the region. Every graduate of its Physical Therapy and Dietetics programs has passed the licensure examinations since the programs were first offered. The campus location and facilities, the program offerings, and opportunities afforded by the University of Maryland Eastern Shore provide a fitting atmosphere for study and growth for its students who represent all ages, professions and experiential training, (e.g., traditional young-adult students, graduate students, workforce professionals, senior-citizens, etc.).

Almost 60 percent of the students live on campus. The oval shaped mall is the hub of campus academic and residential activity. The students, faculty, and staff walk together to and from their daily activities in the classrooms, administrative departments, student activities, and residential life facilities. The campus is decidedly close-knit.

Behind the campus oval are 500 acres of farmland that complete the multifaceted research institution. Innovative agricultural research, serving both local and global economies, is conducted through the Small Farms Institute and the Swine Research Center, which is the hub of all University of Maryland swine research; a poultry management operation; and crop and animal production programs.

The international elements of the UMES campus are evidenced by the flags of over 50 nations that wave at the campus entrance around the federal, state, and University flagpoles. These flags symbolize the various nationalities of students enrolled at UMES.

A recent ongoing capital improvement project reflects the University's emphasis on academic development. Combining the future with tradition, newer structures around the flagpole oval blend well with the Georgian-style architecture that defines the neighboring Ella Fitzgerald Center for the Performing Arts, the J.T. Williams administrative building, and Kiah Hall.

The Past

Founded under the auspices of the Delaware Conference of the Methodist Episcopal Church, the University of Maryland Eastern Shore (UMES) opened with nine students and one faculty members as the Delaware Conference Academy in Princess Anne on September 13, 1886.

Historical documents reveal that 37 students were enrolled by the end of the first year. Soon its title was changed to the Industrial Branch of Morgan State College, still under the influence of the Delaware Conference. Later it became known as Princess Anne Academy, but continued to be operated by Morgan State College under the control of the Methodist Church.

The State of Maryland, in operating its Land-Grant program at the Maryland Agricultural College at College Park, which did not admit African-Americans students, sought to provide a Land-Grant program for African-Americans. In 1919 the State of Maryland assumed control of the Princess Anne Academy and renamed it the Eastern Shore Branch of the Maryland Agricultural College.

In 1926, the College passed into complete control and ownership by the State of Maryland, and the University of Maryland was designated as the administrative agency. In 1948, the Eastern Shore Branch of the University of Maryland, popularly known as Princess Anne College, officially became Maryland State College, a Division of the University of Maryland. On July 1, 1970, Maryland State College became the University of Maryland Eastern Shore.

Presidents

Thirteen chancellors/presidents have served the institution since it was founded in 1886. They are as follows: Benjamin Oliver Bird, 1886-1897, Portia E. Lovett Bird, 1897-1899, Dr. Pevaizia O'Connell, 1900-1902, Frank J. Trigg, 1902-1910, Thomas Kiah, 1910-1936, Robert A. Grisby, 1936-1947, Dr. John Taylor Williams, 1947-1970, Dr. Howard Emery Wright, 1970-1971, Dr. Archie L. Buffkins, 1971-1975, Dr. William P. Hytche, Sr., 1975-1997, Dr. Dolores R. Spikes, 1997-2000, Dr. Jackie Thomas, 2001-2002 (Interim President), and Dr. Thelma B. Thompson, 2002-present.

The Present

From its original campus building known as "Olney," which was constructed in 1798 during the era of President George Washington, the University has grown to over 745 acres with 32 major buildings and 41 other units. The student population has increased to 4,500. With the strong support of the University System of Maryland Board of Regents, Administration, and the faculty, UMES has developed an academic program perhaps more impressive than any other higher education institution of its size in the East. Within the last decade, UMES has added 20 degree-granting programs to its academic roster. Graduates of these programs secure positions throughout the global community. However, many graduates often choose to remain on the Delmarva Peninsula, procuring careers in their areas of professional study to benefit the region, particularly the Lower Eastern Shore.

Today, the University offers major programs leading to the B.A. and B.S. degrees in 32 disciplines in the arts and sciences, professional studies, and agricultural sciences. In addition, UMES offers 12 teaching degree programs and two pre-professional programs, as well as an Honors Program to prepare students for professional school study.

Today the University offers a variety of well constructed and outstanding academic programs on a beautiful campus. It provides today's students, through versatile student life activities, with opportunities to develop into well-rounded individuals who are able to assume leadership in today and tomorrow's global society.

Additional course offerings during evening and weekend hours have also been developed, allowing a greater segment of the local population to enhance themselves and their communities through post-secondary education.

The Future

As the University of Maryland Eastern Shore grows and evolves during its second century, it proceeds with even greater vigor; the apexes of progress and quality continue to expand. Long-term plans include the expansion of the curriculum for undergraduate, graduate and professional study and continued improvement of the physical plant, including new construction and renovation projects for classroom and administrative buildings.

As the Eastern Shore continues to gain in productivity and recognition, UMES will continue to serve the needs of the industries and people around it. UMES is the only four-year institution on the Shore to offer undergraduate and graduate degrees in computer science. The University has long been known for providing professional training in the key regional and local industries of hospitality management and the management of commercial poultry and swine operations. The prediction is that this local enrichment will continue as more students enroll in the University's programs of business and technology, physical therapy, hotel and restaurant management and physician assistant. Likewise, the outlook is good for the sciences, agriculture, liberal arts, and graduate programs.

MISSION, PURPOSE AND GOALS OF THE UNIVERSITY

Mission Statement

The University of Maryland Eastern Shore (UMES), the State's Historically Black 1890 Land-Grant institution, emphasizes baccalaureate and graduate programs in the liberal arts, health professions, sciences, and teacher education. In keeping with its land-grant mandate, the University's purpose and uniqueness are grounded in distinctive learning, discovery, and engagement opportunities in agriculture, marine and environmental sciences, technology, engineering and aviation sciences, health professions, and hospitality management. Degrees are offered at the bachelors, masters and doctoral levels.

UMES is committed to providing access to a high quality values-based educational experience, especially for individuals who are first-generation college students of all races, while emphasizing multicultural diversity and international perspectives. The University serves the education and research needs of businesses, industries, government and non-government organizations. The University is committed to meeting the economic development needs of the Eastern Shore; workforce development needs of the State; international development priorities of the nation; and commercialization and entrepreneurial ventures of the University through engagement activities and partnerships.

UMES is a teaching/research institution that nurtures and launches globally competent citizens. It will continue to embrace its interdisciplinary curriculum, sponsored research initiatives, rural and economic development priorities, and community engagement. UMES will continue to expand its partnerships and collaborative arrangements with the University System of Maryland Institutions, other universities, community colleges, public schools, government, and other external agencies and constituencies.

UMES, the State's Historically Black 1890 Land-Grant Institution, is a teaching, research, and doctoral institution that nurtures and launches leaders in a student-centered environment, particularly from among ethnic minorities. Committed to providing high quality programs in an ethnically diverse environment, the University prepares students who will serve and shape the global economy. UMES is a growing, primarily residential university with learning, discovery, and engagement missions consistent with valuing the scholarship of faculty in discovering knowledge, disseminating new knowledge, and applying that knowledge to the extended community. The University recognizes its responsibility for developing human potential, enriching cultural

expressions and sharing its expertise with individuals, businesses, educational, governmental, and non-governmental organizations. The learning, discovery, and engagement foci are in accordance with UMES' legacy and mission as Maryland's 1890 Land-Grant Institution. UMES is proud of its over 123 years of continuous educational service, initially under the aegis of the Methodist Church.

One of the original purposes of the land-grant institutions, the education of citizens for life in the American economy (then, largely agrarian, but now more diverse), includes the disciplines of agriculture, home economics, and mechanical arts. UMES continues to embrace the original purposes as well as its current expansions to include the liberal arts, scientific, business, technological, and professional programs that extend to urban and international settings. The expansion of the land-grant missions reflects the changes in both internal and external environments which include cultural diversity, global interdependence, changes in the local, state, and national economy, and the exponential growth of information/communication technology. Just as the focus on agriculture, home economics, and the mechanical arts was appropriate in the 1890's, the wide range of instructional, research, and public service commitments that now characterize this university is vital today.

An international perspective in higher education is crucial to the development of leaders who are sensitive to the role America plays in shaping the national and international agendas. UMES is committed to providing an array of undergraduate and graduate programs in an environment that is responsive to global perspectives in education. The University aims to imbed internationalism in some curricula and to extend its concept of international education through continuing education and cooperative ventures with foreign universities, governmental and non-governmental organizations, and private industries.

Through the Maryland Cooperative Extension Service and the Agriculture Experiment Station, UMES works collaboratively with the University of Maryland, College Park, and the 1862 land-grant institution. The University's expanding instructional technology infrastructure supports the increasing externally funded research grants generated by campus personnel.

Quick responses to the economic and educational needs of the region and the State characterize the role that the University plays. The Hotel and Restaurant Management (HRM) Program's provision of well-trained personnel for state and national tourism industry, and the work of faculty researchers that relates to natural resource management and water pollution prevention exemplify this responsiveness. The Rural Development Center provides timely responses to businesses and government requests for financial, technical, managerial, organizational, and internet assistance. The Seafood Technology Program assists businesses with the development of procedures that maximize quality, safety, and profitability of seafood products through the use of applied research, certified training, and educational materials.

UMES engages in numerous collaborative efforts to (a) increase access and opportunity for a broad spectrum of students including the economically and educationally disadvantaged, low income adult learners, and first-generation college students; and (b) meet other state needs. Collaborative educational connections with local school systems address the Professional Development Schools, The Redesign of Teacher Education (including the PreK-16 initiative), and other programs. For instance, UMES and Salisbury University collaboratively operate the Master of Arts in Teaching, the dual degree in Sociology/Social Work, and Biology/Environmental Science Programs.

UMES supports the Eastern Shore Higher Education Center (ESHEC) at Wye Mills through the following collaborative activities: (1) The Department of Human Ecology and Chesapeake Community College have implemented a 2+2 Child Development Program, that is offered via distance education, and (2) A weekend-based doctoral program (Doctor of Education degree) in Education Leadership at the ESHEC as a participating partner of the Maryland Education Leadership Collaboration (MELC), consisting of the University of Maryland, Bowie State University and Morgan State University. MELC has to address the statewide need for education leaders trained at the doctoral level (teachers and administrators) because of the projected shortages due to school-aged population growth and expected retirements. Allegany Community College of Maryland, Frostburg State University, and UMES collaboratively offer HRM course work to the Western Region. The HRM and Aviation Science Programs conduct their baccalaureate degree preparation on selected community college campuses through articulated agreements. Additionally, the HRM program participates in the USM Shady Grove Center.

The University provides a Special Education Program, a teaching area of great state and national need, on the Eastern Shore at both the undergraduate and graduate levels. The University also has the only Technology Education Program in Maryland. Access to the Salisbury-Ocean City Airport allows the Aviation Sciences program to establish strong links with airport personnel. Physical Therapy majors provide professional service alongside staff of McCready Hospital – a 16 acute-care bed rural hospital with a 60-bed nursing home – for home residents and hospital patients of Somerset County. Agricultural and Natural Sciences students and faculty leaders partner with local agricultural and business persons, to conduct and apply appropriate research findings that improve their economic base. Career and Technology Education courses are offered outside of Princess Anne, such as in downtown Baltimore at the Maryland Center for Career and Technology Education Studies in the Baltimore Museum of Industry and the Eastern Shore Higher Education Center. These courses are targeted for technology education teachers who are

seeking degrees and teacher certification. UMES offers the Ph.D. in Marine-Estuarine-Environmental Sciences (MEES) and in Toxicology, in conjunction with other University System of Maryland institutions.

While the Carnegie Foundation classifies UMES as a Masters Comprehensive University, MA 1, the University aspires to achieve Doctoral/Research University-Intensive classification. Consequently, UMES has developed and implemented freestanding doctoral degree programs in (a) Food Science & Technology, (b) Physical Therapy, (c) Organizational Leadership, and (d) Educational Leadership. To respond to widespread regional and national health care needs, especially those in rural areas, a new School of Pharmacy and Health Professions (consisting of Departments of Physical Therapy, Physician Assistant, Exercise Science, Rehabilitation Services and Pharmacy) has been established.

The programs and initiatives discussed above are consistent and supportive of goals outlined in Maryland's Post Secondary Education Plan.

Institutional Capabilities

UMES views with pride its achievements in providing high-quality academic programs and services for ethnically and culturally diverse students. Toward that end, the University offers programs and assistance that attract, serve, retain, and graduate first-generation college students, nationally-recognized scholars, and international clientele as part of its core capacity. Students come from over 70 different countries. At the faculty level, the University is impressively diverse. The number of full-time, non-African-American faculty exceeds the number of those of African-American descent.

Research and development activities focus on information technology, faculty and student development, agricultural and environmental sciences, and international development. UMES plays a pivotal role in responding to local, state, and international priorities through the following unique initiatives:

a) Paul S Sarbanes Coastal Ecology Center (PSSCEC)

The UMES PSSCEC located at Assateague Island, (six miles from the Chesapeake Bay and thirty miles from the Atlantic Ocean) brings considerable strength to the institution's Environmental programs. Because of the ideal location of UMES – six miles from the Chesapeake Bay and thirty miles from the Atlantic Ocean and PSSCEC, the UMES' Marine Estuarine and Environmental Sciences (MEES) program plays significant national role in the diversification of the nation's work force in the Marine Estuarine Environmental Sciences disciplines. It is the only teaching facility dedicated to the study of coastal processes in the state of Maryland.

PSSCEC also supports the Maryland State plan to develop highly qualified workforce for the economic growth and vitality of the State of Maryland by serving as a focal point for the advanced training of elementary, junior and senior high school teachers and students in marine sciences. Together with the MEES program, PSSCEC provides access to excellent facility for the preparation of post secondary students for careers in research, management and public policy that support the sustainable harvest and conservation of the state and nation's living marine resources. PSSCEC also supports the research mission of the NOAA funded Living Marine Resources Cooperative Science Center (LMRCSC) at UMES which conducts studies congruent with the interests of NOAA fisheries research

PSSCEC provides services to the i) Environmental Protection Agency (EPA) to monitor water quality; ii) US Army Corps of Engineers for in-situ coastal ocean research; NASA for remote sensing activities; iii) National Aquarium as a possible holding site for injured marine mammals; iv) Maryland Department of natural Resources for research on blue crab parasite and fisheries monitoring; v) UMES Hotel/restaurant Management program for training and internships in Eco-tourism; vi) Sea Grant/University of MD Extension Service for workshops; vii) Graduate and undergraduate instruction in Marine Estuarine Environmental Sciences, Outreach to Elementary, Middle and High Schools, etc.

b) Construction Technology Partnerships

Partnerships have been established with construction and manufacturing industries throughout the state via industry advisory councils, student internships, field trips, and scholarship support. Specifically the Construction Management Technology program has established transfer curriculum articulation agreements with several community colleges to allow seamless transfer of credits into the B.S. degree program at UMES and at the Shady Grove Campus. Students who enroll in the upper division part-time CMT offering at The Universities at Shady Grove can complete their degree requirements at that location during evening study.

c) Career and Technology Education Partnerships

Partnerships have also been established with local educational agencies and the Maryland State Department of Education, Division of Career Technology and Adult Learning to offer Career and Technology Education teacher certification courses at the Baltimore Museum of Industry.

d) Center of Excellence for Partnership with USDA Agency - Agricultural Research Service (ARS)

The USDA/UMES, Center of Excellence was established in 1995 with the signing of an MOU between UMES, ARS and FSIS and the arrival of ARS personnel on the campus. This long-standing and strong partnership between UMES and USDA has resulted in the establishment of a new Ph.D. Program in Food Science at UMES, and construction of a \$17 million dollar state-of-the art Food Science and Technology Building.

The Center provides training and hands-on research experiences for undergraduate and graduate students. The primary objective of the partnership is to stimulate interest and provide access for African-Americans, and other under-represented groups, to pursue advanced careers in agricultural research.

Research at the Center is focused on improving the safety, quality and value of foods produced in the Delmarva region, with emphasis on the microbiological safety of chicken meat and chicken meat products. Computer models that predict the risk of *Salmonella*, *Campylobacter* and *Listeria* infection from chicken have been developed. The models have been incorporated into a software program called the Poultry Food Assess Risk Model and distributed to food safety professionals around the world. The Center is nationally recognized as a shining example of how successful partnerships between federal agencies and the 1890 Land Grant Institutions and Historically Black Colleges and Universities can have a large positive impact through agricultural research on the quality of life in the United States and abroad, while simultaneously promoting the important principles of workforce diversity and civil rights.

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e) International Partnerships

UMES has linkage agreements with 18 Universities and research institutions in Africa, the Caribbean, and Central America. These linkages enhance the university's international education focus through: (1) student study and research abroad, (2) faculty and student exchanges, (3) international scholar-in-residence, and (4) international development programs. The University also has several cooperative agreements with the United States Department of Agriculture, to provide technical assistance to the United States Agency for International Development.

f) Professional Education Unit

The Professional Education Unit at UMES consists of 16 NCATE-accredited and MSDE-state approved programs at the baccalaureate and masters level in teacher and counselor education. Collaboration with public schools is strength of the professional education programs as the Unit has always emphasized the importance of integrated and sequenced field and clinical experiences and other professional development project and has always placed great value on the contributions made to the Unit by field partners. The Unit has formalized its collaboration with the public schools and currently has 24 Professional Development Schools in 4 counties (Caroline, Somerset, Wicomico, and Worcester). Teacher and counselor candidates are in field experiences, practica and internships at these sites. In addition, the Unit is working collaboratively with these 4 counties and the other 5 counties on Maryland's Eastern Shore (Cecil, Dorchester, Kent, Queen Anne's and Talbot) in the area of special education professional development through support from the Maryland State Improvement Grant (MSIG), now in its sixth year.

The presence of first-rate graduate faculty with strong national and international reputations increases the probability that a larger number of high performing students will enroll in the University. Faculty-student research pairs present their findings to the University, the community, funding agencies, national, and international professional conferences. Thus, UMES attracts, supports, and graduates academically capable students who have experience in research and development.

The Office of Information Technology, using a value-added strategy, is committed to leveraging the advances in information technology to support innovative research, education, and service to meet the needs of the University, students, and external constituents.

The Applied Information Technology Research and Education Center emphasizes both research and educational objectives, while providing state-of-the-art information technology services in support of government agencies, regional businesses, and university academic programs.

Objectives and Outcomes

University progress depends upon the success of its accountability practices; therefore, strategic planning, assessment and evaluation are key to measuring an institution's success. The University's strategic planning process ensures that we use a systematic process to engage in ongoing, dynamic and comprehensive assessment of the annual *UMES Strategic Operational Plan*. Goals are carefully tracked and reports are regularly disseminated to assist faculty, students and administrators in using data-based decision-making to map progress.

The current *UMES Strategic Plan* was developed during academic year 2003-2004. The *Plan* represents the collective effort of the President, executive units (cabinets, expanded cabinet and executive council), faculty, students, staff and community members.

The UMES 2004-2009 Strategic Plan is consistent with and supports the five goals of the *2004 Maryland State Plan for Post Secondary Education*: (1) *Quality and Effectiveness*, (2) *Access and Affordability*, (3) *Diversity*, (4) *Student Centered Learning Systems*, and (5) *Economic Growth and Vitality*. The UMES goals of the Strategic Plan are as follows:

- Goal I:** Continue to design and implement academic programs that are responsive to the UMES mission and are systematically reviewed for sustained quality, relevance and excellence to meet the challenges of a highly competitive and global workforce.
- Goal II:** Promote and sustain a campus environment that supports a high quality of life and learning and that responds to the needs of a diverse student population.
- Goal III:** Enhance university infrastructure to advance productivity in research, technology development and transfer; contribute to an enhanced quality of life in Maryland; and facilitate sustainable domestic and international economic development.
- Goal IV:** Redesign administrative systems to accelerate learning, inquiry and engagement (outreach)
- Goal V:** Efficiently and effectively manage the resources of the University and aggressively pursue public and private funds to support the enterprise.

VISION

The University of Maryland Eastern Shore (UMES) moves into the first decade of the twenty-first century poised to become a Carnegie Doctoral/Research University - Intensive and a Four-Year 3 classified institution. The University is the only research and doctoral-granting institution on the Eastern Shore of Maryland. As an 1890 Land-Grant University, it is authorized to offer 32 bachelor's degrees, 10 master's degrees and 7 doctoral degrees. The University's faculty members are well-respected scholars and artists who contribute to the university's productivity and to their professions in the areas of performance, teaching, learning, research, and service. Working within the framework of the University System of Maryland (USM), UMES will honor its triple mission of being a comprehensive institution, a comprehensive Land-Grant institution and a Historically Black Institution (HBI), each with its special challenges and opportunities.

The University has made great strides in the past and is currently encouraged by enrollment growth. Recognized for two consecutive years as the second most beautiful campus in the nation, UMES boasts an impressive physical infrastructure and with 745 acres of land, has significant potential for growth in its physical facilities. Further, UMES leads all comprehensive institutions in the System in funds received from sponsored research and grants per FTE faculty. A culturally and ethnically diverse campus, its students, faculty, and staff represent over 60 countries providing a stimulating environment for international perspectives. "It is my goal as president, stated President Thelma Thompson, to honor the rich history of this institution and to move it forward to accomplish its mission."

The vision of President Thompson rests on a commitment to sound academic quality; development of values-based leaders; development of an inclusive environment for campus and community stakeholders; improved planning and reporting processes for accountability; increased enrollment and new approaches to fiscal soundness; increased commitment to the land-grant imperatives for community outreach through partnerships and collaborations; infusion of international perspectives throughout the campus; and development of an Institutional Advancement Division to create a marketing initiative for the University.

The commitment to develop values-based leaders is an important one. Character counts and so UMES will attempt to teach the whole student. It is critical that UMES teach values by example and by precept. Leadership for the 21st century must be purposeful, high-minded, discerning and analytical, but above all else, leaders must be values-based. A commitment to teamwork through the establishment of an inclusive environment is vital. Campus and community stakeholders must understand the vision, commit to the University's mission, engage in activities that contribute to the realization of the strategic plan, and use outcomes to inform the change process. By so doing, UMES will maintain good quality in all units of the university.

UMES is committed to the enhancement of its assessment system beyond the academic program. It is important that the planning and evaluation process draw from a system that is comprehensive and integrated across all programs and services offered by the University. In order to manage effectively and improve operations and programs, the assessment system must be strengthened

and become systematic in order to make informed university decisions. This implementation will not only assure efficiency and effectiveness, but will assure accountability.

Fiscal soundness is the foundation of any institution's survival. UMES will continue to respond to state budgetary constraints while ensuring that programs and services remain excellent. Therefore, new approaches to fiscal strength will be sought to help to compensate for decreases in state appropriations. These new approaches will enhance UMES' ability to strengthen teaching, learning, inquiry, and engagement. The pursuit of non-risk entrepreneurial goals will improve the fiscal posture and set the tone for self-help and quality independence.

President Thompson is committed to returning UMES to its role as a cultural center for the Eastern Shore, offering cultural events open to the public and assisting the community in social, civic, and economic areas with the expectation that the partnership posture will be reciprocal and will be accepted and operative well beyond the immediate boundaries of UMES.

The University will commit to new collaborations and partnerships to provide innovative technologies and teaching strategies to the academic programs. These collaborations will provide opportunities for student practicum and internship experiences, faculty exchanges and retooling initiatives, resident life activities, and facility upgrade. Collaborations will be internal as well as external with other universities, corporations, and governmental agencies.

The international perspective in higher education is crucial to the development of leaders who are sensitive to the role America plays in shaping the national and international agenda. UMES is committed to providing an array of undergraduate and graduate programs in an environment that is responsive to global perspectives in education. The University aims to imbed internationalism in some curricula and to extend its concept of international education through continuing education and cooperative ventures with foreign universities, government agencies, non-government agencies and private industry.

President Thompson's commitment to UMES is to make this historic university, with its rich heritage, a vital part of the Eastern Shore community, graduating students who will be engaged citizens regardless of where they serve.

With the support and assistance of the UMES Board of Visitors, alumni, faculty and staff, this vision places students at the Center of this enterprise where learning and leadership are our top priorities. UMES will work with all constituencies toward the goal of improving our community and our world since the future depends upon the education of our youth. We remain appreciative of the support of the University System of Maryland and its Board of Regents

DISCLAIMER

The provisions of this publication are not to be regarded as an irrevocable contract between the student and the University of Maryland Eastern Shore. At the time of the publication, every reasonable effort was made to attain factual accuracy in the material presented. The catalog is not intended to be a complete statement of all procedures, processes and regulations governing undergraduate, graduate or professional degree programs which may be covered in separate program and office manuals and handbooks. The University of Maryland Eastern Shore reserves the right to make changes in fees, course offerings and general regulations and academic requirements without prior notice. For the most up-to-date information on course offerings, program requirements and deadlines, please write, call, or e-mail the program or department.

NONDISCRIMINATION POLICY AND INTEGRATION STATEMENT

The University of Maryland Eastern Shore is committed to providing equal opportunity through its employment practices, educational programs, admissions and the many services it offers to the community. It is the policy of the University that no person shall be discriminated against on the basis of race, sex, color, religion, national origin or ancestry, age, marital status or handicap.

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