

REVISED



Board of Regents
Committee on Education Policy and Student Life and Safety
Wednesday, April 8, 2026 – 9:30am
Zoom

AGENDA FOR PUBLIC SESSION

Call to Order

Vice Chair Smarick

- 1) [Update on USM Alternative Teacher Licensure Program](#) (information)
- 2) [Approval of Minutes from January 29, 2026 Public and Closed Session Meetings](#) (action)
- 3) Program Proposals (action)
 - a) [University of Maryland Global Campus: Bachelor of Science in Integrative Health and Wellness](#)
 - b) [University of Maryland Global Campus: Master of Science in Integrative Health and Wellness](#)
 - c) [University of Maryland Eastern Shore: Master of Science in Mechanical and Biomedical Engineering](#)
 - d) [University of Baltimore: Bachelor of Science in Accounting](#)
 - e) [Towson University: Bachelor of Science in Business Analytics](#)
 - f) [Towson University: Bachelor of Science in Business Economics](#)
 - g) [Towson University: Bachelor of Science in Finance](#)
 - h) [Towson University: Bachelor of Science in Financial Planning](#)
 - i) [Towson University: Bachelor of Science in Marketing](#)
 - j) [Towson University: Bachelor of Science in Project Management](#)
 - k) [Salisbury University: Bachelor of Science in Forensic Science](#)
 - l) [University of Maryland, College Park: Bachelor of Science in Artificial Intelligence: Computational Structures of AI Systems](#)
 - m) [University of Maryland, College Park: Bachelor of Arts in Human-Centered Artificial Intelligence](#)
- 4) [International Students Panel](#) (information)
- 5) [VII-8.05 – Policy on Professional Conduct and Workplace Bullying](#) (information)
- 6) Motion to Adjourn (action)



BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: Update on USM Alternative Teacher Licensure Program

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: April 8, 2026

SUMMARY: This presentation provides a brief update on the progress of the USM Alternative Teacher Licensure Program, including the development of a systemwide model through collaboration across nine USM institutions. This work advances USM's Vision by expanding high-quality alternative credential pathways that increase access, flexibility, and innovation in educator preparation.

The update also highlights ongoing partnerships with the Maryland State Department of Education and local education agencies to ensure strong alignment with workforce needs. The program directly supports USM's mission to strengthen and diversify Maryland's teaching workforce by creating accessible pathways for conditionally licensed teachers and career changers, helping to address critical shortages across the state.

ALTERNATIVE(S): Information item

FISCAL IMPACT: Information item

CHANCELLOR'S RECOMMENDATION: Information item

COMMITTEE RECOMMENDATION:

BOARD ACTION:

SUBMITTED BY: Alison M. Wrynn 301-445-1992

DATE: April 8, 2026

DATE:

awrynn@usmd.edu

USM CONSORTIUM

ALTERNATIVE TEACHER PREPARATION PROGRAMS

JENNIFER LYNCH



USM VISION 2030

For the Good of Maryland

Systemness

Supporting the Teaching Workforce

Innovative Workforce Pathways

Meaningful Credential Badges

Leveraging Technology

USM Cross-Functional Collaboration

Fiscal Responsibility

How to Become a Teacher



A Complementary Pathway,
— Not a Replacement —

No Matter
the Path Chosen



Dedicated Professionals
Have a Pathway
to Teaching

ADDRESSING THE PROBLEM

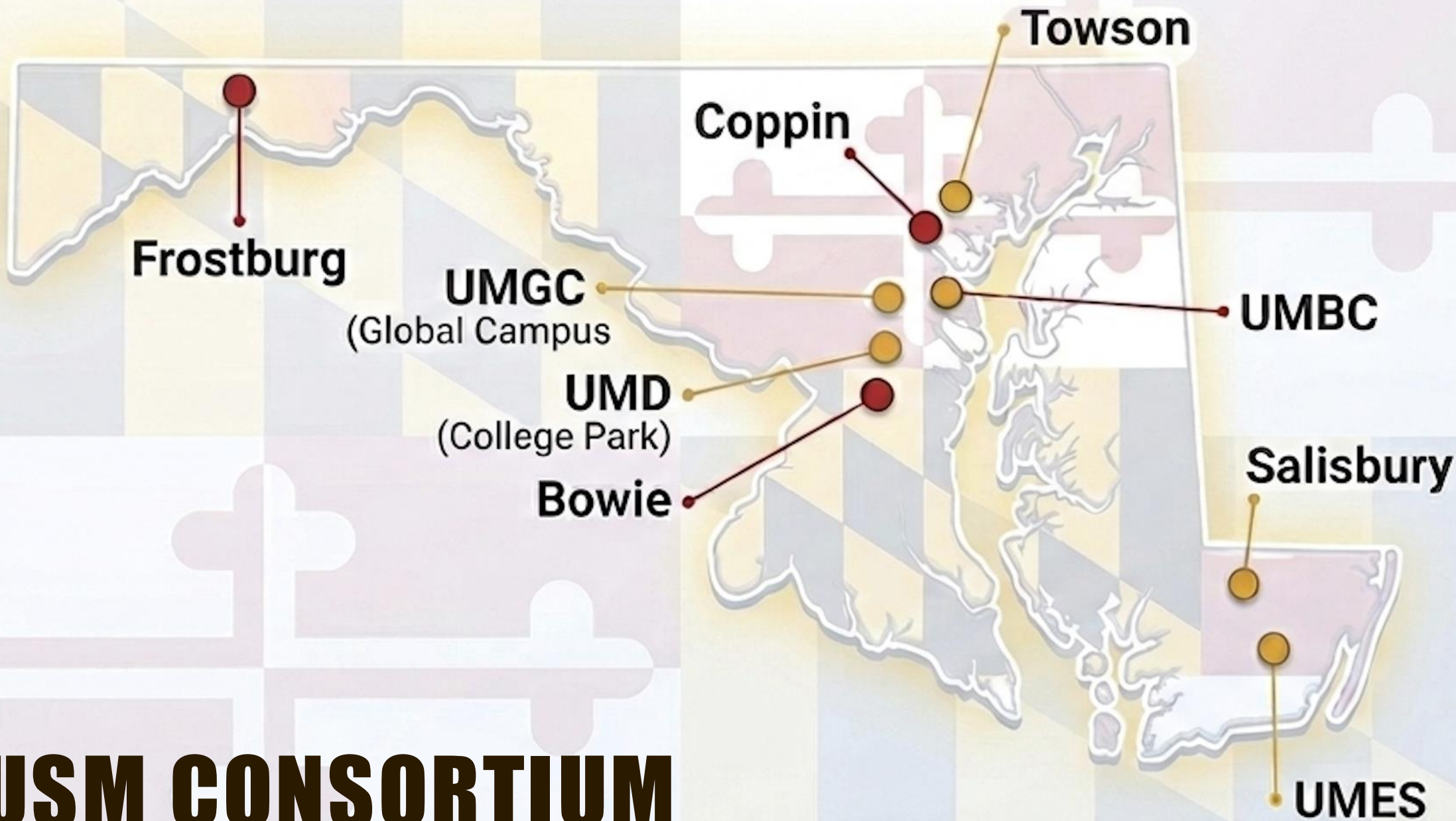


Maryland has over 6,000 conditionally licensed teachers and over 900 vacancies

Many conditionally licensed teachers are facing licensure deadlines with limited time to act

Conditionally licensed teachers already hold college degrees and may not be interested in pursuing additional degrees

Many conditionally licensed teachers require more flexibility to pursue licensure while also completing their duties as a full-time teacher

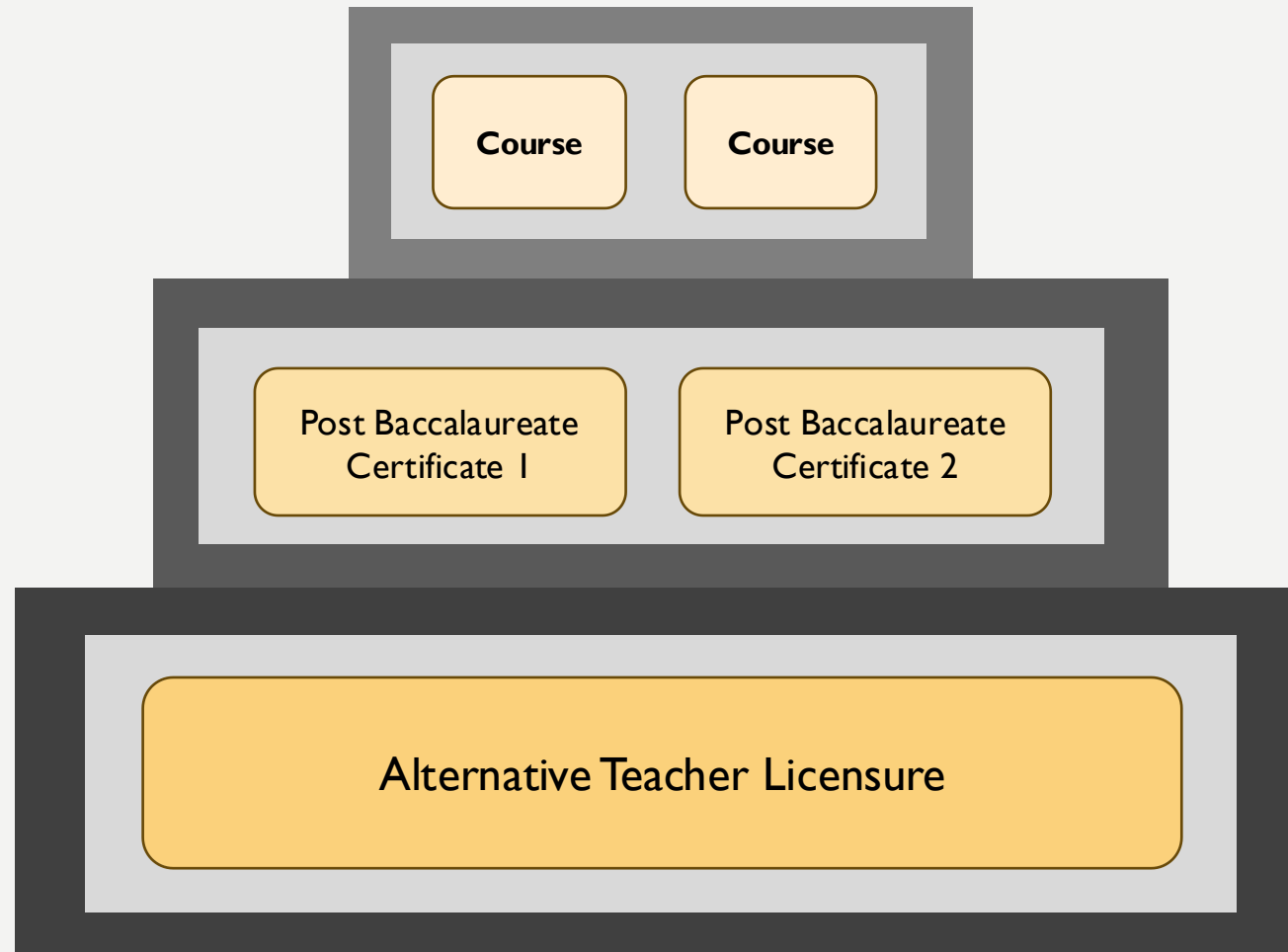


USM CONSORTIUM

PROGRAM INFORMATION

- Pilot Year: Elementary Education Licensure
- Non-credit Credential Program
- One Year Learning Timeline, 15 Learning Modules
- Online Asynchronous Self-Paced Learning
- Job-Embedded Competency Based Tasks
- 4 Cohorts Per Year
- USM Instructional Coaches and Local School District Coaches Support Candidates
- Shared Professional Development with District Mentors and Instructional Coaches
- Program developed in consultation with the MSDE and School District Experts
- Customizable for Local School Districts

STACKABLE CREDENTIALS TO MASTER'S DEGREE



TIMELINE FOR ALTERNATIVE TEACHER LICENSURE CONSORTIUM INITIATIVE



QUESTIONS



JENNIFER LYNCH

ASSOCIATE VICE CHANCELLOR FOR EDUCATION AND ENGAGEMENT

JLYNCH@USMD.EDU

11/566



USM Board of Regents
Committee on Education Policy and Student Life and Safety
Minutes from Public Session
January 29, 2026
Zoom

Minutes of the Public Session

The Committee on Education Policy and Student Life and Safety (EPSLS) of the University System of Maryland (USM) Board of Regents (BOR) met virtually (via Zoom) in public session on Thursday, January 29, 2026. The meeting was convened at 9:31 a.m. Committee members present were: Regents Gourdine (chair), Leggett, Lewis, Mirani, Rivera-Forbes, Stebbins, Smarick, and Wood. Chancellor Perman and Senior Vice Chancellor Alison Wrynn were also present.

The following were also in attendance on Zoom: Dr. Allen, Dr. Alvarez, Dr. Amoussou, Dr. Ashby, Ms. Beckett, AAG Boyle, Dr. Caraco, Ms. Chadwick, Dr. Clark, Dr. Delury, Dr. Farley, Dr. Garrard, Dr. Hall, Dr. Haywood, Senior Vice Chancellor Herbst, Dr. Hurte, Dr. Jenkins, Dr. Jennings, Dr. King, Dr. King-White, Vice Chancellor Lawrence, Dr. Lee, Dr. Lynch, Dr. Marano, Dr. Masucci, Dr. Mathias, Dr. Matuszek, Dr. Miller, Vice Chancellor Minor, Dr. Mueller, Mr. Muntz, Dr. Nesbary, Dr. Nobles, Dr. O'Neill, Dr. Parrish-Harris, Dr. Perreault, Dr. Pittman, Mr. Prouty, Dr. Reed, Mr. Sandler, Dr. Shin, Dr. Skevakis, Dr. van Dulmen, Mr. Vasquez-Reyes, Dr. Ward, Dr. Whitehead, Ms. Wilkerson, Dr. Williams, and Dr. Younis.

Guests also participated via the public, listen-only line.

Action Items

Approval of Minutes from October 17th and December 3rd Public Session Meetings

Regent Gourdine moved and Regent Lewis seconded the motion to approve the minutes from the October 17th and December 3rd meetings of the Committee on Education Policy and Student Life and Safety. The motion was unanimously approved.

Academic Program Proposals

University of Baltimore: Bachelor of Arts in Multimedia Storytelling

Dr. Ralph Mueller, Provost, and Jane Delury, Professor, Yale Gordon College of Arts and Sciences, presented University of Baltimore's proposal to offer a Bachelor of Arts in Multimedia Storytelling. This program is a humanities-based interdisciplinary program that combines narrative theory and analysis with visual design, digital media production, and professional and creative writing.

Regent Wood asked about program duplication concerns. Professor Delury noted that they believe their program is unique and Senior Vice Chancellor Wrynn noted that there are no duplication concerns at the undergraduate level. Regent Mirani asked about social media and the perception that you do not need a college degree for social media. Professor Delury said that graduates of this program come to social

media with more depth and creativity. She said that it's not a degree in social media but a degree to USE social media.

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from University of Baltimore to offer a Bachelor of Arts in Multimedia Storytelling.

The motion was moved by Regent Gourdine, seconded by Regent Mirani, and unanimously approved.

Vote Count: Yeas: 7 Nays: 0 Abstentions: 0

University of Baltimore: Master of Science in Social-Organizational Psychology

Dr. Ralph Mueller, Provost, and Sally Farley, Professor, Director, BA in Psychology, presented University of Baltimore's proposal to offer a Master of Science in Social-Organizational Psychology. This program examines how human behavior is shaped by social systems, both within a workplace context as well as in broader social systems. It integrates insights and skills from social psychology, such as group dynamics and conflict resolution, with those of organizational psychology, such as leadership and change management, to equip students with a robust toolkit for addressing complex organizational issues.

Professor Farley noted that this program replaces the longstanding industrial psychology program and is the first truly interdisciplinary graduate program.

The proposal has gone through the standard review and approval processes with USM institutions having time to submit objections. Via the USM process, there were no objections. It is noted that, via the process conducted by the Maryland Higher Education Commission, other institutions in the state will have the opportunity to object to the establishment of this program. However, the USM staff believes the institution has done its due diligence regarding a state-wide examination of programs to try to ensure there is no duplication.

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from University of Baltimore to offer the Master of Science in Social-Organizational Psychology.

The motion was moved by Regent Gourdine, seconded by Regent Lewis, and unanimously approved.

Vote Count: Yeas: 7 Nays: 0 Abstentions: 0

University of Maryland Global Campus: Bachelor of Science in Extended Reality Design

Dr. Kimberly Whitehead, Acting Chief Academic Officer, Dr. Michelle Pittman, Portfolio Director, and Dr. Calvin Nobles, Vice President and Dean, School of Cybersecurity & Information Technology, presented University of Maryland Global Campus's proposal to offer a Bachelor of Science in Extended Reality Design. This program will equip students with technical and creative skills to design immersive virtual, augmented, and mixed reality experiences. Dr. Pittman noted that this program will transform healthcare, education, manufacturing, and defense.

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from University of Maryland Global Campus to offer a Bachelor of Science in Extended Reality Design.

The motion was moved by Regent Gourdine, seconded by Regent Wood, and unanimously approved.

Vote Count: Yeas: 7 Nays: 0 Abstentions: 0

University of Maryland, Baltimore County: Master of Science in Artificial Intelligence

Dr. Manfred van Dulmen, Provost and Senior Vice President for Academic Affairs, Dr. Cynthia Matuszek, Associate Professor, Computer Science and Electrical Engineering, and Mohamed Younis, Computer Science and Electrical Engineering, presented the University of Maryland, Baltimore County's proposal to offer a Master of Science in Artificial Intelligence. The program focuses on the fundamental principles of AI and, upon completion, students will be able to begin successful careers in research, academia, and industry.

Regent Wood noted that Johns Hopkins University has a similar program that is online. He asked if UMBC has any feedback from JHU and Dr. Younis noted that they have no objection. Regent Smarick asked if students will be required to take an ethics course. Dr. Matuszek noted that the courses will cover ethical issues and questions.

The proposal has gone through the standard review and approval processes with USM institutions having time to submit objections. Via the USM process, there were no objections. It is noted that, via the process conducted by the Maryland Higher Education Commission, other institutions in the state will have the opportunity to object to the establishment of this program. However, the USM staff believes the institution has done its due diligence regarding a state-wide examination of programs to try to ensure there is no duplication.

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from the University of Maryland, Baltimore County to offer the Master of Science in Artificial Intelligence.

The motion was moved by Regent Gourdine, seconded by Regent Smarick, and unanimously approved.

Vote Count: Yeas: 7 Nays: 0 Abstentions: 0

University of Maryland, Baltimore County: School of Education

Dr. Manfred van Dulmen, Provost and Senior Vice President for Academic Affairs, and Dr. Sarah Shin, Professor and Chair of the Department of Education, presented the University of Maryland, Baltimore County's proposal to create a School of Education. The change requires no new resources and overall is little beyond a name change from "Department" to "School." Dr. Shin noted that this change demonstrates that UMBC is committed to teacher preparation.

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from the University of Maryland, Baltimore County to create a School of Education.

The motion was moved by Regent Gourdine, seconded by Regent Wood, and unanimously approved.

Vote Count: Yeas: 7

Nays: 0

Abstentions: 0

Information Items

Federal Regulations: Data and Metrics for Completion, Debt, and Earnings

Dr. Candace Caraco, Associate Vice Chancellor for Academic Affairs, and Chad Muntz, Associate Vice Chancellor for Decision Support and Chief Analytics & Insights Officer, presented an overview of work being undertaken by the U.S. Department of Education and its “Accountability in Higher Education and Access through Demand-driven Workforce Pell (AHEAD)” advisory committee on regulations that would require all postsecondary programs to pass a single earnings test.

They provided an overview of the federal accountability timeline and framework and a summary of the potential impacts. Dr. Wrynn said that it was important to provide this information since it has been in the news lately. Dr. Caraco noted that the rules are not final yet.

Regent Smarick asked about Workforce Pell and Dr. Caraco said that there are very strict requirements for Workforce Pell and it is unclear what programs may fall under this. Dr. Wrynn said that USM and its campuses are paying attention to and thinking about this.

Report: Workload of the USM Faculty – Academic Year 2024-2025

Ms. Kelsey Beckett, Chief of Staff and Director of Operations in the USM Office of Academic and Student Affairs, presented the Report of the Workload of USM Faculty for the 2024-2025 academic year. The report summarizes faculty workload, which includes teaching, research, and service activities at all USM degree-granting institutions with tenured or tenure-track faculty. Key findings include:

- The total credit hours produced in 2024-2025 was above total student headcount enrollment.
- When disaggregated by level of the courses taught (lower- and upper-division, undergraduate and graduate), total credit hours produced appropriately aligned with the unique mission of the USM institutions.
- Full-time tenured/tenure track and full-time, non-tenure track instructional faculty accounted for 71.85% of all credit hours produced (up from five years ago).
- Further, over the five years since 2020-21, credit hours produced by part-time faculty dropped slightly from 29.1% to 26.42%.
- Full-time tenured/tenure-track faculty carried the appropriate instructional load at the upper-division undergraduate and graduate levels as compared to all other faculty types.
- Average student credit hour production for core instructional faculty increased in 2024-25.
- The number of bachelor’s degrees awarded increased by 7.28%. Across the institutions reported here, 28,521 degrees were awarded – up from last year’s total of 26,586.
- Four-year and six-year undergraduate graduation rates decreased slightly (down 2% for each) in 2024-25, though have remained fairly steady over a five-year period.
- Faculty publication and scholarship continued at high levels and at appropriate levels according to faculty type.
- Faculty secured over \$1.8 billion in research funding in the 2023-2024 academic year, representing a 10.4% increase over the previous year.

Motion to Adjourn

Regent Gourdine thanked all for a productive meeting. She read the required statement to go into closed session and called for a motion to adjourn and reconvene in closed session to address the BOR Faculty Awards and honorary degree nominations. The motion was moved by Regent Gourdine, seconded by Regent Lewis, and unanimously approved. Regent Gourdine adjourned the meeting at 10:54 a.m.

Respectfully,

Regent Michelle Gourdine
Chair



USM Board of Regents
Committee on Education Policy and Student Life and Safety
Minutes from Closed Session
January 29, 2026
Zoom

Minutes of the Closed Session

The Committee on Education Policy and Student Life and Safety (EPSLS) of the University System of Maryland (USM) Board of Regents (BOR) met virtually (via Zoom) in closed session on Thursday, January 29, 2026. The meeting was convened at 10:55 a.m. Committee members present were: Regents Gourdine (chair), Leggett, Lewis, Mirani, Rivera-Forbes, Stebbins, Smarick, and Wood. Chancellor Perman and Senior Vice Chancellor Alison Wrynn were also present.

The following were also in attendance on Zoom: AAG Boyle, Ms. Beckett, Dr. Masucci, and Ms. Wilkerson.

Action Items

Board of Regents Faculty Awards Recommendations

Ms. Kelsey Beckett, Chief of Staff and Director of Operations in the USM Office of Academic and Student Affairs, presented this item to the committee. The Regents Faculty Awards Committee reviewed 55 nominations from 11 institutions and recommended 20 awards to honor 20 individuals. The committee is recommending the maximum of 4 awards in each of the following categories - Mentoring, Teaching, Research/Scholarship, Public Service, and Creative Activity. Those approved will receive a \$2,000 award and a plaque. Summaries of the backgrounds of prospective award recipients were given to the regents and nominees' full portfolios are available upon request. Ms. Beckett served as USM liaison to the review process and affirms that all proper protocols, as outlined in CUSF-developed guidelines, were followed to ensure a fair and honest review and selection process.

The Chancellor recommends that the Committee on Education Policy and Student Life and Safety recommend that the Board of Regents approve the recommendations of the CUSF Regents Faculty Awards Committee and present the awards to the faculty members in Spring 2026. The motion was moved by Regent Gourdine, seconded by Regent Wood, and unanimously approved.

Vote Count: Yeas: 7 Nays: 0 Abstentions: 0

Honorary Degree Nominations

Ms. Kelsey Beckett, Chief of Staff and Director of Operations in the USM Office of Academic and Student Affairs, presented this item to the committee. In accordance with the Board of Regents Policy on the Awarding of Honorary Degrees (III-3.00), institutions have submitted nominations for honorary degrees. As the policy stipulates, the full Board will act on the nominations at its February meeting based upon EPSLS's recommendations. After the final approval of the nominations, presidents may begin to arrange for the awarding of the honorary degrees. The degrees may be conferred at any time within five years of approval unless withdrawn by the Board for cause. Institutions and USM staff have vetted the nominees and there are no reputational concerns. Additionally, as required by the policy, institutions have identified

the internal processes used to obtain these nominations from the faculty, college or department, or a sanctioned Honorary Degree Committee, which includes faculty.

The Committee was presented with 25 nominations from eight (8) institutions. The names of the nominees and the degrees being recommended, as well as nomination letters and supporting documentation, were made available to the regents prior to the meeting.

The Chancellor recommends that the Committee on Education Policy and Student Life and Safety recommend that the Board of Regents approve that the Board of Regents approve institutional nominations for honorary degrees from Bowie State University; Frostburg State University; Towson University; University of Maryland, Baltimore; University of Maryland, Baltimore County, University of Maryland, College Park; University of Maryland Eastern Shore; and University of Maryland Global Campus.

The motion was moved by Regent Gourdine, seconded by Regent Smarick, and unanimously approved.

Vote Count: Yeas: 7 Nays: 0 Abstentions: 0

Motion to Adjourn

Regent Gourdine moved to adjourn. The motion was seconded by Regent Smarick, and unanimously approved. Regent Gourdine adjourned the meeting at 11:02 a.m.

Respectfully,

Regent Michelle Gourdine
Chair



BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: University of Maryland Global Campus proposal for Bachelor of Science in Integrative Health and Wellness

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: April 8, 2026

SUMMARY: The Bachelor of Science (BS) in Integrative Health and Wellness (BSIHW) equips students with comprehensive knowledge and skills to promote and advocate for individual and community health and wellness, as well as evaluate the effectiveness of health and wellness programs and educational materials. Students in the BSIHW will demonstrate the competencies and emotional intelligence needed to build trust and empower others to demonstrate healthy habits, resilience, self-management, and self-agency. Successful graduates will fill critical nationwide shortages in health and wellness resources by applying knowledge and skills related to health promotion, behavioral modification, disease prevention, and public policy. Courses will deliver content in the areas of responsibilities and competencies for Health Education Specialists, qualifying students to take the National Commission for Health Education Credentialing (NCHEC) Certified Health Education Specialist exam.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fee revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the UMGC proposal to offer a BS in Integrative Health and Wellness.

COMMITTEE RECOMMENDATION:

BOARD ACTION:

SUBMITTED BY: Alison M. Wrynn 301-445-1992

DATE: April 8, 2026

DATE:

awrynn@usmd.edu



March 24, 2026

Jay A. Perman, M.D.
Chancellor
University System of Maryland
3300 Metzerott Road
Adelphi, MD 20783

Dear Chancellor Perman:

On behalf of the University of Maryland Global Campus (UMGC), this letter serves as an official request for a new Bachelor of Science in Integrative Health and Wellness (HEGIS: 1201.XX; CIP: 51.0001). In accordance with COMAR 13B.02.03, the following revised proposal is submitted for your review.

We appreciate your review of this request and look forward to implementing this new program in Fall 2027. If you have any questions or require additional information about this proposal, please contact me at kimberly.whitehead@umgc.edu.

Sincerely,

A handwritten signature in cursive script that reads "Kimberly D. Whitehead".

Kimberly D. Whitehead, Ph.D.
Acting Chief Academic Officer

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

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

XXXX	New Instructional Program
_____	Substantial Expansion/Major Modification
_____	Cooperative Degree Program
XXXX	Within Existing Resources, or
_____	Requiring New Resources

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

Institution Submitting Proposal

INTEGRATIVE HEALTH AND WELLNESS

Title of Proposed Program

BACHELOR OF SCIENCE

FALL 2027

Award to be Offered

Projected Implementation Date

1201.XX

51.0001

Proposed HEGIS Code

Proposed CIP Code

**SCHOOL OF INTEGRATIVE
AND PROFESSIONAL STUDIES**

DR. KIMBERLY WHITEHEAD

Department in which program will be located

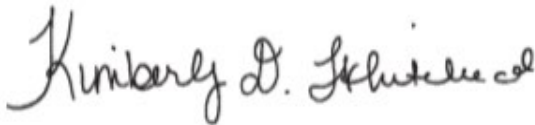
Department Contact

301-985-7174

KIMBERLY.WHITEHEAD@UMGC.EDU

Contact Phone Number

Contact E-Mail Address



3/1/2026

Signature of President or Designee

Date

**Academic Program Proposal
University of Maryland Global Campus**

Request for a New Bachelor of Science in Integrative Health and Wellness

University of Maryland Global Campus (UMGC) is proposing a new Bachelor of Science degree in Integrative Health and Wellness. The Bachelor of Science in Integrative Health and Wellness (BSIHW) degree will equip students with comprehensive knowledge and skills to promote and advocate for individual and community health and wellness, as well as evaluate the effectiveness of health and wellness programs and educational materials. The 37-credit major will prepare learners with in-demand competencies and emotional intelligence needed to build trust and empower others to demonstrate healthy habits, resilience, self-management, and self-agency.

A. Centrality to Institutional Mission and Planning Priorities

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

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

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

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

In particular, the demographic profile of UMGC's students drives the design and delivery

of our learning model. The average age of UMGC's undergraduate students is 31 years old, and 79% of these students work full-time. The average age of UMGC's graduate students is 37 years old, and 80% of these students work full-time. Further, 44% of all current UMGC students report having dependent children. For these students, their often-complicated life circumstances while pursuing higher education means they need and benefit most from the authentic online education that UMGC has delivered for more than two decades.

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

UMGC's strong relationship with the military community is part of our institutional history and identity. Currently, approximately two-thirds of our undergraduate students and one-third of our graduate students are military-affiliated, including active-duty service members, their families, and veterans. This dimension of UMGC's identity is a particular point of pride, beginning with the university first sending faculty overseas in 1949 to teach American soldiers on military installations in Europe. The relationship between UMGC and the military has continued to expand over the ensuing decades due to our intentional program design and delivery model that meets adult learners where they are, whether through asynchronous online courses or through innovative hybrid course delivery modes on military bases in Germany, Italy, Japan, Korea, Guam, Colorado, Virginia, and other military locations across the nation and around the world.

Today, UMGC holds competitively awarded contracts from the U.S. Department of Defense (DOD), under which we serve military servicemembers in Europe, Asia, and the Middle East, delivering specifically solicited programs of study identified by the DOD as responsive to the training, education, and upskilling needs of the military. UMGC is consistently recognized as one of the top military- and veteran-friendly schools in the country, with an unmatched expertise and established reputation as a preeminent provider of quality, affordable, career-relevant postsecondary education.

The BS in Integrative Health and Wellness aligns with UMGC's mission to offer high quality, workplace-relevant academic programs that expand the range of credentials and career opportunities for working-adult and military-affiliated learners. The program provides a learner-focused experience based on leading-edge adult learning theory and curriculum design. This fully online, asynchronous program model offers flexibility for students who are seeking to refresh and reshape their career opportunities. Students have the opportunity to gain new knowledge and learn and practice new skills as they progress through formative instruction. A detailed description of the proposed program requirements, curriculum, and coursework is included in Section G of this proposal.

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

As the public state and national leader in distance education, UMGC awards associates, bachelors, masters, and doctoral degrees, as well as undergraduate and graduate certificates. The university's academic inventory includes programs that are core to any public university, while UMGC's mission to serve adult students also results in a sustained academic emphasis on career-relevant and workforce-aligned programs.

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

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

This proposal contributes directly to two of the five strategic priorities in UMGC's new strategic plan, utilizing "market-responsive portfolio management that continuously adapts to learner and employer needs" and employing "a skills architecture that can be translated between educational and work experiences." Successful portfolio management requires a focus on university-wide agility, effective resource utilization, and market-responsiveness, all of which were key considerations driving UMGC's decision to develop this program. Further, the innovative curriculum in this program will provide opportunities for learners to develop core skills in domains such as health promotion, behavioral modification, disease prevention, emotional intelligence needed to build trust and empower others to demonstrate healthy habits, resilience, self-management, self-agency and public policy that are explicitly aligned with their current needs and interests, while also transferable to a broad range of careers and professional experiences.

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

Course development for the new program will be funded through a departmental budget

allocation as part of the FY26 budget process. The existing base of FTE faculty (full-time and adjunct), administrative staff, and support staff will support the program's initial launch. Tables 11 and 12 in Section L provide additional details and narrative explanations for anticipated resources/revenues and expenditures during the first five years of the program.

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

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

UMGC's support services are designed to accommodate students' access through entirely online and remote delivery. These services are, therefore, intentionally and thoughtfully built for complete online delivery rather than in the primarily face-to-face format that exists on traditional campuses. Support services include the following:

- Help@UMGC provides support services for the learning management system (online learning platform). UMGC's learning management system is Desire2Learn (D2L); its internal adaptation is called LEO. A specialized technical support team for LEO questions and problems is available 24 hours a day, 7 days a week, 365 days a year. In addition, UMGC trains faculty to handle some LEO troubleshooting; publishes LEO FAQs; and provides chat, phone, and e-mail access to a Help Center.
- MyUMGC is a self-service portal that provides access to UMGC administrative functions and student records. UMGC has designed this portal to ensure that students around the world can complete administrative tasks and view their academic records at their convenience.
- The Integrative Learning Design unit within Academic Affairs provides instructional-design support and consultation to Help Desk staff and program leadership to optimize the learning environment across delivery modes and resolve challenges or obstacles students and faculty may encounter in online classrooms.
- Success Coaches and Military Education Coordinators are committed to partnering with students as they navigate their UMGC journey through thought provoking and supportive conversations, empowering students to make informed degree planned decisions, connecting them with the right resources at the right time, and celebrating the student's successful milestones and educational goals.
- Students receive support in educational technology from UMGC's Virtual Lab Assistants team. Team members are well-versed in the content of the courses they support and can quickly help a struggling student.
- The Effective Writing Center (EWC) offers many writing-related services to students, including resources for improving writing skills, citing and referencing resources, and supporting research activities. The EWC is directly accessible through a link within each online classroom.

- Turnitin has been integrated directly into all online courses as a developmental tool for students to assist with achieving authenticity in their writing. TII's Draft Coach is another tool available to students to help with writing and citing skills.
- UMGC's Library is directly accessible through a link within each online classroom. UMGC's librarians help educate students in the use of library and information resources and services and develop and manage UMGC's extensive online library collection.
- First Term Experience provides high engagement, mentorship, and relevant content in first-term courses, including PACE (Program and Career Exploration), to propel students into their chosen academic programs.
- Free subject matter tutoring is available in select courses. Subject matter tutors can help define and explain concepts, clarify examples from course content, and guide students toward understanding a particular topic. Students can connect with a subject matter tutor by accessing a link in their online classroom. Students can choose to connect at once or schedule a meeting with a tutor at another time. Group sessions are scheduled for certain subject areas, and every student has access to tutoring for Reading Comprehension and Technology skills.
- The Office of Accessibility Services arranges accommodations for students with medical conditions protected under the Americans with Disabilities Act. Students can register with this office via an online form and work with staff to receive appropriate accommodations for their courses.
- Free, anonymous mental health support is offered to students via an online peer-to-peer support service, a 24/7 wellness line supported by licensed clinicians, and a self-service online provider directory.
- Student Engagement and Programming offers students a chance to connect virtually via UMGC's various [clubs and organizations](#) (co-curricular clubs, honor societies, and affinity groups). All official student clubs have a faculty advisor to support student leaders. These groups provide professional growth opportunities, leadership development, and academic recognition. Additionally, students have the opportunity to connect with global peers with a newly acquired online social platform called InScribe.
- UMGC is invested in helping students who are facing other challenges in life that impact finances and basic needs. For example, the [SAFER Program](#) offers emergency funding to students demonstrating distress. We are continuously looking for ways to better serve our students and to connect them to resources that support equitable access.
- The Office of Career Services and its CareerQuest portal provide quality resources and services to assist students and alumni with their career planning and job search needs, including the Community Connect mentorship and InternPLUS programs. Career Services supports students transitioning from one career field to another or looking to advance in their current career, in addition to those entering the workforce for the first time.
- The Financial Solutions team provides students with all-inclusive consultative financial support for all UMGC payment methods, with a focus on comprehensive

funding and tuition planning to help guide students from their first class to graduation.

- The Financial Aid Office helps students understand and navigate the process of applying for financial aid. Staff members have expertise with a variety of financial aid options, as UMGC students may be using employer assistance, military or veterans' benefits, or other aid that is more common among adult student populations.

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

New and existing programs and courses are evaluated as part of UMGC's annual program review. This includes student success rates within each course and course reenrollment rates (i.e., how many students in the course reenroll at the university in the following term). Data are aggregated in academic dashboards to allow program leadership to evaluate effectiveness and delivery. Portfolio Directors produce an annual review of program quality using both student learning assessment results along with non-direct measures of student learning, including student retention and market and labor data.

For new programs, these annual reviews are then integrated into an Academic Program Review, including external review, after five years. After this initial review, programs continue the annual review cycle every year, with an Academic Program Review every seven years. Summaries and results of the five-year and seven-year program reviews are submitted to the University System of Maryland in accordance with their established review cycle.

These checks at both the institutional and USM level allow for early identification of any challenges to both new and existing programs. If the proposed BS Integrative Health and Wellness does not gain traction and/or meet criteria for program health, the program may be suspended to cease new admissions while UMGC reassess the program's curriculum, learning outcomes, instructional resources, and employment prospects. A suspension would not impede the ability of already-enrolled students to complete the BSIHW program. UMGC will provide appropriate opportunities and support to students to ensure they are still able to complete the program via a phased teachout. In the proposed BSIHW, only 18 credits are new courses; all other courses are shared with existing degree programs. The full-time faculty who will be teaching in the BSIHW are current Portfolio Directors and Collegiate Faculty in other existing programs in the School of Integrative and Professional Studies.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan

- 1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the**

following:

- a) The need for the advancement and evolution of knowledge**
- b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education**
- c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs**

As an open-access institution, UMGC plays a pivotal role in meeting societal needs through making educational opportunities and choices available for all students within the State of Maryland, including minority students, first generation students, and military-affiliated and working-adult students. UMGC's current Carnegie Classification is Mixed Undergraduate/Graduate-Doctorate Large, with the university having been designated as one of the new Opportunity Colleges and Universities in the 2025 classifications. Opportunity Colleges and Universities are higher access, higher earnings institutions that can serve as a model for fostering student success. In the 2025 classifications, a total of 479 institutions received this designation, which is approximately 16% of all classified institutions.

In February 2023, UMGC was designated as a Minority Serving Institution by the U.S. Department of Education Office of Postsecondary Education. The university currently enrolls some 24,000 African American undergraduate and graduate students, 13,000 Hispanic/Latino students, 5,000 Asian students, and 15,000 students who self-identify as Native American, Hawaiian or Pacific Islander, Multiracial, or Other. Currently, more than 50% of all UMGC degrees and certificates are granted to minority students.

In the School of Integrative and Professional Studies, where the BS in Integrative Health and Wellness will be housed, the average age of all undergraduate students is 30. A majority of these students (89%) are enrolled at UMGC on a part-time basis. In AY 2023-2024, 71% of these students were military-affiliated, and 74% of these military-affiliated students were on active duty. Undergraduate students in the School of Integrative and Professional Studies are also geographically dispersed, with only 25% residing in Maryland. African American students constitute 24% of all current undergraduate students in the School of Integrative and Professional Studies, and 21% identify as Hispanic/Latino, 4% as Asian, and 17% as Native American, Hawaiian or Pacific Islander, Multiracial, or Other.

UMGC remains committed to serving all students who have previously been underserved in higher education. The statistics above support that UMGC is successfully reaching and serving these student populations.

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

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

The program will support Goal 1 (Access) – specifically Priority 4 (systems for specific student populations to access affordable and quality postsecondary education) – in the State Plan in that it is designed to support UMGC’s overall mission to set a global standard for excellence and to be respected as a leader in affordable and accessible adult education programs. UMGC administers its programs to meet the University System of Maryland’s goals of effectiveness and efficiency by employing data-driven decision-making that ensures that academic programs are broadly accessible and offer high quality education at an affordable cost.

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

Further, the program will support Goal 2 (Success) – specifically Priority 5 (commitment to high-quality postsecondary education in Maryland) and Priority 7 (postsecondary education as a platform for ongoing lifelong learning) – in the State Plan, as it is based on the principles of skills- and performance-based learning that are at the forefront of developments in adult learning in higher education. Skills-aligned learning is an outcomes-based approach to education that emphasizes what students should know and be able to do to be successful in their chosen disciplines, fields, and careers. The approach is learner-focused, and authentic assessment (the measurement of what students have learned and the competencies students master) is embedded in every step of the learning process to assist students in building real-world, job-relevant skills in real time.

MHEC’s most recent [Maryland Workforce Needs Analysis](#) (Appendix A of the State Plan) identifies Medical and Health Services Managers (SOC-11-9111) as the 19th most in-demand occupation in the state, with 16,735 new job openings projected between 2022-2032. Health Education Specialists (SOC 21-1091) are also identified as a high-demand occupation, with 1,981 new openings projected. Further, Appendix B of the State Plan identifies CIP Code: 51.0001, Health and Wellness, General, as academic programs which address existing high-demand job needs. Medical and Health Services Manager programs are also identified as in-demand. Market demand data are presented and discussed in greater detail in Section C below.

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

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

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

UMGC students are employed in a variety of industries such as healthcare, human resources, social services, finance, manufacturing, government, IT, cybersecurity, consulting, education, defense industries, and the military. The typical student at UMGC is a working adult with 10+ years of work experience. Almost two-thirds of undergraduate students and one-third of graduate students are in the military or are transitioning from the military to a civilian career. The BS in Integrative Health and Wellness is expected to prepare graduates to serve as competent professionals who can adeptly address critical shortages and challenges in behavioral and physical health in the United States ([NASEM 2025](#)). The curriculum will equip students with comprehensive knowledge and skills to promote and advocate for individual and community health and wellness, as well as to evaluate the effectiveness of health and wellness programs and educational materials.

The number of annual job openings for professionals in Health and Wellness is currently 20-25 times higher than the annual graduation rate from Health and Wellness programs (Lightcast, 2025). About 1.9 million job openings in the Health and Wellness professions are projected each year (Bureau of Labor Statistics, 2025). According to Eduventures (2025), a 24% job growth is expected nationwide for Health and Wellness professions over the next ten years. The number of health and wellness-related degree conferrals has increased 17% over the past five years (Eduventures, 2025).

Graduates from the BS Health and Integrated Wellness program will be prepared to enter a variety of employment settings. They may work in healthcare facilities where they teach patients about their diagnoses and treatment options, lead efforts to develop and administer surveys for identifying health concerns in the community, and develop programs that meet those needs. They may work in nonprofit organizations to create and oversee grant-funded programs and materials addressing health issues in the community they serve and to help educate policymakers about ways to improve public health. They may also work in public and community health agencies where they develop public health campaigns on topics such as emergency preparedness, immunizations,

and proper nutrition, and collaborate to create public policies on health and wellness topics. Through coursework in health promotion, behavioral modification, disease prevention, and public policy, learners will develop the competence and emotional intelligence needed to build trust and empower others to demonstrate healthy habits, resilience, self-management, and self-agency.

Table 1 below presents the Standard Occupational Classification (SOC) Codes that UMGC has identified, based upon the CIP-SOC crosswalk developed by Lightcast, as most closely aligned to the CIP code for UMGC's proposed program.

Table 1: Aligned Occupations for Graduates of UMGC's Proposed BS in Integrative Health and Wellness

SOC Code	Occupational Title
21-1094	Community Health Workers
21-1091	Health Education Specialists
31-9099	Healthcare Support Worker
21-1093	Social and Human Service Assistants
11-9111	Medical and Health Service Managers
31-1120	Home Health and Personal Care Aides

Using the SOC codes identified in Table 1 above, Table 2 below presents 2023-2033 employment projections for these target occupations from the MD Department of Labor.

Table 2: Maryland Occupational Projections 2023-2033

SOC Code	Occupational Title	Employment			
		2023	2033	# Change	% Change
21-1094	Community Health Workers	2,708	3,114	406	14.99%
21-1091	Health Education Specialists	1,894	1,888	-6	-0.32
31-9099	Healthcare Support Worker, All Other	3,935	4,163	228	5.79%
21-1093	Social and Human Service Assistants	6,777	7,462	685	10.11%
11-9111	Medical and Health Service Managers	16,159	20,619	4,460	27.60%
31-1120	Home Health and Personal Care Aides	34,482	40,931	6,449	18.70%
Total		65,955	78,177	12,222	

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

As evident from the data presented in Table 2, occupations that are at the core of the proposed program are in strong demand and are projected to grow over the next decade. An additional 12,222 employment opportunities will be created within these core occupational categories in Maryland between 2023 and 2033, an almost 20% increase in newly created positions. This growth outlook is also apparent in the national demand landscape for specialists within these occupations. Table 3 below presents the 2022-2032 national occupational projections for these same SOC codes from the U.S. Bureau of Labor Statistics.

Table 3: National Occupational Projections 2022-2032

SOC Code	Occupational Title	Employment				
		2022	2032	# Change	% Change	Occupational Openings 2022-2032 Annual Average
21-1094	Community Health Workers	71,890	82,930	11,040	15%	78,000
21-1091	Health Education Specialists	77,500	84,455	6,955	9%	79,000
31-9099	Healthcare Support Worker	127,543	138,789	11,246	9%	144,000
21-1093	Social and Human Service Assistants	475,609	522,238	46,629	10%	506,000
11-9111	Medical and Health Service Managers	674,094	838,360	164,267	24%	621,000
31-1120	Home Health and Personal Care Aides	5,281,625	6,312,779	1,031,154	20%	7,658,000
Total		6,708,261	7,979,551	1,271,291		9,086,000

Data Source: Lightcast Occupation Table and Job Postings Table
 Annual Average Data Source: U.S. Bureau of Labor Statistics Employment Projections
<https://data.bls.gov/projections/occupationProj>;
<https://www.bls.gov/emp/tables/occupational-projections-and-characteristics.htm>

Table 3 illustrates strong demand nationally for occupations that match the skillset for BS in Integrative Health and Wellness graduates, with expected aggregate growth across these occupations of more than 18.95%, corresponding to over 1,271,291 newly created employment opportunities between 2022 and 2032.

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

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

The labor market analysis presented in Table 4 below represents the number of job openings in Maryland and nationwide from June 2023 to June 2025, using Lightcast data for the top five program-aligned job categories. Table 4 presents an analysis from a skills perspective, rather than a job title perspective. It is evident from this analysis that the program-aligned skills desired by Maryland employers mirror the skills sought nationwide. Further, 25.4% of the posted total job titles (Table 5) align with the SOC codes shown in Table 3 above, and the top six specialized skills for these same SOC codes appear in 89.3% of the related job posts (Table 4).

Table 4: Top 6 Program-Aligned Specialized Skills in Maryland and Nationwide

Skills	Maryland Unique Postings Jun 2023-Jun 2025	% of Postings	Nationwide Unique Postings Jun 2023-Jun 2025	% of Postings
Caregiving	6,052	17.8%	572,061	26.8%
Customer Service	5,860	17.26%	313,396	14.7%
Nursing	4,791	14.11%	273,490	12.8%
Coordinating	4,226	12.45%	218,946	10.26%
Home Health Care	3,718	11.04%	333,734	15.64%
Interpersonal Communication	3,491	10.28%	194,076	9.1%

Data Source: Lightcast <https://lightcast.io/> Job Postings Table - Skill

Table 5: Top 5 Program-Aligned Job Titles in Maryland and Nationwide

Job Title	Maryland Unique Postings Jun 2023-Jun 2025	% of Posting s	Nationwide Unique Postings Jun 2023-Jun 2025	% of Posting s
Direct Support Professionals	2,643	7.8%	96,112	4.5%
Patient Care Coordinators/ Caregivers	3,694	10.88%	277,694	13%
Home Health Aides/In-Home Caregivers	1,007	3%	102,596	4.8%
Clinical Supervisors/ Directors of Nursing	958	2.8%	54,871	2.5%
Community Health Workers	298	1%	13,544	0.6%

Data Source: Lightcast <https://lightcast.io/> Job Postings Table – Job Title

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

Using projections from the Maryland Department of Labor, Table 6 factors both growth in the number of positions expected to be newly created in each program-aligned SOC category in Maryland and the number of job exits (e.g., retirement, leaving workforce) and transfers (e.g., job changes, turnover) within these SOC categories over the same period (2023-2033).

Table 6: Maryland Occupational Projections Total Openings 2023-2033, Including New Positions, Exits, and Transfers

SOC Code	Occupational Title	Position Changes	Position Exits	Position Transfers	Total Projected Openings
21-1094	Community Health Workers	406	1126	1732	3264
21-1091	Health Education Specialists	-6	731	1125	1850
31-9099	Healthcare Support	228	2167	3157	5552

	Worker				
21-1093	Social and Human Service Assistants	685	2766	4345	7796
11-9111	Medical and Health Service Managers	4460	4573	8393	17426
31-1120	Home Health and Personal Care Aides	6449	29317	25603	61369
Total		12,222	40,680	44,355	97,257

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

The projections in Table 6 show that the total number of openings across all program-aligned job categories will yield approximately 97,000 employment opportunities in Maryland alone over the next 10 years (when factoring in job growth, exits, and transfers). When considering the current and projected graduate supply in these fields as presented in the next section, job demand in these occupations far exceeds Maryland's current pipeline of graduates.

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

Table 7 below presents completion data from the one bachelor-level health and wellness program available across all colleges and universities in the state of Maryland over the most recent four years (2022-2025) for which data are available. Given the market need described in the sections above, even if all graduates from this one program chose to work in Maryland (an improbable scenario), the existing statewide supply of graduates in this field would still be wholly insufficient to satisfy annual market demand. Through the proposed BS Integrative Health and Wellness program, UMGC is well-positioned to help fill these gaps and to expand opportunities for returning adult and working students, military-affiliated and veteran students, and career changers to further expand the workforce pipeline and diversify the profession.

Table 7: BS in Integrative Health and Wellness Completions at Maryland Colleges and Universities, in Rank Order of 2025 Degrees Granted

Maryland Institution	2022 Program Completions	2023 Program Completions	2024 Program Completions	2025 Program Completions
Towson University -- Allied Health (BTPS) - CIP 51.0000				
	21	17	14	12
Total	21	17	14	12

Data Source: [Trends in Degrees and Awards by Program 2025](#)

D. Reasonableness of Program Duplication

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

A program title and CIP code search performed in February 2026 of MHEC's online Academic Program Inventory found one program in Maryland with potential similarities to UMGC's proposed program. No bachelor-level program is offered with the same proposed CIP code of 51.0001. A title search resulted in one similar bachelor-level program offered by a Maryland public four-year institution; no comparable programs are offered by Maryland independent colleges and universities. Table 8 below provides a comparative summary of major program features.

Table 8: Comparison of BS in Integrative Health and Wellness Programs at Maryland Colleges and Universities

Maryland Colleges and Universities	Program Attributes	Differentiation from UMGC's Proposed Program
Towson University	Allied Health (BTPS) 51.0000 120 credits In-person program	TU's program requires an associate's degree and minimum GPA of 2.0. UMGC is an open access university that does not restrict admissions based on completion of an associate's degree or a minimum GPA. TU's program is an on-site program requiring f2f attendance. UMGC's BSIHW is fully online and asynchronous TU's program focus is to further build knowledge and expertise in the allied health area. Students can choose from one of six tracks: Administration/Management; Education; Health Promotion, Wellness, Prevention and Community Health Education; Family Studies; Science and Professional

Preparation; and Advanced Respiratory Therapy.

In the BSIHW at UMGC, students are offered interdisciplinary, flexible coursework options that include biology, gerontology, social science, psychology, and nutrition. UMGC's BSIHW aims is to align the curriculum with the NCHEC Certified Health Education Specialist (CHEC) industry certification.

Data Source: MHEC Maryland Classification of Instructional Programs
https://mhec.maryland.gov/institutions_training/Pages/searchcip.aspx

2. Provide justification for the proposed program.

With only one existing bachelor's-level health and wellness program and the number of projected job openings across program-aligned job categories reaching almost 100,000 in Maryland alone over the next decade, the job demand far exceeds Maryland's pipeline of future graduates in the state's existing programs. UMGC's BS in Integrative Health and Wellness also attracts a different population of learners than Towson University's Allied Health BTPS, serving working adults, active-duty military, and veterans. Additionally, with no GPA requirement for admission, UMGC's BSIHW program expands the opportunities for learners with a varying level of preparedness who may not meet TU's admission requirements, allowing the program to serve students with more diverse backgrounds and experiences.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBIs.

A program title and CIP code search performed in February 2026 of MHEC's online Academic Program Inventory found no comparable health and wellness programs currently offered at Historically Black Institutions in Maryland. This includes the three HBIs in the University System of Maryland (Bowie State University, Coppin State University, and University of Maryland Eastern Shore) and Morgan State University.

UMGC's proposed program will, therefore, have no impact on the implementation or maintenance of high-demand programs at Maryland's HBIs.

F. Relevance to the identity of Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

A program title and CIP code search performed in February 2026 of MHEC's online Academic Program Inventory found no comparable bachelor's level health and wellness programs currently offered at Historically Black Institutions in Maryland. This includes the three HBIs in the University System of Maryland (Bowie State University, Coppin State University, and University of Maryland Eastern Shore) and Morgan State University. UMGC's proposed program will, therefore, have no impact on the uniqueness and institutional identities and missions of Maryland's HBIs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10)

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

The interdisciplinary baccalaureate degree in Integrative Health and Wellness (BSIHW) is designed to deliver competent professionals to the workforce who can adeptly address critical shortages and challenges in behavioral and physical health in the United States ([NASEM 2025](#)). The curriculum will equip students with comprehensive knowledge and skills to promote and advocate for individual and community health and wellness as well as evaluate the effectiveness of health and wellness programs and educational materials.

All courses will be 3-credit, 8-week courses, and taught online. At this time, the plan is to use freely available open-source content for new courses. The program will utilize current courses that include a virtual lab option.

Faculty who will develop and oversee the program are trained as nutritionists, behavioral therapists, wellness coaches, biologists, social scientists, nurses, social workers, and public health professionals, and have many years of experience teaching courses in the health and wellness field.

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

Through coursework in health promotion, behavioral modification, disease prevention,

and public policy, learners will develop the competence and emotional intelligence needed to build trust and empower others to demonstrate healthy habits, resilience, self-management, and self-agency.

These competencies are represented in the six program learning goals (PLGs) listed below:

- PLG 1. Explain the foundational principles of integrative health and wellness.
- PLG 2. Apply evidence-based strategies and interventions to promote health and wellness across diverse populations and settings.
- PLG 3. Analyze complex health challenges and disparities from an integrative perspective.
- PLG 4. Evaluate the effectiveness and ethical implications of different health and wellness programs and interventions.
- PLG 5. Design comprehensive, client-centered wellness plans that integrate various health practices.
- PLG 6. Utilize digital technologies to support health and wellness interventions and monitoring.

3. Explain how the institution will:

- a) provide for assessment of student achievement of learning outcomes in the program**
- b) document student achievement of learning outcomes in the program**

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

Once the program learning goals have been validated through mapping to the DQP and institutional learning goals, the program learning goals are mapped to the courses in the program. This step ensures that all program learning goals are addressed in the curriculum and provide guidance in the development of courses to ensure that each course contributes to the program learning goals without unnecessary duplication of outcomes across courses. Through these mappings, key assignments are identified in courses for use in assessing student achievement of program learning goals. Periodically, a random sample of student artifacts for these identified key assignments are collected and reviewed by faculty to assess how effectively students are meeting the program learning goals.

Using student learning assessment results along with non-direct measures of student learning (including student retention and market and labor data), Portfolio Directors produce an annual review of program quality. For new programs, these annual reviews are integrated into an Academic Program Review, including external review after five years. After this initial review, programs continue the annual review cycle every year with an Academic Program Review every seven years. Summaries and results from each five-year and seven-year program review are submitted to the University System of Maryland in accordance with their established review cycle.

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

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

The proposed Integrative Health and Wellness program is a 120-credit baccalaureate degree. The BSIHW is a 37-credit major. The bachelor's degree also requires 41 credits of general education coursework; 16 credits which are satisfied with related requirements for the major. The remaining 42 credits of the degree are electives. In the BSIHW, only 18 credits will be new courses, which are specified below. The remaining courses are shared with other existing UMGC programs.

GENERAL EDUCATION REQUIREMENTS (41 credits)

A complete listing of options to satisfy [General Education Requirements](#) may be viewed on UMGC's website. Areas of the general education requirements are outlined below, with the related requirements for the BSIHW noted in the area in which they are applied.

Research and Computer Literacy (7 credits)

Writing and Communications (12 credits)

Mathematics (3 credits)

- STAT 200 Introduction to Statistics (*related requirement for major*)

Arts and Humanities (6 credits)

Behavioral and Social Sciences (6 credits)

- PSYC 100 Introduction to Psychology (*related requirement for major*)
- SOCY 100 Introduction to Sociology (*related requirement for major*)

Biological and Physical Sciences (7 credits)

- BIOL 105 Principles of Biology I (4) *(related requirement for major)*
- NUTR 100 Elements of Nutrition (3) *(related requirement for major)*

MAJOR REQUIREMENTS (37 credits):

The Integrative Health and Wellness major consist of 37 credits: 21 credits of core coursework, 12 credits of supplemental major coursework (6 credits in Physical Health in Wellness, 3 credits in Social Health and Wellness, 3 credits in Applied Ethics), a 1-credit lab course, and a 3-credit capstone course.

Core Courses (21 credits)

- IHLW 200 Foundations of Health and Wellness (3) [NEW]
- IHLW 300 Health and Wellness Promotion and Advocacy (3) [NEW]
- IHLW 380 Motivational Interviewing for Health Educators (3) [NEW]
- IHLW 400 Assessment and Program Planning in Health Education and Promotion (3) [NEW]
- BIOL 362 Neurobiology (3)
- PSYC 251 Lifespan Development (3)
- PSYC 386 Psychology of Stress (3)

Lab Course (1 credit)

- NUTR 101 Nutrition Laboratory (1) *or* other 1-credit science laboratory

Physical Health and Wellness Courses (6 credits)

- *Choose from one of the following courses:*
ANTH 350 Health, Illness and Healing (3)
BIOL 301 Human Health and Disease (3)
GERO 302 Health and Aging (3)
- *Choose from one of the following courses:*
BIOL 302 Bacteria, Viruses, and Health (3)
BIOL 422 Epidemiology and Communicable Diseases (3)

Social Health and Wellness Course (3 credits)

- *Choose from one of the following courses:*
BEHS 220 Diversity Awareness (3)
GERO 320 Psychosocial Aspects of Aging (3)
SOCY 350 Contemporary Social Problems (3)
SOCY 443 Sociology of the Family (3)

Applied Ethics Course (3 credits)

- *Choose from one of the following courses:*
BIOL 328 Bioethics (3)

IHLW 486A Workplace Learning (3) [NEW]

Capstone Course (3 credits)

- IHLW 495 Integrative Health and Wellness Capstone (3) [NEW]

ELECTIVE REQUIREMENTS (42 credits):

Electives may be taken in any academic discipline.

BSIHW CREDIT TOTALS

Major Credits: 37

General Education Credits: 41

Elective Credits: 42

Total Credits: 120

Table 9: Course Descriptions for Major and Related Requirements

ANTH 350 Health, Illness, and Healing (3 credits)
An overview of health, illness, and healing from a cross-cultural perspective. The objective is to apply the perspectives of medical anthropology to promote individual and public health in local, national, and global contexts. Topics include cultural and social influences on health and healing, the experience and meaning of illness, and current issues in public and global health.
BEHS 220 Diversity Awareness (3 credits)
An examination of the many dimensions of diversity within the framework of the social sciences. The aim is to learn how to interact and communicate effectively and appropriately within a diverse society. Emphasis is on using critical thinking to understand stereotypes, prejudice, and discrimination and how these phenomena affect society. Discussion explores how adopting a social science perspective on diversity can help to address problems in the workplace, community, culture, and society.
BIOL 105 Principles of Biology I (4 credits)
For students majoring in science. (Fulfills the laboratory science requirement.) An introduction to the basic principles of biology. The goal is to apply knowledge about biological principles, the scientific method, and the quantitative reasoning to effectively communicate an understanding of biological topics and research. Topics include the scientific method and biological process and functions, with a special emphasis on cellular and molecular biology.
BIOL 301 Human Health and Disease (3 credits)
(For students majoring in both science and nonscience disciplines.) A survey of the mechanisms of disease and their expression in major organ systems of the human body. The goal is to use scientific reasoning to make informed decisions about matters

related to human biology and health. Topics include infections, cancer, heart disease, lung disease, diabetes, stroke, malnutrition, poisoning by environmental toxins, stress, inflammation, disorders of the immune system, and aging. Emphasis is on analysis of factors that cause disruption of healthy body functions, leading to disease, and on prevention of disease through control of risk factors and early detection. Students may receive credit for only one of the following courses: BIOL 301 or BIOL 398H.

BIOL 302 Bacteria, Viruses, and Health (3 credits)

(For students majoring in both science and nonscience disciplines.) An introductory study of the basic structure, genetic and regulatory systems, and life cycles of bacteria and viruses and how they relate to health, infectious disease, and illness.

The objective is to apply knowledge of cellular and molecular processes and communicate synthesized knowledge of microbial pathogenesis and disease prevention methods. Students may receive credit for only one of the following courses: BIOL 230, BIOL 302, BIOL 331, BIOL 398G, BSCI 223, MICB 200, or MICB 388A.

BIOL 328 Bioethics (3 credits)

An introduction to ethical decision-making related to human life and health. The aim is to form defensible positions and carefully crafted arguments based on well-supported evidence. Discussion covers reproductive issues, biological research, and healthcare. Emphasis is on scientific and philosophical thinking.

BIOL 362 Neurobiology (3 credits)

Prerequisite: BIOL 101, BIOL 103, or BIOL 160. An in-depth discussion of the biology and development of the nervous system. The goal is to apply knowledge of neurobiological principles to advanced studies or careers and be more informed healthcare consumers. Topics include neuronal structure and function; communication at the synapse; membrane receptors and intra- and intercellular signaling systems; gross organization of the brain and spinal cord; the processing of sensory information; the programming of motor responses; research techniques; ethics; brain development; plasticity; and higher functions such as learning, memory, cognition, and speech.

BIOL 422 Epidemiology and Communicable Diseases (3 credits)

Prerequisite: BIOL 230, BIOL 301, BIOL 302, or BIOL 398G. An investigation of factors contributing to the emergence of new infectious diseases and the resurgence of diseases once thought to have been controlled. The goal is to synthesize and apply knowledge of research methods, integrate epidemiological information, and communicate knowledge to scientific and nonscientific communities. Topics include socioeconomic and environmental factors that contribute to the inability to prevent or control malaria, tuberculosis, and AIDS. Disease symptoms, patterns of spread, and possible control measures are examined for new infectious diseases (such as Lyme disease and those caused by E. coli O157, the Ebola virus, hantaviruses, and cryptosporidia). Discussion also covers resurgent diseases such as anthrax, bubonic plague, dengue, influenza, and cholera. Students may receive credit for only one of the following courses: BIOL 422 or MICB 388E.

GERO 302 Health and Aging (3 credits)

An exploration of the physiological process of aging that covers normal aging and chronic illness. The goal is to distinguish normal aging from disease and evaluate factors that affect the health of older adults. Topics include biological process and theories of aging, bodily changes normally associated with aging, long-term and healthcare systems, and related medical terminology. Review also covers substance abuse; environmental factors affecting aging; and ways of promoting health, preventing disease, and assessing health risk.

GERO 320 Psychosocial Aspects of Aging (3 credits)

(Fulfills the general education requirement in behavioral and social sciences.) An advanced multidisciplinary examination of the psychosocial forces that affect the aging process. Aspects of aging are analyzed from a number of theoretical perspectives found in psychology, sociology, and social gerontology. The goal is to articulate the impact of biological, sociocultural, and life cycle forces on psychological and social well-being in post-midlife. Topics include normative and atypical psychological and social functioning in post-midlife; the social construction of aging; and the impact of aging, ageism, and longevity on social structures such as the family, work, retirement, and healthcare. Students may receive credit for only one of the following courses: GERO 220, GERO 320, or PSYC 357.

IHLW 200 Foundations of Health and Wellness (3 credits)

An overview of the foundational principles and holistic philosophy of integrative health and wellness. This course explores the various dimensions of well-being and diverse conventional and complementary therapeutic modalities. The aim is to prepare students to analyze complex health challenges and disparities and apply evidence-based strategies for promoting wellness, while also introducing the initial concepts needed to design client-centered wellness plans.

IHLW 300 Health and Wellness Promotion and Advocacy (3 credits)

An in-depth exploration and application of the principles, strategies, and ethics involved in promoting health and wellness at the individual, community, and policy levels. This course enables students to apply evidence-based health promotion strategies and interventions across diverse populations and evaluate the effectiveness and ethical implications of various programs. The goal is to analyze complex health challenges and disparities to inform effective advocacy, mastering key competencies related to developing persuasive communication, building coalitions, and leading efforts to advance health policy and support health equity in communities.

IHLW 380 Motivational Interviewing for Health Educators (3 credits)

An introduction to Motivational Interviewing (MI) as an evidence-based communication strategy to facilitate behavior change. This course equips students with the knowledge and skills to effectively apply Motivational Interviewing (MI) techniques in supporting health and wellness initiatives. The aim is to design and practice MI-informed, client-centered interactions that foster self-efficacy, address ambivalence, and facilitate sustainable lifestyle changes. The course emphasizes ethical practice and aligns with competencies for effective health education and coaching across diverse populations.

IHLW 400 Assessment and Program Planning in Health Education and Promotion (3 credits)
An integrative study of the essential processes for developing effective health and wellness programs, encompassing foundational theory and practical application. This course helps students to analyze population needs and capacity through various assessment tools, and subsequently design comprehensive, client-centered wellness plans, programs, and interventions. The goal is to master core competencies by learning to select appropriate health behavior theories, formulate measurable objectives, and develop robust implementation and evaluation strategies to promote health and sustainable lifestyle changes.
IHLW486A Workplace Learning (3 credits)
Prerequisite: 9 credits in the discipline and prior program approval (requirements detailed online at umgc.edu/wkpl). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.
IHLW 495 Integrative Health and Wellness Capstone (3 credits)
A study of advanced research methods, communication, and leadership practices in the field of integrative health. This course involves a self-directed, project-driven study focused on enabling students to evaluate the effectiveness and ethical implications of different health and wellness programs using relevant assessment tools and disciplined evidence. The aim is to create and synthesize a comprehensive body of work, applying knowledge to design a client-centered wellness plan or community intervention. The capstone emphasizes mastering core competencies by requiring students to author and present a professional-level research project or advocacy proposal to diverse audiences.
NUTR 100 Elements of Nutrition (3 credits)
A study of the scientific and quantitative foundations of the applied science of human nutrition. The goal is to understand how nutrition reflects an integration across scientific disciplines and how foods provide important nutrients that provide substance and energy for healthy living. Topics include scientific reasoning, healthy meal planning, and weight management. Students may receive credit for only one of the following courses: NUTR 100 or NUTR 200.
NUTR 101 Nutrition Laboratory (1 credit)
(For students not majoring in biotechnology or laboratory management. Fulfills the laboratory science requirement only with previous or concurrent credit for NUTR 100.) Prerequisite or corequisite: NUTR 100. A hands-on study of human nutrition. The goal is to use an experimental approach to questions in nutrition science. Laboratory exercises emphasize critical thinking in the analysis of quantitative data derived from investigations into various areas of nutrition science including energy balance, macro and micronutrients, food guidelines, and food safety.
PSYC 100 Introduction to Psychology (3 credits)
A survey of the basic principles, research concepts, and problems in psychological science. The biological, cognitive, and social perspectives of human thought and behavior are addressed. The goal is to apply major concepts and use the scientific

method to enhance the understanding of individual, community, and organizational life experiences. Topics include neuroscience, sensation and perception, learning and conditioning, memory, motivation, language and intelligence, personality and social behavior, and psychopathology and therapy. Applications of psychology are also presented. Students may receive credit for only one of the following courses: BEHS 101 or PSYC 100.

PSYC 251 Lifespan Development (3 credits)

(Formerly PSYC 351.) Prerequisite: PSYC 100. An integrated study of the biological, socioemotional, and cognitive development of humans from conception through death. Applied is knowledge of lifespan development to interpersonal, community, and organizational relationships. Emphasis is on the interaction of nature and nurture on one's physiology, capability, and potential at each progressive stage of development.

PSYC 386 Psychology of Stress (3 credits)

An examination of the forces that define and determine the stress response. The aim is to apply stress management techniques to remediate the negative impact of stress. Stress is studied as the product of the interactions among one's social structure, occupational status, and psychological and physiological levels of well-being. The psychological perspective is examined in relation to the stresses produced in a variety of contexts, such as families and work organizations. Students may receive credit for only one of the following courses: BEHS 463, HLTH 285, or PSYC 386.

SOCY 100 Introduction to Sociology (3 credits)

An introduction to the basic concepts, theoretical perspectives, and research methods in sociology. The objective is to apply sociological imagination, perspectives, and research to uncover patterns of social behavior and identify their consequences. Topics include culture, socialization, groups, deviance, stratification, institutions, and social change. Students may receive credit for only one of the following courses: BEHS 102 or SOCY 100.

SOCY 350 Contemporary Social Problems (3 credits)

Prerequisite: SOCY 100. An advanced examination of various local, national, and global problems that affect societies. The aim is to apply sociological perspectives and research to analyze the process by which social conditions become recognized as social problems and are resolved by various actors. Topics include the subjective/objective aspects of social problems, claims about social problems in the media, and how sociologists can help inform possible solutions to social problems. Discussion also covers problems related to human rights, violence, social isolation/loneliness, and social inequality. Students may receive credit for only one of the following courses: SOCY 105, SOCY 210, or SOCY 350

SOCY 443 Sociology of the Family (3 credits)

Prerequisite: SOCY 100. An advanced examination of the family in society. The goal is to analyze, communicate, and project trends regarding family structures and outcomes through the application of major sociological perspectives. Discussions will use sociological research to describe some of the following: changing definitions of family; demographic trends in marriage and family patterns; social dynamics within families; and the effects of technology on family relationships. Topics include single parenting,

blended families, cultural differences among families, changes in families over the life course, and governmental policies regarding families.

STAT 200 Introduction to Statistics (3 credits)

An introduction to statistics. The objective is to assess the validity of statistical conclusions; organize, summarize, interpret, and present data using graphical and tabular representations; and apply principles of inferential statistics. Focus is on selecting and applying appropriate statistical tests and determining reasonable inferences and predictions from a set of data. Topics include methods of sampling; percentiles; concepts of probability; probability distributions; normal, t-, and chi-square distributions; confidence intervals; hypothesis testing of one and two means; proportions; binomial experiments; sample size calculations; correlation; regression; and analysis of variance (ANOVA). Students may receive credit for only one of the following courses: BEHS 202, BEHS 302, BMGT 230, ECON 321, GNST 201, MATH 111, MGMT 316, PSYC 200, SOCY 201, STAT 100, STAT 200, STAT 225, or STAT 230.

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

All UMGC students pursuing a bachelor's degree are required to complete 41 credit hours in general education requirements. These requirements are aligned with COMAR 13b.06.01.03 (General Education Requirements for Public Institutions) and include courses in writing and communication (12 credits), arts and humanities (6 credits), social and behavioral sciences (6 credits), biological and physical sciences (7 credits), mathematics (3 credits), and research and computing literacy (7 credits). In the BS Integrative Health and Wellness program, 16 credits of general education requirements will be satisfied with courses related to the major. A complete overview of UMGC's current [General Education Requirements](#) and the options to fulfill them can be found on UMGC's website.

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

There are no special accreditation or graduate certification requirements for the BS in Integrative Health and Wellness. The program's courses are aimed at qualifying students to take the National Commission for Health Education Credentialing (NCHEC) Certified Health Specialist industry exam, but this is not a requirement for either the program or for students. Courses in the program also address concepts of the promotion of health and disease prevention taught in Comprehensive Health Education Instructional Programs in PreK-12 Maryland public schools, but completion of the BSIHW does not lead to eligibility for initial licensure as a PreK-12 Health Educator with the Maryland State Department of Education. Graduates could seek further content and pedagogy coursework in teacher preparation programs after completion of the BSIHW should they wish to pursue licensure as a PreK-12 Health Educator, but the BS in Integrative Health and Wellness program itself does not lead to or require certification.

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

Not Applicable

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management systems, availability of academic support services and financial aid resources, and costs and payment policies.

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

UMGC's [Student Handbook](#) is available online and serves as a general guide for all students with respect to policies, procedures, rules, regulations, and general academic requirements for all students. In addition, the annual UMG [Catalog](#) includes extensive information about expectations and individual requirements for each academic program as well as university policies, resources, and services for students.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

All academic program-related communications (including advertising, recruitment, and admission materials) are developed with UMG-wide institutional communication strategies which adhere to the principle of truth in advertising. All written and electronic materials prepared for prospective students for recruitment will clearly and accurately represent the courses, programs, and services available.

H. Adequacy of Articulation

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

UMGC has developed Alliance Agreements with all 16 Maryland community colleges, which are in effect for an initial period of one year and automatically renewed for successive one-year periods, unless revisions are made. These agreements cover guaranteed admission, dual admission, waived application fees, timelines for transfer credit review, and Completion Scholarships for eligible community college transfer students. They also specify that UMGH guarantees the acceptance of all credits earned from a transfer of an associate degree, not to exceed a maximum of 70 credit hours in accordance with Maryland law and regulations. In some cases, UMGH accepts up to 90 credits in transfer from a Maryland community college under specific articulation agreements as authorized in COMAR 13B.06.01.04.

Under these umbrella Alliance Agreements, UMGH has developed Degree Maps for specific articulated programs with individual Maryland community colleges. These Degree Maps are published annually to align with each catalog year and are updated as appropriate when program revisions are made. Degree Maps address course-by-course articulation between the two programs (including general education, major, and elective courses) and specify the remaining requirements that transfer students will need to complete to earn the bachelor's degree at UMGH. Consistent with COMAR 13B.06.02.13, although we admit transfer students to the current UMGH catalog year in which they enroll, students are not disadvantaged by following the Degree Map requirements that were in effect while enrolled at the Maryland community college, provided they were continuously enrolled.

Consistent with our existing practices, a newly developed Degree Map between Prince George's Community College's AAS in Health Promotion and Wellness and UMGH's BS in Integrative Health and Wellness is included in Appendix B as an example. We will follow up with a signed agreement sent to MHEC prior to the end of the circulation period.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11)

- 1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.**

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

In keeping with UMGH's emphasis on workplace relevance, most faculty teaching in the BS in Integrative Health and Wellness will be credentialed, practicing professionals who

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

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

The centrality and appropriateness of UMGC's faculty model relative to its educational mandate and mission were reaffirmed by MHEC in its 2016 review of mission statements, as evidenced in the following excerpt from the Commission's report:

UMUC intentionally seeks highly-qualified full-time and adjunct faculty who have hands-on experience in the disciplines they teach and who can leverage that experience to provide a richer learning experience for students. The university's mission to serve adult students is supported by adjunct faculty who are scholar-practitioners engaged daily in their profession. The ability to employ adjunct faculty is critical to UMUC's capacity to quickly deploy academic and continuing education programs in response to workforce-related needs. This entrepreneurship and flexibility in establishing new programs is particularly important to the university: given its history of very limited state support, the university's financial model is based on tuition revenues, and all programs must be self-supporting.¹

Consistent with this model, the Applied Sciences Department in the School of Integrative and Professional Studies already has an active roster of faculty who are qualified and prepared to teach courses in this program, and the university constantly recruits additional adjunct faculty as needed. Table 10 below provides a partial list of the faculty who are anticipated to teach in the program, their appointment type and rank, their graduate degree(s) and field(s), their status (full-time or part-time), and the courses they are qualified to teach.

¹ Maryland Higher Education Commission. 2016 Mission Statement Review.
https://mhec.maryland.gov/institutions_training/Documents/acadaff/2016MissionStatementReview.pdf

Table 10: Faculty Resources

Faculty Name	Appointment Type and Rank	Graduate Degree(s)	Status (FT/PT)	Course(s) to Be Taught
Debra McLaughlin	Portfolio Director and Professor	Ph.D.	FT	• NUTR 100 • NUTR 101 • IHLW 200 • BIOL 105 • BIOL 301 • BIOL 362 • PSYC 100 • PSYC 386
Karla Caillouet	Adjunct Professor	Ph.D., R.D., C.H.E.S., CIC, C-PT	PT	• NUTR 100 • NUTR 101 • IHLW 200 • IHWL 400 • IHLW 495
Ahalya Hejmadi	Collegiate Faculty and Professor	Ph.D.	FT	• IHLW 300 • BEHS 220 • GERO 302 • GERO 320
Latisha Campbell	Adjunct Associate Professor	Ph.D., NBC-HWC	PT	• NUTR 100 • IHLW 300 • IHLW 380
Robert Carter	Adjunct Professor	Ph.D., M.P.H., HLCPC	PT	• NUTR 100 • NUTR 101 • IHLW 300 • IHLW 380 • IHLW 495
Robin Searles-Adenegan	Portfolio Director and Professor	Ph.D., M.S.	FT	• BIOL 328 • BIOL 422
Amrita Madabushi	Collegiate Faculty and Professor	Ph.D., M.S.	FT	• BIOL 105 • BIOL 302
Donna Burnett	Adjunct Professor	Ph.D., C.H.E.S.	PT	• IHLW 200 • IHLW 300 • IHWL 400
Denise Dewhurst	Adjunct Professor	Ph.D.	PT	• PSYC 100 • PSYC 251
Philip W. Harvey	Adjunct Professor	Ph.D., R.D., C.N.S., F.A.C.N., F.I.S.S.N.	PT	• NUTR 100 • IHLW 300
Lari Warren-Jeanpiere	Portfolio Director and Professor	Ph.D.	FT	• SOCY 350

Marni Finkelstein	Collegiate Faculty and Professor	Ph.D.	FT	• SOCY 100 • ANTH 350
Walter Rives	Adjunct Associate Professor	Ph.D.	PT	• SOCY 443 • STAT 200

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

a) Pedagogy that meets the needs of the students

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

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

b) The learning management system

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

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

In addition to the strategies outlined above, UMGC has recognized the need to equip faculty more comprehensively with knowledge and skills to help increase classroom

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

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

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

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

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

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

The UMGC Library provides research assistance in developing search strategies, selecting relevant databases, and evaluating and citing sources in a variety of formats, including online webinars offered globally. A discovery tool allows simultaneously searching of scholarly articles, books, and other research resources via a single search engine of most of the databases to which the UMGC Library subscribes. Students also have access to full-text dissertations and theses via the *ProQuest Dissertations and Theses* database. Resources on the UMGC Library website provide a listing of resource

guides for academic subject areas and topics, including relevant databases, websites, books, and other resources along with technical and citation assistance.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

- 1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.**

The BS in Integrative Health and Wellness will be offered fully online using the university's distance education platform. Select courses may be taught in a hybrid format at locations where UMGC offers classroom instruction, including regional higher education centers, military bases, and overseas in Europe and Asia. Existing resources related to facilities, infrastructure, and equipment are adequate to meet the program's needs.

- 2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:**
 - a) An institutional electronic mailing system, and**
 - b) A learning management system that provides the necessary technological support for distance education**

UMGC has an internal email network that provides all students and faculty with consistent email domains, @student.umgc.edu and @faculty.umgc.edu, respectively. Students are encouraged but not limited to using this email address in all communications with the university. Faculty are required to use their UMGC address for teaching and all official UMGC communications.

UMGC's learning management system is Desire2Learn (D2L); the internal adaptation is called LEO.

All UMGC classes are taught using this system, and all students with appropriate technology and online access (referenced in Section G8) have access to this system through their learning portal.

Support is available for students and faculty through a 24/7 Help Desk and a large variety of online resources on UMGC's website.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

- 1. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative**

rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

As shown in Table 11 below, the BS in Integrative Health and Wellness is expected to be self-supporting beginning in year 4. In years 1 through 3, a total of \$219,542 will be reallocated from established programs to support the BSIHW.

The credit hour tuition rate of \$288.00 listed is a weighted average of the in-state, out-of-state, and military undergraduate tuition rates based on the anticipated makeup of the student cohorts. Given UMGC's student population and enrollment patterns, all academic program revenue projections are based on part-time student attendance and part-time credit accumulation. This approach is consistent across all UMGC proposals submitted to MHEC and USM. Enrollment and revenue projections are based on new students entering the program.

Table 11: Resources

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$137,610	\$71,491	\$10,441	0	0
2. Tuition/Fee Revenue (c + g below)	\$380,534	\$1,201,248	\$2,337,984	\$3,199,046	\$3,531,283
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	0	0	0	0	0
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of P/T Students	181	485	902	1,122	1,214
e. Credit Hour Rate	\$288	\$288	\$288	\$288	\$288
f. Annual Credit Hour Rate	7.3	8.6	9.0	9.9	10.1
g. Total P/T Revenue (d x e x f)	\$380,534	\$1,201,248	\$2,337,984	\$3,199,046	\$3,531,283
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0

TOTAL (Add 1 - 4)	\$518,144	\$1,272,739	\$2,348,425	\$3,199,046	\$3,531,283

2. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

UMGC's existing base of FTE faculty and administrative and support staff will support and serve the program. The faculty category in Table 12 includes partial support from 1 full-time Collegiate Faculty. Adjunct faculty will teach the remaining scheduled courses, with 1 FTE = 30 adjunct-taught credit hours. The adjunct per credit hour rate is calculated at \$1,348 per credit, the rate for an associate professor with a terminal degree at longevity Step 5 in UMGc's adjunct faculty pay scale. This is the median rate for faculty anticipated to be in the pool of faculty eligible to teach courses in the program. The administrative staff category includes support from school personnel including Assistant and Associate Deans and Portfolio Managers, while the support staff category factors in support from academic administration, records, faculty affairs, and integrative learning design. Salaries are shown with benefits at current standard rates of 37% for full-time faculty and administrative staff and 8% for adjunct faculty.

Technology services in Row 4 include UMGc's LMS platform licensing, student information system, student relationship management system, and student software and support, at a rate of \$5.10/student credit hour.

No new library services (5), or new or renovated physical space (6) will be needed for this program. Other expenses (Row 7) in year 1 include \$117,400 of course development and maintenance to create the new program. The remaining expenses in row 7 include admissions, advising and student support services, and marketing and advertising, proportional to the number of credit hours anticipated to be earned by students in the program each year.

Table 12: Program Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$96,410	\$303,552	\$569,027	\$742,108	\$815,576
a. Number of FTE	1.89	5.94	11.51	15.44	17.09
b. Total Salary	\$85,513	\$269,241	\$509,136	\$669,042	\$736,706

c. Total Benefits	\$10,897	\$34,311	\$59,890	\$73,066	\$78,870\$
2. Admin. Staff (b + c below)	\$10,445	\$48,366	\$49,334	\$50,320	\$51,327
a. Number of FTE	0.06	0.30	0.30	0.31	0.32
b. Total Salary	\$7,624	\$35,304	\$36,010	\$36,730	\$37,465
c. Total Benefits	\$2,821	\$13,062	\$13,324	\$13,590	\$13,862
3. Support Staff (b + c below)	\$31,552	\$99,344	\$195,454	\$265,411	\$294,666
a. Number of FTE	0.23	0.72	1.43	1.94	2.15
b. Total Salary	\$23,031	\$72,514	\$142,667\$	\$193,731	\$215,085
c. Total Benefits	\$8,521	\$26,830	\$52,787	\$71,680	\$79,581
4. Technical Support and Equipment	\$6,705	\$21,112	\$41,537	\$56,404	\$62,621
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	\$373,032	\$804,865	\$1,493,073	\$1,865,174	\$2,020,780
\$TOTAL (Add 1 – 7)	\$518,144	\$1,272,739	\$2,348,425	\$2,979,417	\$3,244,970

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15)

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

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

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

Full-time faculty are reviewed at least every two years. Adjunct faculty are reviewed on a course-by-course/term basis. Student course evaluations allow all faculty to receive quantitative and qualitative feedback on their teaching.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

UMGC's faculty, academic administrators, and Office of Academic Quality collaborate to implement assessment activities, monitor ongoing developments, review results, and make appropriate curricular or other modifications. Annually, student performance across learning demonstrations is evaluated to determine where improvements may be required. Portfolio Directors and Collegiate Faculty visit online classrooms regularly to track faculty performance and take any necessary corrective actions proactively. Class observations are documented and used in subsequent faculty staffing decisions. Changes are also made to the curriculum and/or student support models, as needed. Additional evaluation includes tracking of student retention, grade distributions, and cost-effectiveness. Regular academic program reviews consider all factors related to academic quality, curriculum currency and relevance, student support, and adequacy of program infrastructure and resources. These processes all support a continuous cycle of improvement.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR

13B.02.03.05)

1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

UMGC seeks to reflect the diversity of the global communities we serve. Cultural differences are recognized, valued, and considered essential to the educational process. Our welcoming of diverse perspectives differentiates us and drives innovation. UMGC provides an academic environment in which diversity is not only articulated as one of the institutional core values, but it is reflected in the university's ethnically and racially diverse student body, faculty, and staff and our proven record of providing higher

education access to underrepresented students. UMGC's Integrative Learning Design unit and Office of Diversity and Equity collaborate to ensure a robustly inclusive curriculum that is built around UMGC's focus on project-, scenario-, and problem-based learning, which have been found to be the most effective learning approaches for adult students. The Integrative Learning Design team is trained and proficient in Universal Design for Learning and provides leadership on matters of inclusive design for all learning experiences, courses, and programs at UMGC.

O. Relationship to Low Productivity Programs Identified by the Commission

- 1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.**

Not Applicable

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

- 1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.**

UMGC is approved to offer distance education by the Middle States Commission on Higher Education (MSCHE) and maintains compliance with COMAR 13B.02.03.22. UMGC's approval to offer distance education as an alternative delivery method is included within its scope of institutional accreditation, as evidenced in the university's MSCHE [Statement of Accreditation Status](#). Further, UMGC has been an approved institutional participant in the State Authorization Reciprocity Agreement (SARA) since 2016 and is authorized to offer distance education in all SARA states. Among its many recognitions, UMGC has received five Sloan Consortium (now Online Learning Consortium) Excellence Awards for online program quality and three IMS Global Learning Consortium awards for technology integration in the classroom environment.

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

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

onsite and online delivery.

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

Appendix A

Full-Time Faculty and Library Waiver



MHEC
Creating a state of achievement

90.2.1.001

cc: LEL
Bob J.

Robert L. Ehrlich, Jr.
Governor

Michael S. Steele
Lt. Governor

John J. Oliver, Jr.
Chairman

Calvin W. Burnett
Secretary of Higher Education

MEMORANDUM

DATE: January 6, 2005

TO: Dr. Nicholas H. Allen
Provost and Chief Academic Officer, UMUC

FROM: Michael J. Kiphart, Ph.D. *MAK*
Assistant Secretary for Planning and Academic Affairs

SUBJECT: UMUC Waiver of Full-Time Faculty and Library/Learning Resources Center

Office of the Provost
UMUC

JAN 10 2005

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

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

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

MJK:aaw
Enclosures

MARYLAND HIGHER EDUCATION COMMISSION

839 Bestgate Rd. • Suite 400 • Annapolis, MD 21401-3013
T 410.260.4500 • 800.974.0203 • F 410.260.3200 • TTY for the Deaf 800.735.2258 • www.mhec.state.md.us

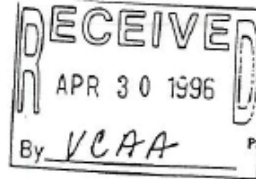


cc: as files

Forwarded Memo
for appropriate
action
vr
Cann. n ED
Pelin

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

April 23, 1996



Parris N. Glendening
Governor

Edward O. Clarke, Jr.
Chairman

Patricia S. Florestano
Secretary of
Higher Education

RECEIVED

APR 29 1996

OFFICE OF THE CHANCELLOR
THE UNIVERSITY OF MARYLAND
SYSTEM

Dear Mr. Billingsley:

At its February 15, 1996 meeting, the Maryland Higher Education Commission considered a request by University of Maryland University College for a waiver of the Commission's minimum requirements in the area of full-time faculty and library resources. The Commission has granted the waiver.

In the discussion of the waiver and related issues, both the Faculty Advisory Council and the Student Advisory Council to the Commission raised issues which the Commission felt were more appropriately addressed by the University of Maryland's governing board. Therefore, I am forwarding to you the resolutions submitted to the Commission by these two advisory councils, in addition to the relevant materials considered by the Commission in granting the waivers.

Consistent with the final recommendations of the Commission on this matter, I would appreciate a review of these issues by the Board of Regents. I would also appreciate receiving the results of that review when it is completed. Since the academic year is coming to a close, I realize that any reaction on the part of the Board of Regents may be delayed until next fall. In light of that schedule, could you please supply the Commission with the Board of Regents' position by November 1, 1996.

Sincerely,

Edward O. Clarke, Jr.
(cr)

Edward O. Clarke, Jr.
Chairman

EOC:PSF:JAS:ds

Enclosures

cc: Dr. Patricia S. Florestano
✓ Dr. Donald N. Langenberg

16 Francis St., Annapolis, MD 21401-1781 | (410) 974-2971 | FAX (410) 974-3513
TTY for the Deaf: (800) 735-2258



Appendix B Sample Degree Map



DEGREE MAP TRANSFER GUIDE



ACADEMIC CATALOG 2025-2026 (MHEC PROPOSAL – NOT FOR PUBLIC USE)

This transfer guide reflects the review of transferable Prince George's Community College credits from an associate's degree to a UMGC bachelor's degree. See a community college advisor for course sequencing. Degree requirements and course articulations may change based on initial UMGC enrollment term. UMGC offers multi-term registrations in 8-week sessions. Meet with a UMGC advisor in your transfer year to plan your UMGC schedule.

CREDITS	PGCC AAS IN HEALTH PROMOTION AND WELLNESS Requirements for Associate's Degree	UMGC BS IN INTEGRATIVE HEALTH AND WELLNESS Requirements for Bachelor's Degree
1	PAS 1000 Institutional requirement	Elective
3	INT 1010 Gen Ed requirement	IFSM 201 (Gen Ed Computing)
3	EGL 1010 Gen Ed requirement	WRTG 112 (Gen Ed Communications; <i>must be completed with C- or better</i>)
3	HLE 1150 Program requirement	♦ IHLW 200 (required for the major)
4	BIO 1010 Gen Ed requirement	BIOL 103 (elective)
3	PSY 1010 recommended Gen Ed requirement	+ PSYC 100 (Gen Ed Behavioral & Social Science)
3	HST 1510 or HST 1530 Program elective	HIST elective or HIST 461* (Gen Ed Arts & Humanities)
3	EGL 1100 or EGL 1320 or EGL 1340 Gen Ed Elective	WRTG elective or WRTG 293 (Gen Ed Communications)
3	HLE 2420 Program requirement	HLTH elective
3	MAT 1140 recommended Mathematics Gen Ed requirement	+ STAT 200 (Gen Ed Mathematics)
4	BIO 2050 Program requirement	BIOL 201 (elective)
3	COM 1010 Gen Ed requirement	SPCH 100 (Gen Ed Communications)
3	PHL 1330 or SPN 1010 or ART 1010 Gen Ed elective	PHIL 140 or SPAN 111 or ARTH 100 (Gen Ed Arts & Humanities)
3	HLE 2130 Program requirement	HLTH elective
3	HLE 2000 Program requirement	HLTH elective
3	NTR 1010 Program requirement	+ NUTR 100 (Gen Ed Biological & Physical Science)
4	BIO 2060 Program requirement	+ BIOL 202 (1 credit lab used to fulfill the required related lab)
8	Approved Electives from Health Promotion track	Electives
3	PED 2400 or HLE 2010 or HLE 2210 or HLE 2410 or HLE 2250	HLTH elective
3	PED 2400 or HLE 2010 or HLE 2210 or HLE 2410 or HLE 2250	HLTH elective
66	Estimated Credits Transferred	
REMAINING BACHELOR'S DEGREE REQUIREMENTS (recommended sequence)		CREDITS
LIBS 150 Introduction to Research or any Gen Ed credit (to be fulfilled with 1 Gen Ed credit from PGCC)		---
PACE 111T Program and Career Exploration in Technology or any PACE 111		3
+ SOCY 100 Introduction to Sociology (Gen Ed Behavioral & Social Science)		3
+ BIOL 105 Principles of Biology (Gen Ed Biological & Physical Lab Science)		4
♦ IHLW 300 Health and Wellness Promotion and Advocacy (new; required for the major)		3UL
♦ ANTH 350 Health, Illness & Healing OR BIOL 301 Human Health and Disease OR GERO 302 Health and Aging (required for the major)		3UL
♦ BIOL 362 Neurobiology (required for the major)		3UL
Elective		3
♦ PSYC 251 Lifespan Development (required for the major)		3
♦ BIOL 302 Bacteria, Viruses, and Health OR BIOL 422 Epidemiology and Communicable Diseases (required for the major)		3UL
WRTG 393 Advanced Technical Writing or any upper-level writing (Gen Ed Communications)		3UL
♦ Choose one Social Health & Wellness course: BEHS 220 or GERO 320 or SOCY 350 or SOCY 443 (required for the major)		3UL
♦ IHLW 380 Motivational Interviewing for Health Educators (new; required for the major)		3UL
Elective		3
♦ PSYC 386 Psychology of Stress (required for the major)		3UL
♦ BIOL 328 Bioethics OR IHLW 486A Workplace Learning in Public Health (required for the major)		3UL
♦ IHLW 400 Assessment and Program Planning in Health Education and Promotion (new; required for the major)		3UL
♦ IHLW 495 Integrative Health and Wellness Capstone (new; required for the major)		3UL
Elective		2
ESTIMATED CREDITS REMAINING AT UMGC		54

NOTES: Minimum of 120 credits, including 30 with University of Maryland Global Campus (UMGC) of which at least 15 must be upper-level, are required for the bachelor's degree with a UMGC grade point average (GPA) of 2.0 (C) or higher / UMGC does not accept grades below C (2.0) in transfer from schools outside the University System of Maryland and Maryland community colleges (except WRTG 112, which must be completed with a grade of C- (1.67) or better from all schools) / Maximum of 70 transfer credits to UMGC from two-year or community colleges and maximum of 90 transfer credits from all sources combined (actual number of transfer credits dependent on meeting all UMGC bachelor's degree requirements) / ♦² = Major core, major elective, or capstone: all courses within the major require a grade of C (2.0) or higher, and all majors (except APTC, GECU, and CJLE, which require only the capstone as UMGC graded coursework) must complete at least half of these as 1) traditional college courses earning a grade and 2) UMGC resident credit / +³ = Major related requirement / *⁴ = Lower-level course meets content requirement of upper-level course but does not transfer as upper-level / UL⁵ = Upper-level course (numbered 300-499) / Visit [UMGC National Community College Alliances](#) to learn more!

From: Laura R Ellsworth <ellswolr@pgcc.edu>
Sent: Tuesday, December 16, 2025 2:12 PM
To: Megan Tuozzo <megan.tuozzo@umgc.edu>; Sarah C Prince <sprince40437@pgcc.edu>
Subject: RE: Updated: UMGC - new program MHEC proposal

EXTERNAL E-MAIL: Exercise caution with links and attachments.

Hi Meg,

This looks good to me and aligns with our current catalog.

Hopefully, after the holidays, we can also work with our transfer teams and create an articulation agreement for this partnership.

Good luck with your MHEC proposal!

Take care and Happy Holidays!

Laura

Laura R. Ellsworth

Laura R. Ellsworth, M.F.S.
Assistant Vice President,
Curriculum, Programs, and Regulation
MSCHE Accreditation Liaison Officer
Teaching, Learning, and Student Success
Office: 301-546-0553
laura.ellsworth@pgcc.edu

Prince George's Community College
301 Largo Road Largo, MD 20774
301-546-PGCC (7422) www.pgcc.edu



² ♦ Major core, major elective, or capstone

³ + Business core course or major related requirement

⁴ * Lower-level course meets content requirement of upper-level course but does not transfer as upper-level

⁵ UL Upper-level course (numbered 300-499)

From: Megan Tuozzo <megan.tuozzo@umgc.edu>
Sent: Tuesday, December 16, 2025 11:28 AM
To: Laura R Ellsworth <ellswolr@pgcc.edu>; Sarah C Prince <sprince40437@pgcc.edu>
Subject: Updated: UMGC - new program MHEC proposal

CAUTION: This email originated from outside the PGCC employee email system. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hello,

We made a couple updates to the MHEC proposal draft map for our new program Integrative Health and Wellness. Would you mind taking a look at this draft version and approving for us so we can include it in our proposal? I know the holidays are around the corner but we would love to get this back before break if possible. Sorry for the rush!

Thanks,
Meg Tuozzo

Meg Tuozzo

Director, Academic Pathways and Articulation Administration
Academic Pathways and Credit Innovation
Academic Administration
Phone: 240-684-2243
E-mail: megan.tuozzo@umgc.edu
US





UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: University of Maryland Global Campus (UMGC) proposal for a Master of Science in Integrative Health and Wellness Leadership

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: April 8, 2026

SUMMARY: The M.S. in Integrative Health and Wellness Leadership program will prepare professionals to lead, design, and deliver effective health and wellness initiatives to diverse communities and organizations. Rooted in health promotion and behavioral coaching, the program will equip learners with skills in motivational interviewing, personalized guidance, and change leadership to support positive lifestyle and behavioral outcomes. Students learn to assess individual and community needs, develop and manage evidence-informed wellness programs, and apply quality improvement strategies to advance integrative health practices. Throughout the curriculum, learners build competencies in program development, health advocacy, community engagement, professional communication, and technology literacy. Graduates will be well-prepared for roles in community health, public health education, wellness coaching, and health promotion within healthcare organizations, nonprofits, government agencies, and corporate wellness programs. Designed for working adults, the program aligns with UMGC's mission to provide high-quality, workplace relevant education through a flexible, fully online, asynchronous format that supports career advancement and transition into preventive health leadership roles. Coursework is aligned with the professional competencies required for NBC-HWC certification offered by the CHES and ensures that graduates are well positioned to meet emerging workforce needs.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fee revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from *insert name and full name of program (e.g., Towson University to offer the Doctor of Philosophy (Ph.D.) in Sustainability and Environmental Change)*.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn, 301-445-1992, awrynn@usmd.edu



March 15, 2026

Jay A. Perman, M.D.
Chancellor
University System of Maryland
3300 Metzert Road
Adelphi, MD 20783

Dear Chancellor Perman:

On behalf of the University of Maryland Global Campus (UMGC), this letter serves as an official request for a new Master of Science in Integrative Health and Wellness Leadership (HEGIS: 1201.XX; CIP: 51.0001). In accordance with COMAR 13B.02.03, the following proposal is submitted for your review.

We appreciate your review of this request and look forward to implementing this new program in Fall 2027. If you have any questions or require additional information about this proposal, please contact me at kimberly.whitehead@umgc.edu.

Sincerely,

A handwritten signature in cursive script that reads "Kimberly D. Whitehead".

Kimberly D. Whitehead, Ph.D.
Acting Chief Academic Officer

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

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

Institution Submitting Proposal

INTEGRATIVE HEALTH AND WELLNESS LEADERSHIP

Title of Proposed Program

MASTER OF SCIENCE

FALL 2027

Award to be Offered

Projected Implementation Date

1201.XX

51.0001

Proposed HEGIS Code

Proposed CIP Code

SCHOOL OF INTEGRATIVE AND PROFESSIONAL STUDIES

DR. KIMBERLY WHITEHEAD

Department in which program will be
located

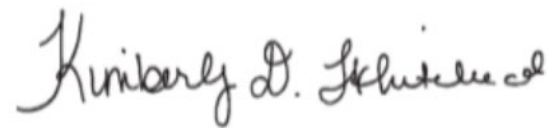
Department Contact

301-985-7174

KIMBERLY.WHITEHEAD@UMGC.EDU

Contact Phone Number

Contact E-Mail Address



3/15/2026

Signature of President or Designee

Date

Academic Program Proposal
University of Maryland Global Campus

Request for a New Master of Science in Integrative Health and Wellness Leadership

The University of Maryland Global Campus (UMGC) is proposing the Master of Science in Integrative Health and Wellness Leadership degree. The program will equip graduates to work solo, or collaboratively within a team, to empower others to achieve optimal health and prevent lifestyle-related diseases. The program emphasizes individual health and behavioral coaching to equip future professionals with the skills to use motivational interviewing and personalized guidance to support health and positive lifestyle changes.

A. Centrality to Institutional Mission and Planning Priorities

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

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

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

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

In particular, the demographic profile of UMGC's students drives the design and delivery of our learning model. The average age of UMGC's undergraduate students is 31 years old, and 79% of these students work full-time. The average age of UMGC's graduate students is 37 years old, and 80% of these students work full-time. Further, 44% of all current UMGC students report having dependent children. For these students, their often-complicated life circumstances while pursuing higher education means they need and benefit most from the authentic online education that UMGC has delivered for more than two decades.

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

UMGC's strong relationship with the military community is part of our institutional history and identity. Currently, approximately two-thirds of our undergraduate students and one-third of our graduate students are military-affiliated, including active-duty servicemembers, their families, and veterans. This dimension of UMGC's identity is a particular point of pride, beginning with the university first sending faculty overseas in 1949 to teach American soldiers on military installations in Europe. The relationship between UMGC and the military has continued to expand over the ensuing decades due to our intentional program design and delivery model that meets adult learners where they are, whether through asynchronous online courses or through innovative hybrid course delivery modes on military bases in Germany, Italy, Japan, Korea, Guam, Colorado, Virginia, and other military locations across the nation and around the world.

Today, UMGC holds competitively awarded contracts from the U.S. Department of Defense (DOD), under which we serve military servicemembers in Europe, Asia, and the Middle East, delivering specifically solicited programs of study identified by the DOD as responsive to the training, education, and upskilling needs of the military. UMGC is consistently recognized as one of the top military- and veteran-friendly schools in the country, with an unmatched expertise and established reputation as a preeminent provider of quality, affordable, career-relevant postsecondary education.

The MS in Integrative Health and Wellness Leadership aligns with UMGC's mission to offer high quality, workplace-relevant academic programs that expand the range of credentials and career opportunities for working-adult and military-affiliated learners. The program provides a learner-focused experience based on leading-edge adult learning theory and curriculum design. This fully online, asynchronous program model offers flexibility for students who are seeking to refresh and reshape their career opportunities. Students have the opportunity to gain new knowledge and learn and practice new skills as they progress through formative instruction. A detailed description of the proposed program requirements, curriculum, and coursework is included in Section G of this proposal.

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

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

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

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

This proposal contributes directly to two of the five strategic priorities in UMG's new strategic plan, utilizing "market-responsive portfolio management that continuously adapts to learner and employer needs" and employing "a skills architecture that can be translated between educational and work experiences." Successful portfolio management requires a focus on university-wide agility, effective resource utilization, and market-responsiveness, all of which were key considerations driving UMG's decision to develop this program. Further, the innovative curriculum in the MS in Integrative Health and Wellness Leadership will provide opportunities for students to develop core skills in domains such as program development, health promotion and advocacy, behavioral coaching, community engagement, professional communication, technology literacy, and health needs assessments for individuals and communities that are explicitly aligned with their current needs and interests, while also transferable to a broad range of careers and professional experiences.

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

Course development for the new program will be funded through a departmental budget allocation as part of the FY26 budget process. The existing base of FTE faculty (full-time and adjunct), administrative staff, and support staff will support the program's initial launch. Tables 11 and 12 in Section L provide additional details and narrative explanations for anticipated resources/revenues and expenditures during the first five years of the program.

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

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

UMGC's support services are designed to accommodate students' access through entirely online and remote delivery. These services are, therefore, intentionally and thoughtfully built

for complete online delivery rather than in the primarily face-to-face format that exists on traditional campuses. Support services include the following:

- Help@UMGC provides support services for the learning management system (online learning platform). UMGC's learning management system is Desire2Learn (D2L); its internal adaptation is called LEO. A specialized technical support team for LEO questions and problems is available 24 hours a day, 7 days a week, 365 days a year. In addition, UMGC trains faculty to handle some LEO troubleshooting; publishes LEO FAQs; and provides chat, phone, and e-mail access to a Help Center.
- MyUMGC is a self-service portal that provides access to UMGC administrative functions and student records. UMGC has designed this portal to ensure that students around the world can complete administrative tasks and view their academic records at their convenience.
- The Integrative Learning Design unit within Academic Affairs provides instructional-design support and consultation to Help Desk staff and program leadership to optimize the learning environment across delivery modes and resolve challenges or obstacles students and faculty may encounter in online classrooms.
- Success Coaches and Military Education Coordinators are committed to partnering with students as they navigate their UMGC journey through thought provoking and supportive conversations, empowering students to make informed degree planned decisions, connecting them with the right resources at the right time, and celebrating the student's successful milestones and educational goals.
- Students receive support in educational technology from UMGC's Virtual Lab Assistants team. Team members are well-versed in the content of the courses they support and can quickly help a struggling student.
- The Effective Writing Center (EWC) offers many writing-related services to students, including resources for improving writing skills, citing and referencing resources, and supporting research activities. The EWC is directly accessible through a link within each online classroom.
- Turnitin has been integrated directly into all online courses as a developmental tool for students to assist with achieving authenticity in their writing. TII's Draft Coach is another tool available to students to help with writing and citing skills.
- UMGC's Library is directly accessible through a link within each online classroom. UMGC's librarians help educate students in the use of library and information resources and services and develop and manage UMGC's extensive online library collection.
- First Term Experience provides high engagement, mentorship, and relevant content in first-term courses, including PACE (Program and Career Exploration), to propel students into their chosen academic programs.
- Free subject matter tutoring is available in select courses. Subject matter tutors can help define and explain concepts, clarify examples from course content, and guide students toward understanding a particular topic. Students can connect with a subject matter tutor by accessing a link in their online classroom. Students can choose to connect at once or schedule a meeting with a tutor at another time. Group sessions are scheduled for certain subject areas, and every student has access to tutoring for Reading Comprehension and Technology skills.

- The Office of Accessibility Services arranges accommodations for students with medical conditions protected under the Americans with Disabilities Act. Students can register with this office via an online form and work with staff to receive appropriate accommodations for their courses.
- Free, anonymous mental health support is offered to students via an online peer-to-peer support service, a 24/7 wellness line supported by licensed clinicians, and a self-service online provider directory.
- Student Engagement and Programming offers students a chance to connect virtually via UMGC's various [clubs and organizations](#) (co-curricular clubs, honor societies, and affinity groups). All official student clubs have a faculty advisor to support student leaders. These groups provide professional growth opportunities, leadership development, and academic recognition. Additionally, students have the opportunity to connect with global peers with a newly acquired online social platform called InScribe.
- UMGC is invested in helping students who are facing other challenges in life that impact finances and basic needs. For example, the [SAFER Program](#) offers emergency funding to students demonstrating distress. We are continuously looking for ways to better serve our students and to connect them to resources that support equitable access.
- The Office of Career Services and its CareerQuest portal provide quality resources and services to assist students and alumni with their career planning and job search needs, including the Community Connect mentorship and InternPLUS programs. Career Services supports students transitioning from one career field to another or looking to advance in their current career, in addition to those entering the workforce for the first time.
- The Financial Solutions team provides students with all-inclusive consultative financial support for all UMGC payment methods, with a focus on comprehensive funding and tuition planning to help guide students from their first class to graduation.
- The Financial Aid Office helps students understand and navigate the process of applying for financial aid. Staff members have expertise with a variety of financial aid options, as UMGC students may be using employer assistance, military or veterans' benefits, or other aid that is more common among adult student populations.

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

New and existing programs and courses are evaluated as part of UMGC's annual program review. This includes student success rates within each course and course reenrollment rates (i.e., how many students in the course reenroll at the university in the following term). Data are aggregated in academic dashboards to allow program leadership to evaluate effectiveness and delivery. Portfolio Directors produce an annual review of program quality using both student learning assessment results along with non-direct measures of student learning, including student retention and market and labor data.

For new programs, these annual reviews are then integrated into an Academic Program Review, including external review, after five years. After this initial review, programs continue the annual review cycle every year, with an Academic Program Review every seven years. Summaries and results of the five-year and seven-year program reviews are submitted to the University System of Maryland in accordance with their established review cycle.

These checks at both the institutional and USM level allow for early identification of any challenges to both new and existing programs. If the proposed MS in Integrative Health and Wellness Leadership does not gain traction and/or meet criteria for program health, the program may be suspended to cease new admissions while UMGC reassess the program's curriculum, learning outcomes, instructional resources, and employment prospects. A suspension would not impede the ability of already-enrolled students to complete the MSIHWL program. UMGC will provide appropriate opportunities and support to students to ensure they are still able to complete the program via a phased teachout of the program's courses. The full-time faculty who will be teaching in the MSIHWL are current Portfolio Directors and Collegiate Faculty in other existing programs in the School of Integrative and Professional Studies.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan

- 1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:**
 - a. The need for the advancement and evolution of knowledge**
 - b. Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education**
 - c. The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs**

As an open-access institution, UMGC plays a pivotal role in meeting societal needs through making educational opportunities and choices available for all students within the State of Maryland, including minority students, first generation students, and military-affiliated and working-adult students. UMGC's current Carnegie Classification is Mixed Undergraduate/Graduate-Doctorate Large, with the university having been designated as one of the new Opportunity Colleges and Universities in the 2025 classifications. Opportunity Colleges and Universities are higher access, higher earnings institutions that can serve as a model for fostering student success. In the 2025 classifications, a total of 479 institutions received this designation, which is approximately 16% of all classified institutions.

In February 2023, UMGC was designated as a Minority Serving Institution by the U.S. Department of Education Office of Postsecondary Education. The university currently enrolls some 24,000 African American undergraduate and graduate students, 13,000 Hispanic/Latino students, 5,000 Asian students, and 15,000 students who self-identify as

Native American, Hawaiian or Pacific Islander, Multiracial, or Other. Currently, more than 50% of all UMGC degrees and certificates are granted to minority students.

In the School of Integrative and Professional Studies, where the MS in Integrative Health and Wellness Leadership will be housed, the average age of all graduate students is 36. A majority of these students (99%) are enrolled at UMGC on a part-time basis. In AY 2023-2024, 30% of these students were military-affiliated, and 41% of these military-affiliated students were on active duty. Graduate students in the School of Integrative and Professional Studies are also geographically dispersed, with only 50% residing in Maryland. African American students constitute 26% of all current graduate students in the School of Integrative and Professional Studies, and 11% identify as Hispanic/Latino, 7% as Asian, and 16% as Native American, Hawaiian or Pacific Islander, Multiracial, or Other.

UMGC remains committed to serving all students who have been previously underserved in higher education. The statistics above support that the UMGC is successfully reaching and serving these student populations.

2. Provide evidence that the perceived need is consistent with the 2022 [Maryland](#) State Plan for Higher Education.

The MS in Integrative Health and Wellness Leadership program is designed to meet the needs of our students, the demands of employers, and to support present and future postsecondary priorities of the State, as identified in the [2022 Maryland State Plan for Higher Education](#). This program supports the goals and priorities in the State Plan in the following ways:

The program will support Goal 1 (Access) – specifically Priority 4 (systems for specific student populations to access affordable and quality postsecondary education) – in the State Plan in that it is designed to support UMGC’s overall mission to set a global standard for excellence and to be respected as a leader in affordable and accessible adult education programs. UMGC administers its programs to meet the University System of Maryland’s goals of effectiveness and efficiency by employing data-driven decision-making that ensures that academic programs are broadly accessible and offer high quality education at an affordable cost.

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

Further, the program will support Goal 2 (Success) – specifically Priority 5 (commitment to high-quality postsecondary education in Maryland) and Priority 7 (postsecondary education as a platform for ongoing lifelong learning) – in the State Plan, as it is based on the principles of skills- and performance-based learning that are at the forefront of

developments in adult learning in higher education. Skills-aligned learning is an outcomes-based approach to education that emphasizes what students should know and be able to do to be successful in their chosen disciplines, fields, and careers. The approach is learner-focused, and authentic assessment (the measurement of what students have learned and the competencies students master) is embedded in every step of the learning process to assist students in building real-world, job-relevant skills in real time.

MHEC's most recent [Maryland Workforce Needs Analysis](#) (Appendix A of the State Plan) identifies Medical and Health Services Managers (SOC 11-9111) as the 19th most in-demand occupation in the state, with 16,735 new job openings projected between 2022-2032. Health Education Specialists (SOC 21-1091) are also identified as a high-demand occupation, with 1,981 new openings projected. Further, Appendix B of the State Plan identifies CIP code 51.001, Health and Wellness, General, as academic programs which address existing high-demand job needs. Medical and Health Services Manager programs are also identified as in-demand. Market demand data are presented and discussed in greater detail in section C below.

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

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

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

UMGC students are employed in a variety of industries such as healthcare, human resources, social services, finance, manufacturing, government, IT, cybersecurity, consulting, education, defense industries, and the military. The typical student at UMGC is a working adult with 10+ years of work experience. Almost two-thirds of undergraduate students and one-third of graduate students are in the military or are transitioning from the military to a civilian career. The Master of Science in Integrative Health and Wellness Leadership (MSIHWL) prepares students to work solo, or collaboratively within a team, to empower others to view health and wellness as a lifelong journey in which they can achieve optimal health and prevent lifestyle-related diseases. Three specializations in the MSIHWL prepare learners to work with individuals and within communities as health and wellness coaches, entrepreneurs, and educators. The number of annual job openings for professionals in Health and Wellness is currently 20-25 times higher than the annual graduation rate from Health and Wellness programs (Lightcast, 2025). About 1.9 million job openings in the Health and Wellness professions are projected each year (Bureau of Labor Statistics, 2025).

According to AccelerEd/Eduventures (2025), job growth in Health and Wellness professions over the next ten years is projected to be 24% higher than average. Several factors are driving the growth in the Health and Wellness professions. An increasing number of older adults drives up the demand for wider availability of wellness services. The COVID pandemic also drew attention to the importance of mental and physical well-being across all ages. Graduates of the MSIHWL will be prepared for an array of emerging and in-demand roles, such as health and wellness educators and coaches, wellness directors, healthcare managers, health and wellness entrepreneurs, and recreational field/fitness educators. Graduates interested in government work need to complete one full year of graduate level education, or bachelor's degree with superior academic achievement to qualify for a GS-07 classification, increasing earnings potential for MSIHWL students even prior to graduation.

With three specializations available in the MS Integrative Health and Wellness Leadership program, students will have the opportunity to choose an area of focus based on their particular interests and goals. The specialization in **Health and Wellness Coaching** in the MSIHWL equips students with the skills and knowledge to promote health and wellness for individuals and communities.

This specialization integrates health education and wellness coaching courses to provide students with expertise in health, nutrition, fitness, and lifestyle-related diseases. Mastery will be expected in development of motivational interviewing to help individuals and communities achieve optimal health. Courses in the Coaching specialization are aligned with the National Board Certified Health and Wellness Coach (NBC-HWC) certification offered by the [National Board for Health and Wellness Coaching](#).

The **Health and Wellness Entrepreneurship and Innovation** specialization in the MSIHWL program prepares students to develop knowledge and skills in the areas of entrepreneurship, innovation, management, leadership, program evaluation, and policymaking. Courses in this specialization will address systems design, health and wellness infrastructure, and application and testing of innovative processes, services, and products. The **Integrative Health and Resilience Educator** specialization in the MSIHWL prepares graduates to work in a variety of settings as health and wellness educators. Courses and practicums in this specialization prepare learners to develop age-appropriate health and wellness curriculum; plan, implement, and evaluate health intervention programs; and conduct culturally competent assessment and evaluation for individuals, groups, and communities. Courses in this specialization are aligned with the Certified Health Education Specialist (CHES) certification offered by the National Commission for Health Education Credentialing ([NCHEC](#)).

Table 1 below presents the Standard Occupational Classification (SOC) Codes that UMGC has identified, based upon the CIP-SOC crosswalk developed by Lightcast, as most closely aligned to the CIP code for UMGC's proposed program.

Table 1: Aligned Occupations for Graduates of UMGC's Proposed MS in Integrative Health and Wellness Leadership

SOC Code	Occupational Title
21-1094	Community Health Workers
21-1091	Health Education Specialists
31-9099	Healthcare Support Worker
21-1093	Social and Human Service Assistants
11-9111	Medical and Health Service Managers
31-1128	Home Health and Personal Care Aides

Using the SOC codes identified in Table 1 above, Table 2 below presents 2022-2032 employment projections for these target occupations from the Maryland Department of Labor.

Table 2: Maryland Occupational Projections 2023-2033

SOC Code	Occupational Title	Employment			
		2023	2033	# Change	% Change
21-1094	Community Health Workers	2,708	3,114	406	14.99%
21-1091	Health Education Specialists	1,894	1,888	-6	-0.32
31-9099	Healthcare Support Worker, All Other	3,935	4,163	228	5.79%
21-1093	Social and Human Service Assistants	6,777	7,462	685	10.11%
11-9111	Medical and Health Service Managers	16,159	20,619	4,460	27.60%
31-1128, 31-1120	Home Health and Personal Care Aides	34,482	40,931	6,449	18.70%
Total		65,955	78,177	12,222	

Data Source: Lightcast Occupation Table <https://lightcast.io/>
Maryland Department of Labor Long Term Occupational Projections
<https://www.dllr.state.md.us/lmi/iandoproj/>

As evident from the data presented in Table 2, occupations that are at the core of the proposed MS in Integrative Health and Wellness Leadership program are in strong demand and are projected to grow over the next decade. An additional 12,222 employment opportunities will be created within these core occupational categories in Maryland between 2022 and 2032, an almost 20% increase in newly created positions. This growth outlook is also apparent in the national demand landscape for specialists within these occupations. Table 3 below presents the 2022-2032 national occupational projections for these same SOC codes from the U.S. Bureau of Labor Statistics.

Table 3: National Occupational Projections 2022-2032

SOC Code	Occupational Title	Employment 2022	Employment 2032	Employment # Change 2022-2032	Employment % Change 2022-2032	Occupational Openings 2022-2032 Annual Average
21-1094	Community Health Workers	71,890	82,930	11,040	15%	78,000
21-1091	Health Education Specialists	77,500	84,455	6,955	9%	79,000
31-9099	Healthcare Support Worker	127,543	138,789	11,246	9%	144,000
21-1093	Social and Human Service Assistants	475,609	522,238	46,629	10%	506,000
11-9111	Medical and Health Service Managers	674,094	838,360	164,267	24%	621,000
31-1128, 31-1120	Home Health and Personal Care Aides	5,281,625	6,312,779	1,031,154	20%	7,658,000
Total		6,708,261	7,979,551	1,271,291		9,086,000

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

Table 3 illustrates strong demand nationally for occupations that match the skillset for Integrative Health and Wellness Leadership graduates, with expected aggregate growth across these occupations of more than 18.95%, corresponding to over 1,271.291 newly created employment opportunities between 2022 and 2032.

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

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

The labor market analysis presented in Table 4 below represents the number of job openings in Maryland and nationwide from June 2023 to June 2025, using Lightcast data for the top five program-aligned job categories. Table 5 presents an analysis from a skills perspective, rather than a job title perspective. It is evident from this analysis that the program-aligned skills desired by Maryland employers mirror the skills sought nationwide. Further, 25.4% of the posted total job titles (Table 5) align with the SOC codes shown in Table 3 above, and the top six specialized skills for these same SOC codes appear in 89.3% of the related job posts (Table 4).

Table 4: Top 6 Program-Aligned Specialized Skills in Maryland and Nationwide

Job Title	Maryland Unique Postings Jun 2023 – Jun 2025	% of Postings	Nationwide Unique Postings Jun 2023 – Jun 2025	% of Postings
Caregiving	6,052	17.8%	572,061	26.8%
Customer Service	5,860	17.26%	313,396	14.7%
Nursing	4,791	14.11%	273,490	12.8%
Coordinating	4,226	12.45%	218,946	10.26%
Home Health Care	3,718	11.04%	333,734	15.64%
Interpersonal Communication	3,491	10.28%	194,076	9.1%

Data Source: Lightcast <https://lightcast.io/> Job Postings Table - Skill

Table 5: Top 5 Program-Aligned Job Titles in Maryland and Nationwide

Skills	Maryland Unique Postings Jun 2023 – Jun 2025	% of Postings	Nationwide Unique Postings Jun 2023 – Jun 2025	% of Postings
Direct Support Professionals	2,643	7.8%	96,112	4.5%
Patient Care Coordinators/ Caregivers	3,694	10.88%	277,694	13%
Home Health Aides/In-Home Caregivers	1,007	3%	102,596	4.8%
Clinical Supervisors/ Directors of Nursing	958	2.8%	54,871	2.5%
Community Health Workers	298	1%	13,544	0.6%

Data Source: Lightcast <https://lightcast.io/> Job Postings Table – Job Title

3. **Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.**

Using projections from the Maryland Department of Labor, Table 6 below factors both growth in the number of positions expected to be newly created in each program-aligned SOC category in Maryland and the number of job exits (e.g., retirement, leaving workforce) and transfers (e.g., job changes, turnover) within these SOC categories over the same period (2023-2033).

Table 6: Maryland Occupational Projections Total Openings 2023-2033, Including New Positions, Exits, and Transfers

SOC Code	Occupational Title	Position Changes	Position Exits	Position Transfers	Total Projected Openings
21-1094	Community Health Workers	406	1126	1732	3264
21-1091	Health Education Specialists	-6	731	1125	1850
31-9099	Healthcare Support Worker	228	2167	3157	5552
21-1093	Social and Human Service Assistants	685	2766	4345	7796
11-9111	Medical and Health Service Managers	4460	4573	8393	17426
31-1128, 31-1120	Home Health and Personal Care Aides	6449	29317	25603	61369
Total		12,222	40,680	44,355	97,257

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

The projections in Table 6 show that the total number of openings across all program-aligned job categories will yield approximately 97,000 employment opportunities in Maryland alone over the next 10 years (when factoring in job growth, exits, and transfers), or an estimated 10,000 positions annually. When considering the current and projected graduate supply in these fields as presented in the next section, job demand in these occupations far exceeds Maryland's current pipeline of graduates.

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

Table 7 presents completion data from all master's in Integrative Health and Wellness Leadership programs across all colleges and universities in the State of Maryland over the most recent four years (2022-2025) for which data are available. Given the market need described in the sections above, even if all graduates from these programs chose to work in Maryland (an improbable scenario), the existing statewide supply of graduates in this field would still be wholly insufficient to satisfy annual market demand. Through this proposed program, UMGC is well-positioned to help fill these gaps and to expand opportunities for returning adult and working students, military-affiliated and veteran students, and career changers to further expand the workforce pipeline and diversify the profession.

Table 7: Integrative Health and Wellness Leadership Completions at Maryland Colleges and Universities, In Rank Order of 2025 Degrees Granted

Maryland Institution	Program	2022 Program Completions	2023 Program Completions	2024 Program Completions	2025 Program Completions

Notre Dame University of Maryland	MA in Integrative Health Studies	2	4	1	76
Notre Dame University of Maryland	MS in Nutrition & Integrative Health	88	62	74	57
Towson University	MS Health Sciences	27	23	17	22
Johns Hopkins University	MS Health Education and Health Communication	0	0	35	18
Johns Hopkins University	MS in Health, Behavior, and Society ¹	42	69	0	9
Notre Dame University of Maryland	MS Health Promotion	11	11	8	0
Notre Dame University of Maryland	MA in Health and Wellness Coaching	18	26	29	0
Total		188	195	164	182

Data Source: [Trends in Degrees and Award by Program 2025](#)

D. Reasonableness of Program Duplication

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

A program title and CIP Code search performed in February 2026 of MHEC's online Academic Program Inventory found seven master's degree programs in Maryland with potential similarities to UMGC's proposed program. One of these programs is offered by Maryland public four-year institutions, and six of these programs are offered by Maryland independent colleges and universities. Table 8 below provides a comparative summary of major program features. Unlike other programs currently offered in Maryland, UMGC's proposed MS in Integrative Health and Wellness Leadership program is fundamentally distinctive in the following ways:

- Program Length and Cost: The external programs generally require more total credits, which results in a higher overall cost. UMGC would be the lowest-cost in-state provider.
- CIP Code Classification: UMGC's MSIHWL program is categorized under a different Classification of Instructional Programs (CIP) code than six of the seven in-state existing comparable programs, indicating distinct disciplinary emphasis and distinctions in reporting, accreditation, or federal classification.

- **Curricular Flexibility:** The UMGC program allows for greater customization through its core + specialization structure, enabling students to tailor their studies to specific professional goals.
- **Flexible Entrance Requirements:** The UMGC open university model makes access to career pursuits and advancement available to a broad range of learners.

Table 8: Comparison of the Master in Integrative Health and Wellness Leadership Programs at Maryland Colleges and Universities

Maryland Colleges and Universities	Program Attributes	Differentiation from UMGC's Proposed Program
Towson University	Program Title: Health Science CIP: 51.0001 Total Credits: 36 Modality: Online (asynchronous) Professional Focus/Distinctive Features: Focus on quantitative and research methods and public health.	The Towson Master of Science in Health Sciences offers a broader study of health sciences, emphasizing research, clinical applications, and interdisciplinary approaches to health problems, preparing students for diverse roles in health care, education, and research settings. While both programs have the same CIP code and aim to advance health outcomes, UMGC's MS program centers on leadership and wellness promotion, whereas Towson's MS in Health Sciences provides a wider scientific and clinical foundation.
Johns Hopkins University	Program Title: Health Education and Health Communication CIP: 26.0102 Total Credits: 64 Modality: Onsite Professional Focus/Distinctive Features: Integrative scientific study of biological issues related to health and medicine	The Johns Hopkins Master of Science in Public Health (MSPH) in Health Education and Health Communication is a specialized program that provides formal academic training in health education, health promotion, and health communication, with an emphasis on strategies for working with individuals, organizations, and communities. While both programs aim to improve health and wellness, UMGC's MS program offers broader leadership training and specialization options, whereas the MSPH program provides a solid foundation in behavioral science principles and theories, along with advanced skills in program planning, implementation, and evaluation.
Johns Hopkins University	Program Title: Health, Behavior and Society CIP: 26.0102 Total Credits: 64 Modality: Onsite	The Johns Hopkins Master of Health Science (MHS) in Health, Behavior and Society is an advanced research degree designed for students with undergraduate exposure to social and behavioral sciences and/or public health, focusing on theory and methods in these areas. While both programs aim to

	Professional Focus/Distinctive Features: Biomedical sciences	improve health and wellness, UMGC's MS program offers broader leadership training and specialization options, whereas the MHS program provides a deeper understanding of social and behavioral aspects of public health with an emphasis on research and policy.
Notre Dame of Maryland University	Program Title: Integrative Health Studies CIP: 51.3300 Total Credits: 30 Modality: Online Professional Focus/Distinctive Features: A general program that focuses on the theories, science, and practice of alternative and complementary medicine and medical systems.	The NDMU Master of Arts in Integrative Health Studies is a 30-credit interdisciplinary program that provides foundational knowledge in integrative health practices, focusing on how complementary health approaches can be integrated with conventional care. While both programs aim to improve health and wellness, UMGC's MS program offers broader leadership training and specialization options, whereas the NDMU program provides a deeper understanding of integrative health practices and their application in various professional settings.
Notre Dame of Maryland University	Program Title: Health and Wellness Coaching CIP: 51.3499 Total Credits: 30 Modality: Online Professional Focus/Distinctive Features: Prepares students to assist in alternative healthcare settings with supportive therapies	The NDMU Master of Arts in Health and Wellness Coaching is a 30-credit program focused on advanced coaching skills, behavior change theories, and integrative health practices, preparing students for roles as certified health and wellness coaches. While both programs aim to improve health and wellness and are aligned with the National Board Certified Health and Wellness Coach (NBC-HWC) certification offered by the National Board for Health and Wellness Coaching, UMGC's MS program offers broader leadership training and specialization options, whereas the NDMU program provides in-depth coaching education with eligibility for the International Coaching Federation (ICF) credential.
Notre Dame of Maryland University	Program Title: Health Promotion CIP: 51.2207 Total Credits: 35 Modality: Online Professional Focus/Distinctive Features: A program	The NDMU Master of Science in Health Promotion focuses on equipping students with the knowledge and skills to assess community health needs, develop and implement health education programs, and advocate for health within communities, preparing them for roles in community health education and public health. While both programs aim to improve

	that focuses on the application of educational and communications principles and methods to the promotion of preventive health measures and the education of targeted populations on health issues and prepares individuals to function as public health educators and health promotion specialists.	health and wellness, UMGC's MS program offers broader leadership training and specialization options, whereas the NDMU program is more focused on community health education and public health practice.
Notre Dame of Maryland University	Program Title: Nutrition & Integrative Health CIP: 51.3199 Total Credits: 47-57 Modality: Online Professional Focus/Distinctive Features: Any instructional program in dietetics and clinical nutrition services not listed above.	The primary distinction between the two programs lies in their focus areas: the NDMU MS in Nutrition and Integrative Health centers on clinical nutrition and herbal medicine, preparing students for roles as clinical nutritionists, while UMGC's MS program centers on leadership and wellness promotion, preparing students for roles in health coaching and program management.

2. Provide justification for the proposed program.

The Master of Science in Integrative Health and Wellness Leadership prepares students to empower individuals and communities to achieve optimal health and prevent lifestyle-related diseases through three specializations: Health and Wellness Coaching, Health and Wellness Entrepreneurship and Innovation, and Integrative Health and Resilience Educator. The health and wellness profession demonstrates exceptional market demand, with annual job openings 20-25 times higher than program graduation rates (Lightcast, 2025). Nationally, 1.9 million job openings are projected annually (Bureau of Labor Statistics, 2025), with 24% higher-than-average job growth over the next decade (Eduventures, 2025). This growth is driven by an aging population and heightened awareness of mental and physical well-being following the COVID pandemic.

Maryland shows particularly strong demand, according to the state's Department of Labor, with 18.5% expected growth in health and wellness occupations. Between 2023-2033, an additional 12,222 employment opportunities will be created in core occupational categories — nearly a 20% increase. For example, positions for Medical and Health Service Managers are projected to increase from 16,159 in 2023

to 20,619 by 2033. The Integrative Health and Resilience Educator specialization aligns with the Certified Health Education Specialist (CHES) credential, while the Health and Wellness Coaching specialization aligns with the National Board-Certified Health and Wellness Coach (NBC-HWC) certification, increasing graduates' marketability for these in-demand roles.

Compared with similar in-state programs, UMGC's MS in Integrative Health and Wellness Leadership require fewer total credits, which results in a lower overall student cost. UMGC would be the lowest-cost in-state provider. Additionally, the MSIHWL is categorized under a different Classification of Instructional Programs (CIP) code than six of the seven in-state programs, indicating distinct disciplinary emphasis and potential implications for reporting, accreditation, or federal classification. Furthermore, the UMGC program allows for greater customization through its core + specialization structure, enabling students to tailor their studies to specific professional goals. Finally, UMGC MSIHWL offers an interdisciplinary and applied approach, balancing scientific foundations with communication, management, and policy perspectives.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

- 1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBIs.**

A program title and CIP Code search performed in February 2026 of MHEC's online Academic Program Inventory found no master programs in Integrative Health and Wellness Leadership currently offered at Historically Black Institutions in Maryland. This includes the three HBIs in the University System of Maryland (Bowie State University, Coppin State University, and University of Maryland Eastern Shore) and Morgan State University. UMGC's proposed program will, therefore, have no impact on the implementation or maintenance of high-demand programs at Maryland's HBIs.

F. Relevance to the identity of Historically Black Institutions (HBIs)

- 1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.**

A program title and CIP Code search performed in February 2026 of MHEC's online Academic Program Inventory found no master of Integrative Health and Wellness Leadership programs currently offered at Historically Black Institutions in Maryland. This includes the three HBIs in the University System of Maryland (Bowie State University, Coppin State University, and University of Maryland Eastern Shore) and Morgan State University. UMGC's proposed program will, therefore, have no impact on the uniqueness and institutional identities and missions of Maryland's HBIs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10)

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

The Master of Science in Integrative Health and Wellness Leadership was established to deliver competent professionals to the workforce who can adeptly address critical shortages and challenges in behavioral and physical health in the United States (NASEM, 2025). The curriculum was designed to equip students with comprehensive knowledge and skills to promote and advocate for individual and community health and wellness as well as evaluate the effectiveness of health and wellness programs and educational materials.

At this time, the plan is for the MSIHWL to use freely available open-source content for new courses, saving students the cost of textbooks. The program will utilize current courses that include a virtual lab option. The 30-credit MSIHWL program was designed as 3-credit, 8-week classes, in which two 8-week sessions are offered during three semesters a year. This enables part-time students to take one class at a time during each of the two 8-week sessions in a semester, allowing them to complete 18 credits per year and finish the program in 1.5-2 years. Should students enroll full-time, they can complete the program in full in one year.

Faculty who will develop and oversee the program are trained as nutritionists, behavioral therapists, wellness coaches, biologists, social scientists, nurses, social workers, and public health professionals, and have many years' experience as practitioners and scholars in the health and wellness field.

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

The program learning goals (PLGs) for the MS in Integrative Health and Wellness Leadership are as follows:

PLG 1. Use knowledge of health and wellness program development and management to assess community and individual needs, develop client-/patient-appropriate programs, and lead change to ensure quality improvement.

PLG 2. Demonstrate knowledge of health and wellness to promote well-being and engage communities through outreach.

PLG 3. Use motivational interviewing and behavioral modification coaching to guide individuals based on their health risk assessments.

PLG 4. Promote and advocate for health equity and lifestyle changes based on knowledge of the social determinants of health.

PLG 5. Use collaboration to build relationships and communicate effectively with stakeholders while maintaining professionalism and protecting sensitive information.

PLG 6. Utilize digital technologies to support health and wellness interventions and monitoring.

3. Explain how the institution will:

- a) **provide for assessment of student achievement of learning outcomes in the program**
- b) **document student achievement of learning outcomes in the program**

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

Once the program learning goals have been validated through mapping to the DQP and institutional learning goals, the program learning goals are mapped to the courses in the program. This step ensures that all program learning goals are addressed in the curriculum and provide guidance in the development of courses to ensure that each course contributes to the program learning goals without unnecessary duplication of outcomes across courses. Through these mappings, key assignments are identified in courses for use in assessing student achievement of program learning goals. Periodically, a random sample of student artifacts for these identified key assignments are collected and reviewed by faculty to assess how effectively students are meeting the program learning goals.

Using student learning assessment results along with non-direct measures of student learning (including student retention and market and labor data), Portfolio Directors produce an annual review of program quality. For new programs, these annual reviews are integrated into an Academic Program Review including external review after five years. After this initial review, programs continue the annual review cycle every year with an Academic Program Review every seven years. Summaries and results from each five-year and seven-year program review are submitted to the University System of Maryland in accordance with their established review cycle.

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

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

The MS in Integrative Health and Wellness Leadership program comprises 30 credits of required coursework. There are six required core courses (18 credits) and four course options within each of the three specializations (12 credits). The three specializations in the MSIHWL prepare learners to work with individuals and within communities as health and wellness coaches, entrepreneurs, and educators. The

specializations are: (1) Health and Wellness Coaching; (2) Health and Wellness Entrepreneurship and Innovation; and (3) Integrative Health and Resilience Educator.

The MSIHWL's 10 courses are 3-credit, 8-week classes. There are two 8-week sessions offered during three semesters a year (spring, summer, fall). Part-time students are able to take one class at a time during each of the two 8-week sessions in a semester, allowing them to complete 18 credits per year and finish the program in 1.5-2 years. Students who choose to enroll full-time are able to complete the program in full in one year.

Program Requirements (30 credits):

Required Core Courses (18 credits):

1. IHWL 602 Evidence-based Health and Wellness Practice and Program Evaluation (3 s.h.)
2. IHWL 605 Motivational Interviewing and Behavioral Change (3 s.h.)
3. IHWL 615 Health and Wellness Policy, Economics, and Finance (3 s.h.)
4. IHWL 624 Professional Ethics and Conflict Management (3 s.h.)
5. IHWL 654 Health and Wellness Survey, Assessment, and Health Improvement Planning (3 s.h.)
6. IHWL 690 Integrative Health and Wellness Capstone (3 s.h.)

Specialization Courses (choose between one of three 12-credit specialization options):

Health and Wellness Coaching

1. IHWL 608 Coaching Strategies for Health Promotion and Disease Prevention (3 s.h.)
2. IHWL 620 Advanced Health and Wellness Coaching (3 s.h.)
3. IHWL 630 Health and Wellness Coaching Skills, Techniques, and Tools (3 s.h.)
4. IHWL 650 Practicum in Health and Wellness Coaching Strategic Health and Wellness (3 s.h.)

or

Health and Wellness Entrepreneurship and Innovation

1. IHWL 618 Entrepreneurship in Health and Wellness Organizations (3 s.h.)
2. IHWL 628 Principles and Practices of Health and Wellness Innovation (3 s.h.)
3. IHWL 638 Management and Leadership for Health and Wellness Organizations (3 s.h.)
4. IHWL 648 Innovations in Program Planning, Implementation, Evaluation, and Policy (3 s.h.)

or

Integrative Health and Resilience Educator

1. IHWL 610 Health and Wellness Curriculum Design and Evaluation (3 s.h.)
2. IHWL 625 Health Promotion and Disease Prevention in Schools and Communities (3 s.h.)
3. IHWL 635 Policy and Issues in Health and Wellness Promotion and Education (3 s.h.)
4. IHWL 645 Health Theories in Group Behavior Change (3 s.h.)

Table 9: Course Descriptions

IHWL 602 Evidence-based Health and Wellness Practice and Program Evaluation (3 credits)
Comprehensive analysis of evidence-based health interventions and the systematic methodology of program evaluation. The objective is to master the ability to critically appraise peer-reviewed research, design measurable program outcomes, and utilize data for continuous quality improvement. Topics include quantitative and qualitative research methods, outcome measurement, and data-driven decision-making.
IHWL 605 Motivational Interviewing and Behavioral Change (3 credits)
Psychological principles and clinical application of motivational interviewing within behavioral change frameworks. The aim is to master the "spirit" of motivational interviewing, the application of the Transtheoretical Model of change, and the skill of eliciting change talk from clients. Topics include readiness to change, ambivalence resolution, and self-efficacy enhancement.
IHWL 608 Coaching Strategies for Health Promotion and Disease Prevention (3 credits)
Integration of professional coaching strategies into primary and secondary disease prevention efforts. The objective is to utilize coaching competencies to support chronic disease self-management, implement evidence-based lifestyle medicine protocols, and facilitate client-led goal setting for health promotion. Topics include wellness mapping and risk-factor reduction.
IHWL 610 Health and Wellness Curriculum Design and Evaluation (3 credits)
Systematic development and pedagogical assessment of health education curricula. The objective is to design instructionally sound curricula based on learning theories, develop valid evaluation instruments for educational outcomes, and adapt content for diverse learning styles. Topics include instructional objectives, curriculum mapping, and formative evaluation.
IHWL 615 Health and Wellness Policy, Economics, and Finance (3 credits)
Intersection of health policy, economic drivers, and financial management within the wellness sector. The objective is to analyze the impact of health legislation on delivery systems, apply basic economic principles to wellness programming, and manage department-level budgets effectively. Topics include healthcare reform, cost-benefit analysis, and fiscal responsibility.
IHWL 618 Entrepreneurship in Health and Wellness Organizations (3 credits)
Business development and financial sustainability models for health and wellness ventures. The objective is to construct a comprehensive business plan, identify diverse funding streams, and analyze market trends in the integrative health industry. Topics include revenue models, marketing strategies, and venture capital.
IHWL 620 Advanced Health and Wellness Coaching (3 credits)
Sophisticated coaching methodologies and psychological techniques for complex client interactions. The aim is to demonstrate advanced coaching presence, employ appreciative inquiry to foster client growth, and manage complex behavioral plateaus using cognitive behavioral coaching techniques. Topics include positive psychology, high-level wellness visions, and advanced active listening.
IHWL 624 Professional Ethics and Conflict Management (3 credits)
Ethical frameworks and communication strategies for navigating professional conflict in integrative health settings. The aim is to apply ethical decision-making models to complex workplace scenarios, demonstrate active listening for conflict resolution, and uphold

professional standards of conduct. Topics include boundary management, dispute mediation, and professional codes of ethics.
IHWL 625 Health Promotion and Disease Prevention in Schools and Communities (3 credits)
Implementation of health promotion strategies within educational environments and community settings. The aim is to coordinate school-based health initiatives, advocate for health-promoting environments in communities, and engage stakeholders in collaborative prevention efforts. Topics include the WSCC model, social determinants of health, and community mobilization.
IHWL 628 Principles and Practices of Health and Wellness Innovation (3 credits)
Creative problem-solving and the implementation of innovative practices within the wellness sector. The aim is to utilize design thinking for wellness solutions, evaluate emerging health technologies, and foster an organizational culture of innovation. Topics include disruptive technology, pilot testing, and scalability.
IHWL 630 Health and Wellness Coaching Skills, Techniques, and Tools (3 credits)
Toolkit-based exploration of practical coaching skills and technological resources for behavioral change. The objective is to apply core coaching skills such as reflections and summaries, utilize digital health tracking tools, and facilitate effective coaching session structures. Topics include session opening and closing, powerful questioning, and behavioral tracking tools.
IHWL 635 Policy and Issues in Health and Wellness Promotion and Education (3 credits)
Examination of contemporary issues and legislative policies affecting the health education profession. The objective is to analyze the impact of current health issues on professional practice, develop advocacy plans for health education policy, and communicate the value of health education to stakeholders. Topics include legislative advocacy, professional standards, and emerging health trends.
IHWL 638 Management and Leadership for Health and Wellness Organizations (3 credits)
Strategic leadership and operational management principles for health-focused organizations. The objective is to develop organizational mission and vision statements, manage diverse human resources, and lead organizational change initiatives. Topics include strategic planning, performance management, and organizational behavior.
IHWL 645 Health Theories in Group Behavior Change (3 credits)
Theoretical frameworks for understanding and influencing health behaviors within groups and communities. The aim is to apply Social Cognitive Theory to group interventions, analyze the Diffusion of Innovation theory for health adoption, and design interventions that address group-level social norms. Topics include social support networks, group dynamics, and ecological models.
IHWL 648 Innovations in Program Planning, Implementation, Evaluation, and Policy (3 credits)
Advanced frameworks for designing, executing, and assessing health programs alongside policy development. The aim is to integrate innovative planning models into program design, execute complex program implementations, and advocate for health-promoting policies. Topics include implementation science, policy advocacy, and program sustainability.
IHWL 650 Practicum in Health and Wellness Coaching (3 credits)
Supervised clinical experience in health and wellness coaching to refine professional practice. The aim is to conduct full coaching sessions under supervision, evaluate personal

coaching performance through self-reflection, and adhere to ethical conduct in real-world settings. Topics include mentor coaching, ethical dilemmas, and professional development planning.
IHWL 654 Health and Wellness Survey, Assessment, and Health Improvement Planning (3 credits)
Strategies for population health assessment and the development of actionable health improvement plans. The objective is to design valid survey instruments, interpret community health data, and prioritize health needs based on assessment findings. Topics include determinants of health, community needs assessment, and strategic health planning.
IHWL 690 Integrative Health and Wellness Capstone (3 credits)
Practical application of leadership skills through collaborative community-based projects and interdisciplinary teamwork. The aim is to facilitate cross-sector partnerships, lead diverse professional teams, and implement a sustainable community health project. Topics include stakeholder engagement, team dynamics, and project management.

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

Not Applicable

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

There are no special accreditation or graduate certification requirements for the MS in Integrative Health and Wellness Leadership. While the courses in the Health and Wellness Coaching specialization are aligned with the National Board Certified Health and Wellness Coach (NBC-HWC) certification offered by the National Board for Health and Wellness Coaching, and courses in the Integrative Health and Resilience Educator specialization are aligned with the Certified Health Education Specialist (CHES) certification offered by the National Commission for Health Education Credentialing, neither of these industry exams are a requirements for either the MSIHWL program or students. Courses in the program also address concepts of the promotion of health and disease prevention taught in Comprehensive Health Education Instructional Programs in PreK-12 Maryland public schools, but completion of the MSIHWL does not lead to eligibility for initial licensure as a PreK-12 Health Educator with the Maryland State Department of Education (MSDE). Graduates could seek further content and pedagogy coursework in teacher preparation programs after completion of the MSIHWL should they wish to pursue licensure as a PreK-12 Health Educator, but the MS in Integrative Health and Wellness Leadership program itself does not lead to or require certification.

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

Not Applicable

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course

and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management systems, availability of academic support services and financial aid resources, and costs and payment policies.

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

UMGC's [Student Handbook](#) is available online and serves as a general guide for all students with respect to policies, procedures, rules, regulations, and general academic requirements for all students. In addition, the annual UMGc [Catalog](#) includes extensive information about expectations and individual requirements for each academic program as well as university policies, resources, and services for students.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

All academic program-related communications (including advertising, recruitment, and admission materials) are developed with UMGc-wide institutional communication strategies which adhere to the principle of truth in advertising. All written and electronic materials prepared for prospective students for recruitment will clearly and accurately represent the courses, programs, and services available.

H. Adequacy of Articulation

- 1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.**

Not Applicable

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11)

- 1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.**

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

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

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

The centrality and appropriateness of UMGc's faculty model relative to its educational mandate and mission were reaffirmed by MHEC in its 2016 review of mission statements, as evidenced in the following excerpt from the Commission's report:

UMUC intentionally seeks highly-qualified full-time and adjunct faculty who have hands-on experience in the disciplines they teach and who can leverage that experience to provide a richer learning experience for students. The university's mission to serve adult students is supported by adjunct faculty who are scholar-practitioners engaged daily in their profession. The ability to employ adjunct faculty is critical to UMUC's capacity to quickly deploy academic and continuing education programs in response to workforce-related needs. This entrepreneurship and flexibility in establishing new programs is particularly important to the university: given its history of very limited state support, the university's financial model is based on tuition revenues, and all programs must be self-supporting.²

Consistent with this model, the Department of Applied Sciences in the School of Integrative and Professional Studies already has an active roster of faculty who are qualified and prepared to teach courses in this program, and the university constantly recruits additional adjunct faculty as needed. Table 10 below provides a partial list of faculty who are anticipated to teach in the program, their appointment type and rank, their graduate degree(s) and fields(s), their status (full-time or part-time), and the courses they are qualified to teach.

Table 10: Faculty Resources

Faculty Name	Appointment Type and Rank	Graduate Degree(s) and Field(s)	Status (FT/PT)	Course(s) to Be Taught
Debra McLaughlin	Portfolio Director and Professor	Ph.D.	FT	• IHWL 615
Karla Caillouet	Adjunct Professor	Ph.D., R.D., C.H.E.S., CIC, C-PT	PT	• IHWL 602 • IHWL 645
Ahalya Hejmadi	Collegiate Faculty and Professor	Ph.D.	FT	• IHWL 605
Latisha Campbell	Adjunct Associate Professor	Ph.D., NBC-HWC	PT	• IHWL 608 • IHWL 620 • IHWL 654 • IHWL 690
Robert Carter	Adjunct Professor	Ph.D., M.PH., HLCPC	PT	• IHWL 618 • IHWL 628
Robin Searles-Adenegan	Portfolio Director and Professor	Ph.D., M.S.	FT	• IHWL 624
Donna Burnett	Adjunct Professor	Ph.D., C.H.E.S.	PT	• IHWL 610 • IHWL 625 • IHWL 635
Phyllis Medina	Portfolio Director and Professor	Ph.D.	FT	• IHWL 638
Philip W. Harvey	Adjunct Professor	Ph.D., R.D., C.N.S., F.A.C.N., F.I.S.S.N.	PT	• IHWL 648 • IHWL 630 • IHWL 690
Dominique Hammonds	Portfolio Director and Professor	Ph.D.	FT	• IHWL 645 • IHWL 650
Darrell Burrell	Adjunct Professor	Ph.D., Ed.S.	PT	• IHWL 654 • IHWL 690

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

a) Pedagogy that meets the needs of the students

Through Faculty Learning and Professional Development, part of the university's Faculty Affairs and Scheduling unit, UMGC supports its worldwide faculty by providing quality professional development programs and services that are accessible, responsive, comprehensive, and innovative. UMGC provides frequent faculty development workshops and webinars focused on effective online pedagogy, including topics such as providing effective feedback; scaffolding student learning; digital literacy; academic

integrity; classroom assessment techniques; accessibility; and diversity, equity, and inclusion in the classroom.

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

b. The learning management system

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

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

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

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

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

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

No new library resources are needed to serve the Integrative Health and Wellness Leadership program. In partnership with faculty and program designers, the [UMGC](#)

[Library](#) annually reviews and maintains a curated collection of academic and professional journal articles, reports, case studies, and books available electronically via a comprehensive set of online library databases to support academic programs. A librarian liaison is designated for each academic department at UMGC to assist faculty with resource identification and other program needs.

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

The UMGC Library provides research assistance in developing search strategies, selecting relevant databases, and evaluating and citing sources in a variety of formats, including online webinars offered globally. A discovery tool allows simultaneous searching of scholarly articles, books, and other research resources via a single search engine of most of the databases to which the UMGC Library subscribes. Students also have access to full-text dissertations and theses via the *ProQuest Dissertations and Theses* database. Resources on the UMGC Library website provide a listing of resource guides for academic subject areas and topics, including relevant databases, websites, books, and other resources along with technical and citation assistance.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

- 1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.**

The MS in Integrative Health and Wellness Leadership program will be offered fully online using the university's distance education platform. Select courses may be taught in a hybrid format at locations where UMGC offers classroom instruction, including regional higher education centers, military bases, and overseas in Europe and Asia. Existing resources related to facilities, infrastructure, and equipment are adequate to meet the program's needs.

- 2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:**

- a) An institutional electronic mailing system, and**

b) A learning management system that provides the necessary technological support for distance education

UMGC has an internal email network that provides all students and faculty with consistent email domains, @student.umgc.edu and @faculty.umgc.edu, respectively. Students are encouraged but not limited to using this email address in all communications with the university. Faculty are required to use their UMGc address for teaching and all official UMGc communications.

UMGC's learning management system is Desire2Learn (D2L); the internal adaptation is called LEO.

All UMGc classes are taught using this system, and all students with appropriate technology and online access (referenced in Section G8) have access to this system through their learning portal.

Support is available for students and faculty through a 24/7 Help Desk and a large variety of online resources on UMGc's website.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

1. Complete [Table 1: Resources and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

As shown in Table 11 below, the MS in Integrative Health and Wellness Leadership is expected to be self-supporting beginning in year 2. In year 1, a total of \$331,223 will be reallocated from established programs to support the new program.

The credit hour tuition rate of \$522.00 listed is a weighted average of the in-state, out-of-state, and military graduate tuition rates based on the anticipated makeup of the student cohorts. Consistent with UMGc's demographics and student enrollment patterns, Table 11 assumes that all students will be enrolled part-time, completing an average of 6.7 credits per year once the program reaches its anticipated full enrollment. Enrollment and revenue projections are based on new students entering the program.

Table 11: Resources

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$331,223	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	\$254,475	\$904,678	\$1,658,968	\$2,090,901	\$2,215,454
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	0	0	0	0	0

c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of P/T Students	125	327	521	610	635
e. Credit Hour Rate	\$522	\$522	\$522	\$522	\$522
f. Annual Credit Hour Rate	3.9	5.3	6.1	6.6	6.7
g. Total P/T Revenue (d x e x f)	\$254,475	\$904,678	\$1,658,968	\$2,090,901	\$2,215,454
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	\$585,698	\$904,678	\$1,647,490	\$2,090,901	\$2,215,454

2. Complete [Table 2: Program Expenditures and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

UMGC's existing base of FTE faculty and administrative and support staff will support and serve the program. The faculty category in Table 12 includes partial support from 1 full-time Collegiate Faculty. Adjunct faculty will teach the remaining scheduled courses, with 1 FTE = 30 adjunct-taught credit hours. The adjunct per credit hour rate is calculated at \$1,348 per credit, the rate for an associate professor with a terminal degree at longevity Step 5 in UMGC's adjunct faculty pay scale. This is the median rate for faculty anticipated to be in the pool of faculty eligible to teach courses in the program. The administrative staff category includes support from school personnel, including Assistant and Associate Deans and Portfolio Managers, while the support staff category factors in support from Academic Administration, Student Records, Faculty Affairs, and Integrative Learning Design units. Salaries are shown with benefits at current standard rates of 37% for full-time faculty and administrative staff and 8% for adjunct faculty. Technology services in Row 4 include UMGC's LMS platform licensing, student information system, student relationship management system, and student software and support, at a rate of \$5.21/student credit hour.

No new library services (5), or new or renovated physical space (6) will be needed for this program. Other expenses (Row 7) in year 1 include \$414,000 of course development and maintenance to create the new program. The remaining expenses in row 7 include admissions, advising and student support services, and marketing and advertising, proportional to the number of credit hours anticipated to be earned by students in the program each year.

Table 12: Program Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$51,192	\$179,398	\$328,234	\$416,576	\$441,391
a. Number of FTE	1.01	3.54	6.48	8.23	8.72
b. Total Salary	\$45,522	\$159,527	\$291,877	\$370,433	\$392,500
c. Total Benefits	\$5,670	\$19,871	\$36,357	\$46,142	\$48,891
2. Admin. Staff (b + c below)	\$6,050	\$21,202	\$38,792	\$49,232	\$52,165
a. Number of FTE	0.04	0.13	0.24	0.30	0.32
b. Total Salary	\$4,416	\$15,476	\$28,315	\$35,936	\$38,077
c. Total Benefits	\$1,634	\$5,726	\$10,477	\$13,296	\$14,088
3. Support Staff (b + c below)	\$14,621	\$51,237	\$93,744	\$118,975	\$126,062
a. Number of FTE	0.11	0.37	0.68	0.87	0.92
b. Total Salary	\$10,672	\$37,399	\$68,426	\$86,843	\$92,016
c. Total Benefits	\$3,949	\$13,838	\$25,318	\$32,132	\$34,046
4. Technical Support and Equipment	\$2,566	\$8,991	\$16,449	\$20,877	\$22,120
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	\$513,749	\$349,559	\$639,566	\$811,701	\$860,054
TOTAL (Add 1 – 7)	\$588,178	\$610,387	\$1,116,786	\$1,417,361	\$1,501,792

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15)

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

UMGC has developed an annual program review process that includes assessment of student learning, as described earlier, along with non-direct measures of student learning

including course evaluations, retention and graduation rates, and program surveys administered in all capstone courses. As part of this process, external data are collected, including enrollment in related programs at other institutions and employment trends in relevant labor markets. UMGC's mission for career relevant education requires that the curriculum and program learning goals are maintained in the context of changing needs in labor markets and required skills for graduates.

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

Full-time faculty are reviewed at least every two years. Adjunct faculty are reviewed on a course-by-course/term basis. Student course evaluations allow all faculty to receive quantitative and qualitative feedback on their teaching.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

UMGC's faculty, academic administrators, and Office of Academic Quality collaborate to implement assessment activities, monitor ongoing developments, review results, and make appropriate curricular or other modifications. Annually, student performance across learning demonstrations is evaluated to determine where improvements may be required. Portfolio Directors and Collegiate Faculty visit online classrooms regularly to track faculty performance and take any necessary corrective actions proactively. Class observations are documented and used in subsequent faculty staffing decisions. Changes are also made to the curriculum and/or student support models, as needed. Additional evaluation includes tracking of student retention, grade distributions, and cost-effectiveness. Regular academic program reviews consider all factors related to academic quality, curriculum currency and relevance, student support, and adequacy of program infrastructure and resources. These processes all support a continuous cycle of improvement.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05)

1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

UMGC seeks to reflect the diversity of the global communities we serve. Cultural differences are recognized, valued, and considered essential to the educational process.

Our welcoming of diverse perspectives differentiates us and drives innovation. UMGC provides an academic environment in which diversity is not only articulated as one of the institutional core values, but it is reflected in the university's ethnically and racially diverse student body, faculty, and staff and our proven record of providing higher education access to underrepresented students. UMGC's Integrative Learning Design unit and Office of Diversity and Equity collaborate to ensure a robustly inclusive curriculum that is built around UMGC's focus on project-, scenario-, and problem-based learning, which have been found to be the most effective learning approaches for adult students. The Integrative Learning Design team is trained and proficient in Universal Design for Learning and provides leadership on matters of inclusive design for all learning experiences, courses, and programs at UMGC.

O. Relationship to Low Productivity Programs Identified by the Commission

1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

Not Applicable

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

UMGC is approved to offer distance education by the Middle States Commission on Higher Education (MSCHE) and maintains compliance with COMAR 13B.02.03.22. UMGC's approval to offer distance education as an alternative delivery method is included within its scope of institutional accreditation, as evidenced in the university's MSCHE [Statement of Accreditation Status](#). Further, UMGC has been an approved institutional participant in the State Authorization Reciprocity Agreement (SARA) since 2016 and is authorized to offer distance education in all SARA states. Among its many recognitions, UMGC has received five Sloan Consortium (now Online Learning Consortium) Excellence Awards for online program quality and three IMS Global Learning Consortium awards for technology integration in the classroom environment.

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

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

learners overseas. Stateside, all onsite classes, with the exception of an occasional accelerated offering, are offered in hybrid format, blending onsite and online delivery.

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

Appendix A

Full-Time Faculty and Library Waiver



MHEC

Creating a state of achievement

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

MARYLAND HIGHER EDUCATION COMMISSION

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

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



cc: as filed

Forwarded Memo
for appropriate
action

April 23, 1996

RECEIVED
APR 30 1996
By VCAA

Parris N. Glendening
Governor

Edward O. Clarke, Jr.
Chairman

Patricia S. Florestano
Secretary of
Higher Education

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

via
Comm. on ED
Policy

RECEIVED

APR 29 1996

OFFICE OF THE CHANCELLOR
THE UNIVERSITY OF MARYLAND
SYSTEM

Dear Mr. Billingsley:

At its February 15, 1996 meeting, the Maryland Higher Education Commission considered a request by University of Maryland University College for a waiver of the Commission's minimum requirements in the area of full-time faculty and library resources. The Commission has granted the waiver.

In the discussion of the waiver and related issues, both the Faculty Advisory Council and the Student Advisory Council to the Commission raised issues which the Commission felt were more appropriately addressed by the University of Maryland's governing board. Therefore, I am forwarding to you the resolutions submitted to the Commission by these two advisory councils, in addition to the relevant materials considered by the Commission in granting the waivers.

Consistent with the final recommendations of the Commission on this matter, I would appreciate a review of these issues by the Board of Regents. I would also appreciate receiving the results of that review when it is completed. Since the academic year is coming to a close, I realize that any reaction on the part of the Board of Regents may be delayed until next fall. In light of that schedule, could you please supply the Commission with the Board of Regents' position by November 1, 1996.

Sincerely,

Edward O. Clarke, Jr.

Edward O. Clarke, Jr.
Chairman

EOC:PSF:JAS:ds

Enclosures

cc: Dr. Patricia S. Florestano
Dr. Donald N. Langenberg

16 Francis St., Annapolis, MD 21401-1781 | (410) 974-2971 | FAX (410) 974-3513
TTY for the Deaf: (800) 735-2258





BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: University of Maryland Eastern Shore (UMES) proposal for a Master of Science (MS) in Mechanical and Biomedical Engineering

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: April 8, 2026

SUMMARY: The proposed MS in Mechanical and Biomedical Engineering at UMES is designed to strengthen advanced engineering education on the Eastern Shore and across Maryland while addressing critical workforce and research needs. The program will offer two focused tracks, Applied Mechanics & Biomechanics and Biosystems & Instrumentation, integrating core mechanical engineering principles with biomedical innovation. It builds upon UMES's newly launched undergraduate programs in Mechanical Engineering, Electrical Engineering, and Biomedical Engineering, creating a seamless pathway for graduate education, applied research, and industry engagement. The program complements existing engineering offerings within the USM by expanding geographic access to graduate engineering education and addressing regional workforce needs on the Eastern Shore. The program will leverage HBCU settlement funds to enhance laboratory infrastructure, expand research capacity, and increase graduate enrollment in high-demand engineering fields. It aligns with UMES and USM strategic priorities by advancing academic excellence, workforce development, innovation, and equitable access to STEM graduate education.

Maryland's biotechnology, defense, advanced manufacturing, and healthcare sectors demonstrate sustained demand for engineers with this interdisciplinary expertise. The program will prepare highly skilled graduates from diverse backgrounds for industry leadership, doctoral study, and translational research careers aligned with State workforce priorities. By expanding access to advanced STEM education on the Eastern Shore, the program will strengthen UMES's role as a regional engine for innovation, economic development, and talent retention within Maryland.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fee revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the UMES proposal for an MS in Mechanical and Biomedical Engineering.

COMMITTEE RECOMMENDATION:

BOARD ACTION:

SUBMITTED BY: Alison M. Wrynn 301-445-1992

DATE:

DATE:

awrynn@usmd.edu



UNIVERSITY OF MARYLAND EASTERN SHORE
Office of the President

March 15, 2026

Dr. Jay Perman, Chancellor
University System of Maryland
701 E. Pratt St.
Baltimore, MD 21202

RE: Substantial Change Proposal (Master of Science in Mechanical and Biomedical Engineering)

Dear Chancellor Perman:

The University of Maryland Eastern Shore hereby submits a substantial change proposal to begin offering a Master of Science in Mechanical and Biomedical Engineering within the School of Business, Engineering, Applied Sciences, Technology and Tourism Management (S-BEAST-TM).

Consistent with its mission, UMES seeks to expand its capacity to offer unique and/or critical certificate and degree programs. As such, UMES has developed a Master of Science in Mechanical and Biomedical Engineering (MSMBE). The MSMBE is designed to strengthen advanced engineering education on the Eastern Shore and across Maryland while addressing critical workforce and research needs.

The program will offer two focused tracks, Applied Mechanics & Biomechanics and Biosystems & Instrumentation, integrating core mechanical engineering principles with biomedical innovation. It builds upon UMES's newly launched undergraduate programs in Mechanical Engineering, Electrical Engineering, and Biomedical Engineering, creating a seamless pathway for graduate education, applied research, and industry engagement. The program complements existing engineering offerings within the University System of Maryland by expanding geographic access to graduate engineering education and addressing regional workforce needs on the Eastern Shore.

The proposed degree program will position UMES at the forefront of educational innovation in STEM-related academic programs. It aligns with UMES's strategic priorities by advancing academic excellence, workforce development, innovation, and equitable access to STEM graduate education. Maryland's biotechnology, defense, advanced manufacturing, and healthcare sectors demonstrate sustained demand for engineers with interdisciplinary mechanical and biomedical expertise. The program will prepare highly skilled graduates from diverse backgrounds for industry leadership, doctoral study, and translational research careers aligned with state workforce priorities. By expanding access to advanced STEM education on the Eastern Shore, the program will strengthen UMES's role as a regional engine for innovation, economic development, and talent retention within Maryland. Top of Form The proposed program is expected to enable stronger and multidisciplinary research collaboration across the campus community, fueling research across many disciplines beyond those established in applied science and engineering and creating a broader impact on the Eastern Shore community and the State of Maryland.

The UMES campus is in Somerset County, Maryland. The MSMBE will expand the educational opportunities for educationally disadvantaged students by developing a high-quality and innovative academic program that aligns with the educational needs of the region and the State of Maryland. The mission of the proposed program is to provide students and working professionals with advanced training in the discipline and to contribute to the economic development in the state of Maryland, especially in the Eastern Shore region where learning opportunities in advanced engineering disciplines are severely limited.

The attached proposal has undergone the established UMES curriculum approval process, and I fully support the proposed program.

Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script, appearing to read "Heidi M. Anderson".

Heidi M. Anderson, Ph.D., FAPhA
President

Copy: Dr. Rondall Allen, Provost and Vice President for Academic Affairs
Dr. Derrek Dunn, Dean, School of Business and Technology
Dr. Yuanwei Jin, Department Chair, Department of Engineering

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

X	New Instructional Program
_____	Substantial Expansion/Major Modification
_____	Cooperative Degree Program
X	Within Existing Resources, or
_____	Requiring New Resources

University of Maryland Eastern Shore

Institution Submitting Proposal

Master of Science in Mechanical and Biomedical Engineering

Title of Proposed Program

Master of Science
Award to be Offered

Fall 2026
Projected Implementation Date

0914

14.0501

Proposed HEGIS Code

Proposed CIP Code

Department of Engineering

Leesa Thomas Banks

Department in which program will be located

Department Contact

410-651-7591

lpthomasbanks@umes.edu

Contact Phone Number

Contact E-Mail Address



March 16, 2026

Signature of President or Designee

Date

Proposal for New Graduate Degree Program
Master of Science in Mechanical and Biomedical Engineering (MSMBE)
A. Centrality to Institutional Mission Statement and Planning Priorities

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

The Department of Engineering proposes establishing a **Master of Science in Mechanical and Biomedical Engineering (MSMBE)** within the School of Business, Engineering, Applied Sciences, Technology, and Tourism Management (S-BEAST-TM) at University of Maryland Eastern Shore (UMES). The Master of Science (MS) in Mechanical and Biomedical Engineering is an interdisciplinary graduate program designed to equip students with advanced knowledge and research competencies at the intersection of mechanical engineering and biomedical sciences. This program will prepare graduate students to address complex challenges in areas such as medical device design, biomechanics, biofluid mechanics, biomaterials, and engineering solutions that support the healthcare sector.

The program integrates foundational mechanical engineering principles with cutting-edge biomedical applications. Students will gain expertise in computational modeling, experimental analysis, and the design of biomedical systems, positioning them for careers in academia, healthcare technology, medical device development, and research-driven industries.

To support a range of student interests and career pathways, the MSMBE program offers two **interdisciplinary** tracks that are **intentionally distinct** from traditional ME or BME graduate programs.

- 1. Applied Mechanics and Biomechanics Track** – Provides advanced training in core mechanical engineering sciences, such as solid and fluid mechanics, kinematics and dynamics, robotics, materials, and computational modeling, while integrating their application to biological and physiological systems.
- 2. Biosystems and Instrumentation Track** – Focuses on engineering methods for modeling, sensing, and measuring biological systems, emphasizing bioinstrumentation, embedded and data-acquisition systems, sensing technologies, and medical device design, innovation, and applications

These two tracks align with the current expertise and research strengths of UMES engineering faculty, as well as emerging areas in mechanical and biomedical engineering. The MSMBE requires a minimum of 30 graduate credit hours, and students may pursue either a thesis or non-thesis option. The thesis option requires **30 credits**, while the non-thesis option requires **33 credits**. Students supported as research assistants will follow the thesis option.

The curriculum consists of core courses fundamental to both mechanical and biomedical engineering and track-specific electives that allow for specialized, in-depth study. While UMES currently offers an MS in Electrical and Mechatronics Engineering, there remains a significant need for graduate training in mechanical and biomedical engineering — fields that have wide-ranging applications across the automotive, aerospace, robotics, healthcare, and medical device industries. Establishing the MSMBE

program will expand educational opportunities for prospective graduate students and increase the pipeline of underrepresented minority students entering these high-demand engineering disciplines.

The program will also strengthen interdisciplinary research collaborations across the campus. In particular, it will support ongoing research initiatives within the School of Agriculture and Natural Sciences, the School of Pharmacy and Health Professions, and the newly established School of Veterinary Medicine, enabling broader scientific and technological advancements at UMES.

This proposed program directly aligns with the mission of UMES as an 1890 HBCU land-grant institution, which is committed to providing distinctive learning, discovery, and engagement opportunities across science, engineering, agriculture, technology, business, and health professions. Central to this mission is expanding access, particularly for first-generation and underrepresented students, to rigorous academic programs that foster multicultural diversity, academic achievement, and intellectual and social growth. By increasing the graduation rates of underrepresented minorities in mechanical and biomedical engineering, the MSMBE program advances institutional goals and strengthens the STEM and technology workforce for the State of Maryland.

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

The proposed **Master of Science in Mechanical and Biomedical Engineering (MSMBE)** degree program directly supports the strategic goals of UMES and reflects a clear institutional priority. As outlined in the **UMES Strategic Plan (2023)** (see the link <https://wwwcp.umes.edu/president/strategic-plan/>), several priorities and goals align closely with the creation of this program. Three strategic priorities, in particular, demonstrate the program's strong institutional relevance and contribution.

Priority Area 1: Academic Excellence and Innovation

Goal 1.1: "Attract, retain, and graduate more aspiring students at the undergraduate and graduate levels."

The MSMBE program strengthens UMES's academic portfolio by expanding graduate offerings in engineering, a high-demand field critical to technological advancement. Through rigorous, research-driven coursework and interdisciplinary training, the program cultivates academic excellence and promotes innovation in both mechanical and biomedical engineering. Its specialized tracks and research opportunities will attract students seeking advanced technical skills and position UMES as a competitive institution for STEM graduate education.

Priority Area 2: Access, Affordability, and Achievement

Goal 2.1: "Increase Enrollment."

By offering two specialized tracks that appeal to students with backgrounds in engineering, biology, physics, healthcare, and related fields, the MSMBE program broadens access to graduate education. The program is structured to be inclusive and supportive of underrepresented students through financial aid options, graduate assistantships, and research opportunities. Increased accessibility aligns with UMES's mission as an 1890 land-grant institution committed to educational advancement and workforce diversification.

Priority Area 3: Workforce and Economic Development

Goal 3.3: “Diversify and strengthen Maryland’s knowledge workforce by expanding the pipeline of underrepresented minority students entering critical workforce fields (STEAM, cyber, health care, education, social work, human services, technology)”

Mechanical and biomedical engineering are nationally recognized as high-growth fields. According to the U.S. Bureau of Labor Statistics

- Employment of mechanical engineers is projected to grow 10% from 2022 to 2032, much faster than average, with approximately 19,200 openings annually [\[link\]](#).
- Employment of bioengineers and biomedical engineers is projected to grow 7% from 2023 to 2033, also faster than average, with about 1,400 openings annually [\[link\]](#).

This growth reflects strong demand in sectors such as aerospace, robotics, advanced manufacturing, biotechnology, energy systems, and healthcare technology. By educating highly skilled engineers in these areas, the MSMBE program directly contributes to Maryland’s economic competitiveness and addresses disparities in the STEM workforce, particularly among underrepresented minority populations, a core statewide and institutional priority.

Establishing the MSMBE program will help UMES strengthen its position as a regional leader in applied engineering research and workforce development. The program is expected to:

1. Fuel interdisciplinary research collaborations across UMES departments, including agriculture, pharmacy, natural sciences, and the new School of Veterinary Medicine, thereby advancing innovation beyond traditional engineering disciplines.
2. Enhance partnerships with Maryland industries, including medical device firms, healthcare centers, biotechnology companies, and aerospace manufacturers. These partnerships will provide students with experiential learning opportunities such as internships, cooperative research, and industry-aligned training.
3. Support regional and statewide economic development, especially on the Eastern Shore, by increasing the availability of highly trained engineers capable of contributing to Maryland’s critical industries.

The alignment of the MSMBE program with multiple strategic goals demonstrates that it is more than an academic initiative. It is an institutional priority that enhances UMES’s mission, competitiveness, and impact on the state’s workforce and innovation ecosystem.

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

With the commissioning of the Engineering and Aviation Science Complex, a \$103 million investment from the state, the proposed program will be supported by approximately two dozen state-of-the-art engineering laboratories, including the Robotics and Automation Lab, the MEMS Lab with an ISO 5

clean room, the Fluid and Thermal Lab, the Statics and Materials Lab, and the Biomedical Engineering Lab, among others.

Five faculty members in Mechanical Engineering (ME) and four faculty members in Biomedical Engineering (BME) within the Department of Engineering are expected to collaborate in delivering this master's program. In addition, a full-time Engineering Lab Specialist has recently been recruited to assist students and faculty in conducting teaching and research using laboratory facilities such as the Machine Shop, Carpentry Shop, Materials Lab, and others. Their combined expertise will support the development of new courses, as well as the delivery of instruction and laboratory experiences central to the MSMBE curriculum. We anticipate that adequate resources will continue to be available for these faculty positions and laboratory facilities to support instruction and research in the MSMBE field, ensuring the success of this master's degree program.

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

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

The University administration has demonstrated a strong and ongoing commitment to supporting the proposed program and has identified it as a strategic priority in advancing UMES's academic mission and expanding its footprint in engineering and biomedical sciences. The institution recognizes the importance of preparing a highly skilled workforce in mechanical and biomedical engineering fields and views the MSMBE program as essential to meeting regional and statewide workforce demands.

Through the HBCU Lawsuit Settlement fund, UMES, together with the School of Business, Engineering, Applied Sciences, Technology, and Tourism Management (S-BEAST-TM) and the Department of Engineering, has secured the financial resources necessary to ensure long-term program stability. These resources will provide sustained administrative, financial, and technical support, including faculty hiring, laboratory enhancement, technical staff assistance, and academic program oversight.

This commitment ensures that the proposed MSMBE program will receive the institutional backing needed for continuous improvement, high-quality instruction, and robust student support, thereby promoting its long-term success and viability.

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

This degree program is designed by leveraging the existing faculty expertise and staff support within the Department of Engineering at UMES, as well as the extensive state-of-the-art laboratory facilities housed in the Engineering and Aviation Science Complex. By drawing on these established resources, the program is positioned on a strong and stable foundation.

With nine faculty members holding terminal degrees (i.e. Ph.D.'s) in mechanical and biomedical engineering, the University has both the instructional capacity and long-term departmental support necessary to sustain the MSMBE program. UMES is fully committed to maintaining the program for a period sufficient to ensure that all enrolled students have the opportunity to complete their degrees, regardless of fluctuations in enrollment or funding cycles. This commitment reflects the institution's dedication to academic continuity, student success, and responsible program stewardship.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

a) The need for the advancement and evolution of knowledge

The proposed MSMBE program directly supports the advancement and evolution of knowledge in mechanical and biomedical engineering by preparing graduates to contribute to emerging, high-impact areas of research and innovation.

First, the program expands the frontiers of engineering and biomedical sciences. Mechanical and biomedical engineering are rapidly evolving disciplines with increasing intersections in healthcare, robotics, sustainability, and artificial intelligence. The MSMBE curriculum integrates advanced computational modeling, biomechanics, biofluid dynamics, and medical device design, providing students with the technical expertise needed to engage in cutting-edge research and drive technological advancement across multiple sectors.

Second, the program responds to the growing statewide and national demand for biomedical innovation. According to the U.S. Bureau of Labor Statistics, employment of mechanical engineers is projected to grow approximately 10% over the next decade, with nearly 19,000 openings annually, while biomedical engineering positions are projected to grow faster than average nationwide. Maryland, home to the NIH, FDA, and one of the nation's highest concentrations of life sciences firms, represents a particularly strong regional labor market for biomedical innovation. The MSMBE program will help meet this demand by creating a well-trained pipeline of mechanical and biomedical engineering professionals who can support and advance the state's expanding biomedical ecosystem.

Third, it strengthens UMES's capacity to address global engineering challenges. Maryland's statewide workforce strategy and industry ecosystem reinforce the need for a technically skilled workforce trained in interdisciplinary engineering principles. According to the Maryland Department of Commerce [\[link\]](#), the state's life sciences industry [\[link\]](#), a core driver of biomedical innovation and advanced manufacturing, employs more than 54,000 people across research, laboratory, and manufacturing roles, making Maryland one of the nation's strongest life sciences hubs. This industry's growth is supported by leading federal institutions such as the NIH and FDA that are headquartered in the state, contributing to the region's innovation ecosystem. In addition, Maryland's Statewide Workforce Development Plan [\[link\]](#) identifies emerging and growth industries, including healthcare, manufacturing, and technology, as priorities requiring robust talent pipelines aligned with education and industry needs. Hence, the MSMBE program aligns with Maryland's strategic goals in STEM research, economic development, and global competitiveness.

b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

UMES is located in Somerset County, Maryland, one of the poorest counties in the state, according to the U.S. Census Bureau. The lack of educational opportunities and choices for minority and educationally disadvantaged students highlights the need for high-quality and innovative academic programs. Developing such programs ensures alignment with the educational needs of the region and the state of Maryland.

c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

Currently, there are no graduate programs in mechanical engineering or biomedical engineering available in the region. UMES launched a BS degree in Biomedical Engineering in Fall 2023 and is expected to launch a BS degree in Mechanical Engineering in Spring 2026. The proposed MSMBE program builds on this momentum, offering a much-needed graduate-level pathway that enables students from rural and underserved communities to continue their education without relocating to distant urban centers.

The MSMBE program also aims to bridge the gap between minority students and high-impact industry opportunities. By connecting students to internships, research collaborations, mentorship programs, and partnerships with major employers in Maryland’s engineering and biomedical sectors, the program will enhance career preparation and foster upward mobility. This is particularly important on the Eastern Shore, where persistent STEM education gaps and limited access to advanced engineering programs hinder regional workforce development.

Institutional data shows that more than two dozen graduates of the UMES general engineering program have pursued master’s and doctoral degrees in mechanical engineering, electrical engineering, or engineering science at institutions such as Dartmouth College, Rensselaer Polytechnic Institute, the University of Maryland College Park, and Old Dominion University. Establishing the MSMBE program will provide a high-quality regional option for these students, enabling them to pursue advanced studies locally and contribute to economic development within their communities.

The following table presents data on the number of Master’s degree graduates in Mechanical Engineering and Bioengineering/Biomedical Engineering from the University of Maryland College Park (UMCP) and the University of Maryland Baltimore County (UMBC) based on the most recent year of available reporting. Where available, demographic data is provided for African American students. This data indicates that African American representation among graduates of MS Mechanical Engineering and MS Bioengineering/Biomedical Engineering programs remains extremely low, at approximately **5.2%**, underscoring persistent disparities in advanced engineering education.

Program/Institution	No. Master degrees awarded	Year Reported	Percentage
MS in Mechanical Engineering at University of Maryland	36 Link	2024	5.2% (African American)

MS in Bioengineering at University of Maryland	10 Link	2024	5.2% (African American)
MS in Mechanical Engineering at UMBC	13 Link	2025	14.2% (Underrepresented)

In addition, Johns Hopkins University’s graduate programs in Mechanical Engineering (CIP 14.1901) and Biomedical Engineering (CIP 14.0501) enroll a substantial number of master’s students. Data was extracted from the IPEDS Completions files by filtering on the Johns Hopkins University institutional identifier (UNITID = 162928), restricting results to master’s degrees (AWLEVEL = 7), and selecting CIP codes 14.1901 and 14.0501. For Academic Year 2023–2024 (reported as 2024), the number of master’s degrees awarded in Mechanical Engineering and Biomedical Engineering was 156 and 232, respectively. Of these, six (6) degrees in each program were awarded to African American students (corresponding to **3.8%** and **2.5%**, respectively). This data, again, underscores persistent disparities in advanced engineering education for African American students.

Note: Data source: IPEDS Completions, Awards/Degrees Conferred by Program (6-digit CIP), Award Level, Race/Ethnicity, and Gender (AY 2023–2024). (Integrated Postsecondary Education Data System IPEDS link: <https://nces.ed.gov/ipeds/datacenter/DataFiles.aspx?sid=a856b646-3646-49b4-8d61-cb0d3bab526f&rtid=7>).

By expanding access to graduate engineering education for minorities and educationally disadvantaged students, the MSMBE program will strengthen UMES’s role as a leading provider of STEM education in Maryland. The program will also help cultivate a robust pipeline of mechanical and biomedical engineering professionals who reflect the diversity of the state and are prepared to support Maryland’s growing STEM workforce needs.

2. Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education](#).

The proposed MSMBE degree program is well aligned with the 2021-2025 Maryland State Plan for Postsecondary Education in all three areas: Access, Success, and Innovation.

Access – Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

The Master’s Degree Program is intended to prepare highly trained engineers at the graduate level in the emerging area of robotics, automation, mechatronics, biomedical science, biomedical device manufacturing, etc., that is becoming increasingly important and relevant to our society. However, engineering is a specialized field with many barriers for students to access. The proposed graduate degree program will provide equitable access and quality education to all Maryland residents, including those with disadvantaged backgrounds, to develop a strong engineering workforce for the state.

Success – Promote and implement practices and policies that will ensure student success.

The practices and policies concerning the proposed MSMBE degree program align with all the existing policies at the University, which will ensure student success. By providing a carefully developed curriculum, sufficient engineering laboratory facilities, equipment, and adequate faculty members for advising and teaching, the proposed degree program will help ensure student graduation and successful job placement.

Innovation – Foster innovation in all aspects of Maryland higher education to improve access and student success

The proposed program will help achieve the goal of “Economic Growth and Vitality” in the Maryland’s official statewide policy plan (the *2024 State Plan*) which is centered on supporting a knowledge-based economy through increased education and training and is to ensure that Historically Black Institutions are “competitive, both in terms of program and infrastructure”, with Maryland’s other state institutions. Ultimately, the proposed degree program will prepare highly qualified scientists and engineers to contribute to the economic growth and vitality of Maryland by providing them with new knowledge and skillsets in emerging technologies so they can maintain the skills they need to succeed in the workforce.

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

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

The proposed Master of Science in Mechanical and Biomedical Engineering (MSMBE) program at the University of Maryland Eastern Shore (UMES) is designed to prepare graduates to meet the increasing demand for highly trained engineering professionals across Maryland and the broader region. The program’s two tracks, mechanical engineering and biomedical engineering, offer graduates access to a range of industry sectors and career pathways.

Applied Mechanics and Biomechanics Track

Graduates of the mechanical engineering track will be well positioned for careers in high-demand sectors such as aerospace, automotive, energy, advanced manufacturing, robotics, defense, and sustainable engineering. Typical employment opportunities include roles such as Mechanical Engineer, Design Engineer, Systems Engineer, R&D Engineer, Manufacturing Engineer, and Project Engineer.

At the entry level, graduates commonly begin in positions such as *Mechanical Engineer I* or *Junior Mechanical Engineer*, with clear pathways for advancement to senior engineer, lead engineer, or managerial roles as they gain professional experience and industry credentials.

Biosystems and Instrumentation Track

Graduates specializing in biomedical engineering will be prepared for opportunities in medical device design and manufacturing, healthcare systems, biotechnology companies, research laboratories, hospitals, and pharmaceutical firms. Common positions include Biomedical Engineer, Clinical Engineer, Research Scientist, Validation Engineer, and Product Development Engineer.

Entry-level roles typically include *Biomedical Engineer I*, *Clinical Engineering Associate*, or *R&D Engineer I*, with the potential to advance into senior engineering positions, project leadership roles, or regulatory and quality management positions as experience grows.

Overall, the MSMBE program equips students with advanced technical skills, hands-on laboratory experience, and applied research competencies that prepare them for mid-level and advanced career

pathways in engineering-intensive industries. These opportunities align closely with Maryland's strategic economic sectors, ensuring strong employability and career growth for program graduates.

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

▪ **Data and Analysis of Market Demand for Graduates in Mechanical Engineering:**

The BLS predicts that most opportunities for mechanical engineers are in aerospace, automotive, biomedical, and construction industries. About 18,100 mechanical engineering job openings are expected each year, according to the Bureau of Labor Statistics. (<https://www.bls.gov/ooh/architecture-and-engineering/mechanical-engineers.htm>)

A recent study on the job market for mechanical engineers (<https://www.careerexplorer.com/careers/mechanical-engineer/job-market/>) shows 5,540 mechanical engineers are employed in Maryland, the industry's 16th highest employment ranking in the nation.

The positions available for graduates include a myriad of job titles, including "Application Engineer, Design Engineer, Design Maintenance Engineer, Equipment Engineer, Mechanical Design Engineer, Mechanical Engineer, Process Engineer, Product Engineer, Project Engineer, [and] Test Engineer." People in these roles "perform engineering duties in planning and designing tools, engines, machines, and other mechanically functioning equipment." They also "oversee installation, operation, maintenance, and repair of equipment such as centralized heat, gas, water, and steam systems." (<https://www.onetonline.org/link/summary/17-2141.00>). Among those position titles, industries with the highest concentration of employment in Mechanical Engineers are listed in the table below (2023): (<https://www.bls.gov/oes/current/oes172141.htm>)

Industry	Employment	Annual Mean Wage
Engine, Turbine, and Power Transmission Equipment Manufacturing	5,220	\$111,630
Machinery Manufacturing	28,930	\$93,900
Architectural, Engineering, and Related Services	58,810	\$104,620
Metalworking Machinery Manufacturing	5,660	\$84,820
Railroad Rolling Stock Manufacturing	670	\$116,600

▪ **Data and Analysis of Market Demand for Graduates in Biomedical Engineering:**

The Bureau of Labor Statistics (BLS) predicts 1,300 jobs for biomedical engineers will open each year through 2034. While 710 biomedical engineers currently work in Maryland, which is ranked 8th in the nation, a recent study shows an expanding job market.

(<https://www.careerexplorer.com/careers/biomedical-engineer/job-market/>) Industry analysis indicates their training allows for a wide range of job opportunities.

Job titles in the field include Biomedical Electronics Technician, Biomedical Engineer, Biomedical Engineering Technician, Biomedical Equipment Technician (BMET), Biomedical Technician, Engineer, Process Engineer, Research Engineer, and Research Scientist (<https://www.onetonline.org/link/summary/17-2031.00>).

Among those position titles, industries with the highest levels of employment in Bioengineers and Biomedical Engineers are listed in the table below (2023): (<https://www.bls.gov/oes/current/oes172031.htm>)

Industry	Employment	Annual Mean Wage
Medical Equipment and Supplies Manufacturing	3050	\$103,840
Scientific Research and Development Services	4860	\$109,290
Pharmaceutical and Medicine Manufacturing	1810	\$107,220
Professional and Commercial Equipment and Supplies Merchant Wholesalers	2270	\$110,320
General Medical and Surgical Hospitals	1020	\$90,610

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

National Context for Engineering Workforce Demand.

National employment data from the Bureau of Labor Statistics (BLS) are commonly used to establish baseline workforce demand for engineering disciplines.

According to BLS projections (<https://www.bls.gov/ooh/architecture-and-engineering/mechanical-engineers.htm>), employment of **Mechanical Engineers** is expected to grow by approximately 10 percent from 2022 to 2032, much faster than the average for all occupations, with approximately **19,200 job openings projected annually nationwide** due to growth and replacement needs. Mechanical engineering remains foundational to critical sectors such as advanced manufacturing, energy systems, robotics, defense, and healthcare technology.

Similarly, BLS data (<https://www.bls.gov/ooh/architecture-and-engineering/biomedical-engineers.htm>) indicate that **Bioengineers and Biomedical Engineers** are projected to have approximately **1,500 openings per year nationally** over the same period. These positions support the medical device industry, healthcare technology, biomechanics, biosystems engineering, and instrumentation—areas that increasingly require advanced technical specialization.

While BLS classifies the *typical entry-level education* for these occupations as a Bachelor's degree, this classification does not capture employer preferences, specialization requirements, or regional labor-market dynamics, particularly in research-intensive and technology-driven states such as Maryland.

Maryland Workforce Needs and Graduate Supply

While specific market surveys for Maryland are limited, the state's emphasis on STEM industries and their ranking as fifth nationally in STEM employment underscore the need for professionals in mechanical and biomedical engineering. According to the State Technology and Science Index created by the Milken Institute, Maryland's technology sector ranks **third** nationwide in technology concentration, technology and science workforce, research and development inputs, human capital investment and entrepreneurial infrastructure. All of those are directly or indirectly linked to the work of engineers and engineering. (See link <https://www.pdh-pro.com/pe-resources/professional-engineering-makes-a-significant-contribution-to-maryland>).

According to the **Maryland Workforce Needs Analysis** (Appendix A – Occupational Projections, Dated March 14, 2025), <https://mhec.maryland.gov/Documents/Workforce%20Needs%20Analysis/Appendix%20A%20DRAFT%20external%20%28March%2014%2C%202025%29.pdf>

Mechanical Engineers are projected to have approximately 4,356 total job openings statewide from 2022–2032, averaging **436 openings annually**.

According to the degree completion data (see MHEC report - Trends in Degrees by Program 2025) from the three major Maryland institutions including University of Maryland College Park, UMBC, and Johns Hopkins University, approximately 444 Bachelor's degrees and 191 Master's degrees in mechanical engineering were awarded statewide in 2025. <https://mhec.maryland.gov/publications/Documents/Research/AnnualReports/2025TrendsDegreesByProgram.pdf>

While these figures indicate substantial overall degree production, **aggregate graduate counts alone do not determine whether workforce needs are being met**, particularly for advanced, specialized, and interdisciplinary engineering roles.

Maryland's Master's level Mechanical Engineering graduates do not constitute a closed, in-state labor supply. Graduates from Maryland institutions frequently enter national labor markets, pursue doctoral study, or accept employment outside the state, while Maryland employers routinely recruit Master's-trained engineers nationally. This mobility is especially pronounced for Master's level engineers, whose specialized skill sets align with national demand in advanced manufacturing, defense, healthcare technology, and R&D sectors.

Although the Bureau of Labor Statistics identifies the Bachelor's degree as the typical entry-level credential for Mechanical Engineers, a substantial subset of positions, particularly those involving advanced modeling, simulation, biomechanics, systems integration, and research-adjacent functions, require or strongly prefer Master's level preparation. There is a category of jobs that require deeper preparation, and MS programs are how those skills are produced.

The fact that Maryland institutions awarded nearly one Master’s degree for every two Bachelor’s degrees in Mechanical Engineering underscores that graduate education is already an integral component of the engineering workforce pipeline, particularly for advanced and specialized roles.

Moreover, despite the volume of Master’s level degree production, African-American and other historically underrepresented students account for only a small fraction of these degrees, approximately **5.2% statewide** (see Section B.1(c) above). This indicates that, while Maryland produces a substantial number of Master’s trained Mechanical Engineers overall, participation in advanced engineering education is **uneven across the statewide talent pool**, limiting the State’s ability to fully leverage its available human capital in high-skill STEM occupations. The proposed Master of Science in Mechanical and Biomedical Engineering at UMES is not intended to replicate existing research-intensive programs, but rather to **broaden access** to Master’s level engineering preparation, emphasize **applied and interdisciplinary** workforce training, and **increase the number** of graduates from populations that have historically pursued such degrees at lower rates, thereby strengthening Maryland’s advanced engineering talent pipeline in ways that expansion of existing programs alone is unlikely to achieve.

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

Similar BS programs in mechanical engineering offered by HBCUs in the region include those at the University of the District of Columbia and Howard University. Within the state of Maryland, three institutions currently offer BS degrees in Mechanical Engineering (BSME): Johns Hopkins University, the University of Maryland College Park, and the University of Maryland Baltimore County.

Based on publicly available data, the number of BSME degrees awarded annually by these Maryland institutions, along with mechanical engineering programs at regional HBCUs, indicates a steady supply of graduates who may pursue advanced training. This data suggests a consistent and growing pool of prospective students for the MSMBE program, particularly as statewide and national demand for advanced engineering expertise continues to rise.

In addition, **we anticipate drawing enrollment from graduates of the BS mechanical engineering programs and the BS bioengineering or biomedical engineering programs across the state**, including those from UMES once the new undergraduate program launches. This pipeline of qualified students will help sustain enrollment and support the long-term viability of the MSMBE program.

A summary of degree production from these institutions is provided below. This information demonstrates that the proposed MSMBE program at UMES will serve as an important regional graduate-level option for individuals seeking advanced education in mechanical and biomedical engineering.

Institutions	# of ME BS Degrees Awarded
Johns Hopkins University	47 (2025)
University of Maryland, College Park	292 (2025)
University of Maryland Baltimore County	105 (2025)

University of District of Columbia	20 (2022-2023)
Howard University	25 (2022-2023)
Sub-Total	489

Similarly, the number of BS degrees awarded in Biomedical Engineering (BSBME) in Maryland and adjacent states is summarized below:

Institutions	# of BME BS Degrees Awarded
George Washington University	51 (2019-2020)
Johns Hopkins University	115 (2025)
University of Maryland College Park	108 (2025) BioEngineering
University of Delaware	35 (2019-2020)
University of Virginia	89 (2019-2020)
Catholic University of America	27 (2019-2020)
Virginia Commonwealth Univ	55 (2019-2020)
University of District of Columbia	4 (2019-2020)
Sub-Total	484

UMES is well positioned to address the shortage of HBCU graduates with a master's degree in mechanical and biomedical engineering. All other institutions offering similar programs are more than 130 miles away from the UMES campus, which is located on the Eastern Shore of Maryland. UMES is thus uniquely positioned to address this need within the State of Maryland. We believe that market demand is sufficiently high, and the geographic draw of students is distinct. The proposed MSMBE program, offered on the Eastern Shore of Maryland, along with similar programs in the state, will make valuable contributions to the Maryland workforce.

The number of graduates from the current BS Engineering program at UMES over the past six years is summarized below. (*Note: The current BS Biomedical Engineering program at UMES does not yet have graduates.*) The proposed MSMBE program is expected to recruit students from our existing Engineering Program.

2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
19	18	12	15	12

The projected supply of prospective graduates interested in advanced studies in Mechanical Engineering or Biomedical Engineering is likely to drive enrollment in the MSMBE program as well. Given the growing interest in automation and unmanned system design, as well as medical device research and manufacturing, we anticipate growth as word spreads about the program's availability and effectiveness. The program's interdisciplinary nature, combined with access to state-of-the-art laboratory facilities and experienced faculty, will further enhance its appeal to prospective students.

D. Reasonableness of Program Duplication

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

Several institutions in Maryland offer graduate programs in mechanical and biomedical engineering:

- (1) University of Maryland, College Park (UMCP) offers a Master of Science in Mechanical Engineering (enme.umd.edu) and a Master of Science in Bioengineering (<https://bioe.umd.edu/graduate>).
- (2) University of Maryland, Baltimore County (UMBC) provides a Master of Science in Mechanical Engineering (me.umbc.edu).
- (3) Johns Hopkins University (JHU) offers a Master of Science in Mechanical Engineering and a Master of Science in Biomedical Engineering (e-catalogue.jhu.edu).

The University of Maryland Eastern Shore has contacted all USM institutions with potentially similar programs and received no objections to the proposed program. The University of Maryland Eastern Shore has also contacted Johns Hopkins University and received no objections to the proposed program. There are similarities and differences between these programs and the proposed UMES MSMBE program. Both programs' curriculums offer advanced coursework and research opportunities in their respective fields. Students in these programs engage in research projects, often in collaboration with industry partners (for example, UMES has a partnership with NASA's Wallops Flight Facilities). However, key differences exist. The proposed MSMBE program at UMES has an **interdisciplinary** focus, uniquely integrating mechanical and biomedical engineering to provide a comprehensive curriculum that addresses the convergence of these fields.

- (1) The proposed UMES program is **not duplicative** of the Master's program in Mechanical Engineering at the University of Maryland, College Park. The College Park program is organized around design-focused tracks, with primary emphasis on Design Methods and Design Reliability, which differs fundamentally from the structure and objectives of the proposed UMES program. The UMES program requires four core courses that are broadly applicable to both mechanical and biomedical systems, emphasizing interdisciplinary engineering foundations. In contrast, the College Park program requires one graduate-level mathematics course as a core requirement and one course outside the selected research track, reflecting a different curricular philosophy and focus.
- (2) The proposed UMES program is **also not duplicative** of the Master's program in Mechanical Engineering at the University of Maryland, Baltimore County (UMBC). The UMBC program requires four core courses, with each course selected from one of four discipline-specific technical areas: (1) Mathematics, (2) Thermal-Fluid Sciences, (3) Dynamic Systems and Design, and (4) Solid Mechanics and Materials. This structure differs substantially from the proposed UMES program, whose core curriculum is designed to be **integrated and interdisciplinary**, rather than track specific. In addition,

UMBC requires students to select electives within a single technical area, reinforcing a traditional disciplinary specialization. In contrast, the proposed UMES program organizes electives into **distinct interdisciplinary tracks** that intentionally integrate mechanical and biomedical engineering perspectives, resulting in a fundamentally different curricular structure and educational objective.

- (3) The proposed UMES program **should not be considered duplicative** of the Master's program in Mechanical Engineering at Johns Hopkins University (JHU). The JHU program offers an extensive array of specialization tracks, currently twelve, each supported by a large number of courses. Collectively, these tracks span nearly all major areas of mechanical engineering and its subfields, including biomedical engineering and aerospace engineering. The JHU specialization tracks include but are not limited to Advanced Manufacturing (13 courses), Aerospace Engineering (17 courses), Biomedical Engineering (17 courses), Computational Data Science and Machine Learning (27 courses), Energy and Environment (14 courses), Fluid Mechanics and Thermal Sciences (19 courses), Mechanical Design (14 courses), Mechanics and Materials (17 courses), Nanoscience and Engineering (6 courses), Robotics and Intelligent Systems (28 courses), and Space Engineering (5 courses).

In contrast to larger, highly specialized programs, the proposed UMES program is **intentionally designed as a focused and interdisciplinary** Master of Science in Mechanical and Biomedical Engineering. By integrating mechanical engineering principles with biomedical applications within a unified curriculum, the program prepares graduates to operate effectively at the intersection of engineering design, advanced manufacturing, and healthcare innovation. **The smaller scale of the program enables close faculty mentorship, collaborative research engagement, and cohort-based learning experiences that foster strong professional identity and interdisciplinary fluency.** Rather than offering numerous narrowly defined tracks, the program emphasizes foundational depth, applied problem-solving, and cross-disciplinary integration - preparing students to adapt to emerging technological challenges in biomedical systems, medical device development, and sustainable engineering solutions. **Accordingly, the UMES program represents a distinctive educational model that complements, rather than duplicates, larger and more specialized master's programs in the region.**

- (4) Again, the proposed UMES program **should not be considered duplicative** of the Master's program in Biomedical Engineering at Johns Hopkins University (JHU). The JHU program offers a broad and highly specialized set of eight focus tracks, each supported by an extensive portfolio of courses. Collectively, these tracks span nearly all major areas of biomedical engineering, as well as significant overlaps with engineering, data science, biology, and medicine. The JHU focus tracks include AI in Medicine (28 courses), Biomedical Data Science (23 courses), Computational Medicine (29 courses),

Genomic and Systems Biology (21 courses), Imaging and Medical Devices (19 courses), Immunoengineering (4 courses plus relevant STEM courses), Neuroengineering (20 courses), and Translational Cell and Tissue Engineering (16 courses).

In contrast, the proposed UMES program is intentionally focused and interdisciplinary in structure, designed to allow students to develop depth at the intersection of mechanical engineering and biomedical innovation. By concentrating on this integrated domain rather than distributing coursework across numerous specialized tracks, the program enables students to engage more deeply with cross-cutting design principles, advanced manufacturing methods, biomechanics, and biomedical systems.

This focused structure fosters intellectual coherence and interdisciplinary fluency, preparing graduates to pursue emerging research directions and respond effectively to evolving industry needs in medical devices, bioengineered systems, and healthcare technologies. **Accordingly, the UMES program represents a distinct educational model that emphasizes integrated expertise and applied innovation, and therefore cannot be considered a duplicate of larger, more segmented master's programs in Biomedical Engineering.**

UMES has a long-standing role in providing access to higher education and preparing graduates for professional careers in the region it serves. The proposed program builds upon existing faculty expertise within the General Engineering program and leverages current instructional and laboratory resources. There are no graduate level Mechanical and Biomedical Engineering degree programs on the Eastern Shore of Maryland, and UMES serves a distinct geographic area and degree level. Accordingly, the proposed program fulfills regional workforce preparation needs and does not duplicate similar programs offered by other Maryland institutions.

2. Provide justification for the proposed program

The proposed Master of Science in Mechanical and Biomedical Engineering (MSMBE) program fills a critical niche by integrating two rapidly evolving engineering disciplines. This interdisciplinary framework prepares graduates for emerging roles in areas such as medical device design, biomechanics, biofluid mechanics, robotics, advanced manufacturing, and health-related engineering applications. As industry demand grows for engineers who can bridge mechanical systems with biomedical innovation, the MSMBE program will equip students with the specialized knowledge and practical skills needed to excel in these high-impact fields.

The program directly supports UMES's mission of providing high-quality educational opportunities, particularly for first-generation, minority, and educationally disadvantaged students. By offering an accessible graduate engineering program on the Eastern Shore, UMES expands advanced STEM education options for students who may not have the resources to

pursue graduate studies in distant urban centers. This aligns with statewide priorities to strengthen educational equity and increase participation of underrepresented groups in science and engineering disciplines.

Furthermore, the Eastern Shore region and the state of Maryland are experiencing a growing need for professionals trained in both mechanical and biomedical engineering. The expansion of healthcare facilities, biotech companies, medical device manufacturers, and research institutions across Maryland has created a strong and sustained demand for a workforce with interdisciplinary engineering expertise. Establishing the MSMBE program at UMES will help the state respond to this demand while contributing to workforce diversification in critical STEM fields.

In summary, although similar programs exist elsewhere in Maryland, the proposed MSMBE program at UMES offers a distinctive interdisciplinary approach grounded in institutional mission, regional needs, and demographic realities. The program will address workforce shortages, support economic development, and expand graduate education opportunities for students across the state, particularly those from underserved communities.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.

The MSMBE program we propose aims to address workforce demand in high growth industries. By offering advanced training in areas such as biomechanics, biomaterials, medical devices, robotics, and artificial intelligence, the program prepares students for careers in healthcare technology, aerospace, defense, and advanced manufacturing, sectors that are actively seeking skilled professionals.

The MSMBE program supports existing high-demand programs at UMES. By integrating interdisciplinary coursework and research opportunities, the program allows for cross-collaboration with fields such as electrical engineering, mechatronics, applied computing, and health sciences, thereby reinforcing the overall strength of engineering education at HBIs.

The MSMBE program will enhance STEM representation and strengthen institutional competitiveness. UMES plays a crucial role in increasing the representation of underrepresented minorities in STEM fields. The MSMBE program will contribute to this mission by providing graduate-level education that fosters diversity in mechanical and biomedical engineering, fields where minority participation remain relatively low. This, in turn, strengthens the pipeline of diverse professionals contributing to cutting-edge research and industry advancements. The introduction of a specialized MSMBE program positions UMES as a leader in engineering education among HBIs, making it more attractive to prospective students and faculty. This helps maintain and expand high-demand programs by increasing enrollment, improving faculty recruitment, and fostering academic excellence.

F. Relevance to the identity of Historically Black Institutions (HBIs)

- 1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.**

UMES has envisioned a strong presence in education and innovation in the STEAM fields, with engineering as one of its key focus areas. The proposed MSMBE program at UMES, if established, will strengthen the position of UMES as a center for engineering education and research in the rural Eastern Shore region, reaffirming the mission of UMES as an 1890 land grant institution.

The program will enable UMES to produce a pipeline of highly skilled professionals in mechanical and biomedical engineering, supporting the growing demand for a tech workforce in both the region and the state. The MSMBE program will advance UMES's mission of promoting access and equity in STEAM education. It supports this mission by offering advanced training in mechanical and biomedical engineering, equipping students from diverse backgrounds with the skills needed to thrive in high-tech industries.

Furthermore, the MSMBE program enhances the distinctiveness of the UMES by establishing a strong niche in mechanical and biomedical engineering, disciplines that are critical to healthcare, advanced manufacturing, robotics, and artificial intelligence. Many HBIs have a rich legacy in engineering, technology, and healthcare education, and this program strengthens their standing as a leader in biomedical and mechanical engineering research, workforce development, and industry collaboration.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

- 1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.**

Curriculum Design: The proposed program was developed through a rigorous review of unmet needs by the institution. It originated with the faculty in the engineering program, and received approval from the Departmental Curriculum Committee, Graduate Faculty Council, Faculty Assembly Curriculum Committee, and other relevant bodies. The curriculum was designed by the faculty in the Department of Engineering.

Faculty Oversight: The courses in the proposed MSMBE program will be taught by faculty from the Department of Engineering. The existing nine (9) ME/BME faculty members in the department are expected to collaborate to support the MSMBE program. (Please refer to Section I for more details on the faculty members).

Program Modality: The program will be offered at the main campus of UMES.

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

Graduates with the Master of Science in Mechanical and Biomedical Engineering Program will be able to:

- Demonstrate advanced technical expertise in mechanical and biomedical engineering, applying analytical, computational, and experimental methods to solve complex problems.
- Demonstrate research and innovation skills by developing new technologies, materials, and systems for applications in healthcare, automation, and advanced manufacturing.
- Demonstrate career readiness for roles in industry, academia, and entrepreneurship through interdisciplinary learning, hands-on experiences, and industry collaborations.
- Demonstrate professionalism and leadership by upholding ethical standards, effective communication, and teamwork in technical and collaborative environments.

Students will learn interdisciplinary and cross-disciplinary methods that are broadly applicable in the emerging field of mechanical and biomedical, etc. They will also be given specific instruction and hands-on laboratory experimental learning experiences on how to apply these methods to a large range of problems in mechanical and biomedical engineering.

3. Explain how the institution will:

- a) provide for assessment of student achievement of learning outcomes in the program**

Assessment Methods based on established departmental standards will include the following:

- Assessing written and oral student presentations, written assignments and research projects.
- Evaluating student performance in exams, quizzes and assignments in required major courses.
- Assessing a comprehensive thesis or master's project report in the two tracks of the program.

- b) document student achievement of learning outcomes in the program**

The department will document student achievement of the learning outcomes in the program in the same fashion as its current accredited engineering undergraduate program by periodic program review (PPR).

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

All students in the Master of Science in Mechanical and Biomedical Engineering (MSMBE) program will take thirty (30) credit hours with the thesis option or thirty-three (33) credit hours with the non-thesis option of graduate-level courses over four semesters to complete the program. This does not include any provisional admission course requirements. Students must at least pass five of the core graduate-level required courses with an A grade. All other courses which count toward graduation must be passed with a minimum B grade. Students can enroll in Mechanical and Biomedical Engineering program courses only if they have been admitted to the program or given permission by the course instructor.

The time limit for completing the MS degree is five (5) years after a student first enrolled in the graduate program. This includes any provisional admission course requirements to be met. Any exception to the time limit must be approved by the UMES Graduate School.

Thesis option: The student is required to take four core (12 credits), a minimum of four engineering elective graduate level courses (12 credits), and six credits of Thesis (ENEM 799). The thesis must be supervised by a member of the faculty as the thesis advisor. The initial thesis proposal must be defended with an oral presentation and approved by the student's thesis committee, which consists of three members including the advisor. The final thesis must be submitted to the department in bound form after the oral defense, which will take place upon the completion of the thesis research. Additionally, the student is required to submit at least one journal or conference paper based on their thesis work before the defense.

Non-thesis option: The student is required to take four core courses (12 credits), a minimum of six engineering elective graduate level courses (18 credits), and complete a 3-credit research project (ENEM 696), which must be approved by the project advisor. A copy of the resulting scholarly paper (if any) must be submitted to the department. Students are encouraged to engage in scholarly activities beyond their project work.

All MS students must choose either the thesis or non-thesis option. There is no course-only option.

MSMBE General Requirements

- A maximum of two graduate-level course units may be transferred from another institution to apply toward the MSMBE degree. Transferred courses must logically fit into the student's graduate program. The student's graduate advisor decides which courses are acceptable. UMES approval of transfer credit may also be required. These two courses should not have been used in fulfillment of any other degree(s).
- Any coursework more than six years old at the time of the final examination will not be used to fulfill any of the MSMBE degree requirements.
- All graduate credits must have letter grades of A, B, or C, or pass/fail grades of S (Satisfactory). No more than two graduate courses with letter grade C will be accepted.
- A minimum grade point average (GPA) of 3.0 is required to remain in good standing and to graduate.
- Elective engineering courses should be primarily from one of the two tracks specified in this document. Students on each track can take 2 courses (6 credits) from the other track to satisfy graduation requirements upon approval from both the student's advisor and the graduate program director.
- Up to a maximum of 2 courses (6 credits) from other UMES departments of the physical, mathematical, biological, agricultural or similar sciences may be included to round out the student's overall program study. All courses from outside of the Engineering Master's Program must be graduate 600-level courses. Prior approval from both the student's advisor and graduate program director is required for all external courses.

- Up to maximum 6 credits of ENEM 688 Independent Study are allowed upon the student's advisor and graduate program director's approval. Independent Study needs to be structured by the faculty member with a clearly defined syllabus prior to approval.

MSMBE Degree Curriculum

Mechanical and Biomedical Engineering Program Core Courses

	<u>Course Description</u>	<u>Credit Hours</u>
ENEM 601	Linear Systems Theory	3 hrs
ENEM 602	Computational Methods in Engineering	3 hrs
ENEM 604	Fundamentals of Continuum Mechanics*	3 hrs
ENEM 661	Biomechanics*	3 hrs

Electives Courses for Applied Mechanics and Biomechanics Track

	<u>Course Description</u>	<u>Credit Hours</u>
ENEM 611	Mechatronics	3 hrs
ENEM 613	Digital Control System	3 hrs
ENEM 614	Robotics	3 hrs
ENEM 619	Micro-Electro-Mechanical-System	3 hrs
ENEM 620	Mechanical Vibrations	3 hrs
ENEM 621	Structural Design	3 hrs
ENEM 622	Advanced Dynamics	3 hrs
ENEM 623	Finite Element Method and Applications	3 hrs
ENEM 624	Aerodynamics for Unmanned Aerial Systems	3 hrs
ENEM 625	Advanced Heat Transfer*	3 hrs
ENEM 626	Design of Unmanned Aerial Systems*	3 hrs
ENEM 627	Applied Machine Learning and AI in Engineering*	3 hrs
ENEM 628	Interdisciplinary Design and Innovation*	3 hrs
ENEM 629	Statistical Thermodynamics*	3 hrs
ENEM 630	Materials Processing and Process Selection*	3 hrs
ENEM 716	Advanced Fluid Mechanics	3 hrs
ENEM 717	Computational Fluid Dynamics	3 hrs
ENEM 670	Selected Topics in Engineering	3 hrs
ENEM 664	Biofluid Mechanics*	3 hrs

Note: * indicates a new course for the MSMBE curriculum

Electives Courses for Biosystems and Instrumentation Track

	<u>Course Description</u>	<u>Credit Hours</u>
ENEM 662	Biomaterials for Engineers*	3 hrs
ENEM 663	Tissue Engineering*	3 hrs
ENEM 664	Biofluid Mechanics*	3 hrs
ENEM 665	Biomedical Devices and Systems*	3 hrs
ENEM 666	Rehabilitation Engineering and Assistive Devices*	3 hrs
ENEM 667	Medical Imaging and Analysis*	3 hrs

ENEM 668	Bioinstrumentation*	3 hrs
ENEM 627	Applied Machine Learning and AI in Engineering*	3 hrs
ENEM 630	Materials Processing and Process Selection*	3 hrs
ENEM 669	Fundamentals of Neural Engineering*	3 hrs
ENEM 628	Interdisciplinary Design and Innovation*	3 hrs
ENEM 614	Robotics	3 hrs
ENEM 619	Micro-Electro-Mechanical-System	3 hrs
ENEM 623	Finite Element Method and Application	3 hrs
ENEM 717	Computational Fluid Dynamics	3 hrs
ENEM 670	Selected Topics in Engineering	3 hrs

Engineering Research/Project Courses

	<u>Course Description</u>	<u>Credit Hours</u>
ENEM 696	Master Project	3 hrs
ENEM 799	Master Thesis	(3-6) hrs
ENEM 688	Independent Study	(1-6) hrs
ENEM 698	Graduate Seminar	(1-3) hrs

Typical Plan of Study MSMBE Degree Students			
First Year			
4 Core Courses + 2 Approved Electives			
Fall	Credit	Spring	Credit
ENEM 601 Linear Systems Theory	3	ENEM 604 Fundamentals of Continuum Mechanics	3
ENEM 602 Computational Methods in Engineering	3	ENEM 664 Biomechanics	3
ENEM 6XX Approved Elective	3	ENEM 6XX Approved Elective	3
Second Year			
Fall	Credit	Spring	Credit
THESIS OPTION (30 credit hours): 2 Electives + 6 Hrs for MS Thesis			
ENEM 6XX Approved Elective	3	ENEM 799 Master Thesis	3
ENEM 6XX Approved Elective	3		
ENEM 799 Master Thesis	3		
PROJECT OPTION (33 credit hours): 3 Electives + 3 Hrs for MS Nonthesis			
ENEM 6XX Approved Elective	3	ENEM 6XX Approved Elective	3
ENEM 6XX Approved Elective	3	ENEM 696 Master Project	3
ENEM 6XX Approved Elective	3		

Note: *indicates the new courses introduced to the curriculum. The course descriptions of these new courses are provided below:

ENEM 604 Fundamentals of Continuum Mechanics: 3 credits. This course provides a rigorous introduction to the principles of continuum mechanics, with applications in solid and fluid mechanics. Topics include kinematics of deformation, stress tensors, balance laws, constitutive modeling, and thermodynamic principles. The course emphasizes mathematical formulations and their applications in elasticity, plasticity, and fluid dynamics. Analytical and computational methods will be used to solve engineering problems across mechanical, biomedical, and aerospace domains.

ENEM 625 Advanced Heat Transfer: 3 credits. This course covers advanced topics that include multidimensional steady-state and transient conduction problems, laminar and turbulent convection, natural convection, boiling and condensation heat transfer, radiation heat transfer, analytical methods and numerical techniques to solve complex, coupled heat transfer problems. Students are introduced to the postulatory approach used to develop the theory of thermodynamics. The postulates are stated in terms of a variational principle that allows them to be applied to composite material systems.

ENEM 626 Design of Unmanned Aerial Systems: 3 credits. This course covers the principles and methodologies for designing, analyzing, and operating unmanned aerial systems (UAS). Topics include aerodynamics, propulsion, flight dynamics, control systems, autonomy, payload integration, and mission planning. Regulatory and ethical considerations, as well as emerging applications in defense, agriculture, and environmental monitoring, are also discussed. Students will engage in hands-on projects, including computational modeling, system optimization, and experimental testing of UAS components.

ENEM 627 Applied Machine Learning and Artificial Intelligence in Engineering: 3 credits. This course provides an in-depth exploration of machine learning (ML) and artificial intelligence (AI) techniques applied to engineering problems. Topics include supervised and unsupervised learning, deep learning, optimization methods, and AI-driven modeling. Students will learn how to implement ML algorithms, analyze engineering data, and develop AI-based solutions using Python and industry-standard tools. Case studies from mechanical, biomedical, and other engineering domains will illustrate practical applications. A hands-on approach is emphasized, including coding exercises, project-based learning, and model evaluation.

ENEM 628 Interdisciplinary Design and Innovation: 3 credits. This course introduces principles of interdisciplinary design for solving engineering challenges, focusing on system-level thinking and integration across fields; this course explores the principles and methodologies of interdisciplinary design and innovation, emphasizing collaboration across engineering disciplines to develop creative and functional solutions to complex problems. Students will engage in team-based projects that integrate mechanical, biomedical, and other engineering fields, applying design thinking, systems engineering, and user-centered design approaches. Topics include problem definition, conceptual design, prototyping, testing, and optimization. The course also examines case studies of innovative engineering solutions in healthcare, robotics, manufacturing, and emerging technologies.

ENEM 629 Statistical Thermodynamics: 3 credits. This course covers thermodynamics and introduces quantum mechanics to define the possible microscopic states of macroscopic systems. For macroscopic systems in thermodynamic equilibrium, the concept of ensemble averages is introduced, and the postulates of statistical mechanics are applied to derive their thermodynamic properties

based on knowledge of their molecular behavior. The definition of entropy is examined using concepts of quantum mechanics. The thermal properties of solids, gases adsorbed on solid surfaces, electrons in solids, radiation, and ideal gases are explored.

ENEM 630 Materials Processing and Process Selection: 3 credits. This course provides an in-depth exploration of materials processing techniques and their impact on mechanical properties and performance. Students will study traditional and advanced manufacturing processes, including casting, forming, machining, welding, and additive manufacturing. Emphasis is placed on process selection based on material properties, economic considerations, and environmental factors. Through case studies, students will develop a systematic approach to evaluating and optimizing materials processing methods for various engineering applications.

ENEM 661 Biomechanics: 3 credits. This course explores the mechanical principles governing biological systems, with applications in human movement, tissue mechanics, and biomedical engineering. Topics include statics and dynamics of biological structures, stress-strain behavior of biological tissues, joint and muscle mechanics, fluid dynamics in the circulatory system, and applications in medical device design. Students will analyze biomechanical systems using mathematical modeling, computational simulations, and experimental techniques. Case studies from orthopedics, rehabilitation, and sports biomechanics will be discussed.

ENEM 662 Biomaterials for Engineers: 3 credits. This course explores the selection, design, and application of biomaterials in medical and engineering contexts. Topics include the properties and performance of metallic, ceramic, polymeric, and composite biomaterials; biocompatibility and biodegradation; surface modification techniques; and regulatory considerations for biomedical applications. Case studies in implantable devices, drug delivery systems, and tissue scaffolds will be examined. Laboratory demonstrations and computational modeling may be incorporated.

ENEM 663 Tissue Engineering: 3 credits. This course provides an overview of the principles and applications of tissue engineering, integrating biology, materials science, and engineering. Topics include scaffold fabrication, cell-material interactions, bioreactors, and regenerative medicine strategies. Students will examine case studies in engineered tissues, including skin, cartilage, bone, and organ regeneration. Ethical considerations and regulatory challenges in clinical translation will also be discussed. Hands-on activities may include biomaterial characterization and computational modeling of tissue growth.

ENEM 664 Biofluid Mechanics: 3 credits. This course examines the principles of fluid mechanics as applied to biological systems, with an emphasis on cardiovascular, respiratory, and microfluidic applications. Topics include blood flow in arteries, hemodynamics, pulmonary airflow, non-Newtonian fluid behavior, and microfluidics in lab-on-a-chip devices. Analytical and computational methods will be used to model biofluid transport processes. Applications in medical diagnostics and therapeutic devices will be explored.

ENEM 665 Biomedical Devices and Systems: 3 credits. This course introduces the design, development, and evaluation of biomedical devices and systems. Topics include medical sensors, implantable devices, prosthetics, biosignal processing, and regulatory pathways for medical technologies. Students will analyze real-world case studies and engage in hands-on projects related

to device prototyping and performance assessment. Emphasis is placed on safety, reliability, and clinical integration of biomedical devices.

ENEM 666 Rehabilitation Engineering and Assistive Devices: 3 credits. This course explores engineering solutions for individuals with disabilities, focusing on assistive devices and rehabilitation technologies. Topics include prosthetics and orthotics, mobility aids, neural interfaces, wearable sensors, and smart rehabilitation systems. Students will learn about human biomechanics, assistive technology design, and clinical considerations for rehabilitation engineering. Case studies and hands-on projects will enhance practical understanding.

ENEM 667 Medical Imaging and Analysis: 3 credits. This course covers the principles, techniques, and computational analysis of medical imaging systems. Topics include X-ray, CT, MRI, ultrasound, and nuclear imaging, along with image processing methods such as segmentation, registration, and feature extraction. Applications in disease diagnosis, treatment planning, and AI-driven medical image analysis will be discussed. Students will gain experience with imaging software and programming for medical data analysis.

ENEM 668 Bioinstrumentation: 3 credits. This course focuses on the design, development, and application of biomedical instruments for physiological measurement and monitoring. Topics include biosensors, signal acquisition, amplification, filtering, and data analysis. Emphasis is placed on instrumentation for electrocardiography (ECG), electromyography (EMG), electroencephalography (EEG), and wearable health monitoring. Hands-on experience with sensor interfacing, circuit design, and data processing is included.

ENEM 669 Fundamentals of Neural Engineering: 3 credits. This course introduces the principles and applications of neural engineering, focusing on the interface between the nervous system and engineered systems. Topics include neural signal generation and processing, brain-machine interfaces, neuroprosthetics, computational neuroscience, and neuromodulation techniques. Students will explore technologies such as deep brain stimulation, EEG-based systems, and neurorehabilitation devices. Emphasis is placed on both theoretical foundations and practical applications in medical and research settings. Hands-on activities may include neural signal analysis and modeling.

Note: In addition to the newly introduced courses described above, the remaining core or elective courses are part of the curriculum for the MS in Electrical and Mechatronics Engineering (<https://www.wcp.umes.edu/engineering/wp-content/uploads/sites/116/2023/04/MS-Course-Description-April-25-updated-2-2023.pdf>) and the Ph.D. in Applied Computing and Engineering. This arrangement facilitates the seamless integration of the MSMBE program curriculum into the existing graduate programs offered by the department.

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

No general education requirements will be imposed on the students for this graduate program.

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

No specialized accreditation or graduate certification is required for this master's program and its students.

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

No other institution or non-collegiate organization is required to offer this degree program.

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

The entire curriculum and course specific information of the proposed degree program will be posted on the Department of Engineering website www.umes.edu/engineering. Information pertaining to the availability of academic/student support services, financial aid resources and tuition payment policies can be found on the webpages of the UMES Office of Admissions and the Office of Financial Aid.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

The program will be advertised alongside other academic graduate programs within the School of Business and Technology of UMES. Appropriate venues include Public Radio WESM 91.3, and social media such as the UMES Facebook page, The University Key, the UMES Alumni Association, and other professional societies. The Department has a strong tradition of outreach programs. For example, over the past four years, the department has hosted the National Engineer's Week celebration each February for high school students from local counties, including Wicomico County and Somerset County. Faculty from various engineering disciplines have developed hands-on activities to provide high school students with firsthand exposure to different engineering fields. We will continue this engagement as part of our efforts to advertise the program, recruit students, and promote engineering education.

H. Adequacy of Articulation

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

This is a new graduate program to be established on the UMES home campus. While formal articulation agreements specific to the MSMBE program have not yet been developed, UMES will leverage its existing partnerships to build a strong pipeline of students into the proposed Master of Science in Mechanical and Biomedical Engineering program.

UMES currently maintains several articulation agreements with partner institutions across the state. For example, there is an established articulation agreement with Wor-Wic Community College that supports transfer pathways into the BS degree in Mechanical Engineering. In addition, UMES has implemented a physics–engineering dual-degree articulation agreement with Salisbury University, allowing students to complete foundational coursework at Salisbury University and then transfer to UMES to complete an engineering degree.

These existing partnerships will serve as a foundation for creating future pathways into the MSMBE program. As the undergraduate mechanical and biomedical engineering programs continue to grow, UMES anticipates expanding articulation opportunities to support seamless progression from partner institutions into advanced graduate study in mechanical and biomedical engineering.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of **faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.**

There are nine (9) full-time engineering faculty members in the department qualified to teach mechanical engineering and biomedical engineering core and elective courses listed in the proposed MSMBE curriculum. They are:

Dr. Payam Matin, Professor. He received his Ph.D. in Mechanical Engineering from Oakland University in Rochester, Michigan. His research has been in the areas of computational mechanics and experimental mechanics with applications in solid mechanics, structural design, plasticity, and sheet metal forming, drone design, etc.

Abhijit Nagchaudhuri, Professor. He received his Ph.D. in Mechanical Engineering from Duke University. His teaching and research area is in the fields of robotics and mechatronics, remote sensing and precision agriculture, and biofuels and renewable energy.

Dr. Lanju Mei, Associate Professor. She received her Ph.D. in Aerospace and Mechanical Engineering from Old Dominion University. Her primary research interests include MEMS sensors, additive manufacturing, computational fluid dynamics.

Dr. Aaron Persad, Assistant Professor. He received his Ph.D. in Mechanical Engineering from the University of Toronto. Prior to joining UMES, he was a research scientist with Massachusetts Institute of Technology (MIT). His research is in space sciences, specifically focusing on bioastronautics (human-tended research and space suits), low-gravity experiments and payload development, non-equilibrium statistical thermodynamics (such as quantum mechanics to describe bulk-scale phase-change processes), and nanotechnology. He has developed nanoporous membrane-based methods for recycling radioactive gases in fusion reactors. His research has appeared in top journals including Chemical Reviews, ACS Nano, Langmuir, and ICES.

Dr. MD Sarker, Assistant Professor. He holds a Ph.D. in Biomedical Engineering from University of Saskatchewan in Saskatoon, SK, Canada. He has 5 years of teaching experience in academia, and 5 years of working in industry. Prior to joining UMES, he was a postdoc researcher with Columbia University Medical Center, New York. His areas of expertise are biomedical engineering, 3D bioprinting, tissue engineering, micro fluidics, nano fabrication, stem cell culture, bone graft development, exosome engineering, and drug delivery. Dr. Sarker has taught several core engineering courses at prior institutions such as Advanced Reaction Engineering (ENPC-821), Advanced Numerical Methods (ENGG 818), Advanced Mass Transfer (ENPC 833), Biomaterials (BIOE-806), Design and Fabrication of Tissue Scaffolds (ME-898), and Tissue Engineering (BIOE-898). At UMES, Dr. Sarker has taught Statics (ENGE 260), Biomedical Engineering Freshmen Design (BMEN 150), and Biomaterials (BMEN 265). Dr. Sarker has authored 20 articles, one book chapter, one patent application, and six conference presentations, with over 1,350 citations.

Dr. Yuhao Qiang, Assistant Professor. He received his Ph.D. in Mechanical Engineering from Florida Atlantic University. Prior to joining UMES, he was a postdoc researcher with the Department of Materials Science and Engineering/Koch Institute for Integrative Cancer Research of Massachusetts Institute of Technology (MIT). He has more than ten years of research experience in the fields of mechanical engineering, biomechanics, microfluidics, bioMEMS, biosensors, cell manipulation, and micro-physiology for the application of life science. His research interests are focused on exploring multi-disciplinary evidence-based engineering approaches (e.g., microfluidics, MEMS, organ-on-a-chip, computational simulation, biochemistry, AI, etc.) for the study of cell biophysics that are difficult to achieve via conventional techniques.

Dr. Jia Julia Liu, Assistant Professor. She received her Ph.D. in Mechanical Engineering from Florida Atlantic University, Boca Raton, FL. Prior to joining UMES, she was a research assistant professor with the Neuroengineering & Pain Research Lab at the University of Connecticut. She received the Trainee Professional Development Award (TPDA) from the Society for Neuroscience in October 2021. Her research interests focus on the investigation and modulation of PNS using advanced in-vitro and ex vivo nerve-on-chip models, aiming to enable precise control of microenvironment and parallel monitoring, the exploration of neuromodulatory strategies, real-time neuropathy and regeneration analysis with label-free sensing, and developing drug-screening assays.

Dr. Sandeep Aryal, Assistant Professor. He received his Ph.D. in Mechanical Engineering from Oakland University in Rochester, Michigan, in July 2025. His research focuses on fluid and thermal systems, particularly the study of multiphase flows and membrane processes. These areas offer

immense potential for addressing critical challenges in energy efficiency, water management, and environmental sustainability.

Dr. Hun Jin Jeong, Assistant Professor. He received his Ph.D. in Mechanical Engineering from Wonkwang University in the Republic of Korea. Prior to joining UMES, he was with the Regenerative Engineering Lab, College of Dental Medicine at Columbia University. His research interests lie at the intersection of tissue engineering, regenerative medicine, functional biomaterials development, and ex-vivo systems designed to investigate tissue-tissue crosstalk. His primary focus is the potential of engineered tissues to restore function in damaged or diseased organs, while exploring the biological interactions underlying cell-cell communication.

Therefore, these nine (9) faculty members with expertise in mechanical engineering and biomedical engineering will be available to deliver the proposed MSMBE program starting in Spring 2026. Furthermore, there are six (6) additional engineering faculty members in the department specializing in electrical and computer engineering, including two full professors, two associate professors, and two assistant professors. These faculty members have expertise in machine learning, artificial intelligence, signal and image processing, and related fields. Given their research backgrounds, they can collaborate and contribute to the teaching and research of elective courses such as ENEM 627 *Applied Machine Learning and Artificial Intelligence in Engineering*, ENEM 667 *Medical Imaging and Analysis*, and ENEM 628 *Interdisciplinary Design and Innovation*.

Overall, the department will have a team of fifteen (15) engineering faculty members who can collectively support the delivery of the proposed MSMBE program.

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

- a) Pedagogy that meets the needs of the students**
- b) The learning management system**

(a) and (b): Faculty support for the development and instruction of courses is provided by the Faculty Development Center of UMES. The department also supports faculty professional development for attending conferences such as American Society of Mechanical Engineers (ASME), Biomedical Engineering Society (BMES), and ASEE (American Society of Engineering Education) for pedagogy training in engineering education, as well as ABET Symposium for continuous improvement.

Canvas LMS is the current learning management system utilized by UMES throughout the campus. Canvas represents an important development in improving the student experience at UMES, providing valuable new tools for our faculty and supporting students in an impressive digital environment. For faculty, the Center for Instructional Technology & Online Learning (CITAL) <https://wwwcp.umes.edu/citol/> supports the development, design, and delivery of online and hybrid programs, classes, and workshops with a focus on flexibility, resiliency, equity, accessibility, privacy, and safety (FREAPS). CITAL assists faculty, staff, and students in all aspects of digital teaching and learning concerning pedagogy and technology. This includes the use of the Canvas Learning

Management System, Echo360, Google Workspace, Respondus 4.0, and Respondus LockDown Browser.

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

Not applicable.

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

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

The University assures that institutional library resources meet the new program needs. For the proposed degree program, typically library resources include textbooks, reference books and technical papers. Although UMES does not have the ASME Digital Collection, the IEEE Digital Library IEEE Explore, the technical papers could be accessed through the Inter-Library Loan (ILL) services for access to SPIE Digital Library, Medline (Ebscohost). In addition, U.S. National Institutes of Health (NIH) offers a free digital archive of biomedical and life sciences journal literature.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

The UMES Department of Engineering is housed in the Engineering and Aviation Science Complex, a 166,000-square foot facility that houses more than 20 engineering laboratories. They include the Biomedical Engineering Lab, Robotics Lab, Fluid/Thermal Lab, Materials Lab, Aerospace Lab, Electronics Lab, Circuits Lab, Micro-Electro-Mechanical Systems (MEMS) Lab with a Clean Room (ISO Class 5, 6 and 7), Control System Lab, and Embedded System Lab, Fluid and Thermal Lab, Microwave Chamber, CAD/VLSI Lab, High Bay Area, and Multiple Computer Labs, etc. These labs can support a majority of the activities in the new courses and research projects. (Please click this link to see a brief description of each engineering lab: <https://wwwcp.umes.edu/engineering/engineering-laboratories/>)

All engineering faculty and staff have individual offices that will facilitate student advising, office hours, etc. Classrooms are available also in the same building, which makes it very convenient for students to take classes and conduct laboratory experiments.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

a) An institutional electronic mailing system, and

b) A learning management system that provides the necessary technological support for distance education

(a) and (b): Faculty support for the development and instruction is provided by the Information Technology Department and Academic Computing Unit professionals. Consultation is available for issues such as instructional design, software development, educational research, Blackboard learning management system, etc. These technologies and opportunities ensure students enrolled in and faculty teaching have adequate access to learning resources.

Canvas LMS is the current learning management system utilized by UMES throughout the campus. For faculty, the Center for Instructional Technology & Online Learning (CITAL) <https://wwwcp.umes.edu/citol/> supports the development, design, and delivery of online and hybrid programs, classes, and workshops with a focus on flexibility, resiliency, equity, accessibility, privacy, and safety (FREAPS). CITOL assists faculty, staff, and students in all aspects of digital teaching and learning concerning pedagogy and technology. This includes the use of the Canvas Learning Management System, Echo360, Google Workspace, Respondus 4.0, and Respondus LockDown Browser.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

1. Complete **Table 1: Resources and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

TABLE 1: RESOURCES					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds ¹	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Tuition/Fee Revenue ² (c+g below)	\$29,349.00	\$49,965.00	\$82,500.00	\$115,026.00	\$147,552.00
a. # FT Students	3	5	8	11	14
b. # Annual Tuition/Fee Rate	\$8,724.00	\$8,724.00	\$8,724.00	\$8,724.00	\$8,724.00

c. Annual / Full Time Revenue (a x b)	\$26,172.00	\$43,620.00	\$69,792.00	\$95,964.00	\$122,136.00
d. # PT Students	1	2	4	6	8
e. Credit Hour Rate	\$353.00	\$353.00	\$353.00	\$353.00	\$353.00
f. Annual Credit Hours	9	9	9	9	9
g. Total Part Time Revenue (d x e x f)	\$3,177.00	\$6,345.00	\$12,708.00	\$19,062.00	\$25,416.00
3. Grants, Contracts & Other External Sources ³	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Other Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL (Add 1 - 4)	\$29,349.00	\$49,965.00	\$82,500.00	\$115,026.00	\$147,552.00

2. Complete **Table 2: Program Expenditures and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

TABLE 2: EXPENDITURES					
Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
2. Total Administrative Staff Expenses (b + c) below	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0

c. Total Benefits	0	0	0	0	0
3. Total Support Staff Expenses (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
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	0	0	0	0	0
TOTAL (Add 1 - 7)	0	0	0	0	0

Narrative Rationale for Table 1: Resources

1. Reallocated Funds

No funds will be reallocated from existing programs.

2. Tuition and Fee Revenue

We assume that tuition and fees will remain unchanged for the next five years. The annual in-state tuition rate is \$8724 for full-time students. For part-time students, the credit hour rate is \$353/credit. The two values were used in calculating the revenue for full-time students and 3 credits per semester (i.e., 6 credits per year) for part-time students.

3. Grants and Contracts

No additional sources of funding are expected currently.

4. Other Sources

No additional sources of funding are expected currently.

5. Total Year: 5-year estimate is provided.

Narrative Rationale for Table 2: Expenditures

1. Faculty (#FTE, Salary and Benefits)

There will be no need for additional full-time faculty support. The existing department faculty members in the department appear sufficient to run the program.

2. Support Staff (#FTE, Salary and Benefits)

There will be no need for additional administrative staff. The existing department and school administrative staff will be sufficient to run the program.

3. Equipment

Not requested.

4. Library

No additional funds are needed to purchase engineering textbooks and access to digital libraries for research.

5. New and/or Renovated Space

Not needed

6. Other Expenses

No other expenses are expected.

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

1 and 2:

UMES has a comprehensive course and program evaluation process. Each course syllabus includes a set of written student learning outcomes. These outcomes are assessed through embedded questions on tests, assignments, and portfolios that address specific course objectives. Data is collected and analyzed, and the results are used to improve the curriculum and pedagogy.

Once the program is launched, its courses will enter the course evaluation system. Teaching evaluations ask students to reflect on the course structure, content, and the instructor's performance. Summary data will be reviewed by faculty members, the program chair, and school administration to determine whether revisions or improvements are necessary.

In addition, every faculty member is evaluated annually. The evaluation process includes an assessment of faculty teaching, research productivity, and service at both the department and school levels. To receive a high evaluation, a faculty member must demonstrate effective teaching, active scholarly engagement, and publications. Additionally, the administration has

provisions to implement improvement plans for faculty members who do not meet teaching expectations. Tenured faculty undergo a post-tenure review every five years.

Periodic academic program reviews occur on a seven-year cycle. Data on program enrollment, retention, and graduation rates are collected by the Institutional Advancement, Marketing, and Research Division in conjunction with the program coordinator. The data is analyzed against program outcomes, and the results are used to enhance the program.

The Department of Engineering maintains ABET accreditation for its undergraduate engineering programs, reflecting a well-established culture of outcomes-based assessment, documentation, and continuous improvement. While ABET accreditation is not required for master's-level engineering programs, the proposed MSMBE program will operate within the same structured assessment and evaluation framework used by the department's accredited programs. Program learning outcomes will be systematically assessed, reviewed by faculty, and used to guide documented improvement actions. In addition, the program will participate in regular institutional academic program review processes in accordance with University System of Maryland and campus policies, ensuring sustained academic quality and accountability. The department's prior successful ABET reviews demonstrate established governance structures and faculty expertise in maintaining rigorous academic standards.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

- 1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.**

The mission of UMES aligns with the State of Maryland's minority achievement goals. As an 1890 land-grant HBCU, UMES attracts a diverse student body, with most students identifying as African American, as well as those from multiethnic and multicultural backgrounds. The university actively recruits minority populations for all undergraduate and graduate degree programs. Special attention is also given to recruiting female students into STEM and multidisciplinary programs at all degree levels—undergraduate, master's, and doctoral. The same focus will be applied to the proposed MSMBE degree program in mechanical and biomedical engineering.

O. Relationship to Low Productivity Programs Identified by the Commission:

- 1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.**

The proposed program has no relationship with low productivity programs.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

- 1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.**
- 2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.**

Not applicable. The proposed program is not a distance education program.



BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: University of Baltimore proposal for a Bachelor of Science (BS) in Accounting

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: April 8, 2026

SUMMARY: The University of Baltimore (UBalt) seeks approval to introduce the Bachelor of Science (BS) in Accounting, offering in-person and online classes to accommodate working adults with a curriculum that emphasizes critical thinking, incorporates AI and data analytics, and prepares students to sit for the certified public accountant (CPA) exam. UBalt currently offers an Area of Concentration within the BS in Business Administration that provides an intense focus on accounting. While the curriculum in this concentration has the same scope as a bachelor's degree in accounting, the nomenclature can make it difficult for prospective students to accurately understand the program. This proposal converts the robust curriculum of the Area of Concentration into a separate degree program that more clearly communicates the focus of the program.

Accounting education has been part of UBalt's curriculum since its inception in 1925 and our graduates are employed in major public accounting firms as well as by government, non-profits, and regional private employers. The creation of this degree program will broaden pathways to accounting careers for our students and enhance UBalt's ability to attract and develop future accountants.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fee revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the UBalt proposal to offer a BS in Accounting.

COMMITTEE RECOMMENDATION:

BOARD ACTION:

SUBMITTED BY: Alison M. Wrynn 301-445-1992

DATE: April 8, 2026

DATE:

awrynn@usmd.edu



March 1, 2026

Jay A. Perman, M.D. Chancellor

University System of Maryland
3300 Metzerott Road
Adelphi, Maryland 20783

Dear Dr. Perman,

The University of Baltimore is submitting a request for a new degree program: the Bachelor of Science (BS) in Accounting (proposed CIP 52.0301 and proposed HEGIS code 0502.00). This 120-credit program extends UBalt's longstanding commitment to training accounting professionals by converting our Area of Concentration (Accounting) in our BS Business Administration program into a stand-alone bachelor's degree. This degree program will be delivered in both online and in-person modalities, serving working adults by offering classes on campus during evening hours, in a hybrid format, and online.

Through a state-of-the-art curriculum that emphasizes critical thinking, incorporates AI and data analytics, and prepares students to sit for the CPA exam, this degree program will equip students with the requisite skills to remain competitive in today's rapidly evolving marketplace.

If you have any questions or require additional information, please contact Aaron Wachhaus at 410-837-6113 or awachhaus@ubalt.edu. Thank you.

Sincerely,

p.p. Aaron Wachhaus, Associate Provost – Academic Programs

Ralph O. Mueller
Senior Vice President and Provost

Encl.

cc: Dr. Candace Caraco, Associate Vice Chancellor for Academic Programs, Academic & Enrollment Services and Articulation

Office of the Provost

**UNIVERSITY OF
BALTIMORE**

ubalt.edu

1420 N. Charles St.
Baltimore, MD 21201

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

☒ New Instructional Program
☐ Substantial Expansion/Major Modification
☐ Cooperative Degree Program
☒ Within Existing Resources, or
☐ Requiring New Resources

The University of Baltimore
Institution Submitting Proposal

Bachelor of Science in Accounting
Title of Proposed Program

Bachelor of Science in Accounting
Award to be Offered

Fall 2026
Projected Implementation Date

0502.00
Proposed HEGIS Code

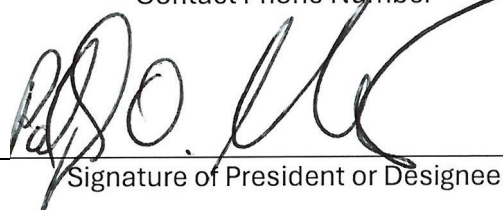
52.0301
Proposed CIP Code

Merrick School of Business
Department in which program will be
located

Kathryn Demarest
Department Contact

410-837-5207
Contact Phone Number

kdemarest@ubalt.edu
Contact E-Mail Address


Signature of President or Designee

2/4/2026

Date

A. Centrality to Institutional Mission and Planning Priorities:

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

The University of Baltimore (UBALT), a Predominantly Black Institution in Maryland, seeks MHEC's authorization to offer a Bachelor of Science in Accounting. The Merrick School of Business has offered a concentration in accounting within the Bachelor of Science in Business Administration program for decades. While this designation appropriately reflects an intense focus on accounting within the context of a business education, it can be confusing to prospective students searching for a degree in accounting. It is not clear from this nomenclature that the program has the same scope as bachelor's degree programs at other colleges and can lead students to believe that other schools may be a better choice. In a tightly crowded market, with 15 other schools offering bachelor's degrees in accounting just within the state of Maryland, it is essential that we clearly identify this degree program. This proposal proposes a bachelor's degree program that retains all the elements of the current offering but with a new title.

The Merrick School of Business has a long tradition in accounting, having offered accounting education since our inception in 1925. In addition to the bachelor's degree, we also offer undergraduate and graduate certificates, a joint Master of Accounting and Business Advisory Services program with Towson University, and a completely online Master of Accounting and Business Advisory Services degree. University of Baltimore graduates are represented at the partner level in regional and international accounting firms across the Metro area.

Our accounting faculty are highly qualified and well respected in the community. Dr. Jan Williams is the Director of the Accounting Honors Program and recently completed her term as the Chair of the Maryland State Board of Public Accountancy. Dr. Mikhail Pevzner, who serves as the Graduate Program Director in addition to his faculty role in accounting, is an expert in valuation and has served in a consulting role with the Securities and Exchange Commission. Dr. Lourdes White is a pioneer and award-winner in online education, and her research on ethics, performance evaluation and risk management has been published in leading academic journals. Johnny Ramsey, a recent addition to the accounting department, retired as a Senior Manager from KPMG and provides leadership in auditing and government accounting, also serving as the faculty advisor for Beta Alpha Psi, the accounting, finance, and information systems honor society.

Our students are highly recruited, finding employment with Big 4 and regional public accounting firms, government and non-profit organizations, and major private

employers. In addition to a comprehensive education in accounting, our non-traditional students bring a level of self-awareness and maturity that is valued by employers. The creation of a separate bachelor's degree in accounting enhances our ability to attract and develop future accountants for the Baltimore Metro region.

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

UBALT's strategic goals are:

- Goal 1: Position UBALT as the region's premier professional, career-focused university.
- Goal 2: Strengthen student success.
- Goal 3: Solidify UBALT's commitment to community engagement and service.
- Goal 4: Organize for long-term financial stability.
- Goal 5: Achieve excellence in research, scholarship, and creative activity.
- Goal 6: Strengthen UBALT's commitment to diversity, equity, and inclusion.

The proposed degree in accounting very clearly aligns with Goal 1, underscoring our commitment to training accounting professionals. Our curriculum is state-of-the-art, with a focus on critical thinking and incorporating AI and data analytics. It equips our students with the necessary competencies to remain competitive in today's swiftly evolving marketplace.

Furthermore, our program offers something that other peer institutions do not – a focus on the working adult reflected in our course scheduling and other services. This program will be offered in both in-person and online modalities. Most of our accounting coursework is offered in a hybrid format in the evenings, bringing students to campus for about 50% of the class meetings. This format allows students to develop team building skills and to dive deeply into case studies and advanced technology. Our hybrid evening offerings are complemented by many classes also being offered online in a completely asynchronous format.

Outside of the classroom, we offer a variety of experiences for accounting students, including the only accounting honors program in the state of Maryland, a very active Beta Alpha Psi chapter, and a VITA (Volunteer Income Tax Assistance) program serving the Baltimore community.

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

This program will be fully funded through the existing structure of the Merrick School of Business. It will require no new faculty or courses and will rely on the current program funding. Please refer to Tables 1 and 2 in Section L of this proposal.

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

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

UBALT is fully committed to supporting highly affordable and effective accounting education. Business education is at the core of UBALT's mission. To that end, UBALT provides its accounting program with the resources necessary to maintain its high quality and reputation as is manifested in MSB's continued re-accreditation by AACSB.

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

Undergraduate accounting education is at the core of the Merrick School of Business and at UBALT as a whole. The program is expected to continue in the foreseeable future, and MSB is committed to a high level of student support.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

- a) The need for the advancement and evolution of knowledge**
- b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education**
- c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs**

As previously discussed, a strong, relevant grounding in accounting is essential to a growing economy and well-functioning markets. However, accounting education is evolving, with a shift in emphasis from more fundamental skillsets, such as bookkeeping, to a heavy focus on critical thinking, technological agility, and data analytics. For example, students with a major in accounting will learn how to use artificial intelligence to identify trends in profitability as well as potentially fraudulent transactions.

The Merrick School of Business is working to broaden the accounting profession by creating pathways for students from a wide range of backgrounds, strengthening the field through diverse perspectives.

UBALT is a minority-serving, Predominantly-Black Institution with a highly diverse student body in multiple dimensions - racially, economically, and ethnically. The proposed degree program serves societal needs, increasing the educational opportunities for diverse students to obtain a high-quality degree in accounting, which serves as the launching pad for long-term economic growth and generational wealth.

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

The 2022 Maryland State Plan for Postsecondary Education outlines three primary goals for the postsecondary community in Maryland:

Student Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

- Priority 1: Study the affordability of postsecondary education in Maryland.
- Priority 2: Examine and improve financial literacy programs for students and families to encourage financial planning to pay for postsecondary education
- Priority 3: Analyze and improve systems that inform and evaluate a student's academic readiness for post-secondary education
- Priority 4: Analyze systems that impact how specific student populations access affordable and quality postsecondary education

Student Success: Promote and implement practices and policies that will ensure student success.

- Priority 5: Maintain the commitment to high-quality postsecondary education in Maryland.
- Priority 6: Improve systems that prevent timely completion of an academic program.
- Priority 7: Enhance the ways postsecondary education is a platform for ongoing lifelong learning.

Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.

- Priority 8: Promote a culture of risk-taking.

The proposed BS in Accounting degree at the University of Baltimore specifically supports Priorities 5 and 8 in the Maryland State Plan for Postsecondary Education.

Our proposed BS in Accounting supports Priority 5, creating another path for a bachelor's degree in accounting at a public PBI, AACSB-accredited institution in Maryland. With AACSB accreditation serving as a clear market for quality, increasing the number of affordable options for Maryland students is essential.

This proposal also supports Priority 8. Risk-taking requires informed decisions, and accountants are at the center of that process, providing both historical data and projections for the future. In addition, accountants are critical to identify and measuring opportunities and risks through data analysis and the application of professional standards and guidance.

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

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

Currently, our BSBA students with a concentration in accounting are highly successful in securing employment in the field of accounting. This standalone degree, however, will broaden pathways to employment. Graduates of the BS in Accounting program will find employment in public accounting firms and, businesses of all sizes, as well as federal, state, and local government and non-profit organizations. Students will find employment as entry level accountants, auditors, budget analysts, tax examiners, and tax preparers, as well as other accounting adjacent fields.

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

According to the Maryland Department of Labor, the job market for accountants and auditors is just above the statewide average of 6.03%. The Maryland Long Term Occupational Projections (<https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>) estimate total annual openings of 2,391 for accountants and auditors, representing a significant employment need.

Maryland Department of Labor Data on Employment

Occ Code	Occupational Title	Employment			
		2023	2033	# Change	% Change
13-2011	Accountants and Auditors	28,462	30,185	1,723	6.05%
13-2031	Budget Analysts	2,617	2,669	52	1.99%
13-2081	Tax Examiners and Collectors, and Revenue Agents	517	526	9	1.74%
13-2082	Tax Preparers	1,345	1,413	68	5.06%

National level data provided by the Bureau of Labor Statistics (<https://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm>), similarly, finds that employment of accountants and auditors is expected to grow at 5%, faster than the average of all occupations.

However, total enrollment in accounting programs across the state suggests a potential shortage of potential new accountants to fill these positions. We thus expect that there will be more than sufficient demand for our graduates in the foreseeable future.

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

Entry into the accounting profession represents a real opportunity for a professional career. According to data provided by the AICPA (<https://www.aicpa-cima.com/professional-insights/article/cpa-explained-careers-ethics-and-why-licensure-is-the-gold-standard>), entry level accountants earn \$60,000-\$75,000 per year with great opportunities for growth. The Maryland Long Term Occupational Projections (<https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>) estimate total annual openings of 2,391 for accountants and auditors, representing a significant employment need.

Nationally, we see the same trends, where the number of retirements of accountants is more than double the number of new accounting graduates according to the AICPA's Trends Report 2025 (<https://www.aicpa-cima.com/professional-insights/download/2023-trends-report>). Even if every accounting program in the state or nation would double the number of graduates, there would still be a shortage of supply. It's also important to note the critical role of accountants in our financial markets and national security – this is need that cannot be left unfilled. UBalt alone cannot stem this trend, but we can make a significant impact for Maryland.

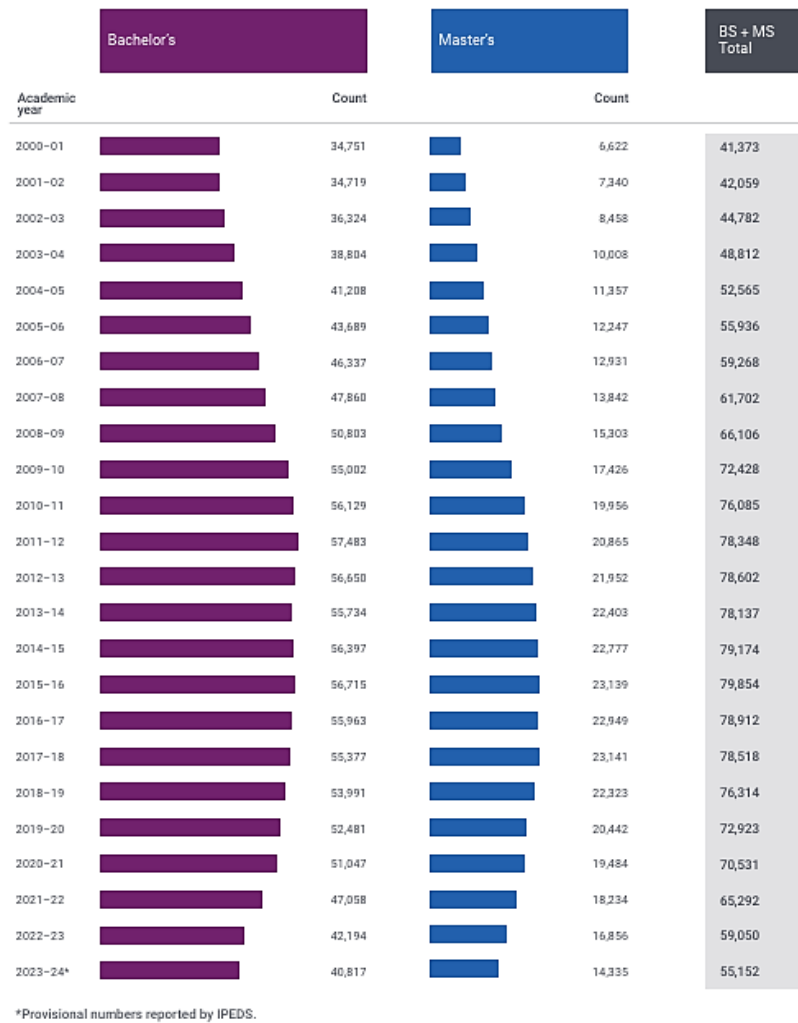
4. Provide data showing the current and projected supply of prospective graduates.

Following a national trend, the number of students enrolled in undergraduate accounting programs has decreased over the past two decades. However, we expect that this decline will show a leveling trend based on increased interest in the program with new transfer students, changes to the requirements for a CPA license in Maryland, and the ability to award a BS Accounting degree.

Graduates by academic year	ACTUAL					PROJECTED				
	AY 2021	AY 2022	AY 2023	AY 2024	AY 2025	AY 2026	AY 2027	AY 2028	AY 2029	AY 20230
BSBA AoC Accounting	34	24	20	13	11	12	12	12	12	12
Accounting UDC	11	4	1	2	0	2	2	2	2	2

According to the Maryland Occupational Projections 2023-2033 provided by the Maryland Department of Labor, there will be a 6.05% increase in employment over the ten-year period for accountants and auditors. However, as the AICPA and other groups have recognized, there is a diminishing pipeline of new accounting graduates to fill new positions and replace those who are retiring. According to the AICPA's Trends Report (<https://www.aicpa-cima.com/professional-insights/download/2023-trends-report>), the number of bachelor's degrees in accounting peaked in 2012 with a substantial decrease of nearly 30% since that time. The trend in master's degrees in accounting has been similar, peaking in 2018 and exhibiting a similarly sharp decline. While this data is concerning for the accounting profession, when coupled with employment projections, it demonstrates that there is a very strong job market for accounting graduates.

1.1 Trends in accounting degree completions – bachelor's and master's | 2001–2023



The Merrick School of Business works to do more than just graduate students but to provide them with cutting edge skills in problem solving, data analytics, and artificial intelligence to optimize their career success.

D. Reasonableness of Program Duplication:

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

The MHEC Academic Program Inventory identifies the following institutions offering a bachelor's degree in accounting:

University	Degrees Offered	AACSB Accredited
Bowie State University	BS Accounting	No
Coppin State University	BS Accounting	No
Frostburg State University	BS Accounting, BA Accounting	Yes
Hood College	BA Accounting	No
Loyola University of Maryland	BBA Accounting; BBA Forensic Accounting	Yes
McDaniel College	BA Accounting	No
Morgan State University	BS Accounting	Yes
Mount St. Mary's University	BS Accounting; BS Forensic Accounting	No
Salisbury University	BS Accounting	No
Stevenson University	BS Accounting	No
Towson University	BS Accounting	Yes
University of Maryland, Eastern Shore	BS Accounting	No
University of Maryland Global Campus	BS Accounting	No
University of Maryland, College Park	BS Accounting	Yes
Washington Adventist University	BS Accounting	No

As can be seen from the table above, most Maryland public and private universities featuring a curriculum in business within the state of Maryland offer a bachelor's degree in accounting. Reviewing the programs, there is a high degree of similarity, generally requiring the 27 credits of accounting identified by the Maryland State Board of Accountancy to sit for the CPA exam. This includes coursework in intermediate financial accounting, auditing, accounting information systems, and taxation. Most programs, like the BSBA with a concentration in accounting through the Merrick School of Business at the University of Baltimore, provide opportunities for internship credit as well as 4+1 programs that meet the 150-credit requirement for licensure as a CPA in Maryland.

However, there are some very important ways that the Merrick School of Business' proposed BS in Accounting program is different. Fundamentally, the population of students served by the University of Baltimore is unlike most of the institutions listed above. We are a non-residential campus, with most of our students originating from the Baltimore Metro area and working while going to school. Our student population is fundamentally "non-traditional", yet they seek the same career opportunities as students in more conventional college settings.

Many of our students have families of their own, and juggle school, work, and parenting at the same time. To meet the needs of this student population, our courses are delivered in the evening in a hybrid format as well as online in a completely asynchronous modality. Our accounting program provides rich and engaging opportunities for students both inside and outside the classroom, including participation in Maryland's only accounting honors program, VITA, Beta Alpha Psi, and Global Field Studies.

The University of Baltimore is an AACSB-accredited school; AACSB is the highest and most sought-after accreditation level available for collegiate business programs. AACSB accreditation is a mark of excellence for business schools, signifying high-quality education focused on continuous improvement, rigorous academic standards, and strong connections to industry practices, enhancing graduates' employability and the school's global reputation.

2. Provide justification for the proposed program.

UBALT'S proposed BS in Accounting is a new program only with respect to the program title. We have offered a BSBA with a concentration in accounting for decades and our request in this proposal concerns more properly naming the degree program. As we have documented, there is market demand for accountants, and these jobs are generally well compensated. This is an issue of access – providing a path for our students to a successful career.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.

Since this is an established program, and the revision is in the name of the program, we do not anticipate that these updates will affect the implementation or sustainability of high-demand programs at Historically Black Institutions (HBIs). Furthermore, it should be noted that demand for new accountants greatly outstrips supply, which ensures minimal impact on other programs.

UBalt serves a unique student population, with most of our students being working adults. Our course offerings, which focus on evenings and online, are distinctive from other programs in Maryland, including HBIs. We provide access not only to education, but well-paying, stable professional careers for those long denied access to higher education.

F. Relevance to the identity of Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

We believe that the proposed curriculum change does not impact the uniqueness, institutional identities and missions of HBIs. Our program in accounting is not new – we are simply more clearly branding the degree for the benefit of our graduates. Certainly, Maryland's HBI's provide excellent learning opportunities, and we do not anticipate that the relabeling of this program will have any impact on their ability to meet their missions.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in [COMAR13B.02.03.10](#)):

1. Describe how the proposed program was established and also describe the faculty who will oversee the program.

For 100 years, the University of Baltimore has provided business education for career-minded students. Over that time, accounting has been a core area of competence, with graduates of the University found in leadership roles in public accounting firms and government across the Metro area. Additionally, the undergraduate program is complemented by graduate programs in Accounting and Business Advisory Services, Artificial Intelligence for Business, Finance, and Taxation. The accounting program is well established but is currently offered as a concentration under the umbrella of the BS Business Administration Program. This proposal seeks to more clearly identify the program offering as a degree in accounting, as 15 other institutions within the state have done. The accounting program falls under the leadership of Dean Raju Balakrishnan, Chair of the Faculty Ven Sriram, and Provost Ralph Mueller. Faculty available to teach in the program are listed in Section H.

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

Upon successful completion of the BS in Accounting, students will be able to:

1. **Apply accounting standards**

Graduates will **apply U.S. GAAP (and basic IFRS concepts)** to prepare and analyze financial statements for individuals and organizations.

2. **Analyze financial information**

Graduates will **analyze financial statements** using quantitative techniques to assess profitability, liquidity, solvency, and operational performance.

3. **Evaluate tax impacts of decisions**

Graduates will **prepare basic individual and business tax returns** and **evaluate the tax consequences** of common financial and business decisions.

4. **Use accounting technologies**

Graduates will **use accounting software, spreadsheets, and data analytics tools** to record transactions, perform reconciliations, and generate financial reports.

5. **Apply auditing and internal control principles**

Graduates will **evaluate internal controls** and **apply fundamental auditing procedures** to assess risk and reliability of financial information.

6. **Demonstrate ethical and professional judgment**

Graduates will **identify ethical issues, apply professional standards, and recommend appropriate actions** in accounting-related scenarios.

7. **Communicate accounting information effectively**

Graduates will **communicate accounting analyses and recommendations** clearly and accurately in both written reports and oral presentations for professional audiences.

3. **Explain how the institution will:**

a) **provide for assessment of student achievement of learning outcomes in the program**

Program goals have been mapped across all courses in the curriculum, and assessments for each goal and subgoal occur within courses. Assessment rubrics are developed by faculty teams and used to assess artifacts on a bi-annual basis. Faculty assessment teams aggregate and analyze the data and develop recommendations. The Merrick School of Business conducts bi-annual Assessment Retreats where assessment results are presented to a broad constituency and where recommendations for programmatic improvements are debated and endorsed.

b) **document student achievement of learning outcomes in the program**

As described above, assessment is a faculty-driven cycle of continuous improvement. While assessment results document student achievement, they are also used to drive curriculum change.

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

The proposed Bachelor of Science in Accounting program has four general components:

- General Education
- Lower Division Business Core
- Upper Division Accounting
- Upper Division Business

Students who complete the proposed Bachelor of Science in Accounting program will have satisfied all educational requirements to sit for the CPA Exam in Maryland as well as most other states.

GENERAL EDUCATION		
Course Number	Title	Credits
	Arts & Humanities (2 disciplines)	6
	Social & Behavioral Sciences	6
	Biological and Physical Sciences	7
	English Composition	3
MATH 111	Mathematics	3
BUAD 301	Ethical Issues in Business (or other general education ethics)	3
WRIT 300	Upper-Division Writing	3
	General Education Electives	7
	TOTAL GENERAL EDUCATION	38

*****Note: ECON 201 and 202 are general education courses in the area of social and behavioral sciences and are also a part of the Lower Division Business Core.**

LOWER DIVISION BUSINESS CORE		
Course Number	Title	Credits
ACCT 201	Introduction to Financial Accounting	3
ACCT 202	Introduction to Managerial Accounting	3
BULA 151	Business Law	3
CMAT 201/303	Communicating Effectively or Oral Comm. in Business	3
ECON 201	Principles of Microeconomics (GE)	3
ECON 202	Principles of Macroeconomics	3
MATH 115	Introductory Statistics	3
OPRE 202	Statistical Data Analysis	3
	Total Lower Division Business Core (see note)	27

*****Note: ECON 201 and 202 are general education courses in the area of social and behavioral sciences and are part of the Lower Division Business Core. As such, the total in this section is reduced by 3 credits to avoid double counting of courses.**

UPPER DIVISION ACCOUNTING		
Course Number	Title	Credits
ACCT 301	Intermediate Accounting I	3
ACCT 302	Intermediate Accounting II	3
ACCT 310	Intermediate Accounting III	3
ACCT 317	Accounting Information Systems	3
ACCT 401	Auditing	3
ACCT 403	Advanced Financial Reporting	3
ACCT 405	Income Taxation	3
Accounting elective	Upper-level accounting course or global field study or internship	6
	TOTAL UPPER DIVISION ACCOUNTING	27

UPPER DIVISION BUSINESS		
Course Number	Title	Credits
ENTR 305	Entrepreneurship & Innovation	3
FIN 331	Financial Management	3
INSS 300	Management Information Systems	3
INSS 305	Data Driven Decision Making	3
MGMT 301	Management and Organizational Behavior	3
MGMT 302	Global Business Environment	3
MGMT 330	Personal and Professional Business Skills for Business	1
MGMT 339	Process and Operations Management	3
MKTG 301	Marketing Management	3
OPRE 315	Business Analytics for Decision Making	3
	TOTAL UPPER DIVISION BUSINESS	28

Course Descriptions

ACCT 201 INTRODUCTION TO FINANCIAL ACCOUNTING (3)

A comprehensive study of basic financial accounting processes applicable to a service, merchandising, and manufacturing business. An analysis of transactions, journalizing, posting, preparation of working papers and financial statements.

ACCT 202 INTRODUCTION TO MANAGERIAL ACCOUNTING (3)

An introductory study of managerial accounting processes including job order costing, process costing, cost-volume-profit analysis, standard costs, activity-based costing, cost analysis, budgeting, and managerial decision making.

Prerequisite: ACCT 201 or equivalent with a minimum grade of C.

ACCT 301 INTERMEDIATE ACCOUNTING I (3)

The first course of the three-semester sequence of intermediate financial accounting. This course focuses on a comprehensive review of issues related to the reporting and analysis of financial accounting information. Topics include financial accounting standard setting, the conceptual framework underlying financial accounting, balance sheet and income statement presentations, revenue and expense recognition, and accounting for current assets and current liabilities. Data analytics is used to analyze data and present findings. Prerequisite: ACCT 202 with a minimum grade of C.

ACCT 302 INTERMEDIATE ACCOUNTING II (3)

This class is the second course of the three-semester sequence of intermediate financial accounting. This course focuses on issues related to the reporting and analysis of financial accounting information. The objective in this course is to examine in detail (with an emphasis on both the "what" and the "why") the following financial topics: 1) Operational Assets 2) Time value of money 3) Bonds and long-term notes 4) Leases 5) Employee benefits and pensions. Prerequisite: ACCT301 or equivalent with a minimum grade of C.

ACCT 310 INTERMEDIATE ACCOUNTING III (3)

The third course of a three-course sequence for accounting majors. A comprehensive view of financial accounting concepts and principles, an intensive look at the nature and determination of the major financial statements, and an examination of current accounting practice, theory, and literature. Topics include shareholders' equity, investments, income taxes, earnings per share, accounting changes, error analysis, and statement of cash flows. Prerequisite: ACCT 302 or equivalent with a minimum grade of C.

ACCT 317 ACCOUNTING INFORMATION SYSTEMS (3)

A study of fundamental accounting system concepts, the utilization of accounting system technology to establish security and controls, accounting system development, documentation and data base implementation and the internal controls of accounting information. SQL and Python languages will be used to perform accounting information systems (AIS) tasks on the revenue, expense, production and payroll cycles. Prerequisite ACCT 202.

ACCT 401 AUDITING (3)

A study of generally accepted auditing standards with emphasis on professional standards, planning, internal control, audit evidence, audit sampling and standard reports for the various attestation functions. Prerequisites: ACCT 302 with a minimum grade of C or permission of instructor.

ACCT 402 SEMINAR IN ASSURANCE SERVICES (3)

A study of auditing and other assurance services with an emphasis on the world of auditing that exists outside of the college textbook. Special emphasis is given to legal liability, audits of SEC registrants, in depth study of financial statements fraud, auditing complex accounting estimates, and other assurance services (internal audit or government financial statements audits). A case study approach is used to attempt to create a realistic view of how an auditor organizes and carries out an audit examination. Prerequisites: OPRE 202 and ACCT 401 or equivalent with a minimum grade of C.

ACCT 403 ADVANCED FINANCIAL REPORTING (3)

A study of accounting concepts and financial reporting for state and local governments, not-for-profit entities, and partnerships; translation of foreign currency financial statements, and preparation of consolidated financial statements for consolidated enterprises. Data analytics is used to analyze data and present findings. Prerequisite: ACCT 302 with a minimum grade of C.

ACCT 405 INCOME TAXATION (3)

Students develop skills to examine and evaluate data and problems in the context of income tax law. Primarily related to the taxation of individuals, students will use judgment to draw conclusions, and demonstrate and apply tax concepts. Students will use income tax law to compute and minimize tax liability, analyze the interrelationships of separate areas of taxation to identify causes and find evidence to support inferences. The course includes the use of tax research databases to find evidence to support conclusions on tax issues and prepare an individual income tax return using tax return preparation software. Prerequisite ACCT 202

ACCT 412 INTRODUCTION TO FORENSIC ACCOUNTING (3)

Provides an overview of the field of forensic accounting, focusing on the roles, responsibilities and requirements of a forensic accountant in both litigation and fraud engagements. Examines basic litigation and fraud examination theory, identifies financial fraud schemes, explores the legal framework for damages and fraud and damage assessments and methodologies, and reviews earning management and financial reporting fraud. Other topics include computer forensics and corporate governance and ethics. Actual litigation and fraud cases are used to highlight the evolving roles of forensic accounting. Prerequisite: ACCT 202 with a minimum grade of C.

ACCT 414 FEDERAL AND STATE GOVERNMENT ACCOUNTING (3)

The course covers the basics of federal, state and local (municipal) accounting with particular focus on fund accounting and issues specific to the accounting by the US Federal Government. The course coverage will roughly approximate the curriculum of Part II and III of Exam II of Certified Government Financial Manager examination. Prerequisite: ACCT 202 with a minimum grade of C.

ACCT 420 LAW, REGULATION AND PROFESSIONAL RESPONSIBILITIES (3)

The course provides rigorous overview of theoretical and practical aspects of Law, Regulation, and Professional Responsibilities for Certified Public Accountants. The course covers legal issues pertaining to agency, contracts, debtor-creditor relationships, securities and employment law. The course also covers ethical and professional standards for certified public accountants. Prerequisite: ACCT 202 with a minimum grade of C.

ACCT 435 FINANCIAL STATEMENT ANALYSIS (3)

Explores theoretical and conceptual foundations of generally accepted accounting principles. Integrates U.S. generally accepted accounting principles to develop students' understanding of financial statement analysis. Case materials and financial statements of U.S. and international companies are incorporated. Topics include standard setting, financial statement presentation issues, measurement issues (including fair-value accounting) and classification and recognition issues. Prerequisite: ACCT 201 or equivalent with a minimum grade of C.

ACCT 495 ACCOUNTING INTERNSHIP (3)

Provides students with real-world accounting experience. The course requires approximately 175 hours of practical work with a qualified firm based on explicit statements of student responsibilities and faculty/firm monitoring mechanisms. Students will work closely with both the firm and a faculty member. It is recommended that students complete an internship in their junior year. prerequisites: Completion of nine semester hours of accounting with a minimum GPA of 3.0. Completion of MGMT 330 or permission of the instructor. Permission of the instructor is required.

BUAD 301 ETHICAL ISSUES IN BUSINESS (3)

This course introduces students to common ethical issues that arise in business organizations with the goal of helping students enhance and exercise their capacity for ethical and moral reasoning. To achieve this outcome students are equipped with a practical knowledge of major ethical theories and moral reasoning, an understanding of markets, corporate governance and individual, professional and corporate social responsibility. At the institutional level, the course emphasizes the application of concepts such as stakeholders, ethical leadership, stewardship of business assets, and moral climate. At the individual level, students learn about

taking action based on their values; developing in character, professionalism, integrity, independence and objectivity; and applying them to decision-making. [UETH]

BULA 151 BUSINESS LAW I (3)

A basic study of the judicial system, contracts, agency, fraud, sale of personal property, warranties, transfer of title, and legal remedies.

CMAT 201 COMMUNICATING EFFECTIVELY (3)

Introduction to oral communication: interpersonal, small group and public speaking. Emphasis on accurately transmitting information, using effective strategies for informing and persuading, using effective communication techniques to work with others, and feeling at ease in front of an audience. Laboratory fee required.

CMAT 303 ORAL COMMUNICATION IN BUSINESS (3)

Extensive practice in presentational speaking, briefing techniques, the mechanics and dynamics of group meetings and the development of interviewing, critical listening and interpersonal communication skills. Laboratory fee required.

ECON 201 PRINCIPLES OF MICROECONOMICS (3)

This course introduces economic analysis of individual, business, and industry choices in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenues, market structures, income distribution, market failure, and government intervention.

ECON 202 PRINCIPLES OF MACROECONOMICS (3)

This course introduces economic analysis of aggregate output, employment, income, and prices. Attention is paid to international trade and global impacts across economies. The main analytical goal is application of the aggregate supply and demand model to understand fluctuations and government intervention. Students will be exposed to economic data and asked to present the data with an explanation.

MATH 111 COLLEGE ALGEBRA (3)

Provides students with more advanced skills required for high-level applications of mathematics. Negative and rational exponents and functions, their properties and operations, including inverse functions; linear, quadratic, polynomial, rational, absolute value, exponential and logarithmic functions are explored. Students develop graphical and algebraic skills and study applications of concepts. Prerequisites: meet or exceed required math placement score and/or successful completion of a developmental math (MATH 82/83/84/86/100), or a course that satisfies the University of Baltimore General Education Math requirement.

MATH 115 INTRODUCTORY STATISTICS (3)

An overview of descriptive and inferential statistics. Statistics is inherently applied the course emphasizes solutions to problems in a variety of applied settings. Measures of location and variability, probability distributions, correlation and regression, sampling and sampling distributions, hypothesis testing and estimation with confidence intervals for means and proportions are explored. Prerequisites: meet or exceed required math placement score and/or successful completion of a developmental math (MATH 82/83/84/86/100), or a course that satisfies the University of Baltimore General Education Math requirement.

OPRE 202 STATISTICAL DATA ANALYSIS (3)

A second course in the statistical analysis of data related to business activities with emphasis on applications in various functional areas including accounting, finance, management, marketing and operations management, among others. Topics include estimation, hypothesis testing, contingency tables and chi-square test, analysis of variance and covariance, simple and multiple regression analysis and correlation analysis. Computer implementation using Excel-based statistical data analysis or other relevant software and interpretation of results for business applications are emphasized. Prerequisites: OPRE 201 or MATH 115.

ENTR 305 Entrepreneurship and Innovation (3)

An introductory course on entrepreneurship and innovation with emphasis on concepts of new market opportunity identification in both new ventures and existing organizations. Students will apply creative problem solving to identify entrepreneurial opportunities which are financially viable. Interdisciplinary analysis will be utilized and involves identifying, evaluating, and determining whether a scalable business opportunity exists.

Students will develop the analytical and conceptual skills required to understand and explore the creative and innovative underpinnings of new products, services, and organizations. Similarities and differences in creativity and innovation across different levels, from the individual level to the organizational or industry level, will be highlighted, as are differences in financing options and early-stage sources of capital for new ideas. The course includes oral, visual, and written communication, including distilling an entrepreneurial idea into elevator pitches and summarizing complex market opportunities into a multi-stakeholder dialogue.

FIN 331 FINANCIAL MANAGEMENT (3)

An overview and understanding of fundamental principles of financial decision-making and their application to internal and external problem-solving by the business enterprise. Topics include financial statement analysis and forecasting, time value of money and security valuation, corporate capital budgeting, cost of capital and capital structure. Thematic coverage encompasses the traditional, international, and ethical dimensions of financial decision-making. prerequisites: ACCT 201, ECON 200 or 3 hours of micro- or macroeconomics, and MATH 115

INSS 300 MANAGEMENT INFORMATION SYSTEMS (3)

Provides a fundamental knowledge of information systems and technology (IS&T) issues from the perspective of business professionals. This includes information technology concepts and vocabulary as well as insights into IS&T applications in business organizations. Topics include searching and extracting information to solve business problems; the role of organizational context in IS&T effectiveness; the economic, social, legal and ethical impacts of IS&T; the systems life cycle approach; and key technologies such as the Internet, networking and database management systems. This course satisfies the University's information literacy requirement in addition to the computer literacy general education requirement.

INSS 305 DATA DRIVEN DECISION MAKING

An essential skill for any business student is the ability to make data meaningful. This includes the ability to source, analyze, and present data effectively, as well as having an understanding of the major technological platforms used in industry for this purpose. Whether it is manipulating financial data or understanding social media feeds, identifying ethical or broader societal concerns, the data skills needed for modern data driven decision making have these common elements. Students will apply analytical techniques in order to make data-driven business decisions. They will improve their database, data management, data analytics, and data visualization skills as well as learning new methods like machine learning and data mining. They will also acquire basic proficiency in the industry-dominant technology platforms used for these tasks, like Tableau or Python. The course will use real live data, whenever possible, to address pressing business issues from a variety of disciplines.

MGMT 301 MANAGEMENT AND ORGANIZATIONAL BEHAVIOR (3)

An exploration into the functions of management, management history, individual behavior, interpersonal relationships in organizations, the nature of work, values and ethics, motivation and morale, teamwork, communication and group dynamics, leadership and supervision, and organizational structure and culture. Course coverage includes global perspectives and significant research from the behavioral sciences. prerequisite: WRIT 300

MGMT 302 GLOBAL BUSINESS ENVIRONMENT (3)

This course enhances students' abilities to operate successfully in today's multicultural, global environment. Students will gain a theoretical basis for understanding key aspects of the global business environment, as applied to small companies, multinational corporations, multilateral institutions, and non-governmental organizations. Students will explore the impacts of globalization at home and abroad. Course modules aim to broaden the students' understanding of similarities and differences among national political economics, legal systems and sociocultural environments, including world religions, business ethics and social responsibility. Students will survey business functions as they are applied to expand

and manage international operations. [GD] Prerequisites: ECON 200 (or 3 hours of micro- or macroeconomics) and CMAT 201 or CMAT 303.

MGMT 330 PERSONAL AND PROFESSIONAL SKILLS FOR BUSINESS (1)

Provides students with the skills necessary to advance their career development. Strategies and practices that allow the student to successfully interface with potential employers are explored and applied. Course modules include business etiquette and professional behavior, appropriate use of workplace communication techniques, written business communications, and showcasing career-building talents and skills within an organizational context. There is a lab fee associated with this course.

MGMT 339 PROCESS AND OPERATIONS MANAGEMENT (3)

Provides an overview of managing critical resources efficiently and effectively to create physical goods, services and information goods in manufacturing and service organizations. Topics include operations strategy, project management, forecasting, location and layout of facilities, capacity and process planning, upstream and downstream supply chains and the role of the Internet, operations and environment, matching supply and demand, scheduling, job design and quality management. Integrated throughout are considerations of ethics, information systems, people involved, and the domestic and international environment. prerequisite: MATH 115

OPRE 315 BUSINESS ANALYTICS FOR DECISION MAKING (3)

An introductory course in business analytics and its application to support business decision-making and improve business performance. The focus is on descriptive, and predictive analytics, including, optimization, decision analysis, data mining, data visualization, forecasting and simulation and their application to various functional areas in business such as finance, marketing, operations, and human resources. Special emphasis is placed on analytical concepts, computer implementation, and communication of recommendations based on findings. Prerequisites: MATH 115 and OPRE 202

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

UBALT's flexible general education program encompasses Maryland requirements and specific University of Baltimore requirements. The undergraduate curriculum includes 38 credits of general education in the following areas:

- Arts & Humanities (6 credits)
- Ethics (3 credits)
- Social & Behavioral Sciences (6 credits)
- Physical & Biological Sciences (7 credits)

- Mathematics (3 credits)
- English Composition (6 credits)
- General Education Electives (7+ credits)

These requirements can be met through UBALT's freshman program and through UBALT courses certified by a faculty review process to meet the General Education learning outcome requirements. Most requirements may also be met by transfer of courses that meet Maryland general education requirements as outlined in COMAR.

The University also has Graduation Requirements that can be met through a variety of general electives, General Education, and major requirements. The UBALT Graduation Requirements (GR) are in the following areas:

- Information Literacy (fulfilled by the required course INSS 300; also, INFO 110 is required for students who begin at UBALT or who transfer in at the lower division)
- Technological Fluency (INSS 300)
- Oral Communication (CMAT 201 Communicating Effectively or CMAT 303 Oral Communication in Business, as well as courses transferred in)
- Global Awareness & Diverse Perspectives (MGMT 302)
- Capstone Experience (fulfilled by the required course ACCT 310)

The courses listed below fill general education requirements in addition to serving as preparatory classes for students in the major:

- ECON 201 – Principles of Microeconomics
- ECON 202 – Principles of Macroeconomics

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

The program is within scope of AACSB accreditation of the Merrick School of Business at UBALT.

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

Not applicable.

- 8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.**

UBALT's website provides students with updated information on program curriculum, course and degree requirements, technology competence and skills expected for a degree, technical equipment requirements for courses, academic support services, financial aid resources, costs, and payment policies, and on the learning management system (LMS), Canvas. Within Canvas, student tutorials are available to help students with the LMS, and individual courses can also provide resource materials there. The University's Office of Disability and Access Services has a website, an office, office hours, and access to video and audio technologies to assist students who need accommodations. The Division of Student Support and Access Services and the Bogomolny Library also provide a variety of academic and other student support services, including access to counseling resources 24/7.

- 9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.**

The Merrick School of Business is carefully coordinating with the university admissions and marketing department to ensure that any marketing materials, such as program fact sheets, reflect the new curriculum. The catalog is updated annually and posted online, in addition to the routine program web page updates.

H. Adequacy of Articulation (as outlined in [COMAR 13B.02.03.19](#))

- 1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements. More information for Articulation Agreements may be found [here](#).**

UBALT has long maintained articulation agreements with all local community colleges that provide seamless transfer into our BS programs. The proposed BS Accounting program will maintain the transfer outcomes from our current AA Business Administration to BSBA from Baltimore City Community College, the Community College of Baltimore County, Anne Arundel Community College, Howard Community College, Harford Community College, Carroll Community

College, and others. This proposal is accompanied by an articulation agreement between UBALT and CCBC for the proposed program.

The proposed BS Accounting program is within the scope of Accelerated BS-MS programs within UBALT as articulated by the University System of Maryland's rules for Accelerated Programs. Under this Policy, an undergraduate student with a GPA of 3.25 or higher is allowed to take up to 9 graduate credits and double count them towards their graduate degree.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

- 1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.**

Faculty Name	Discipline	Degree	Rank	Status	Courses taught
White, Lourdes	Accounting	DBA	Full Professor	Full-time	ACCT 201, 605, BUAD 301
Pevzner, Mikhail	Accounting	Ph.D. Accounting, CPA	Full Professor	Full-time	ACCT 401, 402, 435
Williams, Jan	Accounting	Ph.D. Accounting, CPA	Full Professor	Full-time	ACCT 201, 301, 403
Ramsey, Johnny	Accounting	MBA, CPA	Lecturer	Full-time	ACCT 401, 402, 412, 414
Demarest, Kathryn	Accounting	MS Taxation, MBA, CPA	Associate Dean	Part-time	ACCT 405
Gardner, A. Lawrie	Accounting	MBA, CPA	Lecturer	Part-time	ACCT 302
Nguyen, Hoang	Accounting/ Finance	Ph.D. Finance	Associate Professor	Full-time	ACCT 317
Bachovsky, Mary	Business Law	JD	Lecturer	Part-time	BULA 151
Guo, Ge	Decision Science	Ph.D., 2018	Assistant Professor	Full-time	OPRE 315
Gerlowski, Daniel	Economics	Ph.D., 1987	Full Professor	Full-time	ECON 201, ECON 202
Zhang, Ting	Economics	Ph.D., 2008	Associate Professor	Full-time	ECON 201, ECON 202

Lingelbach, David	Entrepreneurship	Ph.D., 2009	Full Professor	Full-time	ENTR 305
Sunny, Sanwar	Entrepreneurship	Ph.D., 2019	Assistant Professor	Full-time	ENTR 305
Chen, Dong	Finance	Ph.D., 2008	Associate Professor	Full-time	FIN 331
Yunus, Nafeesa	Finance	Ph.D., 2007	Associate Professor	Full-time	FIN 331
Pezeshkan, Amir	International Business	Ph.D., 2015	Associate Professor	Full-time	MGMT 302
Richardson, Paul	Management	D.M., 2012	Adjunct Faculty	Part-time	MGMT 301, MGMT 339
Weaver, Jeffrey	Management	Ph.D., 2008	Adjunct Faculty	Part-time	MGMT 330
Wynne, Kevin	Management	Ph.D., 2016	Assistant Professor	Full-time	MGMT 301
Fowler, Danielle	MIS	Ph.D., 1996	Associate Professor	Full-time	INSS 300, INSS 305
Mirani, Rajesh	MIS	Ph.D., 1992	Associate Professor	Full-time	INSS 300, INSS 305
Randhawa, Praneet	Marketing	Ph.D., 2014	Associate Professor	Full-time	MKTG 301
Sriram, Ven	Marketing	Ph.D., 1987	Full Professor	Full-time	MGMT 302, MKTG 301

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

a) Pedagogy that meets the needs of the students

UBALT provides periodic training to its faculty on the use of the latest online and face-to-face teaching tools as well as professional development opportunities through attending national conferences and training, such as for example, Coursera, EdX, etc. In addition, the faculty is afforded opportunities to attend continuing professional education sessions through other providers of technical skills training, such as Coursera and Udemy.

b) The learning management system

UBALT provides periodic necessary trainings in its Learning Management System—Canvas through its Center for Excellence in Learning, Teaching and Technology (CELTT) as well as periodic quality reviews of the faculty's utilization of LMS.

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

Similar to LMS training, UBALT's CELTT provides periodic training in online teaching to its faculty. Additionally, each department within the Merrick School of Business coordinates informal, collegial discussions about course design and delivery. Student evaluation data is used to improve course design and effectiveness.

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

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

The Merrick School of Business works actively with UBALT's Bogomolny Library to continually ensure appropriate access to academic books and journals.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR13B.02.03.13)

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

UBALT's current facilities provide excellent conditions for our students. The Thumel Business Center features state-of-the-art classrooms and technology. The University also provides students with loaner laptops whenever they need them. Our classrooms are adequately equipped for both online and face-to-face instructions, and they have up-to-date IT infrastructure.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

a) An institutional electronic mailing system, and

UBALT provides every student with an email address, access to Learning Management System (Canvas), and free access to Office 365 software (Word, Excel and PowerPoint).

b) A learning management system that provides the necessary technological support for distance education

All courses offered by the Merrick School of Business at UBALT actively use the Canvas LMS. Open-access, comprehensive student support for the learning management system is provided in module format and includes “how to” video and print tutorials, links to student services, and tips for success in an online learning environment. Faculty can access an LMS training site and work with Canvas faculty fellows from their colleges and instructional designers for course design and technical support. Both faculty and staff have access to 24/7 phone and chat support.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR13B.02.03.14)

- 1. Complete Table 1: Resources and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.**

Narrative: It is anticipated that first year enrollment in the proposed Bachelor of Science in

Accounting program will be similar to enrollment in the concentration in Accounting within the Bachelor of Science in Business Administration program for AY 2026, with an increase of 4% per year after Year 1. Tuition is expected to increase at a rate of 2% per year, which has been our historical average.

TABLE 1: PROGRAM RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Tuition and Fee Revenue (c + g below)	\$256,014	\$271,580	\$288,092	\$305,608	\$324,189
a. Number of F/T students	6	6	6	7	7
b. Annual Tuition/Fee Rate	\$10,413	\$10,621	\$10,834	\$11,050	\$11,271

c. Total F/T Revenue (a*b)	\$62,478	\$66,277	\$70,306	\$74,581	\$79,115
d. Number of P/T students	32	33	35	36	37
e. Credit Hour Rate <i>[PT tuition & mandatory fees – see note]</i>	\$504	\$514	\$524	\$535	\$546
f. Annual Credit Hours Rate (per student, average)	12	12	12	12	12
g. Total P/T Revenue (d*e*f)	\$193,536	\$205,303	\$217,785	\$231,027	\$245,073
2. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
3. Other Sources – N/A	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1-4)	\$256,014	\$271,580	\$288,092	\$305,608	\$324,189

2. Complete Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

TABLE 2: PROGRAM EXPENDITURES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$215,655	\$219,968	\$224,367	\$228,855	\$233,432
a. Number of FTE	1.25	1.25	1.25	1.25	1.25
b. Total Salary	\$165,000	\$168,300	\$171,666	\$175,099	\$178,601
c. Total Benefits	\$50,655	\$51,668	\$52,701	\$53,755	\$54,831
2. Admin Staff (b + c below)	\$20,325	\$20,732	\$21,146	\$21,569	\$22,000
a. Number of FTE	0.1	0.1	0.1	0.1	0.1
b. Total Salary	\$15,000	\$15,300	\$15,606	\$15,918	\$16,236
c. Total Benefits	\$5,325	\$5,432	\$5,540	\$5,651	\$5,764
3. Support Staff (b + c below)	\$10,840	\$11,057	\$11,278	\$11,503	\$11,734
a. Number of FTE	0.1	0.1	0.1	0.1	0.1
b. Total Salary	\$8,000	\$8,160	\$8,323	\$8,490	\$8,659
c. Total Benefits	\$2,840	\$2,897	\$2,955	\$3,014	\$3,074
4. Technical Support and Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$0	\$0	\$0	\$0	\$0
Total (Add 1 through 7)	\$246,820	\$251,756	\$256,792	\$261,927	\$267,166

Note: Salary and benefit projections are based on current average salary and benefit expenditures adjusted for expected cost-of-living increases over time. It is important to note that faculty often teach in both undergraduate and graduate programs and the salary costs assigned here only relate to teaching within the Bachelor of Science in Accounting program. Assumptions are based on 80% of class sections being taught by full-time faculty, although a mix with more adjunct faculty would reduce costs and increase the operating margin. Many accounting classes are cross-listed, which results in a half of the FTE being assigned to the graduate program in accounting.

M. Adequacy of Provisions for Evaluation of Program ([as outlined in COMAR 13B.02.03.15](#)).

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

The assessment of program student learning outcomes is faculty-driven. Assessment generally occurs within courses, but assessment results are shared and evaluated within the disciplines and School of Business.

Faculty are evaluated annually by the faculty chair and dean. In addition, policies for tenure-track and tenured faculty call for in-depth peer review at regular intervals.

All courses undergo student evaluation using the college-wide software tool, Explorance Evaluations. Students complete evaluations of their course and the instructor at the end of each semester, using an online form. Data from these evaluations are incorporated in the annual chair's evaluation of faculty and are used in faculty promotion and tenure decisions.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

Student learning outcomes are assessed on a two-year cycle using direct and indirect measures. The primary assessment measures are direct assessments administered within courses, evaluated by faculty and affirmed by the College of Business as a whole.

Retention is a key metric of the quality of our courses and faculty and retention data is reviewed on an ongoing basis, as are student evaluations of faculty. These

evaluations have highlighted improvements that can be implemented across the curriculum in course delivery and feedback.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

- 1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.**

UBALT is an unusually diverse institution, with an average undergraduate age over 27, a majority minority undergraduate population, and over 200 international students on campus. Approximately 47% of UBALT students are African American and 32% white. The University serves nontraditional students, which includes many working adults. UBALT's current strategic plan underlines the importance of diversity, equity, and inclusion, and one of the strategic goals is to strengthen UBALT's commitment to these core values.

O. Relationship to Low Productivity Programs Identified by the Commission:

- 1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.**

Not applicable.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

- 1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.**

This program will be delivered fully online, fully on-campus, and in a flexible hybrid format. UBALT provides a wide variety of distance education programs. In the Merrick School of Business, we currently provide BSBA, MBA, and MS in Accounting and Business Advisory Services degrees online. Thus, UBALT is very well-positioned to provide Distance Education.

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

The Bachelor of Science with a concentration in accounting program has long been offered in both on-campus and online modalities, and the proposed program will not alter our course offerings. UBALT provides support for distance education, both at the

program level and in individual courses, through its Center for Excellence in Learning, Teaching, and Technology.



BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: Towson University (TU) proposal for a Bachelor of Science in Business Analytics

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: April 8, 2026

SUMMARY: Towson University proposes the elevation of the existing specialization in Business Analytics within the Bachelor of Science in Business Administration into a stand-alone Bachelor of Science in Business Analytics. This change involves no new curriculum, no new courses, no new faculty, and requires no additional resources. The program will continue to be administered by the Department of Business Analytics & Technology Management within the College of Business and Economics and will remain fully within the scope of AACSB accreditation. Elevation to a stand-alone major enhances program clarity, aligns the degree title with employer expectations, and reinforces Towson University's mission to provide transformational, accessible education that prepares students for career success. Business Analytics is the fastest-growing area of study in the College of Business and Economics, with enrollment increasing from 56 students in Fall 2023 to 131 in Fall 2025. The stand-alone major will strengthen graduates' competitiveness in the job market and enable clearer reporting of enrollment, retention, and career outcomes consistent with USM institutions. This proposal aligns fully with AACSB disciplinary classification, follows national norms for business degree structure, and reflects a reclassification—not an expansion—of current academic offerings. TU's students will benefit from enhanced credential clarity, and Maryland's employers will benefit from a more visible and better-aligned talent pipeline.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fee revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from TU for a B.S. in Business Analytics.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn, 301-445-1992, awrynn@usmd.edu



Mark R. Ginsberg,
Ph.D.
President

Office of the President
8000 York Road
Towson, MD 21252-0001

March 10, 2026

TOWSON.EDU

Jay Perman, M.D.
Chancellor
University System of Maryland
3300 Metzerott Road
Adelphi, MD 20783

Dear Chancellor Perman:

In accordance with the Code of Maryland Regulation (COMAR) 13B.02.03.06, Towson University seeks your review and approval to offer the following six new undergraduate degrees, effective fall 2026:

- Bachelor of Science in Business Analytics
- Bachelor of Science in Business Economics
- Bachelor of Science in Finance
- Bachelor of Science in Financial Planning
- Bachelor of Science in Marketing
- Bachelor of Science in Project Management

All the coursework that will comprise the six new proposed undergraduate degree programs is currently offered through TU's Business Administration major as either a concentration or specialization within that degree program. TU proposes to elevate these six concentrations/specializations into standalone baccalaureate degree programs. The elevation of these existing concentrations/specializations, which already effectively operate as standalone degree programs in everything but name, will involve no change to curriculum, faculty, or program administration: These programs will be implemented using existing resources under Education Article § 11-206.1. Establishing these six concentrations/specializations as standalone degree programs reflects current industry standards and responds to consistent student demand for greater program clarity and degree recognition, thereby improving our graduates' marketability.

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If you have any questions or require additional information, please contact Rhodri Evans, Assistant Provost for Assessment, Accreditation and Compliance, at rhodrievans@towson.edu or by phone at 410-704-3312.

Thank you in advance for your review.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark R. Ginsberg".

Mark R. Ginsberg, Ph.D.
President

MG/rjme

cc: Dr. Candace Caraco, Associate Vice Chancellor for Academic Affairs, USM
Dr. Melanie L. Perreault, Provost and Executive Vice President for Academic Affairs
Dr. Clare N. Muhoro, Associate Provost for Academic Affairs
Dr. Prabakar Kothandaraman, Dean, College of Business and Economics

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

183/566

College of Business and Economics
Department of Business Analytics & Technology Management
Proposal for Bachelor of Science in Business Analytics

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A. Centrality to Institutional Mission and Planning Priorities.

A.1 Program description and relation to TU mission.

Towson University (TU) proposes the elevation of the existing specialization in Business Analytics within the Bachelor of Science (BS) in Business Administration into a stand-alone Bachelor of Science in Business Analytics. This change involves no new curriculum, no new courses, no new faculty, and requires no additional resources. The program will continue to be administered by the Department of Business Analytics & Technology Management within the College of Business and Economics (CBE) and will remain fully within the scope of accreditation by the Association to Advance Collegiate Schools of Business International (AACSB).

The purpose of business analytics is to collect, organize and analyze business data and derive business intelligence and insights to help businesses function optimally, improve processes, change policies, and introduce new technologies. Mirroring the structure of majors at other AACSB-accredited business schools, the existing specialization requires a foundation in cross-disciplinary business courses (including a Microsoft Excel based course and a cross-disciplinary business analytics course) and 21 credits focused on business analytics.

Because AACSB classifies programs by discipline, treating majors, concentrations, and specializations as equivalent,¹ the change will have no effect on current accreditation. However, it will benefit students by providing them with a clearer, more marketable credential aligned with industry expectations. Major status is desired by TU students because the discipline of business analytics will be reflected on their diplomas. The proposed change improves alignment with the search practices of employers and applicant tracking systems that rely on degree titles, thereby enhancing students' competitiveness for internships and full-time positions. Classification as a major will also provide transparency in data availability and increase accuracy in tracking programs.

Furthermore, the change is aligned with the mission of TU. Through a foundation in the liberal arts and a commitment to academic excellence, interdisciplinary study, research and public service, Towson University prepares students for careers in high demand today and in the future. Business economics capabilities—including the knowledge and tools to gather, clean, model, and interpret data to support organizational decision-making—are core to Maryland's economy and essential skills for student career success.

A.2 Alignment with TU's strategic goals and priorities.

The elevation of the specialization in Business Analytics to a stand-alone Bachelor of Science in Business Analytics directly advances TU's six institutional priorities: Educate, Innovate, Engage, Include, Support, and Sustain.

¹ See <https://www.aacsb.edu/-/media/documents/accreditation/2020-interpretive-guidance-july-2021.pdf> wherein "majors or other areas where intellectual capital would be expected to be maintained, including concentrations and specialties" are held to identical standards (e.g., p. 10).

Educate: Business analytics is a high-demand field aligned with state and regional workforce needs. Students graduate with strong analytical and problem-solving skills, industry-relevant software experience, and professional certification in Microsoft Excel—preparing them for immediate career success.

Innovate: The curriculum is continuously updated to reflect emerging technologies used across industry, including Python, R, Tableau, Power BI, and AI-enabled tools. This contributes to TU's broader commitment to fostering innovation and digital fluency across disciplines.

Engage & Include: Courses are infused with applied learning opportunities, collaborative problem-solving, and real-world projects. All Business Analytics students complete a professional internship, strengthening connections with employers and expanding access to equitable experiential learning.

Support: Major status enhances the clarity and visibility of a student's course of study, improving employer recognition and supporting stronger outcomes in internships, job placement, and graduate school admissions.

Sustain: The proposed change is fiscally responsible. Because the curriculum, faculty, and administrative structures already exist, the elevation to a major requires no new university resources while improving program visibility and institutional effectiveness.

A.3 Adequate funding for first five years.

TU began offering a specialization in Business Analytics within the Business Administration major in fall 2022. Since then, it has become the college's fastest growing area of study, with 131 students in fall 2025. The proposed change to a stand-alone major will effectively be a change in name only, will require no new resources, and will continue to be adequately funded.

A.4 Institutional commitment.

TU is committed to continuing to provide the administrative, financial, and technical support required to support the program. The program will continue to be housed in the Department of Business Analytics & Technology Management within the College of Business and Economics. No new administrative, financial, or technical support is required.

The existing specialization in Business Analytics within the BS in Business Administration would be converted to a BS in Business Analytics. All students currently enrolled in the specialization would have the option of switching to the BS in Business Analytics or completing the specialization within Business Administration for a period of four years. The vast majority will choose to switch. As the program structure and course offerings will remain the same, no additional accommodations will be necessary.

TU is committed to student success and will provide all enrolled students with the necessary courses and resources (such as advisors to guide students through the program and technical support from the Office of Technology Services) so they can graduate on schedule.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan.

B.1 Demonstrated demand and need.

Business analytics is a critical workforce need in Maryland and nationally. Organizations across finance, healthcare, government, cybersecurity, transportation, and logistics increasingly rely on data-driven decision-making. The stand-alone degree supports statewide workforce development, therefore addressing a societal need, by producing graduates with skills in data visualization, business intelligence, data warehousing, and predictive modeling.

The program will expand access to high-demand analytics careers for Maryland students, particularly first-generation and transfer students. Because no curriculum changes are required, the program maintains affordability and accessibility while enhancing degree clarity.

B.2 Consistency with the Maryland State Plan for Postsecondary Education.

Elevating the program to a stand-alone major will directly support the Maryland State Plan for Postsecondary Education's goal of Student Success by strengthening the quality, clarity, and market relevance of academic pathways that prepare students for high-demand careers. It will reinforce **Priority 5: Maintain the commitment to high-quality postsecondary education in Maryland** by providing students with 1) a more accurate disciplinary identity; 2) improved advising clarity; 3) and a credential that aligns with industry expectations and national and state norms. The change also advances **Priority 7: Enhance the ways postsecondary education is a platform for ongoing lifelong learning** by creating a more transparent structure that better supports students pursuing advanced certifications, graduate study, and professional roles in business analytics. Because the proposal requires no new resources, it embodies the State Plan's emphasis on accessible, high-quality, and future-focused educational offerings that contribute to Maryland's long-term economic vitality.

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

C.1 Employment opportunities.

Students in the program learn to organize and analyze data, discover patterns, and derive business intelligence and insights to drive better decision making. Graduates of the program are prepared for high-demand roles including data analyst, business intelligence analyst, business analytics consultant, operations analyst, and supply chain analyst. These roles typically require bachelor's-level preparation and are associated with Standard Occupational Classification (SOC) codes such as Management Analyst (13-1111), Operations Research Analysts (15-2031), and other business-focused analyst positions.

Employers routinely filter applicants by degree title, and a stand-alone Business Analytics major aligns with these hiring practices more directly than a specialization listed under Business Administration.

C.2 Market demand.

According to data from the TU career center, 90% of graduates of the current Business Analytics specialization were employed or seeking further education six months after

graduation. The average entry-level salary was \$54,052. Employers included ARGO Systems, AssuredPartners, BoozAllen Hamilton, Essential Support Services, the Whiting-Turner Contracting Company, and the U.S. Nuclear Regulatory Commission.

C.3 Expected vacancies over the next five years.

According to the Bureau of Labor Statistics Occupational Outlook Handbook, the job outlook for Management Analysts with a bachelor's degree is growing much faster than average (9%), with a median pay of \$101,190.² The demand for Operations Research Analysts with a bachelor's degree is growing much faster than average (21%), with a 2024 median salary of \$91,290.³

According to the Maryland Department of Labor,⁴ the demand in Maryland is likely to grow faster than average, at 10.41% for Management Analysts and 23.18% for Operational Analysts. The Department projects 24,024 job openings in Maryland for Management Analysts and another 3,650 openings for Operations Analysts by 2034.

C.4 Projected supply of prospective graduates.

The conversion of the program to a stand-alone major will benefit the current population of TU students, as well as the population of transfer students who choose TU. As of fall 2025, there were 131 students enrolled in the Business Analytics specialization. Table C1 shows the number of incoming first-time and transfer students who either declared Business Analytics as their specialization or who did not initially declare a concentration/specialization over the past five years. Table C2 shows the number of students transferring into the TU College of Business and Economics from community colleges in Maryland over the past five years.

Table C1: Enrollment in Potential Feeder Programs (Incoming First-time and Incoming Transfer students, Towson University)

Institution	Program Name	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Towson University	Business Administration -- undeclared	165	136	136	106	107
Towson University	Business Administration, Specialization in Business Analytics	16	2	27	30	52

Source: Towson University Institutional Research⁵

Table C2: Enrollment in Potential Feeder Programs (Number of Students Transferring into TU)

Community College	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Allegany College of Maryland	1	1	0	0	0	0
Anne Arundel Community College	35	36	30	24	29	18
Baltimore City Community College	1	5	6	2	3	2
Carroll Community College	13	9	10	14	11	12

² <https://www.bls.gov/ooh/business-and-financial/management-analysts.htm>

³ <https://www.bls.gov/ooh/math/operations-research-analysts.htm>

⁴ <https://labor.maryland.gov/lmi/iandoproj/occupationalprojections.xlsx>

⁵ <https://wp.towson.edu/institutionalresearch/academic-plans/>

Community College	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Cecil Community College	2	5	4	2	1	3
Chesapeake College	1	4	4	1	1	3
College of Southern Maryland	7	3	10	10	3	10
Community College of Baltimore County	51	68	61	46	53	46
Frederick Community College	16	16	9	10	9	11
Hagerstown Community College	5	4	4	1	3	3
Harford Community College	44	49	42	32	26	26
Howard Community College	28	33	38	16	20	18
Montgomery College	37	41	27	22	21	22
Prince Georges Community College	4	14	9	7	7	12
Wor Wic Community College	2	1	1	0	1	1

Source: Towson University Institutional Research⁶

D. Reasonableness of Program Duplication.

D.1 Program duplication.

No Maryland AACSB-accredited business school offers a stand-alone Bachelor of Science in Business Analytics with the same disciplinary focus. The University of Maryland, College Park offers a BS in Operations Management and Business Analytics, but with fewer analytics credits (18 vs. TU's 21). Loyola University offers an Information Systems and Data Analytics major within its School of Business and Management that blends analytics with information systems and programming. TU's Business Analytics major is more specialized and data-focused, emphasizing data mining, modeling, visualization, and applied analytics. Other analytics programs in the state are housed outside AACSB-accredited business colleges.

TU's program fills a statewide gap by offering a business-focused analytics major within an AACSB-accredited college. Minimal impact on other institutions is expected because TU already offers the specialization and the change does not add capacity or modify curriculum.

Table D1: Degrees Awarded in Business Analytics and Related Majors at TU and Other Maryland Institutions

Business Analytics Programs	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Towson University's Business Analytics Specialization	0	0	0	17
University of Maryland College Park's Operations Management and Data Analytics Major	75	67	70	65
Loyola University's Information Systems and Data Analytics Major	0	0	2	17

Sources: MHEC Academic Program Inventory;⁷ Maryland Higher Education Commission Trends in Degrees and Awards by Program 2024,⁸ TU Internal Records

⁶ <https://wp.towson.edu/institutionalresearch/transfer-students/>

⁷ https://mhec.maryland.gov/institutions_training/Pages/searchmajor.aspx

⁸ <https://mhec.maryland.gov/publications/Documents/Research/TRENDS%20IN%20DEGREES%20AND%20AWARDS%20BY%20PROGRAM%202024%20-%20External.pdf>

D.2 Justification for the proposed program.

The basic structure of the current specialization, with a foundation in cross-disciplinary courses in business and 21 credits focused in business analytics, is similar to the structure of majors in business analytics at other AACSB-accredited business schools (see Appendix A). The current specialization in Business Analytics offered at TU is equivalent to a major in all but name. Major status is desired by TU students because the discipline of business analytics will be reflected on their diplomas, and they deserve the same access as students at other universities. Classification as a major will also provide transparency in data availability and increase accuracy in tracking programs.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs).

The conversion of TU’s existing Business Analytics specialization to a stand-alone major, which involves no curricular changes and requires no additional resources, should have minimal impact on high-demand programs at Maryland’s HBIs. No Maryland HBI currently offers a stand-alone major in Business Analytics.

F. Relevance to the identity of Historically Black Institutions (HBIs).

The conversion of TU’s existing Business Analytics specialization to a stand-alone major, which involves no curricular changes and requires no additional resources, should have minimal impact on the uniqueness and institutional identities and missions of Maryland’s HBIs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes.

G.1 Oversight of the program.

The curriculum that will constitute the new stand-alone major is already established; no resources are required to develop the degree program as all the coursework and faculty needed to teach it are already in place.

The specialization in Business Analytics was created in 2022 in response to growing demand in the field. It has grown rapidly, from an initial seven students in fall 2022 to 131 in fall 2025. The program meets rigorous standards of faculty qualification consistent with AACSB guidelines of greater than 60% of student credit hours in the discipline taught by full time faculty and greater than 90% taught by faculty with at least a master’s degree. In academic year 2025-2026, 73% of courses required within the Business Analytics specialization were taught by full-time faculty, and 100% had earned an advanced degree.

Faculty teaching in the program and their credentials are listed in Table I1.

G.2 Educational objectives and learning outcomes.

Program learning goals are appropriate and aligned with both TU’s broad institutional student learning outcomes (ISLOs) and AACSB guidance.

Table G1: Alignment of Program Learning Goals with TU Goals

Program Learning Goal	Aligned TU ISLO

Apply Business Analytics Knowledge in the Context of Professional Employment	Specialized Knowledge in Defined Fields
Communicate Properly and Effectively	Effective Communication
Apply Critical Thinking and Problem-Solving Skills to Organizational Decision Making	Critical Analysis and Reasoning
Use Technology Effectively in Business Settings	Information Literacy and Technological Competency
Work Effectively Toward Achieving Common Goals within Diverse Teams	Working in Multifaceted Work Environments
Distinguish Between Ethical and Unethical Conduct in their Professional Lives	Local and Global Citizenship and Leadership

G.3 Assessment and documentation of student learning outcomes.

Faculty involvement and collaboration in the assurance of learning process was commended by the peer review team during our more recent AACSB review in 2023. Moreover, the Department of Business Analytics & Technology Management remains committed to maintaining a mature, responsive assessment process. All learning objectives are measured by at least one faculty-created direct measure infused into a course, as well as indirect assessments from students and employers. Cross-disciplinary faculty on a college Assessment Committee ensure that results and opportunities for improvement are communicated to their home departments, other relevant committees, and CBE leadership.

G.4 Program requirements.

As is typical in AACSB-accredited universities, the program requires a standard set of cross-disciplinary business courses as well as focused instruction within the specific discipline (i.e., major/concentration/specialization, which are treated identically by AACSB). A listing of required courses is given in Table G2. See Appendices A and B for the course descriptions for the required courses in the major and a sample four-year program completion plan.

The 21-credit disciplinary depth is substantial relative to other AACSB-accredited undergraduate business analytics programs (see Appendix C) and does not include additional analytics and technology courses in TU's business foundations.

Table G2: Program Requirements

Course Number	Course Title	Credit Weighting
Foundation Courses Required for Admission to Major (18 credits)		
ACCT 201*	Principles of Financial Accounting	3
ECON 201*	Microeconomic Principles	3
ECON 202*	Macroeconomic Principles	3
LEGL 225*	Legal Environment of Business	3
ECON 205 or MATH 231*	Statistics for Business and Economics I or Statistics	3
MATH 211*	Applied Calculus	3
Foundational Courses in Business (32 credits)		
ACCT 202*	Managerial Accounting	3

Course Number	Course Title	Credit Weighting
BUSX 301	Business Communications	3
EBTM 250	Problem Solving in Business I	1
EBTM 251	Problem Solving in Business II	1
EBTM 337	Enterprise Information Systems	3
FIN 331	Principles of Financial Management	3
MKTG 341	Marketing and Creativity	3
MNGT 361	Leadership and Management	3
EBTM 350	Business Analytics	3
EBTM 365	Principles of Operations Management	3
MNGT 481	Strategic Management	3
BUSX 460	Professional Experience	3
Business Analytics Requirements (21 credits)		
EBTM 320	Data Visualization and Dashboards	3
EBTM 400	Applied Data Analytics	3
EBTM 446	Business Intelligence	3
EBTM 455	Business Data Warehousing	3
EBTM 456	Business Decision Modeling	3
EBTM 457	Data Mining for Business Analytics	3
Select One from the Following		
EBTM 310	Introduction to ERP Systems	3
EBTM 343	Introduction to Project Management	3
EBTM 419	Supply-Chain Management	3
EBTM 422	CRM Analytics	3
EBTM 454	Business Process Management	3
Total Credits in Major		71
Additional Core Curriculum/Elective Credits Required to Complete Degree		49
Total Credits for BS Degree		120

*May be transferred from a community college

G.5 General education requirements.

TU's [Core Curriculum](#), comprising fourteen categories within four themes (43-46 credits in total), satisfies the general education requirements mandated by the State of Maryland (COMAR 13B.06.01.03) and educational effectiveness standards held by the university's accrediting body, the Middle States Commission on Higher Education. To fulfill TU's Core Curriculum requirements, students must complete one course from each of the following categories (1-14).

Table G3: TU Core Curriculum Requirements

Core Category	Credits
Fundamentals	
(1) Towson Seminar (Must be completed with a minimum C grade; course not required for transfer students)	3
(2) English Composition (Must be completed with a minimum C grade)	3
(3) Mathematics	3-4
(4) Creativity & Creative Development*	3
Ways of Knowing	

Core Category	Credits
(5) Arts and Humanities*	3
(6) Social & Behavioral Sciences	3
(7) & (8) Biological & Physical Sciences	7-8
Writing in a Chosen Field	
(9) Advanced Writing Seminar (Must be completed with a minimum C grade)	3-4
Perspectives	
(10) Metropolitan Perspectives	3
(11) The United States as a Nation	3
(12) Global Perspectives	3
(13) Diversity & Difference	3
(14) Ethical Issues & Perspectives	3
Total Credits	43-46

*Courses fulfilling Core 4 and Core 5 requirements must be from different subjects.

ECON 205 or MATH 231 (Core 3), ECON 201 or ECON 202 (Core 6), BUSX 301 (Core 9), and LEGL 225 (Core 11) fulfill both TU Core Curriculum and major requirements.

G.6 Specialized accreditation requirements.

Converting the current specialization in Business Analytics into a stand-alone major will not affect the program's accreditation status; it will remain fully within the scope of AACSB accreditation.

G.7 Outside contracts.

Not applicable.

G.8 Program assurances.

Curriculum, course, and degree requirements are updated and published annually in TU's academic catalog. The Department of Business Analytics & Technology Management's website provides links to detailed information about degree requirements as well as information that will help students be successful in the program, such as advising resources, scholarships, and internship opportunities. TU's website offers extensive information about student support services, financial aid, and tuition costs each year.

The College of Business and Economics has a dedicated Student Academic and Career Services unit with professional advisors trained on the Business Analytics curriculum. All TU undergraduate students are required to meet with an academic advisor each semester. In the first meeting with an advisee after the student reaches 45 credits, the academic advisor helps the student develop a Four-Year Degree Completion Plan, according to the academic requirements for the major. During subsequent advising meetings, the advisor reviews the student's progress towards their degree and helps the student plan courses for the next semester. The advisor may help the student modify the degree completion plan, if necessary. A dedicated career advisor within CBE works with the TU Career Center to provide advice to students and help with the search for an internship and a post-graduation job. All students in the Business Analytics program will be required to complete a professional internship as part of the BUSX 460: Professional Experience course.

Students in the program have the same opportunities for scholarships as students across the College of Business and Economics.

G.9 Assurances of advertising, recruiting, and admissions materials.

TU regularly reviews its advertising, recruiting, and admissions materials to ensure that they clearly and accurately represent programs and services available, and that there is consistency across different modes of communication such as the TU website, the academic catalog, and other print and online promotional materials.

H. Adequacy of Articulation.

TU has signed an articulation agreement with Cecil College to facilitate transfer into the program (see Appendix D). Additionally, TU maintains statewide ARTSYS-aligned articulation pathways for business programs with all Maryland community colleges. Because the Business Analytics curriculum remains unchanged, all existing pathways will continue to apply directly to the Business Analytics major.

I. Adequacy of Faculty Resources.

I.1. Quality of program faculty.

Faculty in the Department of Business Analytics & Technology Management meet AACSB instructional qualification standards. Current faculty capacity is sufficient to support the stand-alone major. A listing of faculty and courses in the major content area that they regularly teach is given in Table I1.

Table I1: Faculty Resources

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Adams, Jessica	Part-time	MS, Applied Math, Johns Hopkins University, 2016	Adjunct Professor	MATH 231
Allan, Shaun	Part-time	MS Mathematics, Towson University, 2017	Adjunct Professor	MATH 211
Azmi Shabestari, Mehrzad	Full-Time	PhD, Accounting, Rutgers University, 2017	Associate Professor	ACCT 201
Berkley, Darrin	Part-time	PhD, Mathematics Education, Morgan State University, 2012	Adjunct Professor	MATH 231
Bitoude, Eric	Part-time	MS Math Education, UMBC, 2014	Adjunct Professor	MATH 211
Bonanno, Francis	Part-Time	MBA, University of Maryland, 2008	Adjunct Professor	BUSX 460
Boro, Irene	Part-Time	PhD, Morgan State University, 2026	Adjunct Professor	FIN 331
Boyd Leon, Chris	Full-Time	PhD, Economics, University of Minnesota, 2022	Assistant Professor	ECON 201
Bracken, Victoria	Part-time	MBA, University of Baltimore/TU, 2018	Adjunct Professor	MATH 231
Brannon, David	Full-time	PhD, Entrepreneurship, Syracuse University, 2011	Professor	MNGT 481

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Brown, Dima	Part-Time	DBA, University of Maryland Global Campus, 2023	Adjunct Professor	ACCT 201
Buchoff, Barry	Full-Time	MBA, Loyola University, 1975 (CPA)	Assistant Professor	ACCT 202
Buschman, Cindy	Part-Time	PhD, Supply Chain, Walden University, 2014	Adjunct Professor	EBTM 310
Case, Vera	Full-Time	JD, University of Maryland, 1993	Teaching Professor	BUSX 301, BUSX 460
Cavallaro, Angela	Full-Time	MS, Behavioral Science, Johns Hopkins University, 2002	Assistant Teaching Professor	BUSX 301
Chang, Hua	Full-Time	PhD, Marketing, Drexel University, 2014	Associate Professor	MKTG 341
Chapman, Graig	Part-time	MS, Mathematics, SUNY at Albany, 2017	Adjunct Professor	MATH 231
Charvat, Matthew	Part-Time	MS, Human Resource Development, Towson University, 2009	Adjunct Professor	MNGT 361
Cheng, Feng	Full-Time	PhD, Operations, Arizona State University, 2020	Assistant Professor	EBTM 350
Christensen, Finn	Full-Time	PhD, Economics, University of Minnesota, 2022	Assistant Professor	ECON 201
Cook, William	Full-Time	MBA, Loyola University, 1988	Associate Teaching Professor	EBTM 250, EBTM 251
Coriale, Kenneth	Full-Time	MA, Economics, University of Maryland, 2018	Assistant Teaching Professor	ECON 201
Crispell, Jacquelyn	Part-time	MS, Science Administration, Johns Hopkins University, 1990	Adjunct Professor	MATH 231
Cutrone, Joseph	Part-Time	PhD, Mathematics, Johns Hopkins University, 2011	Adjunct Professor	EBTM 250, MATH 231
Dalsimer, Kevin	Part-time	MS Math Education, Towson University, 2004	Adjunct Professor	MATH 211
Davis, Shymaine	Full-Time	MBA, Johns Hopkins University, 2001 (CPA)	Assistant Teaching Professor	ACCT 201
DeAlmeida, Robert	Part-Time	MS Economics, University of Baltimore, 1985	Adjunct Professor	BUSX 460
Delahanty, Kathryn	Full-Time	JD, University of Maryland, 1994	Teaching Professor	BUSX 301
DeMallie, Suzanne	Full-Time	MS, Teaching, Goucher College, 2011 (CPA)	Assistant Teaching Professor	FIN 331
Donnelly, Mark	Full-Time	MSF, Finance, Loyola University, 2008, CFP	Professor of Practice	FIN 331
Du, Lijing	Full-Time	PhD, Finance, University of Kansas, 2013	Professor	FIN 331
Dukes, Lawrence	Full-Time	MAS, Information Technology, Johns Hopkins University, 1982	Assistant Teaching Professor	MKTG 341
Dutta, Koushik	Full-time	PhD, Management and Entrepreneurship, Louisiana Tech University, 2021	Assistant Professor	MNGT 481

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Ellison, Lori	Full-time	PhD, Business and Management, University of Maryland, 2009	Professor of Practice	MNGT 481
Essien, Shawn	Part-Time	JD, University of Baltimore, 1998	Adjunct Professor	LEGL 225
Estelle, Matthew	Full-time	M.A., Mathematics Education, Ohio State University, 2009	Assistant Teaching Professor	MATH 211
Fanelle, Brandon	Part-Time	BS, Business Administration, 2015 (CFP)	Adjunct Professor	BUSX 460
Fardanesh, Soheila	Full-Time	MA, Mathematical Economics, University of Colorado, 1982	Teaching Professor	ECON 205
Fernandez, Edward	Part-time	MS, Mathematics Education, Towson University, 2009	Adjunct Professor	MATH 231
Flores, Mark	Full-Time	MBA, University of Baltimore, 2013	Assistant Teaching Professor	BUSX 460, MNGT 361
Fluelling, Vanecia	Full-Time	PhD, Information Technology, Morgan State University, 2019	Professor of Practice	MKTG 341
Frye, Raquel	Full-Time	MS, Economics, Georgia State University, 2004	Associate Teaching Professor	ECON 201
Glushakow- Smith, Lily	Full-time	MS, Mathematics, Sam Houston State University, 2023	Assistant Teaching Professor	MATH 231
Goodyear, Bryan	Part-time	MS, Management Information Systems, University of Maryland Global Campus, 2019	Adjunct Professor	EBTM 337
Groves, Melissa	Full-Time	PhD, Economics, University of Massachusetts, 2000	Associate Professor	ECON 201
Haile, Redate	Part-Time	MS, Information System Technology, The George Washington University School of Business, 2019	Adjunct Professor	EBTM 343
Han, Chaodong	Full-Time	PhD, Logistics and Supply Chain Management, University of Maryland, 2009	Professor	EBTM 419
Hardy, William	Part-Time	MS Marketing/Finance, Northwestern, 2004	Adjunct Professor	MKTG 341
Hartnett, Ryan	Part-Time	MS, Business, University of Scranton, 2015	Adjunct Professor	MNGT 361
Hazra, Megharanji	Full-Time	MS, Economics, University of Calcutta, 2002	Associate Teaching Professor	ECON 201, ECON 202
Hogan, Elizabeth	Full-Time	MBA, Georgetown University, 2009	Assistant Teaching Professor	EBTM 250, EBTM 251
Hou, Xuezhong	Full-time	PhD Applied Mathematics, Oakland University, 2000	Professor	MATH 211
Huang, Jian	Full-Time	PhD, Finance, University of Kansas, 2013	Professor	FIN 331
Iotina, Gergana	Full-Time	JD, University of Baltimore, 2002	Clinical Assistant Professor	LEGL 225
Ji, Justin	Full-Time	PhD, Management, University of Kansas, 2009	Associate Professor	MNGT 361
Johnson, Quincey	Full-Time	JD, University of Maryland, 1993	Teaching Professor	BUSX 301, LEGL 225

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Jones, Bruce	Part-Time	MBA, University of Baltimore, 2007	Adjunct Professor	MNGT 361
Jung, Juergen	Full-Time	PhD, Economics, Indiana University, 2008	Professor	ECON 202
Khoshghadam, Leila	Full-Time	PhD, Marketing, Old Dominion University, 2020	Assistant Professor	MKTG 341
Kim, Eunice	Full-Time	PhD, Marketing, Yale University 2010	Assistant Professor	MKTG 341
King, Andrew	Part-Time	MBA, Loyola University, 2016	Adjunct Professor	MNGT 361
Knight, Stacy	Full-Time	MBA, Loyola University, 1995	Associate Teaching Professor	MKTG 341
Kulkarni, Gauri	Full-Time	PhD, University of Maryland, 2009	Associate Professor	MKTG 341
Kwon, Kyungeun	Full-Time	PhD, Accounting, Virginia Commonwealth University, 2022	Assistant Professor	ACCT 201
Leppo, Sam	Full-Time	MA, Economics, American University, 2000	Teaching Professor	ECON 202
Li, Jianan	Full-Time	PhD, Management, Nanjing University, 2017	Assistant Professor	MNGT 361
Li, Xiaolin	Full-Time	PhD, Management Systems, Kent State University, 2008	Professor	EBTM 446, EBTM 422
Litterello, David	Part-Time	MBA, New York Institute of Technology, 1992	Adjunct Professor	BUSX 460, MNGT 361
Liu, Yang	Full-Time	PhD, Economics, Rutgers University, 2024	Assistant Professor	ECON 201, ECON 202
Liu, Yanli	Full-Time	PhD, Economics, Northeastern University, 2024	Assistant Professor	ECON 201
Magnotta, Sarah	Full-Time	PhD, University of Kentucky, 2015	Associate Professor	MKTG 341
Manley, James	Full-Time	PhD, Economics, University of California Berkeley, 2008	Professor	ECON 205
Markowitz, Ivan	Part-time	MS, Electrical Engineering, University of Pennsylvania, 1969	Adjunct Professor	MATH 231
McComas, Heather	Part-Time	MS, Information Technology, Towson University, 2015	Adjunct Professor	BUSX 460
Mohamed, Mona	Full-Time	PhD, Management Information Technology, Towson University, 2018	Associate Professor	EBTM 455
Mohamed, Mona	Full-time	DSc, Information Technology, Towson University, 2018	Associate Professor	EBTM 337
Moyer, Todd	Full-time	EdD, Temple University, 2003	Professor	MATH 211
Nag, Barin	Full-Time	PhD, Management Science, University of Maryland, 1997	Professor	EBTM 337, EBTM 365, EBTM 456
Noyes, Donna	Full-time	MS Applied and Computational Mathematics, Johns Hopkins University, 2022	Assistant Teaching Professor	MATH 211
O'Leary, Erica	Full-time	MS, Mathematics, Northwestern University, 2018	Assistant Teaching Professor	MATH 231

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Otto, James	Full-Time	PhD, Management Information Systems, University of Kentucky, 1996	Professor	EBTM 400
Palmateer, Jason	Full-Time	MA, Economics, University of Iowa, 1994	Teaching Professor	ECON 205
Parolia, Neeraj	Full-time	PhD, Business Administration, Central Florida University, 2008	Associate Professor	EBTM 337
Pillutla, Sharma	Full-time	PhD, Operations Management, Syracuse University, 1993	Professor	EBTM 337
Prettyman, Alexa	Full-Time	PhD, Economics, Georgia State University, 2021	Assistant Professor	ECON 201
Pustovit, Aleksandra	Full-Time	PhD, Management, Rutgers University, 2019	Assistant Professor	MNGT 361
Rassipour, Rana	Full-Time	MS, Systems Engineering, The George Washington University School of Business, 2013	Associate Teaching Professor	EBTM 350, EBTM 454
Ray, Brian	Part-time	MS Mathematics, Towson University, 2008	Adjunct Professor	MATH 211
Rhoads, Thomas	Full-Time	PhD, Economics, University of Wyoming, 2000	Professor	ECON 202
Richardson, Joseph	Part-Time	MBA, Loyola University, 2003	Adjunct Professor	BUSX 460, MKTG 341
Riggs, Nina	Part-time	MS, Educational Leadership, Loyola University, 2015	Adjunct Professor	MATH 231
Rodman, John	Full-Time	MBA, Virginia Commonwealth University, 2001	Assistant Teaching Professor	MKTG 341
Russo, Charles	Full-Time	PhD, Accounting, Pennsylvania State University, 2002 (CPA)	Professor	ACCT 202
Sanford, Douglas	Full-Time	PhD, Management, University of Michigan, 1994	Professor	MNGT 361
Schiavone, Vincent	Part-Time	MS, Supply Chain Management, Towson University, 2020	Adjunct Professor	EBTM 350
Schiff, Andrew	Full-Time	PhD, Accounting, Rutgers University, 1993 (CPA)	Professor	ACCT 201
Schuldenfrei, Allen	Part-Time	MS Taxation, NYU School of Law, 1983 (CPA)	Adjunct Professor	ACCT 202
Schuller, Cameron	Part-Time	MS, Supply Chain Management, Towson University, 2016	Adjunct Professor	EBTM 365
Schumm, Kari	Full-time	MS, Operations Research, University of North Carolina, 2018	Associate Teaching Professor	MATH 231
Scott, Randolph	Part-Time	MS Accountancy, University of Phoenix, 2012 (CPA)	Adjunct Professor	ACCT 202
Seeberger, John	Full-Time	JD, University of Baltimore, 1987	Teaching Professor	LEGL 225
Sewell, Brent	Part-Time	MBA, University of Maryland, 2017	Adjunct Professor	EBTM 310, EBTM 360
Seyed Abootorabi, Hooman	Full-time	PhD, Entrepreneurship, Syracuse University, 2022	Assistant Professor	MNGT 481

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Shiple, William	Full-time	Ph.D., Mathematics Education, American University, 1999	Assistant Teaching Professor	MATH 211
Shrestha, Vinish	Full-Time	PhD, Economics, Emory University, 2015	Associate Professor	ECON 202
Shul, Linda	Part-Time	MS Marketing, University of New Mexico, 1993	Adjunct Professor	MKTG 341
Skudzinskas, Algis	Full-Time	EED, Gwynedd Mercy University, 2018	Assistant Teaching Professor	FIN 331
Smuckler, Neil	Part-Time	MS Financial Management, Johns Hopkins University, 1990 (CPA)	Adjunct Professor	ACCT 202
Steffes, Erin	Full-Time	PhD, Marketing, University of Texas Dallas, 2005	Professor	MKTG 341
Tchatie-Leudeu, Sandrine	Part-time	MS, Mathematics, Boston University, 2010	Adjunct Professor	MATH 231
Thacker, Christopher	Full-Time	MS, Professional Writing, Towson University, 2007	Professor of Practice	BUSX 301
Tomasi, Stella	Full-Time	PhD, Management Information Systems, Temple University, 2009	Professor	EBTM 320
Townsley, Ryan	Part-Time	MBA, University of Baltimore, 2016	Adjunct Professor	BUSX 460
Valle, Ralph	Part-Time	MS Professional Studies, Towson University, 1999	Adjunct Professor	MKTG 341
Wernecke, Charisse	Full-Time	PhD, Educational Leadership, 2015 (CPA)	Assistant Teaching Professor	ACCT 201
Wiglesworth, Miriam	Full-Time	DBA, Wilmington University, 2022 (CPA)	Professor of Practice	ACCT 202
Wilson, Lowell	Full-Time	JD, University of Baltimore, 1994	Assistant Teaching Professor	LEGL 225
Yao, Dong-Qing	Full-Time	PhD, Management Science, University of Wisconsin, 2001	Professor	EBTM 350, EBTM 365
Yates, Christine	Full-Time	MS, Professional Writing, Towson University, 2020	Assistant Teaching Professor	BUSX 301
Zhang, Alice	Full-Time	MBA, University of Toronto, 2000	Associate Teaching Professor	EBTM 365
Zhang, Shuwei	Full-Time	PhD, Economics, Auburn University, 2019	Assistant Professor	ECON 202
Zhang, Zheng	Full-time	PhD Mathematics, University of Cincinnati, 2021	Assistant Teaching Professor	MATH 211
Zhao, Yongchen	Full-Time	PhD, Economics, University of Albany, 2014	Professor	ECON 202
Zhu, Xiaorui	Full-Time	PhD, Business Analytics, University of Cincinnati, 2022	Assistant Professor	EBTM 350, EBTM 457
Ziegler, James	Part-Time	MS Finance, Loyola University, 2000 (CPA)	Adjunct Professor	ACCT 202
Zuccaro, Joseph	Full-Time	MBA, University of Maryland, 1994	Assistant Teaching Professor	MNGT 361, MNGT 481

1.2 Ongoing pedagogy training for faculty.

The Faculty Academic Center of Excellence at Towson ([FACET](#)) is the faculty development center for Towson University. FACET's mission is to support an inclusive and collaborative faculty community and foster a culture of excellence in scholarship and teaching. FACET supports all campus faculty in their scholarship and teaching through a combination of programs, workshops, resources, funding, and communities of practice such as: Student Engagement, Emerging Technologies, Open Educational Resources, and High Impact Educational Practices. In collaboration with the TU Office of Technology Services, FACET also recommends, reviews, and provides programs to support advancement of faculty skills with Blackboard, TU's learning management system. FACET provides one-on-one or small group, virtual or face-to-face meetings with an instructional design team, who also perform course reviews. Faculty may attend open meetings as well as request consultation from FACET staff.

In addition, faculty are mentored by peers. All faculty are required to undergo periodic peer review which allows fellow faculty to mentor fellow faculty at all levels to improve pedagogy and make adjustments to changing student and curricular needs.

J. Adequacy of Library Resources.

Resources available through TU's Cook Library are sufficient to meet the needs of students and faculty. The library houses an extensive collection of materials, including more than 500,000 print and electronic volumes. Cook Library also houses computer workstations with specialty software for data analysis, data visualization, and mapping.

In addition to Cook Library, faculty and students have access to materials through reciprocal agreements at nearby Baltimore institutions and across USM-affiliated institutions. Materials from other libraries across the country can be requested for loan through standard interlibrary loan (ILL) services. As part of this service, faculty and students have access to RAPID ILL, a service customary at high research activity institutions. The current turnaround time for article requests is typically less than 48 hours.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment.

K.1 Assurance of physical facilities.

TU's existing physical facilities, infrastructure, and instructional equipment are sufficient to support the needs of the program. The College of Business & Economics maintains analytics-capable laboratories and software platforms used in current coursework.

K.2 Assurance of distance education.

Business analytics courses are primarily delivered in-person via traditional modes of face-to-face instruction. A limited number of courses may be offered online as a convenience for students. FACET offers training and certification programs for online and hybrid/blended instruction, Universal Design for Learning (UDL), and effective pedagogical approaches for enriching distance learning, including the Quality Matters Rubric. Students and faculty can enroll in training modules that provide instruction in university-sponsored distance learning technologies, including Blackboard, WebEx, Zoom, and Panopto. Technology support is

available online, as well as via email, text, phone and on a walk-in basis at Student Computing Services and the Office of Technology Services.

L. Adequacy of Financial Resources.

The proposed program will be implemented using existing institutional resources; no new or additional resources are required for implementation beyond what TU already provides to support delivery of the existing specialization. The number of students currently enrolled in the specialization was used as an estimate for the projected enrollment each year. This is a very conservative estimate as total enrollment in this in-demand specialization has grown rapidly since its inception and should continue to grow. It was assumed that 92% of students are full time based on internal data.⁹

Table L1: Resources

Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue	\$1,536,786	\$1,536,786	\$1,536,786	\$1,536,786	\$1,536,786
2.a Number of Full-time Students	121	121	121	121	121
2.a Annual Tuition Rate	\$7,756	\$7,756	\$7,756	\$7,756	\$7,756
2.a Subtotal Tuition	\$938,476	\$938,476	\$938,476	\$938,476	\$938,476
2.a Annual Fees	\$4,430	\$4,430	\$4,430	\$4,430	\$4,430
2.a Subtotal Fees	\$536,030	\$536,030	\$536,030	\$536,030	\$536,030
2.a Total Full-time Revenue of New Students	\$1,474,506	\$1,474,506	\$1,474,506	\$1,474,506	\$1,474,506
2.b Number of Part-Time Students	10	10	10	10	10
2.b Credit Hour Tuition Rate	\$332	\$332	\$332	\$332	\$332
2.b Annual Fees Per Credit Hour	\$187	\$187	\$187	\$187	\$187
2.b Annual Credit Hours Per Student	12	12	12	12	12
2.b Subtotal Tuition	\$39,840	\$39,840	\$39,840	\$39,840	\$39,840
2.b Subtotal Fees	\$22,440	\$22,440	\$22,440	\$22,440	\$22,440
2.b Total Part Time Revenue	\$62,280	\$62,280	\$62,280	\$62,280	\$62,280
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1-4)	\$1,536,786	\$1,536,786	\$1,536,786	\$1,536,786	\$1,536,786

Reallocated Funds

Funds currently used to support the specialization in Business Analytics will be used to support the major in Business Analytics. No new or reallocated funds are necessary.

Tuition and Fee Revenue

Current in-state tuition rates were used in the projection. This rate is conservative because it does not factor in potential tuition increases.

Grants and Contracts

Not applicable.

⁹ https://www.towson.edu/ir/documents/f_hdct_car_coll_stat.pdf

Other Sources

Not applicable.

Total Year - Additional Comments

Not applicable.

Table L2: Expenditures

Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	\$598,500	\$598,500	\$598,500	\$598,500	\$598,500
a. #FTE	3.0	3.0	3.0	3.0	3.0
b. Total Salary	\$450,000	\$450,000	\$450,000	\$450,000	\$450,000
c. Total Benefits	\$148,500	\$148,500	\$148,500	\$148,500	\$148,500
2. Total Administrative Staff Expenses (b + c below)	\$37,674	\$37,674	\$37,674	\$37,674	\$37,674
a. #FTE	0.5	0.5	0.5	0.5	0.5
b. Total Salary	\$27,300	\$27,300	\$27,300	\$27,300	\$27,300
c. Total Benefits	\$10,374	\$10,374	\$10,374	\$10,374	\$10,374
3. Total Support Staff Expenses (b + c below)	\$43,815	\$43,815	\$43,815	\$43,815	\$43,815
a. #FTE	0.5	0.5	0.5	0.5	5.0
b. Total Salary	\$31,750	\$31,750	\$31,750	\$31,750	\$31,750
c. Total Benefits	\$12,065	\$12,065	\$12,065	\$12,065	\$12,065
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	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1-7)	\$679,989	\$679,989	\$679,989	\$679,989	\$679,989

Faculty

It was estimated that the program could be supported by three full-time faculty members if they were solely assigned to teach in that program. The average faculty salary across the department was used to calculate the total faculty expenses. Neither the number of faculty needed nor the salary will change as a result of elevation of the specialization to a stand-alone major.

Administrative Staff

Currently, the Department of Business Analytics & Technology Management is supported by one full-time administrative assistant. As multiple programs are housed in this department, one half of one FTE was assigned to support the Business Analytics program. The amount of administrative support needed will not be affected by the change from specialization to major.

Support Staff

Currently, the Department of Business Analytics & Technology Management is supported by one full-time academic advisor. As multiple programs are housed in this department, one half

of one FTE was assigned to support the Business Analytics program. The number of academic advisors will not increase as a result of elevation of the program to a stand-alone major.

Equipment

No additional equipment is necessary.

Library

No additional library resources are necessary.

New and/or Renovated Spaces

No additional spaces are necessary.

Other Expenses

Not applicable.

M. Adequacy of Provisions for Evaluation of Program.

M.1 Evaluation of the program.

The current specialization in Business Analytics is functionally equivalent to a stand-alone major and will require no new courses. Nevertheless, any future course development will follow the regular Towson University procedures for approval, first at the program and department level, through the College of Business and Economics curriculum committee, and finally the University Curriculum Committee.

The course approval process evaluates new courses for appropriate rigor, effective assessment and grading, and adherence of the course syllabus to best practices. Evaluation at the program level ensures course content accuracy and program alignment, while the college and university level reviews facilitate the production of quality course proposals.

Existing courses are evaluated through regular review by program faculty and by student evaluations. Faculty regularly review courses to determine if the course meets overall program objectives. Additionally, instructors are observed by peers on a routine basis, with more frequent observations if faculty are new to a course or the university. If a course review indicates concerns or problems with a course, faculty develop strategies for addressing problems. Student course evaluation takes place at the end of every semester. Using a tool developed by TU faculty that allows quantitative and qualitative feedback, students give feedback on instructors (e.g., ability to communicate clearly; quality of student-instructor interaction; preparedness) and suggest improvements for a course.

Evaluation of faculty follows policies and procedures established by TU's policies for faculty annual merit review and for faculty reappointment, tenure, and promotion. These evaluations occur at the department, college, and university level. The main areas of evaluation include teaching, scholarship, and service. Tools used as part of the annual evaluation process include

review of the individual's portfolio that includes, but is not limited to, the following:

- Evidence of scholarship (e.g., articles in scholarly journals; presentations at scholarly meetings).
- Service work.
- A synopsis of teaching related activities (e.g., courses taught; new instructional procedures; interdisciplinary, diversity, international, and technology-related projects).
- Review of course syllabi.
- Peer teaching observation reports.
- Quantitative and qualitative student evaluation of instruction.

The assessment of student learning outcomes is built into course assessments and data are collected annually. Course coordinators, with the support of the Department of Business Analytics & Technology Management's representative to the Assessment Committee and the Associate Dean, oversee the collection and analysis of data, and creation of action plans, as necessary.

M.2 Evaluation of program effectiveness.

The assessment of this program will be guided by TU's Office of Assessment, following established TU policies and procedures, including review of the program's assessment plan to ensure that learning outcomes remain appropriate, and that students are meeting expectations.

The program will work with TU entities such as the Office of the Provost, Enrollment Services, and Student Services to review data on a regular basis and improve the program when needed. Effectiveness will be assessed by student retention, progress toward degree completion, career outcomes for graduates, student and faculty satisfaction, cost-effectiveness, and other key performance indicators.

Additionally, the program will remain in scope of AACSB accreditation, which is reviewed through a rigorous evaluation process every six years. Accreditation from AACSB is the longest standing and most recognized form of specialized accreditation business programs can receive. TU is accredited by AACSB for both business administration and accounting, a distinction held by less than 2% of business schools worldwide.

TU also conducts a comprehensive evaluation of the program every seven years as part of the USM-mandated Periodic Review of Academic Programs process. The purpose of the review is to promote continuous program improvement and ensure that the needs of students are being met. Each program submits a final report to the USM Board of Regents, identifying strengths and areas for improvement, for review and approval.

N. Consistency with the State's Minority Student Achievement Goals.

With approximately 60% of students identifying as non-white,¹⁰ TU is nearly as diverse as the state of Maryland. It is one of only a few universities in the country to have no achievement gap, meaning that underrepresented student groups achieve the same or better academic success as the entire student population. TU strives to foster a learning community that reflects the population of our campus, region, and state, and recognizes that our success is dependent on cultivating diverse perspectives and approaches.

Business analytics is a high-opportunity pathway with strong earnings potential, supporting TU's goals around access and student success. The stand-alone major will help underrepresented students access analytics careers in Maryland's growing industries.

O. Relationship to Low Productivity Programs Identified by the Commission.

Not applicable. The program is not related to any low-productivity program identified by the Commission.

P. Adequacy of Distance Education Programs.

Not applicable. The program will be delivered face-to-face at TU's main campus.

¹⁰ https://www.towson.edu/ir/documents/fall2025_factsheet_final.pdf

Appendix A — Descriptions of Required Courses within the Business Analytics Program

ACCT 201 PRINCIPLES OF FINANCIAL ACCOUNTING (3)

Accounting and financial reporting concepts and the significance of financial accounting information in decision-making. Includes the effects of accounting events on business financial statements; planning and decision-making tools in the operating cycle; and the process of recording and communicating information.

ACCT 202 PRINCIPLES OF MANAGERIAL ACCOUNTING (3)

Managerial accounting concepts and the significance of accounting information for managerial decision-making. How managers use information to carry out three essential functions in an organization: to plan operations, to control activities, and to make managerial decisions.

Prerequisite: ACCT 201 or ACCT 211 with grade equivalent of 2.00 or higher.

BUSX 301 BUSINESS COMMUNICATIONS (4)

Seminar designed to enable students to gain the written and oral communication skills needed in professional business situations and to develop and practice important skills for workplace success. Requires grade of C or better to fulfill Core requirement. Prerequisites: a grade of C (2.0) or higher in ENGL 102 or ENGL 190, or equivalent; ECON 202; junior/senior status. Core: Advanced Writing Seminar.

BUSX 460 PROFESSIONAL EXPERIENCE (3)

Application of business knowledge, skills, and attitudes (KSA's) through professional responsibilities in employment, internship, or comparable experience. Prerequisites: BUSX 301, senior major standing; enrollment is conditional pending internship approval.

EBTM 250 PROBLEM SOLVING IN BUSINESS I (1)

Focus on analytic and technology skills needed to utilize spreadsheets to solve business problems. Topics covered include: managing and sharing workbooks, custom formats and layouts, creating advanced formulas, and creating advanced chart elements. To earn a satisfactory grade, students are required to pass the Microsoft Office Specialist (MOS) Excel Core exam and earn a MOS certification. The course can be waived if students have already obtained the Microsoft Office Specialist Excel Expert level certification. Students can repeat the course if they fail to pass and the grade will be replaced. Graded S/U. Prerequisites: major or minor standing; sophomore or higher standing.

EBTM 251 PROBLEM SOLVING IN BUSINESS II (1)

Focus on analytic and technology skills needed to utilize spreadsheets to solve business problems. Topics covered include: work with data and information in data tables, visualize data with charts, predict outcomes, and what-if analysis. Prerequisites: EBTM 250 or Microsoft Expert Excel Certification; sophomore standing or higher; major or minor standing.

EBTM 310 INTRODUCTION TO ERP SYSTEMS (3)

Will provide a comprehensive understanding of Enterprise Resource Planning (ERP) systems and their role in organizations. Included are key business processes including procurement, fulfillment, production, warehouse management, and material planning. Processes will be discussed in terms of how they are executed and their impact on financial and managerial accounting. Covers knowledge and skills across different functional areas, including accounting, finance, operations management, sales and human capital through hands-on exercises using a major ERP system. Particular attention will be given to the integrated nature of business processes. Prerequisites: ACCT, BUAD, EBUS major, or BUAN minor; junior/senior standing.

EBTM 320 DATA VISUALIZATION AND DASHBOARDS (3)

Introduces business-driven and friendly tools such as Tableau to create visualizations using a hands-on approach. Explores how to select appropriate KPIs and apply visualization techniques to create dashboards to reduce information overload and help with decision making. Incorporates communication through storytelling. Includes data prepping, data analyzing, data modeling and dashboards. Covers data sources from different functional areas. Prerequisites: one of the following: ECON 205, MATH 231, MATH 237, PSYC 212, or SOCI 212; ACCT, BUAD, EBUS major, or BUAN minor; junior/senior standing.

EBTM 337 ENTERPRISE INFORMATION SYSTEMS (3)

Strategic, tactical, and operational applications of enterprise information systems, e-business, and enterprise use of social media. Topics include data and knowledge management and networked computing, future trends using intelligent systems, and important enterprise resource planning systems used to integrate functional areas within organizations, collaborating with external partners, and integrating stakeholders across the value chain. Students who have successfully completed MNGT 337 will not receive additional credit for EBTM 337. Prerequisites: EBTM 250 and EBTM 251 (may be taken concurrently); sophomore major standing.

EBTM 343 INTRODUCTION TO PROJECT MANAGEMENT (3)

Management of projects through planning, scheduling and controlling of organizational activities. Course includes project selection, scope development and management, cost estimation and budgeting, scheduling, staffing, resource allocation, task tracking, task sequencing, and control. Project management software will be used to support the course material. Students who have successfully completed EBTM 443 or MNGT 443 will not receive additional credit for EBTM 343. Prerequisites: sophomore standing or higher; major or minor standing.

EBTM 350 BUSINESS ANALYTICS (3)

Focuses on using standard business analytic models to summarize and analyze data, build models, and drive impact through quantitative decision-making. Explores methods to create and frame problems, use of descriptive and prescriptive analytics and using data to discover patterns and trends. Prerequisites: EBTM 251 and (ECON 205/MATH 231 or equivalent course); junior standing or higher; major or minor standing.

EBTM 365 PRINCIPLES OF OPERATIONS MANAGEMENT (3)

Strategies and techniques for service and manufacturing operations. A number of quantitative techniques are presented. Practical business applications and international competitiveness are stressed throughout the course. Students will use industry relevant software in the course. Students who have successfully completed MNGT 365 will not receive additional credit for EBTM 365. Prerequisites: (EBTM 251 or Computer Proficiency Exam) and (ECON 205 or MATH 231/MATH 233); major in ACCT, BUAD, CIS, EBUS, MATH, XBACI, XCIEB or XEBBA; junior/senior standing.

EBTM 400 APPLIED DATA ANALYTICS (3)

Gives students an understanding of the importance and applications of data analytics in organizations. Its focus is on the analytical and business process uses of BI. The course will provide a high-level overview of the technical infrastructure of applied data analytics, and will focus on the use of reporting and analysis tools used to extract information needed to address specific business questions and problems. Prerequisites: EBTM 350, junior/senior standing.

EBTM 419 SUPPLY-CHAIN MANAGEMENT (3)

Basic concepts and strategies adopted in SCM. Primary focus is to develop a good understanding of strategic, tactical and operational issues of SCM and become familiar with the integration of various SCM entities. A number of essential techniques of SCM are presented as supplementary materials. Topics include: transportation management and network design, e-procurement, uncertainty management, supply chain coordination & integration, value of information (sharing), global SCM, customer value and SCM, information technology/standards in SCM. Not open to students who have successfully completed MNGT 419. Prerequisites: EBTM 337 and EBTM 365; junior/senior major standing.

EBTM 422 CRM ANALYTICS (3)

Covers theories and applications of customer relationship management (CRM) and CRM analytics. Discusses three core types of CRM – strategic, operational and analytical CRM as well as the use of technology applications to support marketing, sales and service functions of the organization. Hands-on CRM analytics labs are included for students to learn a variety of CRM-based analytics skills, including dataset management, data query, report, and dashboard development and customization. Prerequisite: EBTM 251.

EBTM 446 BUSINESS INTELLIGENCE (3)

Classifications of business decision problems and methods of analysis to identify the best solutions using business records for business intelligence. Methods of managing large storage of business records and related information and the discovery of knowledge to support managerial decision making. Prerequisites: EBTM 337 or EBTM 320, junior/senior standing, major or minor standing.

EBTM 454 BUSINESS PROCESS MANAGEMENT (3)

Business Process Management concepts, architecture, and specifications, introduction to modeling/design tools used to design, optimize and automate business processes as well as

performance measuring approaches for evaluating business process performance. Students will have hands-on experience modeling processes and developing robotic process automation (RPA) solutions. Prerequisites: major standing, EBTM 337 / MNGT 337, EBTM 365 /MNGT 365, junior or senior standing.

EBTM 455 BUSINESS DATA WAREHOUSING (3)

Covers theories and applications of business data warehousing, including data warehousing principles, designs, implementation, ETL tools, and business big data technologies. Discusses topics pertaining to data warehouse design, data warehouses for enterprises, and applications of data warehousing using an Enterprise Resource Planning system. Prerequisite: EBTM 337.

EBTM 456 BUSINESS DECISION MODELING (3)

Introduces basic concepts, principles, methods, implementation techniques, and applications of decision modeling. Topics include theory of linear and integer programming, decision making under uncertainty, risk analysis, simulation, multi-criteria decision analysis and a variety of business applications with decision models. Software packages are introduced for hands-on exercises. Prerequisite: EBTM 251.

EBTM 457 DATA MINING FOR BUSINESS ANALYTICS (3)

Introduces basic concepts, principles, methods, implementation techniques, and applications of data mining. Topics include prediction and classification methods, logistic regression, discriminant analysis, association and pattern discovery, cluster analysis, time series forecasting, and text mining. A software package is introduced for hands-on exercises. Prerequisite: EBTM 350.

ECON 201 MICROECONOMIC PRINCIPLES (3)

Economic reasoning of individual choice in household and market decisions. Behavior of firms in competitive and noncompetitive markets, functioning of labor and capital markets, role of the entrepreneur and effects of government policies. Students who have successfully completed the honors version of this course (ECON 203) will not receive additional credit for this course. Core: Social & Behavioral Sciences.

ECON 202 MACROECONOMIC PRINCIPLES (3)

Inflation and unemployment--causes and remedies. Money and banking, government spending and taxation. International trade. Students who have successfully completed the honors version of this course (ECON 204) will not receive additional credit for this course. Core: Social & Behavioral Sciences.

ECON 205 STATISTICS FOR BUSINESS AND ECONOMICS I (3)

Analysis and presentation of business and economic data; descriptive statistics and statistical inference; measures of central tendency and variability; probability theory; estimation; testing of hypothesis; linear regression analysis. Students who have successfully completed ECON 301 will not receive additional credit for ECON 205. Prerequisite: qualifying score on Math Placement exam or MATH 100 (recommended) or MATH 102 or higher. Core: Mathematics.

FIN 331 PRINCIPLES OF FINANCIAL MANAGEMENT (3)

Introductory course designed to provide students with the fundamental concepts underlying the theory of finance. Financial markets, security valuation, analysis of financial condition, forecasting, working capital management, capital budgeting, cost of capital, leverage, optimal capital structure, dividend policy. Prerequisites: ACCT 201, ACCT 202, ECON 201, ECON 202 and (ECON 205 or MATH 231); junior/senior standing; major standing.

LEGL 225 LEGAL ENVIRONMENT OF BUSINESS (3)

Examines the nature and sources of law, the U.S. legal system with emphasis on court jurisdiction, procedure, constitutional law, torts, criminal law, and contracts in general and as they relate to business. Core: The United States as a Nation.

MATH 211 CALCULUS FOR APPLICATIONS (3)

Intended primarily for students in biology, business, economics, psychology and the social sciences. Elements of differential and integral calculus from an intuitive standpoint with emphasis on the use of calculus in the above fields. Exponential and logarithmic functions, partial derivatives included. Not open to mathematics majors or minors. Prerequisite: qualifying score on the Math Placement Test or MATH 115 (recommended) or MATH 119. Core: Mathematics.

MATH 231 BASIC STATISTICS (3)

A non-calculus based introduction to statistics with emphasis on applications. Topics include categorical and quantitative data collection through sampling and experimental design, data description and displays, confidence intervals and hypothesis tests for one- and two-samples, and matched-pairs design; normal and t-distributions; correlation and simple linear regression. Emphasis on interpretations of results throughout. Substantial use of a computer package as a learning and computational tool. Students who have successfully completed the honors version of this course (MATH 233) will not receive additional credit for this course. Prerequisite: qualifying score on Math Placement exam or MATH 100 (recommended) or MATH 102 or higher. Core: Mathematics.

MKTG 341 MARKETING AND CREATIVITY (3)

Provides an overview of the discipline of marketing and its importance in the global economy. In this course, students will learn how marketing strategies and tactics are used to create value for all stakeholders. Students will practice both critical and creative thinking and then utilize quantitative and qualitative analysis to solve real-world marketing problems. Prerequisite: sophomore major/minor standing.

MNGT 361 LEADERSHIP AND MANAGEMENT (3)

Experience how leadership impacts organizational culture, strategy, and performance. Topics include making strategic decisions; leading and motivating; building and managing teams; managing communication, conflict, and power dynamics; human resource management; entrepreneurship; international business. Prerequisite: sophomore/junior/senior major/minor standing.

MNGT 481 STRATEGIC MANAGEMENT (3)

Business Policy and Strategy Capstone. Develops strategic thinking skills that integrate and build on the concepts and practices from functional business courses. Students will practice in-depth analysis of industries and competitors, and work to understand how managers must develop and implement strategies that generate sustainable value for all stakeholders by positioning the organization successfully in its competitive environment. Features a signature CBE experiential Live Strategy Case Competition with corporate partners. Must be taken at TU. Prerequisite: BUSX 301; FIN 331, MKTG 341, MNGT 361 and either EBTM 337 or ACCT 300; major in ACCT, BUAD, or EBUS; senior standing.

Appendix B — Sample Four Year Plan

Freshman

TERM 1	UNITS	TERM 2	UNITS
<u>ECON 201</u> * (Core 6)	3	<u>ECON 202</u> *	3
Prerequisite for MATH 211 if necessary*	3	<u>MATH 211</u> *	3
Core 1 (waived for transfer students)	3	Core 2*	3
Core 4*	3	Core 10*	3
Core 5*	3	Elective*	3
	15		15

Sophomore

TERM 1	UNITS	TERM 2	UNITS
<u>ACCT 201</u> *	3	<u>ACCT 202</u> *	3
<u>ECON 205</u> or <u>MATH 231</u> * (Core 3)	3	Core 8*	3
<u>LEGL 225</u> (Core 11)*	3	Core 13*	3
Core 7*	4	Elective*	3
Core 12*	3	Elective*	3
	16		15

Junior

TERM 1	UNITS	TERM 2	UNITS
<u>EBTM 250</u>	1	<u>FIN 331</u>	3
<u>EBTM 251</u>	1	<u>MNGT 361</u>	3
<u>MKTG 341</u>	3	<u>EBTM 350</u>	3

<u>BUSX 301</u> (Core 9)	4	<u>EBTM 365</u>	3
<u>EBTM 337</u>	3	<u>EBTM 455</u>	3
<u>EBTM 320</u>	3		
	15		15

Senior

TERM 1	UNITS	TERM 2	UNITS
<u>MNGT 282</u> (Recommended Core 14)	3	<u>BUSX 460</u>	3
<u>EBTM 446</u>	3	<u>MNGT 481</u>	3
<u>EBTM 456</u>	3	<u>EBTM 400</u>	3
Business Analytics Elective	3	<u>EBTM 457</u>	3
Elective	3	Elective(s)	2
	15		14

Total Units 120

*May be transferred in from a Community College

Appendix C — Comparison to Other Universities

TU's specialization in Business Analytics is equivalent to a major

Towson University Business Analytics	University of Maryland Operations Management and Business Analytics¹¹	Loyola University Information Systems and Data Analytics¹²
Interdisciplinary Business Courses (51 credits)	Interdisciplinary Business Courses (45 credits)	Interdisciplinary Business Courses (36 credits)
Microeconomic Principles	Principles of Microeconomics	Microeconomic Principles
Macroeconomic Principles	Principles of Macroeconomics	Macroeconomic Principles
Principles of Financial Accounting	Principles of Accounting I	Financial Accounting
Principles of Managerial Accounting	Principles of Accounting II	Managerial Accounting
Legal Environment of Business	Business Law I	Legal Environment of Business
Applied Calculus	Elementary Calculus I	Applied Calculus
Statistics	Business Statistics	Business Statistics
Problem Solving in Business I and II (Excel certification)		
Business Communication	Oral Communication: Principles and Practices or Critical Thinking and Speaking	
Professional Experience (Internship)	Career Search Strategies in Business	
Enterprise Information Systems	Introduction to Information Systems	Data Analytics and Information Systems
Principles of Financial Management	Business Finance	Financial Management
Leadership and Management	Managing People and Organizations	Management
Marketing and Creativity	Marketing Principles and Organization	Marketing
Principles of Operations Management	Introduction to the Business Value Chain	Supply Chain and Operations Management
Strategic Management	Strategic Management	
Business Analytics		
Business Analytics Specific Courses (21 credits)	Operations Management and Business Analytics Specific Courses (18 credits)	Information Systems and Data Analytics Specific Courses (18 credits)
Data Visualization and Dashboards		
Applied Data Analytics	Data Analytics	
Business Intelligence		Business Intelligence and Data Mining
Business Data Warehousing		Data Management and Database Systems
Business Decision Modeling	Data Modeling in Business	
Data Mining for Business Analytics		

¹¹ <https://academiccatalog.umd.edu/undergraduate/colleges-schools/business/decision-operations-information-technologies/operations-management-business-analytics-major/>

¹² <https://www.loyola.edu/media/departments/academic-advising/documents/academic-worksheets/major-26/bba-information-systems-data-analytics-2026.doc>

Towson University Business Analytics	University of Maryland Operations Management and Business Analytics¹¹	Loyola University Information Systems and Data Analytics¹²
Business Analytics Elective	Two Operations and Analytic Electives	
	Quantitative Models for Management Decisions	
	Operations Analytics	
		Introduction to Programming in Python
		Cyber Security and Networks
		Web-Enabled Entrepreneurial Project
		Elective (Data Visualization or Artificial Intelligence)

Appendix D — Articulation Agreement



BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: Towson University (TU) proposal for a Bachelor of Science in Business Economics

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: April 8, 2026

SUMMARY: Towson University proposes the elevation of the existing specialization in Business Economics within the Bachelor of Science in Business Administration into a stand-alone Bachelor of Science in Business Economics. This change involves no new curriculum, no new courses, no new faculty, and requires no additional resources. The program will continue to be administered by the Department of Economics within the College of Business and Economics and will remain fully within the scope of AACSB accreditation. Elevation to a stand-alone major enhances program clarity, aligns the degree title with employer expectations, and reinforces Towson University's mission to provide transformational, accessible education that prepares students for career success. The stand-alone major will strengthen graduates' competitiveness in the job market and enable clearer reporting of enrollment, retention, and career outcomes consistent with USM institutions. This proposal aligns fully with AACSB disciplinary classification, follows national norms for business degree structure, and reflects a reclassification—not an expansion—of current academic offerings. TU's students will benefit from enhanced credential clarity, and Maryland's employers will benefit from a more visible and better-aligned talent pipeline.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fee revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from TU for a B.S. in Business Economics.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn, 301-445-1992, awrynn@usmd.edu



Mark R. Ginsberg,
Ph.D.
President

Office of the President
8000 York Road
Towson, MD 21252-0001

March 10, 2026

TOWSON.EDU

Jay Perman, M.D.
Chancellor
University System of Maryland
3300 Metzerott Road
Adelphi, MD 20783

Dear Chancellor Perman:

In accordance with the Code of Maryland Regulation (COMAR) 13B.02.03.06, Towson University seeks your review and approval to offer the following six new undergraduate degrees, effective fall 2026:

- Bachelor of Science in Business Analytics
- Bachelor of Science in Business Economics
- Bachelor of Science in Finance
- Bachelor of Science in Financial Planning
- Bachelor of Science in Marketing
- Bachelor of Science in Project Management

All the coursework that will comprise the six new proposed undergraduate degree programs is currently offered through TU's Business Administration major as either a concentration or specialization within that degree program. TU proposes to elevate these six concentrations/specializations into standalone baccalaureate degree programs. The elevation of these existing concentrations/specializations, which already effectively operate as standalone degree programs in everything but name, will involve no change to curriculum, faculty, or program administration: These programs will be implemented using existing resources under Education Article § 11-206.1. Establishing these six concentrations/specializations as standalone degree programs reflects current industry standards and responds to consistent student demand for greater program clarity and degree recognition, thereby improving our graduates' marketability.

If you have any questions or require additional information, please contact Rhodri Evans, Assistant Provost for Assessment, Accreditation and Compliance, at rhodrievans@towson.edu or by phone at 410-704-3312.

Thank you in advance for your review.

Sincerely,



Mark R. Ginsberg, Ph.D.
President

MG/rjme

cc: Dr. Candace Caraco, Associate Vice Chancellor for Academic Affairs, USM
Dr. Melanie L. Perreault, Provost and Executive Vice President for Academic Affairs
Dr. Clare N. Muhoro, Associate Provost for Academic Affairs
Dr. Prabakar Kothandaraman, Dean, College of Business and Economics

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

☒	New Instructional Program
☐	Substantial Expansion/Major Modification
☐	Cooperative Degree Program
☒	Within Existing Resources, or
☐	Requiring New Resources

Towson University

Institution Submitting Proposal

Business Economics

Title of Proposed Program

Bachelor of Science

Award to be Offered

Fall 2026

Projected Implementation Date

0517.01

Proposed HEGIS Code

52.0601

Proposed CIP Code

Department of Economics

Department in which program will be located

Dr. Melissa Groves

Department Contact

410-704-3781

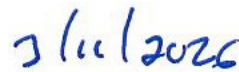
Contact Phone Number

mgroves@towson.edu

Contact E-Mail Address



Signature of President or Designee



Date

College of Business and Economics
Department of Economics
Proposal for Bachelor of Science in Business Economics

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A. Centrality to Institutional Mission and Planning Priorities.

A.1 Program description and relation to TU mission.

Towson University (TU) proposes the elevation of the existing specialization in Business Economics within the Bachelor of Science (BS) in Business Administration into a stand-alone Bachelor of Science in Business Economics. This change involves no new curriculum, no new courses, no new faculty, and requires no additional resources. The program will continue to be administered by the Department of Economics within the College of Business and Economics (CBE) and will remain fully within the scope of accreditation by the Association to Advance Collegiate Schools of Business International (AACSB).

Coursework in business economics provides students with a well-rounded understanding of how the economy works, and trains them to make sound business decisions. Mirroring the structure of majors at other AACSB-accredited business schools, the existing specialization requires a strong foundation in cross-disciplinary courses in business that include principles of micro- and macroeconomics. In addition, students take 21 credits in upper-level economics courses in price theory, macroeconomic theory, and money and banking, as well as elective courses in focused areas of interest including public finance, health economics, and sport economics.

Because AACSB classifies programs by discipline, treating majors, concentrations, and specializations as equivalent¹, the change will have no effect on current accreditation. However, it will benefit students by providing them with a clearer, more marketable credential aligned with industry expectations. Major status is desired by TU students because the discipline of business economics will be reflected on their diplomas. The proposed change improves alignment with the search practices of employers and applicant tracking systems that rely on degree titles, thereby enhancing students' competitiveness for internships and full-time positions. Classification as a major will also provide transparency in data availability and increase accuracy in tracking programs.

Furthermore, the change is aligned with the mission of TU. Through a foundation in the liberal arts and a commitment to academic excellence, interdisciplinary study, research and public service, Towson University prepares students for careers in high demand today and in the future. Business economics—including the ability to analyze data and to understand the effects of policy on business decisions – is core to Maryland's economy and teaches students skills that are essential for career success.

A.2 Alignment with TU's strategic goals and priorities.

The elevation of the specialization of Business Economics to a stand-alone Bachelor of Science in Business Economics directly advances TU's six institutional priorities: Educate, Innovate, Engage, Include, Support, and Sustain.

¹ See <https://www.aacsb.edu/-/media/documents/accreditation/2020-interpretive-guidance-july-2021.pdf> wherein "majors or other areas where intellectual capital would be expected to be maintained, including concentrations and specialties" are held to identical standards (e.g., p. 10).

Educate: Business economics is a high-demand field aligned with state and regional workforce needs. Students graduate with problem solving and data analysis skills and professional certification in Microsoft Excel—preparing them for immediate career success.

Innovate: The curriculum is continuously updated to reflect emerging technologies used across industry, including machine learning and coding tools such as R.

Engage & Include: Courses are infused with applied learning opportunities, collaborative problem-solving, and real-world projects. All students complete a professional internship, strengthening connections with employers and expanding access to equitable experiential learning.

Support: Major status enhances the clarity and visibility of a student’s course of study, improving employer recognition and supporting stronger outcomes in internships, job placement, and graduate school admissions.

Sustain: The proposed change is fiscally responsible. Because the curriculum, faculty, and administrative structures already exist, the elevation to a major requires no new university resources while improving program visibility and institutional effectiveness.

A.3 Adequate funding for first five years.

TU began offering a specialization in Business Economics within the Business Administration major in 1989. As of fall 2025, there were 59 students enrolled in the program. The proposed change to a stand-alone major will effectively be a change in name only, will require no new resources, and will continue to be adequately funded.

A.4 Institutional commitment.

TU is committed to continuing to provide the administrative, financial, and technical support required to support the program. The program will continue to be housed in the Department of Economics within the College of Business and Economics. No new administrative, financial, or technical support is required.

The existing specialization in Business Economics within the BS in Business Administration would be converted to a BS in Business Economics. All students currently enrolled in the specialization would have the option of switching to the BS in Business Economics or completing the specialization within Business Administration for a period of four years. The vast majority will choose to switch. As the program structure and course offerings will remain the same, no additional accommodations will be necessary.

TU is committed to student success and will provide all enrolled students with the necessary courses and resources (such as advisors to guide students through the program and technical support from the Office of Technology Services) so they can graduate on schedule.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan.

B.1 Demonstrated demand and need.

The Business Economics program develops business leaders with a well-rounded understanding of how the economy works in order to make sound business decisions. In addition to the foundation business administration courses, students take upper-level economics courses in

price theory, macroeconomic theory and money and banking as well as elective courses in focused areas of interest, such as public finance, health economics, and sport economics. The stand-alone degree supports statewide workforce development, therefore addressing a societal need, by producing graduates with skills in data analysis and an understanding of the effects of policy on business decisions.

The program will expand access to Maryland students, particularly first-generation and transfer students. Because no curriculum changes are required, the program maintains affordability and accessibility while enhancing degree clarity.

B.2 Consistency with the Maryland State Plan for Postsecondary Education.

Elevating the program to a stand-alone major will directly support the Maryland State Plan for Postsecondary Education's goal of Student Success by strengthening the quality, clarity, and market relevance of academic pathways that prepare students for high-demand careers. It will reinforce **Priority 5: Maintain the commitment to high-quality postsecondary education in Maryland** by providing students with 1) a more accurate disciplinary identity; 2) improved advising clarity; 3) and a credential that aligns with industry expectations and national and state norms. The change also advances **Priority 7: Enhance the ways postsecondary education is a platform for ongoing lifelong learning** by creating a more transparent structure that better supports students pursuing advanced certifications, graduate study, and professional roles in business economics. Because the proposal requires no new resources, it embodies the State Plan's emphasis on accessible, high-quality, and future-focused educational offerings that contribute to Maryland's long-term economic vitality.

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

C.1 Employment opportunities.

The Business Economics program combines the applied skills employers expect from business graduates with the analytical and quantitative strengths associated with economics. This combination is highly valued across fast-growing fields such as finance, consulting, data analytics, market research, and business operations, where organizations increasingly rely on evidence-based decision-making and market insight.

In addition to fundamental courses in microeconomics, macroeconomics and core business disciplines, students take topic-focused upper-level courses, earn professional certification in Microsoft Excel, and complete a professional internship. Graduates of the program are prepared for high-demand roles including budget analyst, management analyst, or operations research analyst. These roles typically require bachelor's-level preparation and are associated with Standard Occupational Classification (SOC) codes such as Budget Analyst (13-2031), Management Analyst (13-1111), Data Scientist (15-2051), Operations Research Analysts (15-2031), and other business-focused analyst positions.

C.2 Market demand.

According to the Bureau of Labor Statistics Occupational Outlook Handbook, the job outlook for Operations Research Analysts with a bachelor's degree is growing much faster than average (21%), with a 2024 median salary of \$91,290², demand for Budget Analysts is growing at 1%, with a median 2024 salary of \$87,930³, and demand for Management Analysts is growing at 9% with a median 2024 salary of \$101,190⁴

C.3 Expected vacancies over the next five years.

According to the Maryland Department of Labor,⁵ the demand in Maryland is likely to grow faster than average, at 23.18% for Operational Research Analysts. The Department projects 3,650 job openings in Maryland for Operations Analysts, 1,690 for Budget Analysts, and 24,024 job openings for Management Analysts by 2034.

C.4 Projected supply of prospective graduates.

The conversion of the program to a stand-alone major will benefit the current population of TU students, as well as the population of transfer students who choose TU. As of fall 2025, there were 59 students enrolled in TU's Business Economics specialization. Table C1 shows the number of incoming first-time and transfer students who either declared Business Economics as their specialization or who did not initially declare a concentration/specialization over the past five years. Table C2 shows the number of students transferring into the TU College of Business and Economics from community colleges in Maryland over the past five years.

Table C1: Enrollment in Potential Feeder Programs (Incoming First-time and Incoming Transfer students, Towson University)

Institution	Program Name	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Towson University	Business Administration -- undeclared	165	136	136	106	107
Towson University	Business Administration, Specialization in Business Economics	26	31	37	28	27

Source: Towson University Institutional Research⁶

Table C2: Enrollment in Potential Feeder Programs (Number of Students Transferring into TU)

Community College	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Allegany College of Maryland	1	1	0	0	0	0
Anne Arundel Community College	35	36	30	24	29	18
Baltimore City Community College	1	5	6	2	3	2

² <https://www.bls.gov/ooh/math/operations-research-analysts.htm>

³ <https://www.bls.gov/ooh/business-and-financial/budget-analysts.htm>

⁴ <https://www.bls.gov/ooh/business-and-financial/management-analysts.htm>

⁵ <https://labor.maryland.gov/lmi/iandoproj/occupationalprojections.xlsx>

⁶ <https://wp.towson.edu/institutionalresearch/academic-plans/>

Community College	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Carroll Community College	13	9	10	14	11	12
Cecil Community College	2	5	4	2	1	3
Chesapeake College	1	4	4	1	1	3
College of Southern Maryland	7	3	10	10	3	10
Community College of Baltimore County	51	68	61	46	53	46
Frederick Community College	16	16	9	10	9	11
Hagerstown Community College	5	4	4	1	3	3
Harford Community College	44	49	42	32	26	26
Howard Community College	28	33	38	16	20	18
Montgomery College	37	41	27	22	21	22
Prince Georges Community College	4	14	9	7	7	12
Wor Wic Community College	2	1	1	0	1	1

Source: Towson University Institutional Research⁷

D. Reasonableness of Program Duplication.

D.1 Program duplication.

Although many universities in Maryland offer a traditional bachelor's degree in economics (see Table D1), it is less common for universities to offer a bachelor's degree in economics with a business focus and within the scope of AACSB accreditation. Exceptions include Loyola University and Salisbury University, which offer majors, and Frostburg University, which offers a concentration. Each of these universities, including Towson University, also offer a more traditional major in economics that is outside the scope of AACSB.

Minimal impact on these and other Maryland institutions is expected because TU already offers the specialization and the change does not add capacity or modify curriculum.

Table D1: Degrees Awarded in Business Economics and Related Majors at TU and Other Maryland Institutions

Institution – Program	2021	2022	2023	2024	2025
Towson University – Business Economics Specialization within Business Administration major	5	12	9	5	9
Towson University – Economics major	92	64	46	42	36
Bowie State University – Concentration in Economics within Business Administration major ⁸	N/A	N/A	N/A	N/A	N/A

⁷ <https://wp.towson.edu/institutionalresearch/transfer-students/>

⁸ Note that degree award data disaggregated by individual concentration within the degree is not available in the source MHEC report.

Institution – Program	2021	2022	2023	2024	2025
Bowie State University – Philosophy, Politics and Economics major	N/A	0	0	0	0
Frostburg State University – Concentration in Business Economics within Business Administration major ⁸	N/A	N/A	N/A	N/A	N/A
Frostburg State University – Economics major	163	81	5	155	85
Goucher College – Economics major	5	12	7	6	11
Goucher College – Concentration in International Economic Management within International/ Intercultural Studies major ⁸	N/A	N/A	N/A	N/A	N/A
Hood College – Economics major	3	4	2	6	2
John Hopkins University – Economics major	76	77	71	42	64
Loyola University Maryland – Economics (BBA) major	0	0	1	16	20
Loyola University Maryland – Economics major	21	12	15	5	11
McDaniel College – Economics major	0	1	2	4	2
Morgan State University – Economics major	4	5	3	2	3
Mount St. Mary's University – Economics major	10	8	3	3	4
Mount St. Mary's University – Philosophy, Politics and Economics major	4	6	4	5	5
Notre Dame of Maryland – Economics major	0	0	0	0	0
Salisbury University – Economics major	18	8	14	8	7
Salisbury University – Business Economics major	5	5	4	7	11
St. Mary's College of Maryland – Economics major	35	38	36	36	14
University of Baltimore – Concentration in Philosophy, Economics and Business within Philosophy, Law, and Ethics major ⁸	N/A	N/A	N/A	N/A	N/A

Institution – Program	2021	2022	2023	2024	2025
University of Maryland Baltimore County – Economics major	36	33	42	38	42
University of Maryland Baltimore County – Financial Economics major	77	74	58	79	82
University of Maryland, College Park – Agricultural & Resource Economics major	35	37	25	25	23
University of Maryland, College Park – Economics	388	351	286	250	254
University of Maryland, College Park – Concentration in Environmental Economics within Environmental Science and Policy major ⁸	N/A	N/A	N/A	N/A	N/A
University of Maryland, College Park – Philosophy, Politics and Economics major	4	28	28	55	50
Washington College – Economics major	21	12	5	12	11

Sources: MHEC Academic Program Inventory;⁹ Maryland Higher Education Commission Trends in Degrees and Awards by Program 2025,¹⁰ TU Institutional Research

D.2 Justification for the proposed program.

AACSB classifies programs by discipline, treating majors, concentrations, and specializations as equivalent¹¹. Therefore, the basic structure of the current specialization, with a foundation in cross-disciplinary courses in business and 21 credits focused on business economics, is similar to the structure of majors in business economics at other AACSB-accredited business schools (see Appendix A). The current specialization in Business Economics offered at Towson University is equivalent to a major in all but name. Major status is desired by TU students because the discipline of business economics will be reflected on their diplomas, and they deserve the same access as students at other universities. Classification as a major will also provide transparency in data availability and increase accuracy in tracking programs.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs).

While Bowie State University offers a concentration in Economics within the Business Administration major, as well as a separate Philosophy, Politics and Economics major, and Morgan State University offers a traditional bachelor's degree in Economics within its College of Liberal Arts, as indicated in D.1, this is a standard major available at many four-year institutions, both within Maryland and nationally. The conversion of TU's existing Business Economics specialization to a stand-alone major, which involves no curricular changes and requires no

⁹ https://mhec.maryland.gov/institutions_training/Pages/searchmajor.aspx

¹⁰ <https://mhec.maryland.gov/publications/Documents/Research/AnnualReports/2025TrendsDegreesByProgram.pdf>

¹¹ See <https://www.aacsb.edu/-/media/documents/accreditation/2020-interpretive-guidance-july-2021.pdf> wherein “majors or other areas where intellectual capital would be expected to be maintained, including concentrations and specialties” are held to identical standards (e.g., p. 10).

additional resources, should have minimal impact on high-demand programs at Maryland's HBIs.

F. Relevance to the identity of Historically Black Institutions (HBIs).

The conversion of TU's existing Business Economics specialization to a stand-alone major, which involves no curricular changes and requires no additional resources, should have minimal impact on the uniqueness and institutional identities and missions of Maryland's HBIs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes.

G.1 Oversight of the program.

The curriculum that will constitute the new stand-alone major is already established; no resources are required to develop the degree program as all the coursework and faculty needed to teach it are already in place. The current specialization, which TU has offered since 1989, is distinct from a traditional Bachelor of Science in Economics, which TU has offered since 1968. The program meets rigorous standards of faculty qualification consistent with AACSB guidelines of greater than 60% of student credit hours in the discipline taught by full-time faculty and greater than 90% taught by faculty with at least a master's degree. In academic year 2025-2026, 94% of faculty teaching in the program were full-time and 100% had earned advanced degrees.

Faculty teaching in the program and their credentials are listed in Table I1.

G.2 Educational objectives and learning outcomes.

Program learning goals are appropriate and aligned with both TU's broad institutional student learning outcomes (ISLOs) and AACSB guidance.

Table G1: Alignment of Program Learning Goals with TU Goals

Program Learning Goal	Aligned TU ISLO
Apply Economics Knowledge in the Context of Professional Employment	Specialized Knowledge in Defined Fields
Communicate Properly and Effectively	Effective Communication
Apply Critical Thinking and Problem-Solving Skills to Organizational Decision Making	Critical Analysis and Reasoning
Use Technology Effectively in Business Settings	Information Literacy and Technological Competency
Work Effectively Toward Achieving Common Goals within Diverse Teams	Working in Multifaceted Work Environments
Distinguish Between Ethical and Unethical Conduct in their Professional Lives	Local and Global Citizenship and Leadership

G.3 Assessment and documentation of student learning outcomes.

Faculty involvement and collaboration in the assurance of learning process was commended by the peer review team during our more recent AACSB review in 2023. Moreover, the

Department of Economics remains committed to maintaining a mature, responsive assessment process. All learning objectives are measured by at least one faculty-created direct measure infused into a course, as well as indirect assessments from students and employers. Cross-disciplinary faculty on a college Assessment Committee ensure that results and opportunities for improvement are communicated to their home departments, other relevant committees, and CBE leadership.

G.4 Program requirements.

As is typical in AACSB-accredited universities, the program requires a standard set of cross-disciplinary business courses as well as focused instruction within the specific discipline (i.e., major/concentration/specialization, which are treated identically by AACSB). A listing of required courses is given in Table G2. See Appendices A and B for the course descriptions for the required courses in the major and a sample four-year program completion plan.

The 21-credit disciplinary depth is substantial relative to other with AACSB-accredited undergraduate Business Economics programs (see Appendix C) and does not include additional economics courses taught as part of TU's business foundations.

Table G2: Program Requirements

Course Number	Course Title	Credit Weighting
Foundation Courses Required for Admission to Major (18 credits)		
ACCT 201*	Principles of Financial Accounting	3
ECON 201*	Microeconomic Principles	3
ECON 202*	Macroeconomic Principles	3
LEGL 225*	Legal Environment of Business	3
ECON 205 or MATH 231*	Statistics for Business and Economics I or Statistics	3
MATH 211*	Applied Calculus	3
Foundational Courses in Business (32 credits)		
ACCT 202*	Managerial Accounting	3
BUSX 301	Business Communications	3
EBTM 250	Problem Solving in Business I	1
EBTM 251	Problem Solving in Business II	1
EBTM 337	Enterprise Information Systems	3
FIN 331	Principles of Financial Management	3
MKTG 341	Marketing and Creativity	3
MNGT 361	Leadership and Management	3
EBTM 350	Business Analytics	3
EBTM 365	Principles of Operations Management	3
MNGT 481	Strategic Management	3
BUSX 460	Professional Experience	3
Business Economics Requirements (21 credits)		
ECON 306	Statistics for Business & Economics II	3
ECON 309	Intermediate Price Theory	3
ECON 310	Macroeconomic Theory	3
ECON 313	Money and Banking	3
Three Upper-Level Economics Electives (9 credits)		
ECON 305	Survey of International Economics	3

Course Number	Course Title	Credit Weighting
ECON 326	Economic Development	3
ECON 330	Industrial Organization	3
ECON 334	Economics of Poverty and Discrimination	3
ECON 337	Public Finance	3
ECON 339	Health Economics	3
ECON 341	Labor Economics and Labor Relations	3
ECON 351	Urban Economics	3
ECON 370	Sports Economics	3
ECON 375	Environmental Economics	3
ECON 376	Natural Resource Economics	3
ECON 401	Introduction to Econometrics	3
ECON 409	Managerial Economics	3
ECON 421	International Economics	3
ECON 423	International Monetary Theory and Policy	3
ECON 431	Computational Economics	3
ECON 451	Introduction to Mathematical Economics	3
ECON 461	Applied Economic Forecasting	3
Total Credits in Major		71
Additional Core Curriculum/Elective Credits Required to Complete Degree		49
Total Credits for BS Degree		120

*May be transferred from a community college

G.5 General education requirements.

TU's [Core Curriculum](#), comprising fourteen categories within four themes (43-46 credits in total), satisfies the general education requirements mandated by the State of Maryland (COMAR 13B.06.01.03) and educational effectiveness standards held by the university's accrediting body, the Middle States Commission on Higher Education. To fulfill TU's Core Curriculum requirements, students must complete one course from each of the following categories (1-14).

Table G3: TU Core Curriculum Requirements

Core Category	Credits
Fundamentals	
(1) Towson Seminar (Must be completed with a minimum C grade; course not required for transfer students)	3
(2) English Composition (Must be completed with a minimum C grade)	3
(3) Mathematics	3-4
(4) Creativity & Creative Development*	3
Ways of Knowing	
(5) Arts and Humanities*	3
(6) Social & Behavioral Sciences	3
(7) & (8) Biological & Physical Sciences	7-8
Writing in a Chosen Field	
(9) Advanced Writing Seminar (Must be completed with a minimum C grade)	3-4

Core Category	Credits
Perspectives	
(10) Metropolitan Perspectives	3
(11) The United States as a Nation	3
(12) Global Perspectives	3
(13) Diversity & Difference	3
(14) Ethical Issues & Perspectives	3
Total Credits	43-46

* Courses fulfilling Core 4 and Core 5 requirements must be from different subjects.

ECON 205 or MATH 231 (Core 3), ECON 201 or ECON 202 (Core 6), BUSX 301 (Core 9), and LEGL 225 (Core 11) fulfill both TU Core Curriculum and major requirements.

G.6 Specialized accreditation requirements.

Converting the current specialization in Business Economics into a stand-alone major will not affect the program's accreditation status; it will remain fully within the scope of AACSB accreditation

G.7 Outside contracts.

Not applicable.

G.8 Program assurances.

Curriculum, course, and degree requirements are updated and published annually in TU's academic catalog. The Department of Economics' website provides links to detailed information about degree requirements as well as information that will help students be successful in the program, such as advising resources, scholarships, and internship opportunities. TU's website offers extensive information about student support services, financial aid, and tuition costs each year.

The College of Business and Economics has a dedicated Student Academic and Career Services unit with professional advisors trained on the Business Economics curriculum. All TU undergraduate students are required to meet with an academic advisor each semester. In the first meeting with an advisee after the student reaches 45 credits, the academic advisor helps the student develop a Four-Year Degree Completion Plan, according to the academic requirements for the major. During subsequent advising meetings, the advisor reviews the student's progress towards their degree and helps the student plan courses for the next semester. The advisor may help the student modify the degree completion plan, if necessary. A dedicated career advisor within CBE works with the TU Career Center to provide advice to students and help with the search for an internship and a post-graduation job. All students in the Business Economics program will be required to complete a professional internship as part of the BUSX 460: Professional Experience course.

Students in the program have the same opportunities for scholarships as students across the College of Business and Economics.

G.9 Assurances of advertising, recruiting, and admissions materials.

TU regularly reviews its advertising, recruiting, and admissions materials to ensure that they clearly and accurately represent programs and services available, and that there is consistency across different modes of communication such as the TU website, the academic catalog, and other print and online promotional materials.

H. Adequacy of Articulation.

TU has signed an articulation agreement with Cecil College to facilitate transfer into the program (see Appendix D). Additionally, TU maintains statewide ARTSYS-aligned articulation pathways for business programs with all Maryland community colleges. Because the Business Economics curriculum remains unchanged, all existing pathways will continue to apply directly to the Business Economics major.

I. Adequacy of Faculty Resources.

I.1. Quality of program faculty.

Faculty in the Department of Economics meet AACSB instructional qualification standards. Current faculty capacity is sufficient to support the stand-alone major. A listing of faculty and program courses they regularly teach is given in Table I1.

Table I1: Faculty Resources

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Adams, Jessica	Part-time	MS, Applied Math, Johns Hopkins University, 2016	Adjunct Professor	MATH 231
Allan, Shaun	Part-time	MS Mathematics, Towson University, 2017	Adjunct Professor	MATH 211
Azmi Shabestari, Mehrzad	Full-Time	PhD, Accounting, Rutgers University, 2017	Associate Professor	ACCT 201
Bagchi, Shantanu	Full-Time	PhD, Economics, Utah State University, 2011	Professor	ECON 451
Berkley, Darrin	Part-time	PhD, Mathematics Education, Morgan State University, 2012	Adjunct Professor	MATH 231
Bitoude, Eric	Part-time	MS Math Education, UMBC, 2014	Adjunct Professor	MATH 211
Bonanno, Francis	Part-Time	MBA, University of Maryland, 2008	Adjunct Professor	BUSX 460
Boro, Irene	Part-Time	PhD, Morgan State University, 2026	Adjunct Professor	FIN 331
Boyd Leon, Chris	Full-Time	PhD, Economics, University of Minnesota, 2022	Assistant Professor	ECON 201, ECON 326
Bracken, Victoria	Part-time	MBA, University of Baltimore/TU, 2018	Adjunct Professor	MATH 231
Brannon, David	Full-time	PhD, Entrepreneurship, Syracuse University, 2011	Professor	MNGT 481
Brown, Dima	Part-Time	DBA, University of Maryland Global Campus, 2023	Adjunct Professor	ACCT 201
Buchoff, Barry	Full-Time	MBA, Loyola University, 1975 (CPA)	Assistant Professor	ACCT 202

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Case, Vera	Full-Time	JD, University of Maryland, 1993	Teaching Professor	BUSX 301, BUSX 460
Cavallaro, Angela	Full-Time	MS, Behavioral Science, Johns Hopkins University, 2002	Assistant Teaching Professor	BUSX 301
Chang, Hua	Full-Time	PhD, Marketing, Drexel University, 2014	Associate Professor	MKTG 341
Chapman, Graig	Part-time	MS, Mathematics, SUNY at Albany, 2017	Adjunct Professor	MATH 231
Charvat, Matthew	Part-Time	MS, Human Resource Development, Towson University, 2009	Adjunct Professor	MNGT 361
Cheng, Feng	Full-Time	PhD, Operations, Arizona State University, 2020	Assistant Professor	EBTM 350
Christensen, Finn	Full-Time	PhD, Economics, University of Minnesota, 2022	Assistant Professor	ECON 201
Cook, William	Full-Time	MBA, Loyola University, 1988	Associate Teaching Professor	EBTM 250, EBTM 251
Coriale, Kenneth	Full-Time	MA, Economics, University of Maryland, 2018	Assistant Teaching Professor	ECON 201, ECON 309
Crispell, Jacquelyn	Part-time	MS, Science Administration, Johns Hopkins University, 1990	Adjunct Professor	MATH 231
Cutrone, Joseph	Part-Time	PhD, Mathematics, Johns Hopkins University, 2011	Adjunct Professor	EBTM 250, MATH 231
Dalsimer, Kevin	Part-time	MS Math Education, Towson University, 2004	Adjunct Professor	MATH 211
Davis, Shymaine	Full-Time	MBA, Johns Hopkins University, 2001 (CPA)	Assistant Teaching Professor	ACCT 201
DeAlmeida, Robert	Part-Time	MS Economics, University of Baltimore, 1985	Adjunct Professor	BUSX 460
Delahanty, Kathryn	Full-Time	JD, University of Maryland, 1994	Teaching Professor	BUSX 301
DeMallie, Suzanne	Full-Time	MS, Teaching, Goucher College, 2011 (CPA)	Assistant Teaching Professor	FIN 331
Donnelly, Mark	Full-Time	MSF, Finance, Loyola University, 2008, CFP	Professor of Practice	FIN 331
Du, Lijing	Full-Time	PhD, Finance, University of Kansas, 2013	Professor	FIN 331
Dukes, Lawrence	Full-Time	MAS, Information Technology, Johns Hopkins University, 1982	Assistant Teaching Professor	MKTG 341
Dutta, Koushikee	Full-time	PhD, Management and Entrepreneurship, Louisiana Tech University, 2021	Assistant Professor	MNGT 481
Ellison, Lori	Full-time	PhD, Business and Management, University of Maryland, 2009	Professor of Practice	MNGT 481
Essien, Shawn	Part-Time	JD, University of Baltimore, 1998	Adjunct Professor	LEGL 225
Estelle, Matthew	Full-time	M.A., Mathematics Education, Ohio State University, 2009	Assistant Teaching Professor	MATH 211

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Fanelle, Brandon	Part-Time	BS, Business Administration, 2015 (CFP)	Adjunct Professor	BUSX 460
Fardanesh, Soheila	Full-Time	MA, Mathematical Economics, University of Colorado, 1982	Teaching Professor	ECON 205
Fernandez, Edward	Part-time	MS, Mathematics Education, Towson University, 2009	Adjunct Professor	MATH 231
Flores, Mark	Full-Time	MBA, University of Baltimore, 2013	Assistant Teaching Professor	BUSX 460, MNGT 361
Fluelling, Vanecia	Full-Time	PhD, Information Technology, Morgan State University, 2019	Professor of Practice	MKTG 341
Frye, Raquel	Full-Time	MS, Economics, Georgia State University, 2004	Associate Teaching Professor	ECON 201, ECON 334, ECON 351
Glushakow- Smith, Lily	Full-time	MS, Mathematics, Sam Houston State University, 2023	Assistant Teaching Professor	MATH 231
Goodyear, Bryan	Part-time	MS, Management Information Systems, University of Maryland Global Campus, 2019	Adjunct Professor	EBTM 337
Groves, Melissa	Full-Time	PhD, Economics, University of Massachusetts, 2000	Associate Professor	ECON 201
Hardy, William	Part-Time	MS Marketing/Finance, Northwestern, 2004	Adjunct Professor	MKTG 341
Hartnett, Ryan	Part-Time	MS, Business, University of Scranton, 2015	Adjunct Professor	MNGT 361
Hazra, Megharanji	Full-Time	MS, Economics, University of Calcutta, 2002	Associate Teaching Professor	ECON 201, ECON 202, ECON 310
Hogan, Elizabeth	Full-Time	MBA, Georgetown University, 2009	Assistant Teaching Professor	EBTM 250, EBTM 251
Hou, Xuezhong	Full-time	PhD Applied Mathematics, Oakland University, 2000	Professor	MATH 211
Huang, Jian	Full-Time	PhD, Finance, University of Kansas, 2013	Professor	FIN 331
Iotina, Gergana	Full-Time	JD, University of Baltimore, 2002	Clinical Assistant Professor	LEGL 225
Ji, Justin	Full-Time	PhD, Management, University of Kansas, 2009	Associate Professor	MNGT 361
Johnson, Quincey	Full-Time	JD, University of Maryland, 1993	Teaching Professor	BUSX 301, LEGL 225
Jones, Bruce	Part-Time	MBA, University of Baltimore, 2007	Adjunct Professor	MNGT 361
Jung, Juergen	Full-Time	PhD, Economics, Indiana University, 2008	Professor	ECON 202, ECON 310
King, Andrew	Part-Time	MBA, Loyola University, 2016	Adjunct Professor	MNGT 361
Knight, Stacy	Full-Time	MBA, Loyola University, 1995	Associate Teaching Professor	MKTG 341
Kulkarni, Gauri	Full-Time	PhD, University of Maryland, 2009	Associate Professor	MKTG 341
Kwon, Kyungeun	Full-Time	PhD, Accounting, Virginia Commonwealth University, 2022	Assistant Professor	ACCT 201

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Leppo, Sam	Full-Time	MA, Economics, American University, 2000	Teaching Professor	ECON 202, ECON 305, ECON 421, ECON 423
Li, Jianan	Full-Time	PhD, Management, Nanjing University, 2017	Assistant Professor	MNGT 361
Litterello, David	Part-Time	MBA, New York Institute of Technology, 1992	Adjunct Professor	BUSX 460, MNGT 361
Liu, Yangli	Full-Time	PhD, Economics, Northeastern University, 2024	Assistant Professor	ECON 201, ECON 409, ECON 330
Liu, Yang	Full-Time	PhD, Economics, Rutgers University, 2024	Assistant Professor	ECON 201, ECON 202, ECON 431, ECON 451
Magnotta, Sarah	Full-Time	PhD, University of Kentucky, 2015	Associate Professor	MKTG 341
Manley, James	Full-Time	PhD, Economics, University of California Berkeley, 2008	Professor	ECON 205, ECON 306
Markowitz, Ivan	Part-time	MS, Electrical Engineering, University of Pennsylvania, 1969	Adjunct Professor	MATH 231
McComas, Heather	Part-Time	MS, Information Technology, Towson University, 2015	Adjunct Professor	BUSX 460
Mohamed, Mona	Full-time	DSc, Information Technology, Towson University, 2018	Associate Professor	EBTM 337
Moyer, Todd	Full-time	EdD, Temple University, 2003	Professor	MATH 211
Nag, Barindra	Full-Time	PhD, Management Science, University of Maryland, 1997	Professor	EBTM 337, EBTM 365
Noyes, Donna	Full-time	MS Applied and Computational Mathematics, Johns Hopkins University, 2022	Assistant Teaching Professor	MATH 211
O'Leary, Erica	Full-time	MS, Mathematics, Northwestern University, 2018	Assistant Teaching Professor	MATH 231
Palmateer, Jason	Full-Time	MA, Economics, University of Iowa, 1994	Teaching Professor	ECON 205, ECON 306
Parolia, Neeraj	Full-time	PhD, Business Administration, Central Florida University, 2008	Associate Professor	EBTM 337
Pillutla, Sharma	Full-time	PhD, Operations Management, Syracuse University, 1993	Professor	EBTM 337
Prettyman, Alexa	Full-Time	PhD, Economics, Georgia State University, 2021	Assistant Professor	ECON 201, ECON 341, ECON 337
Pustovit, Aleksandra	Full-Time	PhD, Management, Rutgers University, 2019	Assistant Professor	MNGT 361
Rassipour, Rana	Full-Time	MS, Systems Engineering, The George Washington University School of Business, 2013	Associate Teaching Professor	EBTM 350
Ray, Brian	Part-time	MS Mathematics, Towson University, 2008	Adjunct Professor	MATH 211
Rhoads, Thomas	Full-Time	PhD, Economics, University of Wyoming, 2000	Professor	ECON 202, ECON 370, ECON 375

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Richardson, Joseph	Part-Time	MBA, Loyola University, 2003	Adjunct Professor	BUSX 460, MKTG 341
Riggs, Nina	Part-time	MS, Educational Leadership, Loyola University, 2015	Adjunct Professor	MATH 231
Rodman, John	Full-Time	MBA, Virginia Commonwealth University, 2001	Assistant Teaching Professor	MKTG 341
Russo, Charles	Full-Time	PhD, Accounting, Pennsylvania State University, 2002 (CPA)	Professor	ACCT 202
Sanford, Douglas	Full-Time	PhD, Management, University of Michigan, 1994	Professor	MNGT 361
Schiavone, Vincent	Part-Time	MS, Supply Chain Management, Towson University, 2020	Adjunct Professor	EBTM 350
Schiff, Andrew	Full-Time	PhD, Accounting, Rutgers University, 1993 (CPA)	Professor	ACCT 201
Schuldenfrei, Allen	Part-Time	MS Taxation, NYU School of Law, 1983 (CPA)	Adjunct Professor	ACCT 202
Schuller, Cameron	Part-Time	MS, Supply Chain Management, Towson University, 2016	Adjunct Professor	EBTM 365
Schumm, Kari	Full-time	MS, Operations Research, University of North Carolina, 2018	Associate Teaching Professor	MATH 231
Schwarzmann, Danielle	Part-Time	PhD, Public Policy, University of Maryland Baltimore County, 2013	Adjunct Professor	ECON 376
Scott, Randolph	Part-Time	MS Accountancy, University of Phoenix, 2012 (CPA)	Adjunct Professor	ACCT 202
Seeberger, John	Full-Time	JD, University of Baltimore, 1987	Teaching Professor	LEGL 225
Seyed Abootorabi, Hooman	Full-time	PhD, Entrepreneurship, Syracuse University, 2022	Assistant Professor	MNGT 481
Shiple, William	Full-time	Ph.D., Mathematics Education, American University, 1999	Assistant Teaching Professor	MATH 211
Shrestha, Vinish	Full-Time	PhD, Economics, Emory University, 2015	Associate Professor	ECON 202, ECON 339
Shul, Linda	Part-Time	MS Marketing, University of New Mexico, 1993	Adjunct Professor	MKTG 341
Skudzinkas, Algis	Full-Time	EED, Gwynedd Mercy University, 2018	Assistant Teaching Professor	FIN 331
Smuckler, Neil	Part-Time	MS Financial Management, Johns Hopkins University, 1990 (CPA)	Adjunct Professor	ACCT 202
Steffes, Erin	Full-Time	PhD, Marketing, University of Texas Dallas, 2005	Professor	MKTG 341
Tchatie-Leudeu, Sandrine	Part-time	MS, Mathematics, Boston University, 2010	Adjunct Professor	MATH 231
Thacker, Christopher	Full-Time	MS, Professional Writing, Towson University, 2007	Professor of Practice	BUSX 301
Townsley, Ryan	Part-Time	MBA, University of Baltimore, 2016	Adjunct Professor	BUSX 460
Valle, Ralph	Part-Time	MS Professional Studies, Towson University, 1999	Adjunct Professor	MKTG 341

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Wernecke, Charisse	Full-Time	PhD, Educational Leadership, 2015 (CPA)	Assistant Teaching Professor	ACCT 201
Wiglesworth, Miriam	Full-Time	DBA, Wilmington University, 2022 (CPA)	Professor of Practice	ACCT 202
Wilson, Lowell	Full-Time	JD, University of Baltimore, 1994	Assistant Teaching Professor	LEGL 225
Yao, Dong-Qing	Full-Time	PhD, Management Science, University of Wisconsin, 2001	Professor	EBTM 350, EBTM 365
Yates, Christine	Full-Time	MS, Professional Writing, Towson University, 2020	Assistant Teaching Professor	BUSX 301
Zhang, Alice	Full-Time	MBA, University of Toronto, 2000	Associate Teaching Professor	EBTM 365
Zhang, Shuwei	Full-Time	PhD, Economics, Auburn University, 2019	Assistant Professor	ECON 202, ECON 313
Zhang, Zheng	Full-time	PhD Mathematics, University of Cincinnati, 2021	Assistant Teaching Professor	MATH 211
Zhao, Yongchen	Full-Time	PhD, Economics, University of Albany, 2014	Professor	ECON 202, ECON 401, ECON 461
Zhu, Xiaorui	Full-Time	PhD, Business Analytics, University of Cincinnati, 2022	Assistant Professor	EBTM 350
Ziegler, James	Part-Time	MS Finance, Loyola University, 2000 (CPA)	Adjunct Professor	ACCT 202
Zuccaro, Joseph	Full-Time	MBA, University of Maryland, 1994	Assistant Teaching Professor	MNGT 361, MNGT 481

1.2 Ongoing pedagogy training for faculty.

The Faculty Academic Center of Excellence at Towson ([FACET](#)) is the faculty development center for Towson University. FACET's mission is to support an inclusive and collaborative faculty community and foster a culture of excellence in scholarship and teaching. FACET supports all campus faculty in their scholarship and teaching through a combination of programs, workshops, resources, funding, and communities of practice such as: Student Engagement, Emerging Technologies, Open Educational Resources, and High Impact Educational Practices. In collaboration with the TU Office of Technology Services, FACET also recommends, reviews, and provides programs to support advancement of faculty skills with Blackboard, TU's learning management system. FACET provides one-on-one or small group, virtual or face-to-face meetings with an instructional design team, who also perform course reviews. Faculty may attend open meetings as well as request consultation from FACET staff.

In addition, faculty are mentored by peers. All faculty are required to undergo periodic peer review which allows fellow faculty to mentor fellow faculty at all levels to improve pedagogy and make adjustments to changing student and curricular needs.

J. Adequacy of Library Resources.

The proposed program will be implemented using existing institutional resources; no new or additional resources are required for implementation beyond what TU already provides to support delivery of the existing specialization. Resources available through TU's Cook Library are sufficient to meet the needs of students and faculty. The library houses an extensive collection of materials, including more than 500,000 print and electronic volumes. Cook Library also houses computer workstations with specialty software for data analysis, data visualization, and mapping.

In addition to Cook Library, faculty and students have access to materials through reciprocal agreements at nearby Baltimore institutions and across USM-affiliated institutions. Materials from other libraries across the country can be requested for loan through standard interlibrary loan (ILL) services. As part of this service, faculty and students have access to RAPID ILL, a service customary at high research activity institutions. The current turnaround time for article requests is typically less than 48 hours.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment.

K.1 Assurance of physical facilities.

TU's existing physical facilities, infrastructure, and instructional equipment are sufficient to support the needs of the program. The College of Business and Economics maintains capable laboratories and software platforms used in current coursework.

K.2 Assurance of distance education.

Business Economics courses are primarily delivered in-person via traditional modes of face-to-face instruction. A limited number of courses may be offered online as a convenience for students. FACET offers training and certification programs for online and hybrid/blended instruction, Universal Design for Learning (UDL), and effective pedagogical approaches for enriching distance learning, including the Quality Matters Rubric. Students and faculty can enroll in training modules that provide instruction in university-sponsored distance learning technologies, including Blackboard, WebEx, Zoom, and Panopto. Technology support is available online, as well as via email, text, phone and on a walk-in basis at Student Computing Services and the Office of Technology Services.

L. Adequacy of Financial Resources.

The proposed program will be implemented using existing institutional resources; no new or additional resources are required for implementation beyond what TU already provides to support delivery of the existing specialization. The number of students currently enrolled in the specialization was used as an estimate for the projected enrollment each year. It was assumed that 92% of students are full time based on internal data.¹²

¹² https://www.towson.edu/ir/documents/f_hdct_car_coll_stat.pdf

Table L1: Resources

Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue	\$689,184	\$689,184	\$689,184	\$689,184	\$689,184
2.a Number of Full-time Students	54	54	54	54	54
2.a Annual Tuition Rate	\$7,756	\$7,756	\$7,756	\$7,756	\$7,756
2.a Subtotal Tuition	\$418,824	\$418,824	\$418,824	\$418,824	\$418,824
2.a Annual Fees	\$4,430	\$4,430	\$4,430	\$4,430	\$4,430
2.a Subtotal Fees	\$239,220	\$239,220	\$239,220	\$239,220	\$239,220
2.a Total Full-time Revenue of New Students	\$658,044	\$658,044	\$658,044	\$658,044	\$658,044
2.b Number of Part-Time Students	5	5	5	5	5
2.b Credit Hour Tuition Rate	\$332	\$332	\$332	\$332	\$332
2.b Annual Fees Per Credit Hour	\$187	\$187	\$187	\$187	\$187
2.b Annual Credit Hours Per Student	12	12	12	12	12
2.b Subtotal Tuition	\$19,920	\$19,920	\$19,920	\$19,920	\$19,920
2.b Subtotal Fees	\$11,220	\$11,220	\$11,220	\$11,220	\$11,220
2.b Total Part Time Revenue	\$31,140	\$31,140	\$31,140	\$31,140	\$31,140
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1-4)	\$689,184	\$689,184	\$689,184	\$689,184	\$689,184

Reallocated Funds

Funds currently used to support the specialization in Business Economics will be used to support the major in Business Economics. No new or reallocated funds are necessary.

Tuition and Fee Revenue

Current in-state tuition rates were used in the projection. This rate is conservative because it does not factor in potential tuition increases.

Grants and Contracts

Not applicable.

Other Sources

Not applicable.

Total Year - Additional Comments

Not applicable.

Table L2: Expenditures

Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	\$75,415	\$75,415	\$75,415	\$75,415	\$75,415
a. #FTE	0.5	0.5	0.5	0.5	0.5
b. Total Salary	\$56,703	\$56,703	\$56,703	\$56,703	\$56,703
c. Total Benefits	\$18,712	\$18,712	\$18,712	\$18,712	\$18,712
2. Total Administrative Staff Expenses (b + c below)	\$0	\$0	\$0	\$0	\$0
a. #FTE	0.0	0.0	0.0	0.0	0.0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
3. Total Support Staff Expenses (b + c below)	\$0	\$0	\$0	\$0	\$0
a. #FTE	0.0	0.0	0.0	0.0	0.0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
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	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1-7)	\$75,415	\$75,415	\$75,415	\$75,415	\$75,415

Faculty

It was estimated that the program could be supported by one half of a full-time faculty line, as all courses also support various other majors within the College of Business and Economics. The average faculty salary across the department was used to calculate the total faculty expenses. Neither the number of faculty needed nor the salary will change as a result of elevation of the specialization to a stand-alone major.

Administrative Staff

Currently, the Department of Economics is supported by one full-time administrative assistant. As multiple programs are housed in this department, no additional administrative support is needed. The amount of administrative support needed will not be affected by the change from specialization to major.

Support Staff

The number of support staff will not increase as a result of elevation of the program to a stand-alone major.

Equipment

No additional equipment is necessary.

Library

No additional library resources are necessary.

New and/or Renovated Spaces

No additional spaces are necessary.

Other Expenses

Not applicable.

M. Adequacy of Provisions for Evaluation of Program.***M.1 Evaluation of the program.***

The current specialization in Business Economics is functionally equivalent to a stand-alone major and will require no new courses. Nevertheless, any future course development will follow the regular Towson University procedures for approval, first at the program and department level, through the College of Business and Economics curriculum committee, and finally the University Curriculum Committee.

The course approval process evaluates new courses for appropriate rigor, effective assessment and grading, and adherence of the course syllabus to best practices. Evaluation at the program level ensures course content accuracy and program alignment, while the college and university level reviews facilitate the production of quality course proposals.

Existing courses are evaluated through regular review by program faculty and by student evaluations. Faculty regularly review courses to determine if the course meets overall program objectives. Additionally, instructors are observed by peers on a routine basis, with more frequent observations if faculty are new to a course or the university. If a course review indicates concerns or problems with a course, faculty develop strategies for addressing problems. Student course evaluation takes place at the end of every semester. Using a tool developed by TU faculty that allows quantitative and qualitative feedback, students give feedback on instructors (e.g., ability to communicate clearly; quality of student-instructor interaction; preparedness) and suggest improvements for a course.

Evaluation of faculty follows policies and procedures established by TU's policies for faculty annual merit review and for faculty reappointment, tenure, and promotion. These evaluations occur at the department, college, and university level. The main areas of evaluation include teaching, scholarship, and service. Tools used as part of the annual evaluation process include review of the individual's portfolio that includes, but is not limited to, the following:

- Evidence of scholarship (e.g., articles in scholarly journals; presentations at scholarly meetings).
- Service work.

- A synopsis of teaching related activities (e.g., courses taught; new instructional procedures; interdisciplinary, diversity, international, and technology-related projects).
- Review of course syllabi.
- Peer teaching observation reports.
- Quantitative and qualitative student evaluation of instruction.

The assessment of student learning outcomes is built into course assessments and data are collected annually. Course coordinators, with the support of the Department of Economics' representative to the Assessment Committee and the Associate Dean, oversee the collection and analysis of data, and creation of action plans, as necessary.

M.2 Evaluation of program effectiveness.

The assessment of this program will be guided by TU's Office of Assessment, following established TU policies and procedures, including review of the program's assessment plan to ensure that learning outcomes remain appropriate, and that students are meeting expectations.

The program will work with TU entities such as the Office of the Provost, Enrollment Services, and Student Services to review data on a regular basis and improve the program when needed. Effectiveness will be assessed by student retention, progress toward degree completion, career outcomes for graduates, student and faculty satisfaction, cost-effectiveness, and other key performance indicators.

Additionally, the program will remain in scope of AACSB accreditation, which is reviewed through a rigorous evaluation process every six years. Accreditation from AACSB is the longest standing and most recognized form of specialized accreditation business programs can receive. TU is accredited by AACSB for both business administration and accounting, a distinction held by less than 2% of business schools worldwide.

TU also conducts a comprehensive evaluation of the program every seven years as part of the USM-mandated Periodic Review of Academic Programs process. The purpose of the review is to promote continuous program improvement and ensure that the needs of students are being met. Each program submits a final report to the USM Board of Regents, identifying strengths and areas for improvement, for review and approval.

N. Consistency with the State's Minority Student Achievement Goals.

With approximately 60% of students identifying as non-white,¹³ TU is nearly as diverse as the state of Maryland. It is one of only a few universities in the country to have no achievement gap, meaning that underrepresented student groups achieve the same or better academic success as the entire student population. TU strives to foster a learning community that reflects the population of our campus, region, and state, and recognizes that our success is dependent on cultivating diverse perspectives and approaches.

¹³ https://www.towson.edu/ir/documents/fall2025_factsheet_final.pdf

Business economics is a high-opportunity pathway with strong earnings potential, supporting TU's goals around access and student success. The stand-alone major will help underrepresented students access economics careers in Maryland's growing industries.

O. Relationship to Low Productivity Programs Identified by the Commission.

Not applicable. The program is not related to any low-productivity program identified by the Commission.

P. Adequacy of Distance Education Programs.

Not applicable. The program will be delivered face-to-face at TU's main campus.

Appendix A – Descriptions of Required Courses within the Business Economics Program

ACCT 201 PRINCIPLES OF FINANCIAL ACCOUNTING (3)

Accounting and financial reporting concepts and the significance of financial accounting information in decision-making. Includes the effects of accounting events on business financial statements; planning and decision-making tools in the operating cycle; and the process of recording and communicating information.

ACCT 202 PRINCIPLES OF MANAGERIAL ACCOUNTING (3)

Managerial accounting concepts and the significance of accounting information for managerial decision-making. How managers use information to carry out three essential functions in an organization: to plan operations, to control activities, and to make managerial decisions.

Prerequisite: ACCT 201 or ACCT 211 with grade equivalent of 2.00 or higher.

BUSX 301 BUSINESS COMMUNICATIONS (4)

Seminar designed to enable students to gain the written and oral communication skills needed in professional business situations and to develop and practice important skills for workplace success. Requires grade of C or better to fulfill Core requirement. Prerequisites: a grade of C (2.0) or higher in ENGL 102 or ENGL 190, or equivalent; ECON 202; junior/senior status. Core: Advanced Writing Seminar.

BUSX 460 PROFESSIONAL EXPERIENCE (3)

Application of business knowledge, skills, and attitudes (KSA's) through professional responsibilities in employment, internship, or comparable experience. Prerequisites: BUSX 301, senior major standing; enrollment is conditional pending internship approval.

EBTM 250 PROBLEM SOLVING IN BUSINESS I (1)

Focus on analytic and technology skills needed to utilize spreadsheets to solve business problems. Topics covered include: managing and sharing workbooks, custom formats and layouts, creating advanced formulas, and creating advanced chart elements. To earn a satisfactory grade, students are required to pass the Microsoft Office Specialist (MOS) Excel Core exam and earn a MOS certification. The course can be waived if students have already obtained the Microsoft Office Specialist Excel Expert level certification. Students can repeat the course if they fail to pass and the grade will be replaced. Graded S/U. Prerequisites: major or minor standing; sophomore or higher standing.

EBTM 251 PROBLEM SOLVING IN BUSINESS II (1)

Focus on analytic and technology skills needed to utilize spreadsheets to solve business problems. Topics covered include: work with data and information in data tables, visualize data with charts, predict outcomes, and what-if analysis. Prerequisites: EBTM 250 or Microsoft Expert Excel Certification; sophomore standing or higher; major or minor standing.

EBTM 337 ENTERPRISE INFORMATION SYSTEMS (3)

Strategic, tactical, and operational applications of enterprise information systems, e-business,

and enterprise use of social media. Topics include data and knowledge management and networked computing, future trends using intelligent systems, and important enterprise resource planning systems used to integrate functional areas within organizations, collaborating with external partners, and integrating stakeholders across the value chain. Students who have successfully completed MNGT 337 will not receive additional credit for EBTM 337. Prerequisites: EBTM 250 and EBTM 251 (may be taken concurrently); sophomore major standing.

EBTM 350 BUSINESS ANALYTICS (3)

Focuses on using standard business analytic models to summarize and analyze data, build models, and drive impact through quantitative decision-making. Explores methods to create and frame problems, use of descriptive and prescriptive analytics and using data to discover patterns and trends. Prerequisites: EBTM 251 and (ECON 205/MATH 231 or equivalent course); junior standing or higher; major or minor standing.

EBTM 365 PRINCIPLES OF OPERATIONS MANAGEMENT (3)

Strategies and techniques for service and manufacturing operations. A number of quantitative techniques are presented. Practical business applications and international competitiveness are stressed throughout the course. Students will use industry relevant software in the course. Students who have successfully completed MNGT 365 will not receive additional credit for EBTM 365. Prerequisites: (EBTM 251 or Computer Proficiency Exam) and (ECON 205 or MATH 231/MATH 233); major in ACCT, BUAD, CIS, EBUS, MATH, XBACI, XCIEB or XEBBA; junior/senior standing.

ECON 201 MICROECONOMIC PRINCIPLES (3)

Economic reasoning of individual choice in household and market decisions. Behavior of firms in competitive and noncompetitive markets, functioning of labor and capital markets, role of the entrepreneur and effects of government policies. Students who have successfully completed the honors version of this course (ECON 203) will not receive additional credit for this course. Core: Social & Behavioral Sciences.

ECON 202 MACROECONOMIC PRINCIPLES (3)

Inflation and unemployment--causes and remedies. Money and banking, government spending and taxation. International trade. Students who have successfully completed the honors version of this course (ECON 204) will not receive additional credit for this course. Core: Social & Behavioral Sciences.

ECON 205 STATISTICS FOR BUSINESS AND ECONOMICS I (3)

Analysis and presentation of business and economic data; descriptive statistics and statistical inference; measures of central tendency and variability; probability theory; estimation; testing of hypothesis; linear regression analysis. Students who have successfully completed ECON 301 will not receive additional credit for ECON 205. Prerequisite: qualifying score on Math Placement exam or MATH 100 (recommended) or MATH 102 or higher. Core: Mathematics.

ECON 305 SURVEY OF INTERNATIONAL ECONOMICS (3)

A policy approach to international trade and international finance; international economic problems and issues facing the United States within the global economy. Not open to students who have had ECON 421. Prerequisites: ECON 201 and ECON 202.

ECON 306 STATISTICS FOR BUSINESS AND ECONOMICS II (3)

Hypothesis testing, regression models and regression analysis featuring extensive use of Stata. Multiple and logistic regressions. Assumptions of regression analysis including diagnostics of and means to address multicollinearity, heteroskedasticity, and autocorrelation. Assessing validity of causal inference. Prerequisites: ECON 201, ECON 202, and ECON 205 or MATH 231 or equivalent.

ECON 309 INTERMEDIATE PRICE THEORY (3)

Determination of prices, output, wages, resource allocation. Theory of the firm. Theory of competition, monopolistic competition, oligopoly, and monopoly. Prerequisites: ECON 201 and ECON 202 and either MATH 211 or MATH 273.

ECON 310 MACROECONOMIC THEORY (3)

Impact of monetary and fiscal policy. The overall level of output, prices, employment, interest rates. Prerequisites: ECON 201 and ECON 202 and either MATH 211 or MATH 273.

ECON 313 MONEY AND BANKING (3)

Organization and function of the money, credit and banking system of the United States; banking institutions, Federal Reserve System; the relation of money and credit to prices; foreign exchange. Prerequisites: ECON 201 and ECON 202.

ECON 326 ECONOMIC DEVELOPMENT (3)

Theory of economic growth. Problems and programs relating to less developed countries. Prerequisites: ECON 201 and ECON 202.

ECON 330 INDUSTRIAL ORGANIZATION (3)

Competition, collusion, monopoly, and oligopoly in regulated and unregulated markets. Economics of firm management, market organization, sales practices and anti trust laws. Prerequisites: ECON 201 and ECON 202.

ECON 334 ECONOMICS OF POVERTY AND DISCRIMINATION (3)

Study of the causes of poverty. How poverty and discrimination are interrelated. An analysis of existing and proposed programs to alleviate poverty and discrimination. Prerequisites: ECON 201 and ECON 202.

ECON 337 PUBLIC FINANCE (3)

Non-market provision of goods and services at all levels of government: principles of public finance, specific public spending programs and taxes, allocation of resources and income distribution. Prerequisites: ECON 201 and ECON 202.

ECON 339 HEALTH ECONOMICS (3)

Analysis of the economic organization of the health care sector of the U.S. economy; alternative health care delivery systems and methods of financing health care services; current issues in health economics. Prerequisites: ECON 201 and ECON 202.

ECON 341 LABOR ECONOMICS AND LABOR RELATIONS (3)

The determination of wages. Labor unions: history, structure, activities, effects. Government labor policy. Prerequisites: ECON 201 and ECON 202.

ECON 351 URBAN ECONOMICS (3)

Economic bases for the existence of metropolitan areas. The economy of the metropolitan area; its growth, income distribution, economic stability. Transportation and land use patterns. Social and other problems of metropolitan areas. Application of elementary price theory to the analysis and solution of urban issues and problems. Prerequisites: ECON 201 and ECON 202.

ECON 370 SPORTS ECONOMICS (3)

Study of sports and the sports industry using economic models. Organized according to the fields of industrial organization, public finance, and labor economics. Topics include league makeup, stadium financing, team location, competitive balance, and incentive structures. Prerequisites: ECON 201 and ECON 202.

ECON 375 ENVIRONMENTAL ECONOMICS (3)

Applying tools of economic theory to issues focusing on natural resources and environmental policy. Topics include market failure, valuation of non-market goods, cost-benefit analysis and pollution. Prerequisite: ECON 201.

ECON 376 NATURAL RESOURCE ECONOMICS (3)

Use of natural resources in the economy and related public policy issues emphasizing the role of property rights, markets, finance, and market failures. Topics may include resource scarcity, energy, forests, marine resources, water supply, biodiversity, land use, outdoor recreation, and international development. Prerequisite: ECON 201.

ECON 401 INTRODUCTION TO ECONOMETRICS (3)

The problem of testing economic theories against empirical data; the formulation and estimation of regression models; the use of the method of multiple regression in testing the various hypotheses of economic theories; serial correlation; the problem of identification; application of simultaneous equation model; the use and construction of econometric models for forecasting and policy making.

Prerequisites: ECON 201 and ECON 202 and ECON 205 and ECON 306.

ECON 409 MANAGERIAL ECONOMICS (3)

Applications of microeconomic theory to business policies and decisions. The utilization of analytical and decision-making tools derived mainly from economic theory, quantitative methods, finance and marketing theory. Topics considered include pricing practices and market

structures, investment decision-making, and estimation of demand and cost of production. Prerequisites: ECON 309 and ECON 205 or MATH 231/ MATH 233.

ECON 421 INTERNATIONAL ECONOMICS (3)

International trade theory; theory of tariffs and other trade restrictions; trade and economic growth; economic integration and trading blocks; international capital and labor flows. Prerequisites: ECON 309.

ECON 423 INTERNATIONAL MONETARY THEORY AND POLICY (3)

International issues in money and banking. Foreign exchange markets, exchange rates, and adjustment in the balance of payments. International monetary theory and its application. Prerequisite: ECON 309 and ECON 310.

ECON 431 COMPUTATIONAL ECONOMICS (3)

Introduction to basic programming concepts and analysis of applied economic models using numerical methods. Procedural programming; functions; visualization; data mining; root finding algorithms; minimization routines; dynamic models. No prior programming skills required. Prerequisites: ECON 309, ECON 310, and MATH 211 or MATH 273.

ECON 451 INTRODUCTION TO MATHEMATICAL ECONOMICS (3)

Intended primarily for students planning a graduate education in economics. A study of the fundamental mathematical methods widely used in economics: calculus and linear algebra. Emphasis is on optimization theory, economic examples are used throughout. Prerequisites: ECON 309, ECON 310 and MATH 211 or MATH 273.

ECON 461 APPLIED ECONOMIC FORECASTING (3)

Basic concepts related to time series analysis; visualization of time series data; construction of basic time series models; evaluation of time series models and their forecasts; decomposition of time series for forecasting and seasonal adjustment; concepts and applications of various exponential smoothing models. Students should have prior experience performing basic data analysis in Microsoft Excel and Stata. Prerequisites: ECON 306 and ECON 310.

FIN 331 PRINCIPLES OF FINANCIAL MANAGEMENT (3)

Introductory course designed to provide students with the fundamental concepts underlying the theory of finance. Financial markets, security valuation, analysis of financial condition, forecasting, working capital management, capital budgeting, cost of capital, leverage, optimal capital structure, dividend policy. Prerequisites: ACCT 201, ACCT 202, ECON 201, ECON 202 and (ECON 205 or MATH 231); junior/senior standing; major standing.

LEGL 225 LEGAL ENVIRONMENT OF BUSINESS (3)

Examines the nature and sources of law, the U.S. legal system with emphasis on court jurisdiction, procedure, constitutional law, torts, criminal law, and contracts in general and as they relate to business. Core: The United States as a Nation.

MATH 211 CALCULUS FOR APPLICATIONS (3)

Intended primarily for students in biology, business, economics, psychology and the social sciences. Elements of differential and integral calculus from an intuitive standpoint with emphasis on the use of calculus in the above fields. Exponential and logarithmic functions, partial derivatives included. Not open to mathematics majors or minors. Prerequisite: qualifying score on the Math Placement Test or MATH 115 (recommended) or MATH 119. Core: Math.

MATH 231 BASIC STATISTICS (3)

A non-calculus based introduction to statistics with emphasis on applications. Topics include categorical and quantitative data collection through sampling and experimental design, data description and displays, confidence intervals and hypothesis tests for one- and two-samples, and matched-pairs design; normal and t-distributions; correlation and simple linear regression. Emphasis on interpretations of results throughout. Substantial use of a computer package as a learning and computational tool. Students who have successfully completed the honors version of this course (MATH 233) will not receive additional credit for this course. Prerequisite: qualifying score on Math Placement exam or MATH 100 (recommended) or MATH 102 or higher. Core: Mathematics.

MKTG 341 MARKETING AND CREATIVITY (3)

Provides an overview of the discipline of marketing and its importance in the global economy. In this course, students will learn how marketing strategies and tactics are used to create value for all stakeholders. Students will practice both critical and creative thinking and then utilize quantitative and qualitative analysis to solve real-world marketing problems. Prerequisite: sophomore major/minor standing.

MNGT 361 LEADERSHIP AND MANAGEMENT (3)

Experience how leadership impacts organizational culture, strategy, and performance. Topics include making strategic decisions; leading and motivating; building and managing teams; managing communication, conflict, and power dynamics; human resource management; entrepreneurship; international business. Prerequisite: sophomore/junior/senior major/minor standing.

MNGT 481 STRATEGIC MANAGEMENT (3)

Business Policy and Strategy Capstone. Develops strategic thinking skills that integrate and build on the concepts and practices from functional business courses. Students will practice in-depth analysis of industries and competitors, and work to understand how managers must develop and implement strategies that generate sustainable value for all stakeholders by positioning the organization successfully in its competitive environment. Features a signature CBE experiential Live Strategy Case Competition with corporate partners. Must be taken at TU. Prerequisite: BUSX 301; FIN 331, MKTG 341, MNGT 361 and either EBTM 337 or ACCT 300; major in ACCT, BUAD, or EBUS; senior standing.

Appendix B – Sample Four Year Plan

Freshman

TERM 1	UNITS	TERM 2	UNITS
<u>ECON 201</u> * (Core 6)	3	<u>ECON 202</u> *	3
Prerequisite for MATH 211 if necessary*	3	<u>MATH 211</u> *	3
Core 1 (waived for transfer students)	3	Core 2*	3
Core 4*	3	Core 10*	3
Core 5*	3	Elective*	3
	15		15

Sophomore

TERM 1	UNITS	TERM 2	UNITS
<u>ACCT 201</u> *	3	<u>ACCT 202</u> *	3
<u>ECON 205</u> or <u>MATH 231</u> * (Core 3)	3	Core 8*	3
<u>LEGL 225</u> (Core 11)*	3	Core 13*	3
Core 7*	4	Elective*	3
Core 12*	3	Elective*	3
	16		15

Junior

TERM 1	UNITS	TERM 2	UNITS
<u>EBTM 250</u>	1	<u>FIN 331</u>	3
<u>EBTM 251</u>	1	<u>MNGT 361</u>	3
<u>MKTG 341</u>	3	<u>ECON 306</u>	3

<u>BUSX 301</u> (Core 9)	4	<u>ECON 310</u>	3
<u>EBTM 337</u>	3	<u>ECON 313</u>	3
<u>ECON 309</u>	3		
	15		15
Senior			
TERM 1	UNITS	TERM 2	UNITS
<u>MNGT 282</u> (Recommended Core 14)	3	<u>BUSX 460</u>	3
ECON Elective 1	3	<u>MNGT 481</u>	3
ECON Elective 2	3	ECON Elective 3	3
<u>EBTM 365</u>	3	Elective	3
<u>EBTM 350</u>	3	Elective(s)	2
	15		14
Total Units 120			

*May be transferred in from a Community College

College of Business and Economics
Department of Economics
Proposal for Bachelor of Science in Business Economics

Appendix C – Comparison to Other Universities

TU's Specialization in Business Economics is equivalent to a major

Towson University Business Economics	Salisbury University Business Economics¹⁴	Loyola University BBA in Economics¹⁵	Bowie State University (Concentration)¹⁶	Morgan State University -- Economics¹⁷	University of Maryland College Park -- Economics¹⁸
Interdisciplinary Business Courses (51 credits)	Interdisciplinary Business Courses (45 credits)	Interdisciplinary Business Courses (36 credits)	Interdisciplinary Business Courses (45 credits)		
Microeconomic Principles	Principles of Microeconomics	Microeconomic Principles	Principles of Microeconomics	Principles of Economics I	Principles of Microeconomics
Macroeconomic Principles	Principles of Macroeconomics	Macroeconomic Principles	Principles of Macroeconomics	Principles of Economics II	Principles of Macroeconomics
Principles of Financial Accounting	Principles of Accounting I	Financial Accounting	Principles of Accounting I	Financial Accounting for Non-Accounting Majors	
Principles of Managerial Accounting	Principles of Accounting II	Managerial Accounting	Principles of Accounting II	Managerial Accounting for Non-Accounting Majors	
Legal Environment of Business	Business Law I	Legal Environment of Business	Business Law		
Applied Calculus	Elementary Calculus I	Applied Calculus		Calculus for Non- Science Majors	Elementary Calculus I
Statistics	Business Statistics	Business Statistics	Business/Econ Stats	Principles of Methods and Statistics	

¹⁴ https://catalog.salisbury.edu/preview_program.php?catoid=8&poid=3317

¹⁵ https://catalogue.loyola.edu/preview_program.php?catoid=28&poid=3298&hl=economics

¹⁶ https://catalog.bowiestate.edu/preview_program.php?catoid=15&poid=1341&returnto=1167

¹⁷ https://catalog.morgan.edu/preview_program.php?catoid=26&poid=5963

¹⁸ <https://academiccatalog.umd.edu/undergraduate/colleges-schools/behavioral-social-sciences/economics/economics-major/#requirementstext>

Towson University Business Economics	Salisbury University Business Economics¹⁴	Loyola University BBA in Economics¹⁵	Bowie State University (Concentration)¹⁶	Morgan State University -- Economics¹⁷	University of Maryland College Park -- Economics¹⁸
Problem Solving in Business I and II (Excel certification)				Introduction to Mathematical Analysis II	
Business Communication	Oral Communication: Principles and Practices or Critical Thinking and Speaking		Tech & Report Writing		
Professional Experience (Internship)	Career Search Strategies in Business		Professional Development I and II		Experiential Learning
Enterprise Information Systems	Introduction to Information Systems	Data Analytics and Information Systems	Information Systems for Management		
Principles of Financial Management	Business Finance	Financial Management	Principles of Finance		
Leadership and Management	Managing People and Organizations	Management	Principles of Management		
Marketing and Creativity	Marketing Principles and Organization	Marketing	Principles of Marketing		
Principles of Operations Management	Introduction to the Business Value Chain	Supply Chain and Operations Management	Production and Operations Management		
Strategic Management	Strategic Management		Business Strategy & Policy		
Business Analytics			Quantitative Methods		
			Organizational Behavior		
			Introduction to Business		
Business Economics Specific Courses (21 credits)	Business Economics Specific Courses (18 credits)	Business Economics Specific Courses (21 credits)			
Statistics for Business and Economics II	Quantitative Economics		Business and Economics Application of Mathematics (elective choice)	Applied Methods in Principles of Methods of Statistics	Applied Economic Statistics

Towson University Business Economics	Salisbury University Business Economics¹⁴	Loyola University BBA in Economics¹⁵	Bowie State University (Concentration)¹⁶	Morgan State University -- Economics¹⁷	University of Maryland College Park -- Economics¹⁸
Intermediate Price Theory	Intermediate Microeconomics	Intermediate Microeconomic Theory	Intermediate Macroeconomics	Intermediate Microeconomics	Intermediate Microeconomic Theory and Policy
Macroeconomic Theory	Intermediate Macroeconomics	Intermediate Macroeconomic Theory		Intermediate Macroeconomics	Intermediate Macroeconomic Theory and Policy
Money and Banking	Money and Banking (elective choice)	Monetary Economics (elective choice)	Monetary and Fiscal Policy (elective choice)		
	Economics Internship				
Electives (select 3)					
Survey of International Economics			International Trade and Finance (elective choice)		
Economic Development	Economic Development (elective choice)	Development Economics (elective choice)	Economics of Developing Countries (elective choice)		
Industrial Organization	Industrial Organization (elective choice)				
Economics of Poverty and Discrimination		Economics of Race and Inequality (elective choice)	Economics of Poverty and Income Distribution (elective choice)		
Public Finance	Public Sector Economics (elective choice)	Public Sector Economics (elective choice)	Public Finance and Budgeting (elective choice)		
Health Economics	Economics of Health Care (elective choice)	Health Economics (elective choice)	Health Economics (elective choice)		
Labor Economics and Labor Relations	Labor Economics (elective choice)	Labor Economics (elective choice)			
Urban Economics		Economic Problems of Cities (elective choice)	Urban Economics (elective choice)		

Towson University Business Economics	Salisbury University Business Economics¹⁴	Loyola University BBA in Economics¹⁵	Bowie State University (Concentration)¹⁶	Morgan State University -- Economics¹⁷	University of Maryland College Park -- Economics¹⁸
Sports Economics	Sports Economics (elective choice)	Sports Economics (elective choice)	Economics of Sports and Entertainment (elective choice)		
Environmental Economics	Environmental and Natural Resource Economics (elective choice)	Environmental Economics (elective choice)	Environmental and Resource Economics (elective choice)		
Natural Resource Economics					
Introduction to Econometrics	Econometrics	Econometrics (elective choice)	Elements of Econometrics (elective choice)	Econometrics	Applied Econometrics (elective choice I)
Managerial Economics		Managerial Economics (elective choice)	Managerial Economics		
International Economics	International Economics	International Trade (elective choice)			
International Monetary Theory and Policy	Monetary Policy in the U.S. Economy (elective choice)	International Financial Economics			
Computational Economics					
Introduction to Mathematical Economics		Mathematical Economics (elective choice)		Mathematical Economics	Mathematical Economics (elective choice I)
Applied Economic Forecasting		Applied Economic Forecasting (elective choice)			Macroeconomic Models and Forecasting (elective choice I)
	Economic History of the United States (elective choice)				
	Financial Institutions and Markets (elective choice)		Monetary and Fiscal Policy		

Towson University Business Economics	Salisbury University Business Economics¹⁴	Loyola University BBA in Economics¹⁵	Bowie State University (Concentration)¹⁶	Morgan State University -- Economics¹⁷	University of Maryland College Park -- Economics¹⁸
	Comparative Economic Systems (elective choice)				
	Game Theory (elective choice)	Game Theory and the Economics of Information (elective choice)			Game Theory (elective choice I)
				Business and Economics Research	
	Economic of Voluntary Exchange (elective choice)				
		Managerial Accounting			
		Law and Economics (elective choice)			
		Capitalism and It's Critics (elective choice)			
		Business and Government (elective choice)			
		Pricing Strategy (elective choice)			
		Behavioral and Experimental Economics (elective choice)			
			Economics of Education (elective choice)		
			Economics of Teaching and Leadership Experience (elective choice)		

Towson University Business Economics	Salisbury University Business Economics¹⁴	Loyola University BBA in Economics¹⁵	Bowie State University (Concentration)¹⁶	Morgan State University -- Economics¹⁷	University of Maryland College Park -- Economics¹⁸
			Visualization and Visual Analytics (elective choice)		
			Big Data Analytics (elective choice)		
				Finance Elective	ECON Elective
				Finance Elective	ECON Elective
				ECON Elective	ECON Elective
				ECON Elective	ECON Elective
				ECON Elective	ECON Elective
					Economics of Cost- Benefit Analysis (elective choice I)

Appendix D – Articulation Agreement



BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: Towson University (TU) proposal for a Bachelor of Science in Finance

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: April 8, 2026

SUMMARY: Towson University proposes the elevation of the existing concentration in Finance within the Bachelor of Science in Business Administration into a stand-alone Bachelor of Science in Finance. This change involves no new curriculum, no new courses, no new faculty, and requires no additional resources. The program will continue to be administered by the Department of Finance within the College of Business and Economics and will remain fully within the scope of AACSB accreditation. The proposed change reflects current industry standards and responds to consistent student demand for greater program clarity and degree recognition. It would align TU's Finance program with comparable programs across the University System of Maryland (USM) and would extend the benefits received by students at other USM institutions to TU's students, the vast majority of whom are Marylanders. Finally, the change supports Towson University's mission to provide transformational, accessible education that prepares students for career success and community leadership. This proposal aligns fully with AACSB disciplinary classification, follows national norms for business degree structure, and reflects a reclassification—not an expansion—of current academic offerings. TU's students will benefit from enhanced credential clarity, and Maryland's employers will benefit from a more visible and better-aligned talent pipeline.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fee revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from Towson University for a B.S. in Finance

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn, 301-445-1992, awrynn@usmd.edu



Mark R. Ginsberg,
Ph.D.
President

Office of the President
8000 York Road
Towson, MD 21252-0001

March 10, 2026

TOWSON.EDU

Jay Perman, M.D.
Chancellor
University System of Maryland
3300 Metzerott Road
Adelphi, MD 20783

Dear Chancellor Perman:

In accordance with the Code of Maryland Regulation (COMAR) 13B.02.03.06, Towson University seeks your review and approval to offer the following six new undergraduate degrees, effective fall 2026:

- Bachelor of Science in Business Analytics
- Bachelor of Science in Business Economics
- Bachelor of Science in Finance
- Bachelor of Science in Financial Planning
- Bachelor of Science in Marketing
- Bachelor of Science in Project Management

All the coursework that will comprise the six new proposed undergraduate degree programs is currently offered through TU's Business Administration major as either a concentration or specialization within that degree program. TU proposes to elevate these six concentrations/specializations into standalone baccalaureate degree programs. The elevation of these existing concentrations/specializations, which already effectively operate as standalone degree programs in everything but name, will involve no change to curriculum, faculty, or program administration: These programs will be implemented using existing resources under Education Article § 11-206.1. Establishing these six concentrations/specializations as standalone degree programs reflects current industry standards and responds to consistent student demand for greater program clarity and degree recognition, thereby improving our graduates' marketability.

If you have any questions or require additional information, please contact Rhodri Evans, Assistant Provost for Assessment, Accreditation and Compliance, at rhodrievans@towson.edu or by phone at 410-704-3312.

Thank you in advance for your review.

Sincerely,



Mark R. Ginsberg, Ph.D.
President

MG/rjme

cc: Dr. Candace Caraco, Associate Vice Chancellor for Academic Affairs, USM
Dr. Melanie L. Perreault, Provost and Executive Vice President for Academic Affairs
Dr. Clare N. Muhoro, Associate Provost for Academic Affairs
Dr. Prabakar Kothandaraman, Dean, College of Business and Economics

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

Institution Submitting Proposal

Title of Proposed Program

Projected Implementation Date

Proposed CIP Code

Department Contact

Contact E-Mail Address

Date _____

College of Business and Economics
Department of Finance
Proposal for Bachelor of Science in Finance

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A. Centrality to Institutional Mission and Planning Priorities.

A.1 Program description and relation to TU mission.

Towson University proposes the elevation of the existing concentration in Finance within the Bachelor of Science (BS) in Business Administration with a stand-alone major in Finance. This change involves no new curriculum, no new courses, no new faculty, and requires no additional resources. The program will continue to be administered by the Department of Finance within the College of Business and Economics (CBE) and will remain fully within the scope of accreditation by the Association to Advance Collegiate Schools of Business International (AACSB).

The Finance curriculum prepares students for careers in the corporate finance field responsible for capital budgeting and working capital. Common positions in the banking, insurance and real estate industries include business analyst, credit analyst, and lender.

Mirroring the structure of majors at other AACSB-accredited business schools, the existing concentration requires a foundation in cross-disciplinary business courses and 24 credits focused on finance. Because AACSB classifies programs by discipline, treating majors, concentrations, and specializations as equivalent,¹ the change will have no effect on current accreditation. However, it will benefit students by providing them with a clearer, more marketable credential aligned with industry expectations. Major status is desired by TU students because the discipline of finance will be reflected on their diplomas. The proposed change improves alignment with the search practices of employers and applicant tracking systems that rely on degree titles, thereby enhancing students' competitiveness for internships and full-time positions. Classification as a major will also provide transparency in data availability and increase accuracy in tracking programs.

Furthermore, the change is aligned with the mission of TU. Through a foundation in the liberal arts and a commitment to academic excellence, interdisciplinary study, research and public service, Towson University prepares students for careers in high demand today and in the future. Finance capabilities are core to Maryland's economy and essential skills for student career success.

A.2 Alignment with TU's strategic goals and priorities.

The elevation of the Finance concentration to a stand-alone Bachelor of Science in Finance directly advances TU's six institutional priorities: Educate, Innovate, Engage, Include, Support, and Sustain.

Educate: Finance is a high-demand field aligned with state and regional workforce needs. Students graduate with strong analytical and problem-solving skills, industry-relevant software experience, and professional certification in Microsoft Excel—preparing them for immediate

¹ See <https://www.aacsb.edu/-/media/documents/accreditation/2020-interpretive-guidance-july-2021.pdf> wherein "majors or other areas where intellectual capital would be expected to be maintained, including concentrations and specialties" are held to identical standards (e.g., p. 10).

career success. TU's program has been accepted into the CFA Institute University Recognition Program, meaning that students are well-positioned to sit for the exam to earn the Chartered Financial Analyst® (CFA) credential.

Innovate: The curriculum is continuously updated to reflect emerging Fintech technologies used across industry, including Python, Tableau, and AI-enabled tools. This contributes to TU's broader commitment to fostering innovation and digital fluency across disciplines.

Engage & Include: Courses are infused with applied learning opportunities, collaborative problem-solving, and real-world projects. All students complete a professional internship, strengthening connections with employers and expanding access to equitable experiential learning.

Support: Major status enhances the clarity and visibility of a student's course of study, improving employer recognition and supporting stronger outcomes in internships, job placement, and graduate school admissions.

Sustain: The proposed change is fiscally responsible. Because the curriculum, faculty, and administrative structures already exist, the elevation to a major requires no new university resources while improving program visibility and institutional effectiveness.

A.3 Adequate funding for first five years.

TU has offered a concentration in Finance within the Business Administration major since 1971. The proposed change to a stand-alone major will be a reclassification of the current program, will require no new resources, and will continue to be adequately funded.

A.4 Institutional commitment.

TU is committed to continuing to provide the administrative, financial, and technical support required to support the program. The program will continue to be housed in the Department of Finance within the College of Business and Economics. No new administrative, financial, or technical support is required.

The existing concentration in Finance within the BS in Business Administration would be converted to a BS in Finance. All students currently enrolled in the concentration would have the option of switching to the BS in Finance or completing the concentration within a period of four years. The vast majority will choose to switch. As the program structure and course offerings will remain the same, no additional accommodations will be necessary.

TU is committed to student success and will provide all enrolled students with the necessary courses and resources (such as advisors to guide students through the program and technical support from the Office of Technology Services) so they can graduate on schedule.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan.

B.1 Demonstrated demand and need.

Converting the current program into a stand-alone Bachelor of Science in Finance will serve a societal need by better meeting the needs of students and employers. The proposed change will 1) give the program a more coherent disciplinary identity; and 2) improve the visibility of finance as an applied, high-paying field. Because the curriculum, faculty, and transfer pathways

will remain fully intact, the change will expand educational choice by offering the opportunity for students to earn a high-value degree with fewer barriers and clearer outcomes. Offering a credential that is both industry-aligned and accessible is consistent with TU's commitment to enhancing social mobility, broadens opportunities for well-paid careers in finance, and aligns with the University's role as an anchor institution supporting inclusive economic development across the state.

B.2 Consistency with the Maryland State Plan for Postsecondary Education.

Elevating the program to a stand-alone major will directly support the Maryland State Plan for Postsecondary Education's goal of Student Success by strengthening the quality, clarity, and market relevance of academic pathways that prepare students for high-demand careers. It will reinforce **Priority 5: Maintain the commitment to high-quality postsecondary education in Maryland** by providing students with 1) a more accurate disciplinary identity; 2) improved advising clarity; 3) and a credential that aligns with industry expectations and national and state norms. The change also advances **Priority 7: Enhance the ways postsecondary education is a platform for ongoing lifelong learning** by creating a more transparent structure that better supports students pursuing advanced certifications, graduate study, and professional roles in finance. Because the proposal requires no new resources, it embodies the State Plan's emphasis on accessible, high-quality, and future-focused educational offerings that contribute to Maryland's long-term economic vitality.

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

C.1 Employment opportunities.

The program prepares students for bachelor's degree level careers in finance. It provides students with the necessary skills to manage assets placed in capital markets, including security analysis, investment strategies, and portfolio management. Graduates of the program are prepared for positions such as financial analyst, portfolio manager, and client relationship manager. These roles typically require a bachelor's degree and are associated with Standard Occupational Classification (SOC) codes such as Financial Manager (11-3031) and Financial Specialist (13-2000).

C.2 Market demand.

According to data from the TU Career Center, 97% of 2024 graduates of the current concentration in Finance were employed or pursuing further education six months after earning their degree. The average entry-level salary of program graduates was \$58,853. Employers included Morgan Stanley, J. P. Morgan Chase, EY, Northwestern Mutual, and KPMG, among others.

C.3 Expected vacancies over the next five years.

According to the Bureau of Labor Statistics Occupational Outlook Handbook, the job outlook for Financial Analysts with a bachelor's degree will grow faster than average, with 6% employment

growth by 2034 and a 2024 median salary of \$101,910 per year.² According to the Maryland Department of Labor, the demand in Maryland for financial and investment analysts is also likely to grow even faster, at 9.8%, and the total number of job openings in Maryland for all types of financial specialists is projected to exceed 45,000 by 2033.³

C.4 Projected supply of prospective graduates.

The conversion of the program to a stand-alone major will benefit the current population of TU students, as well as the population of transfer students who choose TU. As of fall 2025, there were 468 students enrolled in TU's Finance concentration, making it the one of the largest undergraduate Finance programs in the state. Table C1 shows the number of incoming first-time and transfer students who either declared Finance as their concentration or who did not initially declare a concentration over the past five years. Table C2 shows the number of students transferring into the TU College of Business and Economics from community colleges in Maryland over the past five years.

Table C1: Enrollment in Potential Feeder Programs (Incoming First-time and Incoming Transfer students, Towson University)

Institution	Program Name	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Towson University	Business Administration -- undeclared	165	136	136	106	107
Towson University	Business Administration, Concentration in Finance	104	112	101	130	126

Source: Towson University Institutional Research⁴

Table C2: Enrollment in Potential Feeder Programs (Number of Students Transferring into TU)

Community College	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Allegany College of Maryland	1	1	0	0	0	0
Anne Arundel Community College	35	36	30	24	29	18
Baltimore City Community College	1	5	6	2	3	2
Carroll Community College	13	9	10	14	11	12
Cecil Community College	2	5	4	2	1	3
Chesapeake College	1	4	4	1	1	3
College of Southern Maryland	7	3	10	10	3	10
Community College of Baltimore County	51	68	61	46	53	46
Frederick Community College	16	16	9	10	9	11
Hagerstown Community College	5	4	4	1	3	3
Harford Community College	44	49	42	32	26	26
Howard Community College	28	33	38	16	20	18
Montgomery College	37	41	27	22	21	22

² <https://www.bls.gov/ooh/business-and-financial/financial-analysts.htm>

³ <https://labor.maryland.gov/lmi/iandoproj/occupationalprojections.xlsx>

⁴ <https://wp.towson.edu/institutionalresearch/academic-plans/>

Community College	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Prince Georges Community College	4	14	9	7	7	12
Wor Wic Community College	2	1	1	0	1	1

Source: Towson University Institutional Research⁵

D. Reasonableness of Program Duplication.

D.1 Program duplication.

A bachelor's degree in finance is a standard offering at four-year universities in Maryland (see Table D1). Moreover, as TU's program in Finance is long-established, elevation of the existing concentration to a stand-alone major should have minimal impact any other Maryland institution.

The structure of the concentration in Finance currently offered by the College of Business and Economics at TU is similar to all programs in finance offered by colleges of business that are accredited by the AACSB, the primary accrediting agency in the field. AACSB-accredited institutions in Maryland that offer a major in finance include the University of Maryland, College Park, Loyola University Maryland, Morgan State University, Salisbury University, and University of Maryland Eastern Shore. Frostburg State University offers a concentration in Finance that is similarly structured.

Table D1: Degrees Awarded in Finance at TU and Other Maryland Institutions

Institution	Program Name	2021	2022	2023	2024
Hood College	Finance major	0	0	1	1
Loyola University Maryland	Finance major	0	1	8	66
Morgan State University	Finance major	30	21	12	11
Salisbury University	Finance major	64	55	44	48
Mount St. Mary's University	Finance major	N/A	N/A	N/A	N/A
University of Maryland, College Park	Finance major	343	339	366	355
University of Maryland Eastern Shore	Finance major	7	1	3	4
University of Maryland Global Campus	Finance major	133	158	164	161
Bowie State University ⁶	Concentration in Banking & Finance within Business Administration major	N/A	N/A	N/A	N/A
Frostburg State University ⁶	Concentration in Finance within Business Administration major	N/A	N/A	N/A	N/A
Towson University	Concentration in Finance within Business Administration major	99	84	81	73

Sources: MHEC Academic Program Inventory;⁷ Maryland Higher Education Commission Trends in Degrees and Awards by Program 2024,⁸ TU Institutional Research

⁵ <https://wp.towson.edu/institutionalresearch/transfer-students/>

⁶ Note that degree award data disaggregated by individual concentration within the degree is not available in the source MHEC report.

⁷ https://mhec.maryland.gov/institutions_training/Pages/searchmajor.aspx

⁸ <https://mhec.maryland.gov/publications/Documents/Research/TRENDS%20IN%20DEGREES%20AND%20AWARDS%20BY%20PROGRAM%202024%20-%20External.pdf>

D.2 Justification for the proposed program.

AACSB classifies programs by discipline, treating majors, concentrations, and specializations as equivalent.⁹ Therefore, the basic structure of the current concentration, with a foundation in cross-disciplinary courses in business and 24 credits focused in finance, is similar to the structure of majors in finance at other AACSB-accredited business schools (see Appendix A). The current concentration in Finance offered at TU is equivalent to a major in all but name. Major status is desired by TU students because the discipline of finance will be reflected on their diplomas, and they deserve the same access as students at other universities. Classification as a major will also provide transparency in data availability and increase accuracy in tracking programs.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs).

While both Morgan State University and the University of Maryland Eastern Shore offer undergraduate degrees in Finance and Bowie State University offers a concentration in Banking and Finance, as indicated in D.1, this is a standard major available at many four-year institutions, both within Maryland and nationally. The conversion of TU's existing Finance concentration to a stand-alone major, which involves no curricular changes and requires no additional resources, should have minimal impact on high-demand programs at Maryland's HBIs.

F. Relevance to the identity of Historically Black Institutions (HBIs).

Several universities across the state currently offer majors in Finance, and the conversion of program to a major should have minimal impact on the uniqueness and institutional identity of Maryland's Historically Black Institutions.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes.

G.1 Oversight of the program.

The curriculum that will constitute the new stand-alone major is already established; no resources are required to develop the degree program as all the coursework and faculty needed to teach it are already in place. TU has offered a concentration in Finance since 1971. The program meets rigorous standards of faculty qualification consistent with AACSB guidelines of greater than 60% of student credit hours in the discipline taught by full-time faculty and greater than 90% taught by qualified faculty. In academic year 2025-2026, 100% of faculty teaching courses required within the Finance concentration were full-time, and 100% have earned advanced degrees.

Faculty teaching in the program and their credentials are listed in Table I1.

⁹ See <https://www.aacsb.edu/-/media/documents/accreditation/2020-interpretive-guidance-july-2021.pdf> wherein "majors or other areas where intellectual capital would be expected to be maintained, including concentrations and specialties" are held to identical standards (e.g., p. 10).

G.2 Educational objectives and learning outcomes.

Program learning goals are appropriate and aligned with both TU's broad institutional student learning outcomes (ISLOs) and AACSB guidance.

Table G1: Alignment of Program Learning Goals with TU Goals

Program Learning Goal	Aligned TU ISLO
Apply Finance Knowledge in the Context of Professional Employment	Specialized Knowledge in Defined Fields
Communicate Properly and Effectively	Effective Communication
Apply Critical Thinking and Problem-Solving Skills to Organizational Decision Making	Critical Analysis and Reasoning
Use Technology Effectively in Business Settings	Information Literacy and Technological Competency
Work Effectively Toward Achieving Common Goals within Diverse Teams	Working in Multifaceted Work Environments
Distinguish Between Ethical and Unethical Conduct in their Professional Lives	Local and Global Citizenship and Leadership

G.3 Assessment and documentation of student learning outcomes.

Faculty involvement and collaboration in the assurance of learning process was commended by the peer review team during our more recent AACSB review in 2023. Moreover, the Department of Finance remains committed to maintaining a mature, responsive assessment process. All learning objectives are measured by at least one faculty-created direct measure infused into a course, as well as indirect assessments from students and employers. Cross-disciplinary faculty on a college Assessment Committee ensure that results and opportunities for improvement are communicated to their home departments, other relevant committees, and CBE leadership.

G.4 Program requirements.

As is typical in AACSB-accredited universities, the program requires a standard set of cross-disciplinary business courses as well as focused instruction within the specific discipline (i.e., major/concentration/specialization, which are treated identically by AACSB). A listing of required courses is given in Table G2. See Appendices A and B for descriptions of the required courses in the major and a sample four-year program completion plan.

Table G2: Program Requirements

Course Number	Course Title	Credit Weighting
Foundation Courses Required for Admission to Major (18 credits)		
ACCT 201*	Principles of Financial Accounting	3
ECON 201*	Microeconomic Principles	3
ECON 202*	Macroeconomic Principles	3
LEGL 225*	Legal Environment of Business	3
ECON 205 or MATH 231*	Statistics for Business and Economics I or Statistics	3
MATH 211*	Applied Calculus	3

Course Number	Course Title	Credit Weighting
Foundational Courses in Business (32 credits)		
ACCT 202*	Managerial Accounting	3
BUSX 301	Business Communications	3
EBTM 250	Problem Solving in Business I	1
EBTM 251	Problem Solving in Business II	1
EBTM 337	Enterprise Information Systems	3
FIN 331	Principles of Financial Management	3
MKTG 341	Marketing and Creativity	3
MNGT 361	Leadership and Management	3
EBTM 350	Business Analytics	3
EBTM 365	Principles of Operations Management	3
MNGT 481	Strategic Management	3
BUSX 460	Professional Experience	3
Finance Requirements (24 credits)		
FIN 333	Investments and Equity Security Analysis	3
FIN 350	Financial Modeling in Corporate Finance	3
FIN 351	Advanced Corporate Finance	3
FIN 430	Financial Institutions and Management of Risk	3
FIN 436	Global Financial Management	3
FIN 439	Financial Valuation and Strategy	3
Electives (Choose 2)		
ACCT 301	Intermediate Accounting I	3
ACCT 341	Management Accounting I	3
ACCT 361	Tax Accounting I	3
ECON 306	Statistics for Business and Economics II	3
ECON 313	Money and Banking	3
FPLN 341	Fundamentals of Financial Planning	3
Total Credits in Major		74
Additional Core Curriculum/Elective Credits Required to Complete Degree		46
Total Credits for BS Degree		120

*May be transferred from a community college

Additionally, the current curriculum has been accepted into the CFA Institute University Recognition Program indicating that the program covers at least 70 percent of the CFA Program® Candidate Body of Knowledge. Consequently, graduates are well-positioned to sit for the exam to earn the Chartered Financial Analyst® (CFA) credential.

As a part of the program, students learn Tableau, how to perform complex modeling in Excel, and complete the Bloomberg Market Concepts (BMC) Certification, which certifies their skills with Bloomberg terminal technology, the world leader in financial and data services.

G.5 General education requirements.

TU's [Core Curriculum](#), comprising fourteen categories within four themes (43-46 credits in total), satisfies the general education requirements mandated by the State of Maryland (COMAR 13B.06.01.03) and educational effectiveness standards held by the university's accrediting body, the Middle States Commission on Higher Education. To fulfill TU's Core

Curriculum requirements, students must complete one course from each of the following categories (1-14).

Table G3: TU Core Curriculum Requirements

Core Category	Credits
Fundamentals	
(1) Towson Seminar (Must be completed with a minimum C grade; course not required for transfer students)	3
(2) English Composition (Must be completed with a minimum C grade)	3
(3) Mathematics	3-4
(4) Creativity & Creative Development*	3
Ways of Knowing	
(5) Arts and Humanities*	3
(6) Social & Behavioral Sciences	3
(7) & (8) Biological & Physical Sciences	7-8
Writing in a Chosen Field	
(9) Advanced Writing Seminar (Must be completed with a minimum C grade)	3-4
Perspectives	
(10) Metropolitan Perspectives	3
(11) The United States as a Nation	3
(12) Global Perspectives	3
(13) Diversity & Difference	3
(14) Ethical Issues & Perspectives	3
Total Credits	43-46

*Courses fulfilling Core 4 and Core 5 requirements must be from different subjects.

ECON 205 or MATH 231 (Core 3), ECON 201 or ECON 202 (Core 6), BUSX 301 (Core 9), and LEGL 225 (Core 11) fulfill both TU Core Curriculum and major requirements.

G.6 Specialized accreditation requirements.

Converting the current concentration in Finance into a stand-alone major will not affect the program's accreditation status; it will remain fully within the scope of AACSB accreditation.

G.7 Outside contracts.

Not applicable.

G.8 Program assurances.

Curriculum, course, and degree requirements are updated and published annually in TU's academic catalog. The Department of Finance's website provides links to detailed information about degree requirements as well as information that will help students be successful in the program, such as advising resources, scholarships, and internship opportunities. TU's website offers extensive information about student support services, financial aid, and tuition costs each year.

The College of Business and Economics has a dedicated Student Academic and Career Services unit with professional advisors trained on the Finance curriculum. All TU undergraduate

students are required to meet with an academic advisor each semester. In the first meeting with an advisee after the student reaches 45 credits, the academic advisor helps the student develop a Four-Year Degree Completion Plan, according to the academic requirements for the major. During subsequent advising meetings, the advisor reviews the student's progress towards their degree and helps the student plan courses for the next semester. The advisor may help the student modify the degree completion plan, if necessary. A dedicated career advisor within CBE works with the TU Career Center to provide advice to students and help with the search for an internship and a post-graduation job. All students in the Finance program will be required to complete a professional internship as part of the BUSX 460: Professional Experience course.

Students in the program have the same opportunities for scholarships as students across the College of Business and Economics.

G.9 Assurances of advertising, recruiting, and admissions materials.

TU regularly reviews its advertising, recruiting, and admissions materials to ensure that they clearly and accurately represent programs and services available, and that there is consistency across different modes of communication such as the TU website, the academic catalog, and other print and online promotional materials.

H. Adequacy of Articulation.

TU has signed an articulation agreement with Cecil College to facilitate transfer into the program (see Appendix D). Additionally, TU maintains statewide ARTSYS-aligned articulation pathways for business programs with all Maryland community colleges. Because the Finance curriculum remains unchanged, all existing pathways will continue to apply directly to the Finance major.

I. Adequacy of Faculty Resources.

I.1. Quality of program faculty.

All programs within the scope of AACSB accreditation are required to meet rigorous standards for instructional quality. A listing of faculty and program courses they regularly teach is given in Table I1.

Table I1: Faculty Resources

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Adams, Jessica	Part-time	MS, Applied Math, Johns Hopkins University, 2016	Adjunct Professor	MATH 231
Allan, Shaun	Part-time	MS Mathematics, Towson University, 2017	Adjunct Professor	MATH 211
Azmi Shabestari, Mehrzad	Full-Time	PhD, Accounting, Rutgers University, 2017	Associate Professor	ACCT 201, ACCT 301

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Berkley, Darrin	Part-time	PhD, Mathematics Education, Morgan State University, 2012	Adjunct Professor	MATH 231
Bitoude, Eric	Part-time	MS Math Education, UMBC, 2014	Adjunct Professor	MATH 211
Bonanno, Francis	Part-Time	MBA, University of Maryland, 2008	Adjunct Professor	BUSX 460
Bonaparte, Isaac	Full-Time	PhD, Accounting, Morgan State University, 2013	Professor	ACCT 341
Boro, Irene	Part-Time	PhD, Morgan State University, 2026	Adjunct Professor	FIN 331
Boyd Leon, Chris	Full-Time	PhD, Economics, University of Minnesota, 2022	Assistant Professor	ECON 201
Bracken, Victoria	Part-time	MBA, University of Baltimore/TU, 2018	Adjunct Professor	MATH 231
Brannon, David	Full-time	PhD, Entrepreneurship, Syracuse University, 2011	Professor	MNGT 481
Brown, Dima	Part-Time	DBA, University of Maryland Global Campus, 2023	Adjunct Professor	ACCT 201
Buchoff, Barry	Full-Time	MBA, Loyola University, 1975 (CPA)	Assistant Professor	ACCT 202
Case, Vera	Full-Time	JD, University of Maryland, 1993	Teaching Professor	BUSX 301, BUSX 460
Cavallaro, Angela	Full-Time	MS, Behavioral Science, Johns Hopkins University, 2002	Assistant Teaching Professor	BUSX 301
Chang, Hua	Full-Time	PhD, Marketing, Drexel University, 2014	Associate Professor	MKTG 341
Chapman, Graig	Part-time	MS, Mathematics, SUNY at Albany, 2017	Adjunct Professor	MATH 231
Charvat, Matthew	Part-Time	MS, Human Resource Development, Towson University, 2009	Adjunct Professor	MNGT 361
Cheng, Feng	Full-Time	PhD, Operations, Arizona State University, 2020	Assistant Professor	EBTM 350
Christensen, Finn	Full-Time	PhD, Economics, University of Minnesota, 2022	Assistant Professor	ECON 201
Cook, William	Full-Time	MBA, Loyola University, 1988	Associate Teaching Professor	EBTM 250, EBTM 251
Coriale, Kenneth	Full-Time	MA, Economics, University of Maryland, 2018	Assistant Teaching Professor	ECON 201
Crispell, Jacquelyn	Part-time	MS, Science Administration, Johns Hopkins University, 1990	Adjunct Professor	MATH 231
Cutrone, Joseph	Part-Time	PhD, Mathematics, Johns Hopkins University, 2011	Adjunct Professor	EBTM 250, MATH 231
Dalsimer, Kevin	Part-time	MS Math Education, Towson University, 2004	Adjunct Professor	MATH 211

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Davis, Shymaine	Full-Time	MBA, Johns Hopkins University, 2001 (CPA)	Assistant Teaching Professor	ACCT 201
DeAlmeida, Robert	Part-Time	MS Economics, University of Baltimore, 1985	Adjunct Professor	BUSX 460
Delahanty, Kathryn	Full-Time	JD, University of Maryland, 1994	Teaching Professor	BUSX 301
DeMallie, Suzanne	Full-Time	MS, Teaching, Goucher College, 2011 (CPA)	Assistant Teaching Professor	FIN 331
Donnelly, Mark	Full-Time	MSF, Finance, Loyola University, 2008, CFP	Professor of Practice	FIN 331, FPLN 341
Drager, David	Part-Time	MA, Health Science Administration, 1993	Adjunct Professor	MKTG 451
Du, Lijing	Full-Time	PhD, Finance, University of Kansas, 2013	Professor	FIN 331, FIN 436
Dukes, Lawrence	Full-Time	MAS, Information Technology, Johns Hopkins University, 1982	Assistant Teaching Professor	MKTG 341
Dutta, Koushikee	Full-time	PhD, Management and Entrepreneurship, Louisiana Tech University, 2021	Assistant Professor	MNGT 481
Ellison, Lori	Full-time	PhD, Business and Management, University of Maryland, 2009	Professor of Practice	MNGT 481
Essien, Shawn	Part-Time	JD, University of Baltimore, 1998	Adjunct Professor	LEGL 225
Estelle, Matthew	Full-time	M.A., Mathematics Education, Ohio State University, 2009	Assistant Teaching Professor	MATH 211
Fanelle, Brandon	Part-Time	BS, Business Administration, 2015 (CFP)	Adjunct Professor	BUSX 460
Fardanesh, Soheila	Full-Time	MA, Mathematical Economics, University of Colorado, 1982	Teaching Professor	ECON 205
Fernandez, Edward	Part-time	MS, Mathematics Education, Towson University, 2009	Adjunct Professor	MATH 231
Flaherty, Susan	Full-Time	PhD, Finance, Florida State University, 2003	Professor	FIN 436
Flores, Mark	Full-Time	MBA, University of Baltimore, 2013	Assistant Teaching Professor	BUSX 460, MNGT 361
Fluelling, Vanecia	Full-Time	PhD, Information Technology, Morgan State University, 2019	Professor of Practice	MKTG 341
Frye, Raquel	Full-Time	MS, Economics, Georgia State University, 2004	Associate Teaching Professor	ECON 201
Glushakow- Smith, Lily	Full-time	MS, Mathematics, Sam Houston State University, 2023	Assistant Teaching Professor	MATH 231

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Goodyear, Bryan	Part-time	MS, Management Information Systems, University of Maryland Global Campus, 2019	Adjunct Professor	EBTM 337
Gordon, Rachel	Full-Time	PhD, Finance, Drexel University, 2015	Associate Professor	FIN 333
Groves, Melissa	Full-Time	PhD, Economics, University of Massachusetts, 2000	Associate Professor	ECON 201
Hammer, Seth	Full-Time	PhD, Accounting, University of Pittsburgh, 1993	Professor	ACCT 361
Hardy, William	Part-Time	MS Marketing/Finance, Northwestern, 2004	Adjunct Professor	MKTG 341
Hartnett, Ryan	Part-Time	MS, Business, University of Scranton, 2015	Adjunct Professor	MNGT 361
Hazra, Megharanji	Full-Time	MS, Economics, University of Calcutta, 2002	Associate Teaching Professor	ECON 201, ECON 202
Hogan, Elizabeth	Full-Time	MBA, Georgetown University, 2009	Assistant Teaching Professor	EBTM 250, EBTM 251
Hou, Xuezhong	Full-time	PhD Applied Mathematics, Oakland University, 2000	Professor	MATH 211
Huang, Jian	Full-Time	PhD, Finance, University of Kansas, 2013	Professor	FIN 331, FIN 439
Iotina, Gergana	Full-Time	JD, University of Baltimore, 2002	Clinical Assistant Professor	LEGL 225
Ji, Justin	Full-Time	PhD, Management, University of Kansas, 2009	Associate Professor	MNGT 361
Johnson, Quincey	Full-Time	JD, University of Maryland, 1993	Teaching Professor	BUSX 301, LEGL 225
Jones, Bruce	Part-Time	MBA, University of Baltimore, 2007	Adjunct Professor	MNGT 361
Jung, Juergen	Full-Time	PhD, Economics, Indiana University, 2008	Professor	ECON 202
Kazandjian, Brett	Full-Time	PhD, Marketing, Texas A&M, 2024	Assistant Professor	MKTG 485
King, Andrew	Part-Time	MBA, Loyola University, 2016	Adjunct Professor	MNGT 361
Knight, Stacy	Full-Time	MBA, Loyola University, 1995	Associate Teaching Professor	MKTG 341
Kulkarni, Gauri	Full-Time	PhD, University of Maryland, 2009	Associate Professor	MKTG 341
Kwon, Kyungeun	Full-Time	PhD, Accounting, Virginia Commonwealth University, 2022	Assistant Professor	ACCT 201, ACCT 301
Leppo, Sam	Full-Time	MA, Economics, American University, 2000	Teaching Professor	ECON 202
Li, Jianan	Full-Time	PhD, Management, Nanjing University, 2017	Assistant Professor	MNGT 361

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Litterello, David	Part-Time	MBA, New York Institute of Technology, 1992	Adjunct Professor	BUSX 460, MNGT 361
Liu, Yang	Full-Time	PhD, Economics, Rutgers University, 2024	Assistant Professor	ECON 201, ECON 202
Liu, Yanli	Full-Time	PhD, Economics, Northeastern University, 2024	Assistant Professor	ECON 201
Magnotta, Sarah	Full-Time	PhD, University of Kentucky, 2015	Associate Professor	MKTG 341
Magnotta, Sarah	Full-Time	PhD, University of Kentucky, 2015	Associate Professor	MKTG 451
Manley, James	Full-Time	PhD, Economics, University of California Berkeley, 2008	Professor	ECON 205, ECON 306
Markowitz, Ivan	Part-time	MS, Electrical Engineering, University of Pennsylvania, 1969	Adjunct Professor	MATH 231
McComas, Heather	Part-Time	MS, Information Technology, Towson University, 2015	Adjunct Professor	BUSX 460
Mohamed, Mona	Full-time	DSc, Information Technology, Towson University, 2018	Associate Professor	EBTM 337
Moyer, Todd	Full-time	EdD, Temple University, 2003	Professor	MATH 211
Nag, Barindra	Full-Time	PhD, Management Science, University of Maryland, 1997	Professor	EBTM 337, EBTM 365
Noyes, Donna	Full-time	MS Applied and Computational Mathematics, Johns Hopkins University, 2022	Assistant Teaching Professor	MATH 211
O'Leary, Erica	Full-time	MS, Mathematics, Northwestern University, 2018	Assistant Teaching Professor	MATH 231
Palmateer, Jason	Full-Time	MA, Economics, University of Iowa, 1994	Teaching Professor	ECON 205, ECON 306
Parolia, Neeraj	Full-time	PhD, Business Administration, Central Florida University, 2008	Associate Professor	EBTM 337
Pham, Hai	Full-Time	PhD, Finance, Texas A&M, 2024	Assistant Professor	FIN 430; FIN 333
Pillutla, Sharma	Full-time	PhD, Operations Management, Syracuse University, 1993	Professor	EBTM 337
Prettyman, Alexa	Full-Time	PhD, Economics, Georgia State University, 2021	Assistant Professor	ECON 201
Pustovit, Aleksandra	Full-Time	PhD, Management, Rutgers University, 2019	Assistant Professor	MNGT 361
Rassipour, Rana	Full-Time	MS, Systems Engineering, The George Washington University School of Business, 2013	Associate Teaching Professor	EBTM 350
Ray, Brian	Part-time	MS Mathematics, Towson University, 2008	Adjunct Professor	MATH 211
Rhoads, Thomas	Full-Time	PhD, Economics, University of Wyoming, 2000	Professor	ECON 202
Richardson, Joseph	Part-Time	MBA, Loyola University, 2003	Adjunct Professor	BUSX 460, MKTG 341

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Riggs, Nina	Part-time	MS, Educational Leadership, Loyola University, 2015	Adjunct Professor	MATH 231
Rodman, John	Full-Time	MBA, Virginia Commonwealth University, 2001	Assistant Teaching Professor	MKTG 341
Romero, Jorge	Full-Time	PhD, Accounting, University of Texas at Dallas, 2005	Professor	ACCT 442
Russo, Charles	Full-Time	PhD, Accounting, Pennsylvania State University, 2002 (CPA)	Professor	ACCT 202
Sanford, Douglas	Full-Time	PhD, Management, University of Michigan, 1994	Professor	MNGT 361
Schiavone, Vincent	Part-Time	MS, Supply Chain Management, Towson University, 2020	Adjunct Professor	EBTM 350
Schiff, Andrew	Full-Time	PhD, Accounting, Rutgers University, 1993 (CPA)	Professor	ACCT 201
Schuldenfrei, Allen	Part-Time	MS Taxation, NYU School of Law, 1983 (CPA)	Adjunct Professor	ACCT 202
Schuller, Cameron	Part-Time	MS, Supply Chain Management, Towson University, 2016	Adjunct Professor	EBTM 365
Schumm, Kari	Full-time	MS, Operations Research, University of North Carolina, 2018	Associate Teaching Professor	MATH 231
Scott, Randolph	Part-Time	MS Accountancy, University of Phoenix, 2012 (CPA)	Adjunct Professor	ACCT 202
Seeberger, John	Full-Time	JD, University of Baltimore, 1987	Teaching Professor	LEGL 225
Seyed Abootorabi, Hooman	Full-time	PhD, Entrepreneurship, Syracuse University, 2022	Assistant Professor	MNGT 481
Shao, Yingying	Full-Time	PhD, Finance, University of Arkansas, 2010	Professor	FIN 351; FIN 350
Shipley, William	Full-time	Ph.D., Mathematics Education, American University, 1999	Assistant Teaching Professor	MATH 211
Shrestha, Vinish	Full-Time	PhD, Economics, Emory University, 2015	Associate Professor	ECON 202
Shul, Linda	Part-Time	MS Marketing, University of New Mexico, 1993	Adjunct Professor	MKTG 341
Skudzinskas, Algis	Full-Time	EED, Gwyneed Mercy University, 2018	Assistant Teaching Professor	FIN 331
Smuckler, Neil	Part-Time	MS Financial Management, Johns Hopkins University, 1990 (CPA)	Adjunct Professor	ACCT 202, ACCT 361
Steffes, Erin	Full-Time	PhD, Marketing, University of Texas Dallas, 2005	Professor	MKTG 341
Tchatie-Leudeu, Sandrine	Part-time	MS, Mathematics, Boston University, 2010	Adjunct Professor	MATH 231
Thacker, Christopher	Full-Time	MS, Professional Writing, Towson University, 2007	Professor of Practice	BUSX 301

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Townsley, Ryan	Part-Time	MBA, University of Baltimore, 2016	Adjunct Professor	BUSX 460
Valle, Ralph	Part-Time	MS Professional Studies, Towson University, 1999	Adjunct Professor	MKTG 341
Wernecke, Charisse	Full-Time	PhD, Educational Leadership, 2015 (CPA)	Assistant Teaching Professor	ACCT 201
Wiglesworth, Miriam	Full-Time	DBA, Wilmington University, 2022 (CPA)	Professor of Practice	ACCT 202
Wilson, Lowell	Full-Time	JD, University of Baltimore, 1994	Assistant Teaching Professor	LEGL 225
Yan, Qing	Full-Time	PhD, Finance, University of Arkansas, 2021	Assistant Professor	FIN 430; FIN 350
Yao, Dong-Qing	Full-Time	PhD, Management Science, University of Wisconsin, 2001	Professor	EBTM 350, EBTM 365
Yates, Christine	Full-Time	MS, Professional Writing, Towson University, 2020	Assistant Teaching Professor	BUSX 301
Zhang, Alice	Full-Time	MBA, University of Toronto, 2000	Associate Teaching Professor	EBTM 365
Zhang, Shuwei	Full-Time	PhD, Economics, Auburn University, 2019	Assistant Professor	ECON 202, ECON 313
Zhang, Zhen	Full-Time	PhD, Accounting, Georgia State University, 2015	Associate Professor	ACCT 361
Zhang, Zheng	Full-time	PhD Mathematics, University of Cincinnati, 2021	Assistant Teaching Professor	MATH 211
Zhao, Yongchen	Full-Time	PhD, Economics, University of Albany, 2014	Professor	ECON 202
Zhu, Xiaorui	Full-Time	PhD, Business Analytics, University of Cincinnati, 2022	Assistant Professor	EBTM 350
Ziegler, James	Part-Time	MS Finance, Loyola University, 2000 (CPA)	Adjunct Professor	ACCT 202
Zuccaro, Joseph	Full-Time	MBA, University of Maryland, 1994	Assistant Teaching Professor	MNGT 361, MNGT 481

1.2 Ongoing pedagogy training for faculty.

The Faculty Academic Center of Excellence at Towson ([FACET](#)) is the faculty development center for Towson University. FACET's mission is to support an inclusive and collaborative faculty community and foster a culture of excellence in scholarship and teaching. FACET supports all campus faculty in their scholarship and teaching through a combination of programs, workshops, resources, funding, and communities of practice such as: Student Engagement, Emerging Technologies, Open Educational Resources, and High Impact

Educational Practices. In collaboration with the TU Office of Technology Services, FACET also recommends, reviews, and provides programs to support advancement of faculty skills with Blackboard, TU's learning management system. FACET provides one-on-one or small group, virtual or face-to-face meetings with an instructional design team, who also perform course reviews. Faculty may attend open meetings as well as request consultation from FACET staff.

In addition, faculty are mentored by peers. All faculty are required to undergo periodic peer review which allows fellow faculty to mentor fellow faculty at all levels to improve pedagogy and make adjustments to changing student and curricular needs.

J. Adequacy of Library Resources.

Resources available through TU's Cook Library are sufficient to meet the needs of students and faculty. The library houses an extensive collection of materials, including more than 500,000 print and electronic volumes. Cook Library also houses computer workstations with specialty software for data analysis, data visualization, and mapping.

In addition to Cook Library, faculty and students have access to materials through reciprocal agreements at nearby Baltimore institutions and across USM-affiliated institutions. Materials from other libraries across the country can be requested for loan through standard interlibrary loan (ILL) services. As part of this service, faculty and students have access to RAPID ILL, a service customary at high research activity institutions. The current turnaround time for article requests is typically less than 48 hours.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment.

K.1 Assurance of physical facilities.

TU's existing physical facilities, infrastructure, and instructional equipment are sufficient to support the needs of the program. The Department of Finance is housed in the College of Business and Economics located in historic Stephens Hall. The majority of classes in the finance program are taught in the T. Rowe Price Finance lab, housed within the building.

K.2 Assurance of distance education.

The Finance program is delivered in-person via traditional modes of face-to-face instruction, with some classes offered in hybrid form (once a week face-to-face meetings with supplemental online instruction). A limited number of courses may be offered online in the summer as a convenience for students. FACET offers training and certification programs for online and hybrid/blended instruction, Universal Design for Learning (UDL), and effective pedagogical approaches for enriching distance learning, including the Quality Matters Rubric. Students and faculty can enroll in training modules that provide instruction in university-sponsored distance learning technologies, including Blackboard, WebEx, Zoom, and Panopto. Technology support is available online, as well as via email, text, phone and on a walk-in basis at Student Computing Services and the Office of Technology Services.

L. Adequacy of Financial Resources.

The proposed program will be implemented using existing institutional resources; no new or additional resources are required for implementation beyond what TU already provides to support delivery of the existing concentration. The number of students currently enrolled in the concentration was used as an estimate for each year. The enrollment projection is a conservative estimate as total enrollment in this in-demand program has grown at an average of 5% over the previous five years and should continue to grow. It was assumed that 92% of students are full time based on internal data.¹⁰

Table L1: Resources

Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue	5,464,728	5,464,728	5,464,728	5,464,728	5,464,728
2.a Number of Full-time Students	428	428	428	428	428
2.a Annual Tuition Rate	\$7,756	\$7,756	\$7,756	\$7,756	\$7,756
2.a Subtotal Tuition	\$3,319,568	\$3,319,568	\$3,319,568	\$3,319,568	\$3,319,568
2.a Annual Fees	\$4,430	\$4,430	\$4,430	\$4,430	\$4,430
2.a Subtotal Fees	\$1,896,040	\$1,896,040	\$1,896,040	\$1,896,040	\$1,896,040
2.a Total Full-time Revenue of New Students	\$5,215,608	\$5,215,608	\$5,215,608	\$5,215,608	\$5,215,608
2.b Number of Part-Time Students	40	40	40	40	40
2.b Credit Hour Tuition Rate	\$332	\$332	\$332	\$332	\$332
2.b Annual Fees Per Credit Hour	\$187	\$187	\$187	\$187	\$187
2.b Annual Credit Hours Per Student	12	12	12	12	12
2.b Subtotal Tuition	\$159,360	\$159,360	\$159,360	\$159,360	\$159,360
2.b Subtotal Fees	\$89,760	\$89,760	\$89,760	\$89,760	\$89,760
2.b Total Part Time Revenue	\$249,120	\$249,120	\$249,120	\$249,120	\$249,120
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1-4)	\$5,464,728	\$5,464,728	\$5,464,728	\$5,464,728	\$5,464,728

Reallocated Funds

Funds currently used to support the concentration in Finance will be used to support the major in Finance. No new or reallocated funds are necessary.

Tuition and Fee Revenue

Current in-state tuition rates were used in the projection. This rate is conservative because it does not factor in potential tuition increases.

Grants and Contracts

Not applicable.

Other Sources

Not applicable.

¹⁰ https://www.towson.edu/ir/documents/f_hdct_car_coll_stat.pdf

Total Year - Additional Comments

Not applicable.

Table L2: Expenditures

Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	\$1,030,750	\$1,030,750	\$1,030,750	\$1,030,750	\$1,030,750
a. #FTE	5.0	5.0	5.0	5.0	5.0
b. Total Salary	\$775,000	\$775,000	\$775,000	\$775,000	\$775,000
c. Total Benefits	\$255,750	\$255,750	\$255,750	\$255,750	\$255,750
2. Total Administrative Staff Expenses (b + c below)	\$75,348	\$75,348	\$75,348	\$75,348	\$75,348
a. #FTE	1.0	1.0	1.0	1.0	1.0
b. Total Salary	\$54,600	\$54,600	\$54,600	\$54,600	\$54,600
c. Total Benefits	\$20,748	\$20,748	\$20,748	\$20,748	\$20,748
3. Total Support Staff Expenses (b + c below)	\$87,630	\$87,630	\$87,630	\$87,630	\$87,630
a. #FTE	1.0	1.0	1.0	1.0	1.0
b. Total Salary	\$63,500	\$63,500	\$63,500	\$63,500	\$63,500
c. Total Benefits	\$24,130	\$24,130	\$24,130	\$24,130	\$24,130
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	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1-7)	\$1,193,728	\$1,193,728	\$1,193,728	\$1,193,728	\$1,193,728

Faculty

It was estimated that the program could be supported by five full-time faculty members if they were solely assigned to teach in that program. The average salary across the department was used. Neither the number of faculty needed nor the salary will change as a result of elevation of the program to a stand-alone major.

Administrative Staff

Currently, the Department of Finance is supported by one full-time administrative assistant. This will remain unchanged.

Support Staff

Currently, the Department of Finance is supported by one full-time academic advisor. The number of academic advisors will not increase as a result of elevation of the program to a stand-alone major.

Equipment

No additional equipment is necessary.

Library

No additional library resources are necessary.

New and/or Renovated Spaces

No additional spaces are necessary.

Other Expenses

Not applicable.

M. Adequacy of Provisions for Evaluation of Program.***M.1 Evaluation of the program.***

The current concentration in Finance is functionally equivalent to a stand-alone major and will require no new courses. Nevertheless, any future course development will follow the regular Towson University procedures for approval, first at the program and department level, through the College of Business and Economics curriculum committee, and finally the University Curriculum Committee.

The course approval process evaluates new courses for appropriate rigor, effective assessment and grading, and adherence of the course syllabus to best practices. Evaluation at the program level ensures course content accuracy and program alignment, while the college and university level reviews facilitate the production of quality course proposals.

Existing courses are evaluated through regular review by program faculty and by student evaluations. Faculty regularly review courses to determine if the course meets overall program objectives. Additionally, instructors are observed by peers on a routine basis, with more frequent observations if faculty are new to a course or the university. If a course review indicates concerns or problems with a course, faculty develop strategies for addressing problems. Student course evaluation takes place at the end of every semester. Using a tool developed by TU faculty that allows quantitative and qualitative feedback, students give feedback on instructors (e.g., ability to communicate clearly; quality of student-instructor interaction; preparedness) and suggest improvements for a course.

Evaluation of faculty follows policies and procedures established by TU's policies for faculty annual merit review and for faculty reappointment, tenure, and promotion. These evaluations occur at the department, college, and university level. The main areas of evaluation include teaching, scholarship, and service. Tools used as part of the annual evaluation process include review of the individual's portfolio that includes, but is not limited to, the following:

- Evidence of scholarship (e.g., articles in scholarly journals; presentations at scholarly meetings).
- Service work.
- A synopsis of teaching related activities (e.g., courses taught; new instructional procedures; interdisciplinary, diversity, international, and technology-related projects).
- Review of course syllabi.
- Peer teaching observation reports.
- Quantitative and qualitative student evaluation of instruction.

The assessment of student learning outcomes is built into course assessments and data are collected annually. Course coordinators, with the support of the Department of Finance's representative to the Assessment Committee and the Associate Dean, oversee the collection and analysis of data, and creation of action plans, as necessary.

M.2 Evaluation of program effectiveness.

The assessment of this program will be guided by TU's Office of Assessment, following established TU policies and procedures, including review of the program's assessment plan to ensure that learning outcomes remain appropriate, and that students are meeting expectations.

The program will work with TU entities such as the Office of the Provost, Enrollment Services, and Student Services to review data on a regular basis and improve the program when needed. Effectiveness will be assessed by student retention, progress toward degree completion, career outcomes for graduates, student and faculty satisfaction, cost-effectiveness, and other key performance indicators.

Additionally, the program will remain in scope of AACSB accreditation, which is reviewed through a rigorous evaluation process every six years. Accreditation from AACSB is the longest standing and most recognized form of specialized accreditation business programs can receive. TU is accredited by AACSB for both business administration and accounting, a distinction held by less than 2% of business schools worldwide.

TU also conducts a comprehensive evaluation of the program every seven years as part of the USM-mandated Periodic Review of Academic Programs process. The purpose of the review is to promote continuous program improvement and ensure that the needs of students are being met. Each program submits a final report to the USM Board of Regents, identifying strengths and areas for improvement, for review and approval.

N. Consistency with the State's Minority Student Achievement.

With approximately 60% of students identifying as non-white,¹¹ TU is nearly as diverse as the state of Maryland. It is one of only a few universities in the country to have no achievement gap, meaning that underrepresented student groups achieve the same or better academic success as the entire student population. TU strives to foster a learning community that reflects the population of our campus, region, and state, and recognizes that our success is dependent on cultivating diverse perspectives and approaches.

Finance is a high-opportunity pathway with strong earnings potential, supporting TU's goals around access and student success. The stand-alone major will help underrepresented students access finance careers in Maryland's growing industries.

¹¹ https://www.towson.edu/ir/documents/fall2025_factsheet_final.pdf

O. Relationship to Low Productivity Programs Identified by the Commission.

Not applicable. The program is not related to any low-productivity program identified by the Commission.

P. Adequacy of Distance Education Programs.

Not applicable. The program will be delivered face-to-face at TU's main campus.

Appendix A — Descriptions of Required Courses within the Finance Program

ACCT 201 PRINCIPLES OF FINANCIAL ACCOUNTING (3)

Accounting and financial reporting concepts and the significance of financial accounting information in decision-making. Includes the effects of accounting events on business financial statements; planning and decision-making tools in the operating cycle; and the process of recording and communicating information.

ACCT 202 PRINCIPLES OF MANAGERIAL ACCOUNTING (3)

Managerial accounting concepts and the significance of accounting information for managerial decision-making. How managers use information to carry out three essential functions in an organization: to plan operations, to control activities, and to make managerial decisions.

Prerequisite: ACCT 201 or ACCT 211 with grade equivalent of 2.00 or higher.

ACCT 301 INTERMEDIATE ACCOUNTING I (3)

Analysis of the conceptual framework of accounting and a comprehensive review of the accounting process. Examination of accounting and analytics related to cash, receivables, revenue recognition, time value of money, and inventory. Projects include data analytics using a mid-range accounting software. Discussions of data analytics, financial statement analysis, and ethics. Prerequisite: ACCT 202.

ACCT 341 MANAGEMENT ACCOUNTING I (3)

Analysis of components of cost systems using information and analytical technologies, including process costing, job-order costing and activity-based costing (ABC). Elements of standard cost accounting, variance analysis, budgeting, and cost-volume-profit analysis will be presented.

Prerequisite: ACCT 202 or ACCT 212 with a grade equivalent of 2.00 or higher.

ACCT 361 TAX ACCOUNTING (3)

Covers federal income tax laws governing gross income, deductions, calculation of taxable income tax rates. Emphasis is placed on the effect of these laws on the income of individual taxpayers. Prerequisite: ACCT 202 or ACCT 212 with a grade equivalent of 2.00 or higher.

ACCT 442 MANAGEMENT ACCOUNTING II (3)

Development of advanced management accounting theories, the analysis of cost management systems with a strategic emphasis, and the management's use of accounting information through case analyses. Prerequisites: ACCT 341 with a grade equivalent of C (2.0) or higher and ACCT major only.

BUSX 301 BUSINESS COMMUNICATIONS (4)

Seminar designed to enable students to gain the written and oral communication skills needed in professional business situations and to develop and practice important skills for workplace success. Requires grade of C or better to fulfill Core requirement. Prerequisites: a grade of C (2.0) or higher in ENGL 102 or ENGL 190, or equivalent; ECON 202; junior/senior status. Core: Advanced Writing Seminar.

BUSX 460 PROFESSIONAL EXPERIENCE (3)

Application of business knowledge, skills, and attitudes (KSA's) through professional responsibilities in employment, internship, or comparable experience. Prerequisites: BUSX 301, senior major standing; enrollment is conditional pending internship approval.

EBTM 250 PROBLEM SOLVING IN BUSINESS I (1)

Focus on analytic and technology skills needed to utilize spreadsheets to solve business problems. Topics covered include: managing and sharing workbooks, custom formats and layouts, creating advanced formulas, and creating advanced chart elements. To earn a satisfactory grade, students are required to pass the Microsoft Office Specialist (MOS) Excel Core exam and earn a MOS certification. The course can be waived if students have already obtained the Microsoft Office Specialist Excel Expert level certification. Students can repeat the course if they fail to pass and the grade will be replaced. Graded S/U. Prerequisites: major or minor standing; sophomore or higher standing.

EBTM 251 PROBLEM SOLVING IN BUSINESS II (1)

Focus on analytic and technology skills needed to utilize spreadsheets to solve business problems. Topics covered include: work with data and information in data tables, visualize data with charts, predict outcomes, and what-if analysis. Prerequisites: EBTM 250 or Microsoft Expert Excel Certification; sophomore standing or higher; major or minor standing.

EBTM 337 ENTERPRISE INFORMATION SYSTEMS (3)

Strategic, tactical, and operational applications of enterprise information systems, e-business, and enterprise use of social media. Topics include data and knowledge management and networked computing, future trends using intelligent systems, and important enterprise resource planning systems used to integrate functional areas within organizations, collaborating with external partners, and integrating stakeholders across the value chain. Students who have successfully completed MNGT 337 will not receive additional credit for EBTM 337. Prerequisites: EBTM 250 and EBTM 251 (may be taken concurrently); sophomore major standing.

EBTM 350 BUSINESS ANALYTICS (3)

Focuses on using standard business analytic models to summarize and analyze data, build models, and drive impact through quantitative decision-making. Explores methods to create and frame problems, use of descriptive and prescriptive analytics and using data to discover patterns and trends. Prerequisites: EBTM 251 and (ECON 205/MATH 231 or equivalent course); junior standing or higher; major or minor standing.

EBTM 365 PRINCIPLES OF OPERATIONS MANAGEMENT (3)

Strategies and techniques for service and manufacturing operations. A number of quantitative techniques are presented. Practical business applications and international competitiveness are stressed throughout the course. Students will use industry relevant software in the course. Students who have successfully completed MNGT 365 will not receive additional credit for EBTM 365. Prerequisites: (EBTM 251 or Computer Proficiency Exam) and (ECON 205 or MATH

231/MATH 233); major in ACCT, BUAD, CIS, EBUS, MATH, XBACI, XCIEB or XEBBA; junior/senior standing.

ECON 201 MICROECONOMIC PRINCIPLES (3)

Economic reasoning of individual choice in household and market decisions. Behavior of firms in competitive and noncompetitive markets, functioning of labor and capital markets, role of the entrepreneur and effects of government policies. Students who have successfully completed the honors version of this course (ECON 203) will not receive additional credit for this course. Core: Social & Behavioral Sciences.

ECON 202 MACROECONOMIC PRINCIPLES (3)

Inflation and unemployment--causes and remedies. Money and banking, government spending and taxation. International trade. Students who have successfully completed the honors version of this course (ECON 204) will not receive additional credit for this course. Core: Social & Behavioral Sciences.

ECON 205 STATISTICS FOR BUSINESS AND ECONOMICS I (3)

Analysis and presentation of business and economic data; descriptive statistics and statistical inference; measures of central tendency and variability; probability theory; estimation; testing of hypothesis; linear regression analysis. Students who have successfully completed ECON 301 will not receive additional credit for ECON 205. Prerequisite: qualifying score on Math Placement exam or MATH 100 (recommended) or MATH 102 or higher. Core: Mathematics.

ECON 306 STATISTICS FOR BUSINESS AND ECONOMICS II (3)

Hypothesis testing, regression models and regression analysis featuring extensive use of Stata. Multiple and logistic regressions. Assumptions of regression analysis including diagnostics of and means to address multicollinearity, heteroskedasticity, and autocorrelation. Assessing validity of causal inference. Prerequisites: ECON 201, ECON 202, and ECON 205 or MATH 231 or equivalent.

ECON 313 MONEY AND BANKING (3)

Organization and function of the money, credit and banking system of the United States; banking institutions, Federal Reserve System; the relation of money and credit to prices; foreign exchange. Prerequisites: ECON 201 and ECON 202.

FIN 331 PRINCIPLES OF FINANCIAL MANAGEMENT (3)

Introductory course designed to provide students with the fundamental concepts underlying the theory of finance. Financial markets, security valuation, analysis of financial condition, forecasting, working capital management, capital budgeting, cost of capital, leverage, optimal capital structure, dividend policy. Prerequisites: ACCT 201, ACCT 202, ECON 201, ECON 202 and (ECON 205 or MATH 231); junior/senior standing; major standing.

FIN 333 INVESTMENTS AND EQUITY SECURITY ANALYSIS (3)

Analysis of financial assets, including equities and fixed income instruments. Topics include securities valuation, use of fundamental and technical analysis, and portfolio management. Valuation of corporate securities, institutional factors, security analysis, and portfolio management. Prerequisites: FIN 331; junior major standing.

FIN 350 FINANCIAL MODELING IN CORPORATE FINANCE (3)

Learning financial modeling skills using Excel is an integral component of this course. The course emphasizes the application of powerful spreadsheet features of Excel in building flexible financial models. Topics include designing models for time of value money, financial statement analysis and forecast, security valuation including stock and bond, and models for financing decision making. Prerequisites: FIN 331, junior/senior and major standing.

FIN 351 ADVANCED CORPORATE FINANCE (3)

Applying financial modeling skills using Excel is an integral component of this course. Equipped with basic finance knowledge and modeling skills from FIN 350, students are to apply concepts, approaches, and technology for supporting the decision-making process to solve a wide variety of financial problems. Topics include Capital Budgeting, Enterprise Valuation Models, Capital Structure Theory, Corporate Payout Policy, and Mergers and Acquisitions. Prerequisites: FIN 350, junior/senior and major standing.

FIN 430 FINANCIAL INSTITUTIONS AND MANAGEMENT OF RISK (3)

Discussion of the Federal Reserve including the goals and methods of monetary policy, an examination of financial institutions with an emphasis on depository institutions. Focus on identifying the risks faced by financial institutions and the management of the most important risks. Prerequisites: FIN 333; junior or senior major standing.

FIN 436 GLOBAL FINANCIAL MANAGEMENT (3)

Examination of the operation and decision making of multinational firms. Topics include global financial environment, foreign exchange theory and markets, foreign exchange exposure and risk management, global financing and investment decisions. Prerequisites: FIN 333; major in ACCT, BUAD, ECON or minor in FIN; junior or senior standing.

FIN 439 FINANCIAL VALUATION AND STRATEGY (3)

Case based approach to financial valuation and strategic decision-making using advanced financial modeling techniques. Topics include Financial Statement Analysis Modeling, Valuation Methodologies, Cost of Capital estimation, evaluation of Capital Structure Choices, LBO modeling, and the economic analysis of alternative corporate restructuring strategies such as Mergers and Acquisitions, and Divestitures. Prerequisites: FIN 351; senior major standing.

FPLN 341 FUNDAMENTALS OF FINANCIAL PLANNING (3)

Introductory course designed to provide students with an overview of the financial planning process. Topics include setting client goals and objectives, investment planning, tax planning,

insurance and risk management, and estate planning. Overview of personal financial planning. Prerequisites: ACCT 201, ACCT 202, ECON 201, ECON 202; junior/senior standing.

LEGL 225 LEGAL ENVIRONMENT OF BUSINESS (3)

Examines the nature and sources of law, the U.S. legal system with emphasis on court jurisdiction, procedure, constitutional law, torts, criminal law, and contracts in general and as they relate to business. Core: The United States as a Nation.

MATH 211 CALCULUS FOR APPLICATIONS (3)

Intended primarily for students in biology, business, economics, psychology and the social sciences. Elements of differential and integral calculus from an intuitive standpoint with emphasis on the use of calculus in the above fields. Exponential and logarithmic functions, partial derivatives included. Not open to mathematics majors or minors. Prerequisite: qualifying score on the Math Placement Test or MATH 115 (recommended) or MATH 119. Core: Mathematics.

MATH 231 BASIC STATISTICS (3)

A non-calculus based introduction to statistics with emphasis on applications. Topics include categorical and quantitative data collection through sampling and experimental design, data description and displays, confidence intervals and hypothesis tests for one- and two-samples, and matched-pairs design; normal and t-distributions; correlation and simple linear regression. Emphasis on interpretations of results throughout. Substantial use of a computer package as a learning and computational tool. Students who have successfully completed the honors version of this course (MATH 233) will not receive additional credit for this course. Prerequisite: qualifying score on Math Placement exam or MATH 100 (recommended) or MATH 102 or higher. Core: Mathematics.

MKTG 341 MARKETING AND CREATIVITY (3)

Provides an overview of the discipline of marketing and its importance in the global economy. In this course, students will learn how marketing strategies and tactics are used to create value for all stakeholders. Students will practice both critical and creative thinking and then utilize quantitative and qualitative analysis to solve real-world marketing problems. Prerequisite: sophomore major/minor standing.

MNGT 361 LEADERSHIP AND MANAGEMENT (3)

Experience how leadership impacts organizational culture, strategy, and performance. Topics include making strategic decisions; leading and motivating; building and managing teams; managing communication, conflict, and power dynamics; human resource management; entrepreneurship; international business. Prerequisite: sophomore/junior/senior major/minor standing.

MNGT 481 STRATEGIC MANAGEMENT (3)

Business Policy and Strategy Capstone. Develops strategic thinking skills that integrate and build on the concepts and practices from functional business courses. Students will practice in-depth

analysis of industries and competitors, and work to understand how managers must develop and implement strategies that generate sustainable value for all stakeholders by positioning the organization successfully in its competitive environment. Features a signature CBE experiential Live Strategy Case Competition with corporate partners. Must be taken at TU. Prerequisite: BUSX 301; FIN 331, MKTG 341, MNGT 361 and either EBTM 337 or ACCT 300; major in ACCT, BUAD, or EBUS; senior standing.

Appendix B — Sample Four Year Plan

Freshman

TERM 1	UNITS	TERM 2	UNITS
<u>ECON 201</u> * (Core 6)	3	<u>ECON 202</u> *	3
Prerequisite for MATH 211 if necessary*	3	<u>MATH 211</u> *	3
Core 1 (waived for transfer students)	3	Core 2*	3
Core 4*	3	Core 10*	3
Core 5*	3	Elective*	3
	15		15

Sophomore

TERM 1	UNITS	TERM 2	UNITS
<u>ACCT 201</u> *	3	<u>ACCT 202</u> *	3
<u>ECON 205</u> or <u>MATH 231</u> * (Core 3)	3	Core 8*	3
<u>LEGL 225</u> (Core 11)*	3	Core 13*	3
Core 7*	4	Elective*	3
Core 12*	3	Elective*	3
	16		15

Junior

TERM 1	UNITS	TERM 2	UNITS
<u>EBTM 250</u>	1	<u>EBTM 350</u>	3
<u>EBTM 251</u>	1	<u>MNGT 361</u>	3
<u>MKTG 341</u>	3	<u>FIN 333</u>	3

<u>BUSX 301</u> (Core 9)	4	<u>FIN 350</u>	3
<u>EBTM 337</u>	3	Required Finance Elective	3
<u>FIN 331</u>	3		
	15		15
Senior			
TERM 1	UNITS	TERM 2	UNITS
<u>FIN 351</u>	3	<u>BUSX 460</u>	3
<u>FIN 436</u>	3	<u>FIN 430</u>	3
<u>MNGT 282</u> (Recommended Core 14)	3	<u>FIN 439</u>	3
Required Finance Elective	3	<u>MNGT 481</u>	3
<u>EBTM 365</u>	3	Elective(s)	2
	15		14
Total Units 120			

*May be transferred in from a Community College

Appendix C — Comparison to Other Universities

TU's concentration in Finance is equivalent to a major

Towson University	Salisbury State University¹²	Morgan State University¹³	University of Maryland¹⁴	Bowie State University -- Concentration¹⁵
Interdisciplinary Business Courses (51 credits)	Interdisciplinary Business Courses (51 credits)	Interdisciplinary Business Courses (54 credits)	Interdisciplinary Business Courses (45 credits)	Interdisciplinary Business Courses (45 credits)
Microeconomic Principles	Principles of Microeconomics	Principles of Economics I	Principles of Microeconomics	Principles of Microeconomics
Macroeconomic Principles	Principles of Macroeconomics	Principles of Economics II	Principles of Macroeconomics	Principles of Macroeconomics
Principles of Financial Accounting	Introduction to Financial Accounting	Financial Accounting for Non-Accounting Majors	Principles of Accounting I	Principles of Accounting I
Principles of Managerial Accounting	Introduction to Managerial Accounting	Managerial Accounting for Non-Accounting Majors	Principles of Accounting II	Principles of Accounting II
Legal Environment of Business	Legal Environment	The Legal and Ethical Environment of Business	Business Law I	Business Law
Applied Calculus	Introduction to Applied Calculus	Calculus for Non-Science Majors	Elementary Calculus I	
Statistics	Modern Statistics with Computer Analysis	Business Statistics	Business Statistics	Business/Econ Stats
Problem Solving in Business I and II (Excel certification)	Intermediate Business Statistics	Digital Literacy and Information Software		
Business Communication	Business and Professional Communication	Business Writing	Oral Communication: Principles and Practices or Critical Thinking and Speaking	Tech & Report Writing
Professional Experience (Internship)	Personal and Professional Development for Business	Professional Development	Career Search Strategies in Business	Professional Development I and II
Enterprise Information Systems	Information Systems Concepts for Management	Management Information Systems	Introduction to Information Systems	Information Systems for Management
Principles of Financial Management	Financial Management	Managerial Finance	Business Finance	Principles of Finance

¹² https://catalog.salisbury.edu/preview_program.php?catoid=8&poid=3315

¹³ https://catalog.morgan.edu/preview_program.php?catoid=26&poid=6043&returnto=1886&print

¹⁴ <https://academiccatalog.umd.edu/undergraduate/colleges-schools/business/finance/finance-major/#requirementstext>

¹⁵ https://catalog.bowiestate.edu/preview_program.php?catoid=15&poid=1340&returnto=1167

Towson University	Salisbury State University¹²	Morgan State University¹³	University of Maryland¹⁴	Bowie State University -- Concentration¹⁵
Leadership and Management	Management and Organizational Behavior	Organizational Behavior	Managing People and Organizations	Principles of Management
Marketing and Creativity	Principles of Marketing Management	Principles of Marketing	Marketing Principles and Organization	Principles of Marketing
Principles of Operations Management	Operations Management	Supply Chain and Operations Management	Introduction to the Business Value Chain	Production and Oper Mgmt
Strategic Management	Strategic Management	Business Policy	Strategic Management	Business Strategy & Policy
Business Analytics				Quantitative Methods
	Business and Society	Business Ethics and Society		Organizational Behavior
		Fundamentals of International Business		Introduction to Business
				Money, Banking and Financial Markets
Finance Specific Courses (24 credits)	Finance Specific Courses (21 credits)	Finance Specific Courses (24-27)	Finance Specific Courses (24 credits)	Finance Specific Courses (24 credits)
Financial Modeling in Corporate Finance	Corporate Finance			Corporate Finance
Investments and Equity Security Analysis	Investments I	Security Analysis	Investments	Investments
Financial Institutions and Management of Risk	Financial Institutions and Markets or Money and Banking			Commercial Banking
Global Financial Management	International Finance Management	Global Financial Markets and Institutions		
Advanced Corporate Finance		Advanced Financial Management	Advanced Financial Management	
Financial Valuation and Strategy				
Finance Elective	Finance Elective	Specialized Track (6-9 credits)	16 credits of upper-level courses in finance	Finance Elective
Finance Elective	Finance Elective		Economics Elective	Finance Elective
	Practicum in Portfolio Management or Internship	Portfolio Management		

Towson University	Salisbury State University¹²	Morgan State University¹³	University of Maryland¹⁴	Bowie State University -- Concentration¹⁵
		Introduction to Financial Planning		
		International Financial Management		
				Managerial Accounting
				Business Elective
				Business Elective

Appendix D — Articulation Agreement



BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: Towson University (TU) proposal for a Bachelor of Science in Financial Planning

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: April 8, 2026

SUMMARY: Towson University proposes the elevation of the existing specialization in Financial Planning within the Bachelor of Science in Business Administration into a stand-alone Bachelor of Science in Financial Planning. This change involves no new curriculum, no new courses, no new faculty, and requires no additional resources. The program will continue to be administered by the Department of Finance within the College of Business and Economics and will remain fully within the scope of AACSB accreditation. The current program is a degree in everything but name, and rightfully converting the specialization to a degree program would meet the needs of our students by enhancing their degrees' marketability as well as bolstering internal reporting accuracy by enabling more consistent comparison of enrollment, graduation, and career outcomes across Maryland's business programs. With this change, TU will be the only university in Maryland offering a stand-alone CFP Board Registered bachelor's degree in Financial Planning, filling a critical statewide gap in preparing certified-ready financial planners. This proposal aligns fully with AACSB disciplinary classification, follows national norms for business degree structure, and reflects a reclassification—not an expansion—of current academic offerings. TU's students will benefit from enhanced credential clarity, and Maryland's employers will benefit from a more visible and better-aligned talent pipeline.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fee revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from Towson University for a B.S. in Financial Planning

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn, 301-445-1992, awrynn@usmd.edu



Mark R. Ginsberg,
Ph.D.
President

Office of the President
8000 York Road
Towson, MD 21252-0001

March 10, 2026

TOWSON.EDU

Jay Perman, M.D.
Chancellor
University System of Maryland
3300 Metzerott Road
Adelphi, MD 20783

Dear Chancellor Perman:

In accordance with the Code of Maryland Regulation (COMAR) 13B.02.03.06, Towson University seeks your review and approval to offer the following six new undergraduate degrees, effective fall 2026:

- Bachelor of Science in Business Analytics
- Bachelor of Science in Business Economics
- Bachelor of Science in Finance
- Bachelor of Science in Financial Planning
- Bachelor of Science in Marketing
- Bachelor of Science in Project Management

All the coursework that will comprise the six new proposed undergraduate degree programs is currently offered through TU's Business Administration major as either a concentration or specialization within that degree program. TU proposes to elevate these six concentrations/specializations into standalone baccalaureate degree programs. The elevation of these existing concentrations/specializations, which already effectively operate as standalone degree programs in everything but name, will involve no change to curriculum, faculty, or program administration: These programs will be implemented using existing resources under Education Article § 11-206.1. Establishing these six concentrations/specializations as standalone degree programs reflects current industry standards and responds to consistent student demand for greater program clarity and degree recognition, thereby improving our graduates' marketability.

OI 410.704.2356 F 410.704.3488
presidentoffice@towson.edu
www.towson.edu

If you have any questions or require additional information, please contact Rhodri Evans, Assistant Provost for Assessment, Accreditation and Compliance, at rhodrievans@towson.edu or by phone at 410-704-3312.

Thank you in advance for your review.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark R. Ginsberg".

Mark R. Ginsberg, Ph.D.
President

MG/rjme

cc: Dr. Candace Caraco, Associate Vice Chancellor for Academic Affairs, USM
Dr. Melanie L. Perreault, Provost and Executive Vice President for Academic Affairs
Dr. Clare N. Muhoro, Associate Provost for Academic Affairs
Dr. Prabakar Kothandaraman, Dean, College of Business and Economics

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

Institution Submitting Proposal

Title of Proposed Program

Projected Implementation Date

Proposed CIP Code

Department Contact

Contact E-Mail Address

Date _____

College of Business and Economics
Department of Finance
Proposal for Bachelor of Science in Financial Planning

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A. Centrality to Institutional Mission and Planning Priorities.

A.1 Program description and relation to TU mission.

Towson University (TU) proposes the elevation of the existing specialization in Financial Planning within the Bachelor of Science (BS) in Business Administration into a stand-alone Bachelor of Science in Financial Planning. This change involves no new curriculum, no new courses, no new faculty, and requires no additional resources. The program will continue to be administered by the Department of Finance within the College of Business and Economics (CBE) and will remain fully within the scope of accreditation by the Association to Advance Collegiate Schools of Business International (AACSB).

TU's Financial Planning curriculum provides students with the skills and knowledge necessary to enter the financial planning profession and pursue a rewarding career helping individuals maximize their investments and reach their goals. Typical career tracks are personal financial planner, investment advisor, or wealth management specialist. Upon approval, TU's major in Financial Planning will be the only CFP (Certified Financial Planner) Board Registered¹ stand-alone bachelor's degree in Maryland.

Mirroring the structure of majors at other AACSB accredited business schools, the existing specialization requires a foundation in cross-disciplinary business courses and 21 credits focused on financial planning. Because AACSB classifies programs by discipline, treating majors, concentrations, and specializations as equivalent,² the change will have no effect on current accreditation. However, it will benefit students by providing them with a clearer, more marketable credential aligned with industry expectations. Major status is desired by TU students because the discipline of financial planning will be reflected on their diplomas. The proposed change improves alignment with the search practices of employers and applicant tracking systems that rely on degree titles, thereby enhancing students' competitiveness for internships and full-time positions. Classification as a major will also provide transparency in data availability and increase accuracy in tracking programs.

Furthermore, the change is aligned with the mission of TU. Through a foundation in the liberal arts and a commitment to academic excellence, interdisciplinary study, research and public service, Towson University prepares students for careers in high demand today and in the future. Financial planning is a growing, high-income career path that is core to Maryland's economy and develops skills that directly lead to student career success.

A.2 Alignment with TU's strategic goals and priorities.

The elevation of the specialization in Financial Planning to a stand-alone Bachelor of Science in Financial Planning directly advances TU's six institutional priorities: Educate, Innovate, Engage, Include, Support, and Sustain.

¹¹ <https://www.cfp.net/certification-process/education-requirement>

² See <https://www.aacsb.edu/-/media/documents/accreditation/2020-interpretive-guidance-july-2021.pdf> wherein "majors or other areas where intellectual capital would be expected to be maintained, including concentrations and specialties" are held to identical standards (e.g., p. 10).

Educate: Financial planning is a high-demand field aligned with state and regional workforce needs. The current program will remain CFP registered, ensuring that graduates are prepared to deliver professional, competent, and ethical financial planning services to clients and qualified to sit for the comprehensive certification exam.

Innovate: The curriculum is continuously updated to reflect emerging technologies used across industry. Through the curriculum, students become certified in Microsoft Excel and eMoney Advisor, and complete the Bloomberg Essentials Certification for Equities. These certifications give TU students a competitive advantage in internship and job placement.

Engage & Include: Courses are infused with applied learning opportunities, collaborative problem-solving, and real-world projects. All Financial Planning students complete a professional internship, strengthening connections with employers and expanding access to equitable experiential learning.

Support: Major status enhances the clarity and visibility of a student's course of study, improving employer recognition and supporting stronger outcomes in internships, job placement, and graduate school admissions.

Sustain: The proposed change is fiscally responsible. Because the curriculum, faculty, and administrative structures already exist, the elevation to a major requires no new university resources while improving program visibility and institutional effectiveness.

A.3 Adequate funding for first five years.

TU began offering a specialization in Financial Planning within the Business Administration major in fall 2012. The proposed change to a stand-alone major will effectively be a change in name only, will require no new resources, and will continue to be adequately funded.

A.4 Institutional commitment.

TU is committed to continuing to provide the administrative, financial, and technical support required to support the program. The program will continue to be housed in the Department of Finance within the College of Business and Economics. No new administrative, financial, or technical support is required.

The existing specialization in Financial Planning within the BS in Business Administration would be converted to a BS in Financial Planning. All students currently enrolled in the specialization would have the option of switching to the BS in Financial Planning or completing the specialization within Business Administration for a period of four years. The vast majority will choose to switch. As the program structure and course offerings will remain the same, no additional accommodations will be necessary.

TU is committed to student success and will provide all enrolled students with the necessary courses and resources (such as advisors to guide students through the program and technical support from the Office of Technology Services) so they can graduate on schedule.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan.

B.1 Demonstrated demand and need.

Financial planning is a critical workforce need in Maryland and nationally. According to the CFP Board, the financial planning profession faces an estimated shortage of up to 100,000 advisors nationwide by 2034.³ Local employers and advisory board members indicate that the shortage is reflected in the state's wealth-management sector as well. Elevation of the specialization to a major supports statewide workforce development, therefore addressing a societal need, as the only stand-alone CFP Board Registered bachelor's degree in Financial Planning offered in Maryland.

The program will expand access to high-demand financial planning and wealth management careers for Maryland students, particularly first-generation and transfer students. Because no curriculum changes are required, the program maintains affordability and accessibility while enhancing degree clarity.

B.2 Consistency with the Maryland State Plan for Postsecondary Education.

Elevating the program to a stand-alone major will directly support the Maryland State Plan for Postsecondary Education's goal of Student Success by strengthening the quality, clarity, and market relevance of academic pathways that prepare students for high-demand careers. It will reinforce **Priority 5: Maintain the commitment to high-quality postsecondary education in Maryland** by providing students with 1) a more accurate disciplinary identity; 2) improved advising clarity; 3) and a credential that aligns with industry expectations and national and state norms. The change also advances **Priority 7: Enhance the ways postsecondary education is a platform for ongoing lifelong learning** by creating a more transparent structure that better supports students pursuing advanced certifications, graduate study, and professional roles in financial planning. Because the proposal requires no new resources, it embodies the State Plan's emphasis on accessible, high-quality, and future-focused educational offerings that contribute to Maryland's long-term economic vitality.

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

C.1 Employment opportunities.

The program provides the necessary knowledge and skills to enter the financial planning profession and pursue a career helping individuals maximize their investments and reach their goals. Typical career tracks are personal financial planner, investment advisor, or wealth management specialist. These roles typically require a bachelor's degree and are associated with the Standard Occupational Classification (SOC) of Personal Financial Advisor (13-2052).

Local firms engaged in financial planning and wealth management consistently express demand for more graduates with CFP Board-aligned education, as evidenced through internship placements, advisory board feedback, and employer outreach. As a CFP (Certified Financial Planner) Board

³ <https://www.cfp.net/industry-insights/2025/05/financial-planning-profession-faces-talent-shortage>

Registered Program, the program fulfills the education requirement for CFP® Certification Examination administered by CFP Board.

C.2 Market demand.

According to data from the TU Career Center, 92% of 2024 graduates of the Financial Planning specialization were employed or pursuing further education six months after earning their degree. The average entry-level salary of program graduates was \$61,500. Employers included Greenspring Advisors, Heritage Financial Consultants, M&T Bank, and Johns Hopkins Federal Credit Union, among others.

C.3 Expected vacancies over the next five years.

According to the CFP Board's Center for Financial Planning, more than one-fifth of advisors expect to retire or leave the business within 5–10 years, and there are now more CFP® professionals over age 70 than under age 30, underscoring an urgent need for new entrants into the profession.⁴ Maryland's wealth-management industry reflects similar demographic pressures, as noted by regional firms and employer partners who report increasing difficulty recruiting early-career financial planners.

According to the Bureau of Labor Statistics Occupational Outlook Handbook, the job outlook for financial planners with a bachelor's degree will grow much faster than average, with an employment growth of 10% by 2034 and a 2024 median salary of \$102,140.⁵ According to the Maryland Department of Labor, the demand in Maryland for financial advisors is also likely to grow even faster, at 15.2%, with over 5,500 job openings in Maryland by 2033.⁶

C.4 Projected supply of prospective graduates.

The conversion of the program to a stand-alone major will benefit the current population of TU students, as well as the population of transfer students who choose TU. As of fall 2025, there were 48 students enrolled in the Financial Planning specialization. Table C1 shows the number of incoming first-time and transfer students who either declared Financial Planning as their specialization or who did not initially declare a concentration/specialization over the past five years. Table C2 shows the number of students transferring into the TU College of Business and Economics from community colleges in Maryland over the past five years.

Table C1: Enrollment in Potential Feeder Programs (Incoming First-time and Incoming Transfer students, Towson University)

Institution	Program Name	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Towson University	Business Administration -- undeclared	165	136	136	106	107
Towson University	Business Administration, Specialization in Financial Planning	18	13	10	13	15

Source: Towson University Institutional Research⁷

⁴ <https://www.cfp.net/cfp-board-center-for-financial-planning/about/why-the-center>

⁵ <https://www.bls.gov/ooh/business-and-financial/personal-financial-advisors.htm>

⁶ <https://labor.maryland.gov/lmi/iandoproj/occupationalprojections.xlsx>

⁷ <https://wp.towson.edu/institutionalresearch/academic-plans/>

Table C2: Enrollment in Potential Feeder Programs (Number of Students Transferring into TU)

Community College	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Allegany College of Maryland	1	1	0	0	0	0
Anne Arundel Community College	35	36	30	24	29	18
Baltimore City Community College	1	5	6	2	3	2
Carroll Community College	13	9	10	14	11	12
Cecil Community College	2	5	4	2	1	3
Chesapeake College	1	4	4	1	1	3
College of Southern Maryland	7	3	10	10	3	10
Community College of Baltimore County	51	68	61	46	53	46
Frederick Community College	16	16	9	10	9	11
Hagerstown Community College	5	4	4	1	3	3
Harford Community College	44	49	42	32	26	26
Howard Community College	28	33	38	16	20	18
Montgomery College	37	41	27	22	21	22
Prince Georges Community College	4	14	9	7	7	12
Wor Wic Community College	2	1	1	0	1	1

Source: Towson University Institutional Research⁸

D. Reasonableness of Program Duplication.

D.1 Program duplication.

There are no other majors in Financial Planning in Maryland, although Salisbury University offers a CFP Financial Planning track within its major in Finance. With this change, Towson University will be the only university in Maryland offering a stand-alone CFP Board Registered bachelor's degree in Financial Planning.

There are CFP registered programs in other states designated as majors, including Temple University (Bachelor of Business Administration with a major in Financial Planning), William Paterson University (BS in Financial Planning & Wealth Management), and the University of Delaware (BS in Financial Planning and Wealth Management).

D.2 Justification for the proposed program.

The basic structure of the current specialization, with a foundation in cross-disciplinary courses in business and 21 credits focused on financial planning, is similar to the structure of majors in financial planning at other AACSB-accredited business schools (see Appendix A). The current specialization in Financial Planning offered at TU is equivalent to a major in all but name. Major status is desired by TU students because the discipline of financial planning will be reflected on their diplomas, and they deserve the same access as students at other universities.

Classification as a major will also provide transparency in data availability and increase accuracy in tracking programs.

⁸ <https://wp.towson.edu/institutionalresearch/transfer-students/>

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs).

The conversion of TU's existing Financial Planning specialization to a stand-alone major, which involves no curricular changes and requires no additional resources, should have minimal impact on high-demand programs at Maryland's HBIs. No Maryland HBI currently offers a CFP aligned Financial Planning program.

F. Relevance to the identity of Historically Black Institutions (HBIs).

The conversion of TU's existing Financial Planning specialization to a stand-alone major, which involves no curricular changes and requires no additional resources, should have minimal impact on the uniqueness and institutional identities and missions of Maryland's HBIs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes.***G.1 Oversight of the program.***

Towson University has offered a specialization in Financial Planning since 2012. The program has been registered with the CFP Board since 2016. The program meets rigorous standards of faculty qualification consistent with AACSB guidelines of greater than 60% of student credit hours in the discipline taught by full-time faculty and greater than 90% taught by faculty with at least a master's degree. In academic year 2025-2026, 86% of courses required within the financial planning specialization were taught by full-time faculty, and 96% had earned an advanced degree.

Faculty teaching in the program and their credentials are listed in Table I1.

G.2 Educational objectives and learning outcomes.

Program learning goals are appropriate and aligned with both TU's broad institutional student learning outcomes (ISLOs) and AACSB guidance.

Table G1: Alignment of Program Learning Goals with TU Goals

Program Learning Goal	Aligned TU ISLO
Apply Financial Planning Knowledge in the Context of Professional Employment	Specialized Knowledge in Defined Fields
Communicate Properly and Effectively	Effective Communication
Apply Critical Thinking and Problem-Solving Skills to Organizational Decision Making	Critical Analysis and Reasoning
Use Technology Effectively in Business Settings	Information Literacy and Technological Competency
Work Effectively Toward Achieving Common Goals within Diverse Teams	Working in Multifaceted Work Environments
Distinguish Between Ethical and Unethical Conduct in their Professional Lives	Local and Global Citizenship and Leadership

G.3 Assessment and documentation of student learning outcomes.

The curriculum that will constitute the new stand-alone major is already established; no resources are required to develop the degree program as all the coursework and faculty needed to teach it are already in place. Faculty involvement and collaboration in the assurance of learning process was commended by the peer review team during our more recent AACSB review in 2023. Moreover, the Department of Finance remains committed to maintaining a mature, responsive assessment process. All learning objectives are measured by at least one faculty-created direct measure infused into a course, as well as indirect assessments from students and employers. Cross-disciplinary faculty on a college Assessment Committee ensure that results and opportunities for improvement are communicated to their home departments, other relevant committees, and CBE leadership.

G.4 Program requirements.

As is typical in AACSB accredited universities, the program requires a standard set of cross-disciplinary business courses as well as focused instruction within the specific discipline (i.e., major/concentration/specialization, which are treated identically by AACSB). A listing of required courses is given in Table G3. See Appendices A and B for the course descriptions for the required courses in the major and a sample four-year program completion plan.

As a CFP Board Registered Program, the curriculum fulfills the education requirement for CFP® Certification Examination administered by CFP Board.

Table G2: Program Requirements

Course Number	Course Title	Credit Weighting
Foundation Courses Required for Admission to Major (18 credits)		
ACCT 201*	Principles of Financial Accounting	3
ECON 201*	Microeconomic Principles	3
ECON 202*	Macroeconomic Principles	3
LEGL 225*	Legal Environment of Business	3
ECON 205 or MATH 231*	Statistics for Business and Economics I or Statistics	3
MATH 211*	Applied Calculus	3
Foundational Courses in Business (32 credits)		
ACCT 202*	Managerial Accounting	3
BUSX 301	Business Communications	3
EBTM 250	Problem Solving in Business I	1
EBTM 251	Problem Solving in Business II	1
EBTM 337	Enterprise Information Systems	3
FIN 331	Principles of Financial Management	3
MKTG 341	Marketing and Creativity	3
MNGT 361	Leadership and Management	3
EBTM 350	Business Analytics	3
EBTM 365	Principles of Operations Management	3
MNGT 481	Strategic Management	3
BUSX 460	Professional Experience	3
Financial Planning Requirements (21 credits)		
FIN 333	Investments and Equity Security Analysis	3

Course Number	Course Title	Credit Weighting
FIN 350	Financial Modeling in Corporate Finance	3
FPLN 341	Fundamentals of Financial Planning	3
ACCT 361	Tax Accounting I	3
FPLN 441	Retirement Planning and Employee Benefits	3
FPLN 443	Estate Planning	3
FPLN 450	Capstone in Financial Planning	3
Total Credits in Major		71
Additional Core Curriculum/Elective Credits Required to Complete Degree		49
Total Credits for BS Degree		120

*May be transferred from a community college

G.5 General education requirements.

TU's [Core Curriculum](#), comprising fourteen categories within four themes (43-46 credits in total), satisfies the general education requirements mandated by the State of Maryland (COMAR 13B.06.01.03) and educational effectiveness standards held by the university's accrediting body, the Middle States Commission on Higher Education. To fulfill TU's Core Curriculum requirements, students must complete one course from each of the following categories (1-14).

Table G3: TU Core Curriculum Requirements

Core Category	Credits
Fundamentals	
(1) Towson Seminar (Must be completed with a minimum C grade; course not required for transfer students)	3
(2) English Composition (Must be completed with a minimum C grade)	3
(3) Mathematics	3-4
(4) Creativity & Creative Development*	3
Ways of Knowing	
(5) Arts and Humanities*	3
(6) Social & Behavioral Sciences	3
(7) & (8) Biological & Physical Sciences	7-8
Writing in a Chosen Field	
(9) Advanced Writing Seminar (Must be completed with a minimum C grade)	3-4
Perspectives	
(10) Metropolitan Perspectives	3
(11) The United States as a Nation	3
(12) Global Perspectives	3
(13) Diversity & Difference	3
(14) Ethical Issues & Perspectives	3
Total Credits	43-46

*Courses fulfilling Core 4 and Core 5 requirements must be from different subjects.

ECON 205 or MATH 231 (Core 3), ECON 201 or ECON 202 (Core 6), BUSX 301 (Core 9), and LEGL 225 (Core 11) fulfill both TU Core Curriculum and major requirements.

G.6 Specialized accreditation requirements.

Converting the current specialization in Financial Planning into a stand-alone major will not affect the program's accreditation status; it will remain fully within the scope of AACSB accreditation. The curriculum, which is already recognized as a CFP (Certified Financial Planner) Board Registered Program, fulfills the education requirement for CFP® Certification Examination administered by CFP Board.

G.7 Outside contracts.

Not applicable.

G.8 Program assurances.

Curriculum, course, and degree requirements are updated and published annually in TU's academic catalog. The Department of Finance's website provides links to detailed information about degree requirements as well as information that will help students be successful in the program, such as advising resources, scholarships, and internship opportunities. TU's website offers extensive information about student support services, financial aid, and tuition costs each year.

The College of Business and Economics has a dedicated Student Academic and Career Services unit with professional advisors trained on the Financial Planning curriculum. All TU undergraduate students are required to meet with an academic advisor each semester. In the first meeting with an advisee after the student reaches 45 credits, the academic advisor helps the student develop a Four-Year Degree Completion Plan, according to the academic requirements for the major. During subsequent advising meetings, the advisor reviews the student's progress towards their degree and helps the student plan courses for the next semester. The advisor may help the student modify the degree completion plan, if necessary. A dedicated career advisor within CBE works with the TU Career Center to provide advice to students and help with the search for an internship and a post-graduation job. All students in the Financial Planning program will be required to complete a professional internship as part of the BUSX 460: Professional Experience course.

Students in the program have the same opportunities for scholarships as students across the College of Business and Economics.

G.9 Assurances of advertising, recruiting, and admissions materials.

TU regularly reviews its advertising, recruiting, and admissions materials to ensure that they clearly and accurately represent programs and services available, and that there is consistency across different modes of communication such as the TU website, the academic catalog, and other print and online promotional materials.

H. Adequacy of Articulation.

TU has signed an articulation agreement with Cecil College to facilitate transfer into the program (see Appendix D). Additionally, TU maintains statewide ARTSYS-aligned articulation pathways for business programs with all Maryland community colleges. Because the Financial

Planning curriculum remains unchanged, all existing pathways will continue to apply directly to the Financial Planning major.

I. Adequacy of Faculty Resources.

I.1. Quality of program faculty.

Faculty in the Department of Finance meet AACSB instructional qualification standards. Current faculty capacity is sufficient to support the stand-alone major.

Table I1: Faculty Resources

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Adams, Jessica	Part-time	MS, Applied Math, Johns Hopkins University, 2016	Adjunct Professor	MATH 231
Allan, Shaun	Part-time	MS Mathematics, Towson University, 2017	Adjunct Professor	MATH 211
Azmi Shabestari, Mehrzad	Full-Time	PhD, Accounting, Rutgers University, 2017	Associate Professor	ACCT 201
Berkley, Darrin	Part-time	PhD, Mathematics Education, Morgan State University, 2012	Adjunct Professor	MATH 231
Bitoude, Eric	Part-time	MS Math Education, UMBC, 2014	Adjunct Professor	MATH 211
Bonanno, Francis	Part-Time	MBA, University of Maryland, 2008	Adjunct Professor	BUSX 460
Boro, Irene	Part-Time	PhD, Morgan State University, 2026	Adjunct Professor	FIN 331
Boyd Leon, Chris	Full-Time	PhD, Economics, University of Minnesota, 2022	Assistant Professor	ECON 201
Bracken, Victoria	Part-time	MBA, University of Baltimore/TU, 2018	Adjunct Professor	MATH 231
Brannon, David	Full-time	PhD, Entrepreneurship, Syracuse University, 2011	Professor	MNGT 481
Brown, Dima	Part-Time	DBA, University of Maryland Global Campus, 2023	Adjunct Professor	ACCT 201
Buchoff, Barry	Full-Time	MBA, Loyola University, 1975 (CPA)	Assistant Professor	ACCT 202
Buschman, Cindy	Part-Time	PhD, Supply Chain, Walden University, 2014	Adjunct Professor	EBTM 310
Case, Vera	Full-Time	JD, University of Maryland, 1993	Teaching Professor	BUSX 301, BUSX 460
Cavallaro, Angela	Full-Time	MS, Behavioral Science, Johns Hopkins University, 2002	Assistant Teaching Professor	BUSX 301
Chang, Hua	Full-Time	PhD, Marketing, Drexel University, 2014	Associate Professor	MKTG 341
Chapman, Graig	Part-time	MS, Mathematics, SUNY at Albany, 2017	Adjunct Professor	MATH 231
Charvat, Matthew	Part-Time	MS, Human Resource Development, Towson University, 2009	Adjunct Professor	MNGT 361
Cheng, Feng	Full-Time	PhD, Operations, Arizona State University, 2020	Assistant Professor	EBTM 350
Christensen, Finn	Full-Time	PhD, Economics, University of Minnesota, 2022	Assistant Professor	ECON 201

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Cook, William	Full-Time	MBA, Loyola University, 1988	Associate Teaching Professor	EBTM 250, EBTM 251
Coriale, Kenneth	Full-Time	MA, Economics, University of Maryland, 2018	Assistant Teaching Professor	ECON 201
Crispell, Jacquelyn	Part-time	MS, Science Administration, Johns Hopkins University, 1990	Adjunct Professor	MATH 231
Cutrone, Joseph	Part-Time	PhD, Mathematics, Johns Hopkins University, 2011	Adjunct Professor	EBTM 250, MATH 231
Dalsimer, Kevin	Part-time	MS Math Education, Towson University, 2004	Adjunct Professor	MATH 211
Davis, Shymaine	Full-Time	MBA, Johns Hopkins University, 2001 (CPA)	Assistant Teaching Professor	ACCT 201
DeAlmeida, Robert	Part-Time	MS Economics, University of Baltimore, 1985	Adjunct Professor	BUSX 460
Delahanty, Kathryn	Full-Time	JD, University of Maryland, 1994	Teaching Professor	BUSX 301
DeMallie, Suzanne	Full-Time	MS, Teaching, Goucher College, 2011 (CPA)	Assistant Teaching Professor	FIN 331
Donnelly, Mark	Full-Time	MSF, Finance, Loyola University, 2008, CFP	Professor of Practice	FIN 331, FPLN 341, FPLN 450
Du, Lijing	Full-Time	PhD, Finance, University of Kansas, 2013	Professor	FIN 331
Dukes, Lawrence	Full-Time	MAS, Information Technology, Johns Hopkins University, 1982	Assistant Teaching Professor	MKTG 341
Dutta, Koushikee	Full-time	PhD, Management and Entrepreneurship, Louisiana Tech University, 2021	Assistant Professor	MNGT 481
Ellison, Lori	Full-time	PhD, Business and Management, University of Maryland, 2009	Professor of Practice	MNGT 481
Essien, Shawn	Part-Time	JD, University of Baltimore, 1998	Adjunct Professor	LEGL 225
Estelle, Matthew	Full-time	M.A., Mathematics Education, Ohio State University, 2009	Assistant Teaching Professor	MATH 211
Fanelle, Brandon	Part-Time	BS, Business Administration, 2015 (CFP)	Adjunct Professor	BUSX 460
Fardanesh, Soheila	Full-Time	MA, Mathematical Economics, University of Colorado, 1982	Teaching Professor	ECON 205
Fernandez, Edward	Part-time	MS, Mathematics Education, Towson University, 2009	Adjunct Professor	MATH 231
Flores, Mark	Full-Time	MBA, University of Baltimore, 2013	Assistant Teaching Professor	BUSX 460, MNGT 361
Fluelling, Vanecia	Full-Time	PhD, Information Technology, Morgan State University, 2019	Professor of Practice	MKTG 341
Frye, Raquel	Full-Time	MS, Economics, Georgia State University, 2004	Associate Teaching Professor	ECON 201
Gordon, Rachel	Full-Time	PhD, Finance, Drexel University, 2015	Associate Professor	FIN 333

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Glushakow-Smith, Lily	Full-time	MS, Mathematics, Sam Houston State University, 2023	Assistant Teaching Professor	MATH 231
Goodyear, Bryan	Part-time	MS, Management Information Systems, University of Maryland Global Campus, 2019	Adjunct Professor	EBTM 337
Groves, Melissa	Full-Time	PhD, Economics, University of Massachusetts, 2000	Associate Professor	ECON 201
Haile, Redate	Part-Time	MS, Information System Technology, The George Washington University School of Business, 2019	Adjunct Professor	EBTM 343
Hammer, Seth	Full-Time	PhD, Accounting, University of Pittsburgh, 1993	Professor	ACCT 361
Han, Chaodong	Full-Time	PhD, Logistics and Supply Chain Management, University of Maryland, 2009	Professor	EBTM 419
Hardy, William	Part-Time	MS Marketing/Finance, Northwestern, 2004	Adjunct Professor	MKTG 341
Hartnett, Ryan	Part-Time	MS, Business, University of Scranton, 2015	Adjunct Professor	MNGT 361
Hazra, Megharanji	Full-Time	MS, Economics, University of Calcutta, 2002	Associate Teaching Professor	ECON 201, ECON 202
Hogan, Elizabeth	Full-Time	MBA, Georgetown University, 2009	Assistant Teaching Professor	EBTM 250, EBTM 251
Hoxie, Silas	Part-Time	BS Business Administration, Finance, Towson University, 2019, CFP	Adjunct Professor	FPLN 441
Hou, Xuezhang	Full-time	PhD Applied Mathematics, Oakland University, 2000	Professor	MATH 211
Huang, Jian	Full-Time	PhD, Finance, University of Kansas, 2013	Professor	FIN 331
Iotina, Gergana	Full-Time	JD, University of Baltimore, 2002	Clinical Assistant Professor	LEGL 225
Ji, Justin	Full-Time	PhD, Management, University of Kansas, 2009	Associate Professor	MNGT 361
Johnson, Quincey	Full-Time	JD, University of Maryland, 1993	Teaching Professor	BUSX 301, LEGL 225
Jones, Bruce	Part-Time	MBA, University of Baltimore, 2007	Adjunct Professor	MNGT 361
Jung, Juergen	Full-Time	PhD, Economics, Indiana University, 2008	Professor	ECON 202
Khoshghadam, Leila	Full-Time	PhD, Marketing, Old Dominion University, 2020	Assistant Professor	MKTG 341
Kim, Eunice	Full-Time	PhD, Marketing, Yale University 2010	Assistant Professor	MKTG 341
King, Andrew	Part-Time	MBA, Loyola University, 2016	Adjunct Professor	MNGT 361
Knight, Stacy	Full-Time	MBA, Loyola University, 1995	Associate Teaching Professor	MKTG 341
Kulkarni, Gauri	Full-Time	PhD, University of Maryland, 2009	Associate Professor	MKTG 341

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Kwon, Kyungeun	Full-Time	PhD, Accounting, Virginia Commonwealth University, 2022	Assistant Professor	ACCT 201
Leppo, Sam	Full-Time	MA, Economics, American University, 2000	Teaching Professor	ECON 202
Li, Jianan	Full-Time	PhD, Management, Nanjing University, 2017	Assistant Professor	MNGT 361
Li, Xiaolin	Full-Time	PhD, Management Systems, Kent State University, 2008	Professor	EBTM 446, EBTM 422
Litterello, David	Part-Time	MBA, New York Institute of Technology, 1992	Adjunct Professor	BUSX 460, MNGT 361
Liu, Yang	Full-Time	PhD, Economics, Rutgers University, 2024	Assistant Professor	ECON 201, ECON 202
Liu, Yanli	Full-Time	PhD, Economics, Northeastern University, 2024	Assistant Professor	ECON 201
Magnotta, Sarah	Full-Time	PhD, University of Kentucky, 2015	Associate Professor	MKTG 341
Manley, James	Full-Time	PhD, Economics, University of California Berkeley, 2008	Professor	ECON 205
Markowitz, Ivan	Part-time	MS, Electrical Engineering, University of Pennsylvania, 1969	Adjunct Professor	MATH 231
McComas, Heather	Part-Time	MS, Information Technology, Towson University, 2015	Adjunct Professor	BUSX 460
Mohamed, Mona	Full-Time	PhD, Management Information Technology, Towson University, 2018	Associate Professor	EBTM 455
Mohamed, Mona	Full-time	DSc, Information Technology, Towson University, 2018	Associate Professor	EBTM 337
Morrison, Daniel	Part-Time	MS Finance, University of Baltimore, 1992, CFP	Adjunct Professor	FPLN 443
Moyer, Todd	Full-time	EdD, Temple University, 2003	Professor	MATH 211
Nag, Barin	Full-Time	PhD, Management Science, University of Maryland, 1997	Professor	EBTM 337, EBTM 365, EBTM 456
Noyes, Donna	Full-time	MS Applied and Computational Mathematics, Johns Hopkins University, 2022	Assistant Teaching Professor	MATH 211
O'Leary, Erica	Full-time	MS, Mathematics, Northwestern University, 2018	Assistant Teaching Professor	MATH 231
Otto, James	Full-Time	PhD, Management Information Systems, University of Kentucky, 1996	Professor	EBTM 400
Palmateer, Jason	Full-Time	MA, Economics, University of Iowa, 1994	Teaching Professor	ECON 205
Parolia, Neeraj	Full-time	PhD, Business Administration, Central Florida University, 2008	Associate Professor	EBTM 337
Pham, Hai	Full-Time	PhD, Finance, Texas A&M, 2024	Assistant Professor	FIN 333
Pillutla, Sharma	Full-time	PhD, Operations Management, Syracuse University, 1993	Professor	EBTM 337

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Prettyman, Alexa	Full-Time	PhD, Economics, Georgia State University, 2021	Assistant Professor	ECON 201
Pustovit, Aleksandra	Full-Time	PhD, Management, Rutgers University, 2019	Assistant Professor	MNGT 361
Rassipour, Rana	Full-Time	MS, Systems Engineering, The George Washington University School of Business, 2013	Associate Teaching Professor	EBTM 350, EBTM 454
Ray, Brian	Part-time	MS Mathematics, Towson University, 2008	Adjunct Professor	MATH 211
Rhoads, Thomas	Full-Time	PhD, Economics, University of Wyoming, 2000	Professor	ECON 202
Richardson, Joseph	Part-Time	MBA, Loyola University, 2003	Adjunct Professor	BUSX 460, MKTG 341
Riggs, Nina	Part-time	MS, Educational Leadership, Loyola University, 2015	Adjunct Professor	MATH 231
Rodman, John	Full-Time	MBA, Virginia Commonwealth University, 2001	Assistant Teaching Professor	MKTG 341
Russo, Charles	Full-Time	PhD, Accounting, Pennsylvania State University, 2002 (CPA)	Professor	ACCT 202
Sanford, Douglas	Full-Time	PhD, Management, University of Michigan, 1994	Professor	MNGT 361
Schiavone, Vincent	Part-Time	MS, Supply Chain Management, Towson University, 2020	Adjunct Professor	EBTM 350
Schiff, Andrew	Full-Time	PhD, Accounting, Rutgers University, 1993 (CPA)	Professor	ACCT 201
Schuldenfrei, Allen	Part-Time	MS Taxation, NYU School of Law, 1983 (CPA)	Adjunct Professor	ACCT 202
Schuller, Cameron	Part-Time	MS, Supply Chain Management, Towson University, 2016	Adjunct Professor	EBTM 365
Schumm, Kari	Full-time	MS, Operations Research, University of North Carolina, 2018	Associate Teaching Professor	MATH 231
Scott, Randolph	Part-Time	MS Accountancy, University of Phoenix, 2012 (CPA)	Adjunct Professor	ACCT 202
Seeberger, John	Full-Time	JD, University of Baltimore, 1987	Teaching Professor	LEGL 225
Sewell, Brent	Part-Time	MBA, University of Maryland, 2017	Adjunct Professor	EBTM 310, EBTM 360
Seyed Abootorabi, Hooman	Full-time	PhD, Entrepreneurship, Syracuse University, 2022	Assistant Professor	MNGT 481
Shao, Yingying	Full-Time	PhD, Finance, University of Arkansas, 2010	Professor	FIN 350
Shipley, William	Full-time	Ph.D., Mathematics Education, American University, 1999	Assistant Teaching Professor	MATH 211
Shrestha, Vinish	Full-Time	PhD, Economics, Emory University, 2015	Associate Professor	ECON 202
Shul, Linda	Part-Time	MS Marketing, University of New Mexico, 1993	Adjunct Professor	MKTG 341

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Skudzinskas, Algis	Full-Time	EED, Gwynedd Mercy University, 2018	Assistant Teaching Professor	FIN 331
Smuckler, Neil	Part-Time	MS Financial Management, Johns Hopkins University, 1990 (CPA)	Adjunct Professor	ACCT 202, ACCT 361
Steffes, Erin	Full-Time	PhD, Marketing, University of Texas Dallas, 2005	Professor	MKTG 341
Tchatie-Leudeu, Sandrine	Part-time	MS, Mathematics, Boston University, 2010	Adjunct Professor	MATH 231
Thacker, Christopher	Full-Time	MS, Professional Writing, Towson University, 2007	Professor of Practice	BUSX 301
Tomas, Stella	Full-Time	PhD, Management Information Systems, Temple University, 2009	Professor	EBTM 320
Townsley, Ryan	Part-Time	MBA, University of Baltimore, 2016	Adjunct Professor	BUSX 460
Valle, Ralph	Part-Time	MS Professional Studies, Towson University, 1999	Adjunct Professor	MKTG 341
Wernecke, Charisse	Full-Time	PhD, Educational Leadership, 2015 (CPA)	Assistant Teaching Professor	ACCT 201
Wiglesworth, Miriam	Full-Time	DBA, Wilmington University, 2022 (CPA)	Professor of Practice	ACCT 202
Wilson, Lowell	Full-Time	JD, University of Baltimore, 1994	Assistant Teaching Professor	LEGL 225
Yan, Qing	Full-Time	PhD, Finance, University of Arkansas, 2021	Assistant Professor	FIN 350
Yao, Dong-Qing	Full-Time	PhD, Management Science, University of Wisconsin, 2001	Professor	EBTM 350, EBTM 365
Yates, Christine	Full-Time	MS, Professional Writing, Towson University, 2020	Assistant Teaching Professor	BUSX 301
Zhang, Alice	Full-Time	MBA, University of Toronto, 2000	Associate Teaching Professor	EBTM 365
Zhang, Shuwei	Full-Time	PhD, Economics, Auburn University, 2019	Assistant Professor	ECON 202
Zhang, Zheng	Full-time	PhD Mathematics, University of Cincinnati, 2021	Assistant Teaching Professor	MATH 211, ACCT 361
Zhao, Yongchen	Full-Time	PhD, Economics, University of Albany, 2014	Professor	ECON 202
Zhu, Xiaorui	Full-Time	PhD, Business Analytics, University of Cincinnati, 2022	Assistant Professor	EBTM 350, EBTM 457
Ziegler, James	Part-Time	MS Finance, Loyola University, 2000 (CPA)	Adjunct Professor	ACCT 202
Zuccaro, Joseph	Full-Time	MBA, University of Maryland, 1994	Assistant Teaching Professor	MNGT 361, MNGT 481

1.2 Ongoing pedagogy training for faculty.

The Faculty Academic Center of Excellence at Towson ([FACET](#)) is the faculty development center for Towson University. FACET's mission is to support an inclusive and collaborative faculty community and foster a culture of excellence in scholarship and teaching. FACET

supports all campus faculty in their scholarship and teaching through a combination of programs, workshops, resources, funding, and communities of practice such as: Student Engagement, Emerging Technologies, Open Educational Resources, and High Impact Educational Practices. In collaboration with the TU Office of Technology Services, FACET also recommends, reviews, and provides programs to support advancement of faculty skills with Blackboard, TU's learning management system. FACET provides one-on-one or small group, virtual or face-to-face meetings with an instructional design team, who also perform course reviews. Faculty may attend open meetings as well as request consultation from FACET staff.

In addition, faculty are mentored by peers. All faculty are required to undergo periodic peer review which allows fellow faculty to mentor fellow faculty at all levels to improve pedagogy and make adjustments to changing student and curricular needs.

J. Adequacy of Library Resources.

Resources available through TU's Cook Library are sufficient to meet the needs of students and faculty. The library houses an extensive collection of materials, including more than 500,000 print and electronic volumes. Cook Library also houses computer workstations with specialty software for data analysis, data visualization, and mapping.

In addition to Cook Library, faculty and students have access to materials through reciprocal agreements at nearby Baltimore institutions and across USM-affiliated institutions. Materials from other libraries across the country can be requested for loan through standard interlibrary loan (ILL) services. As part of this service, faculty and students have access to RAPID ILL, a service customary at high research activity institutions. The current turnaround time for article requests is typically less than 48 hours.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment.

K.1 Assurance of physical facilities.

TU's existing physical facilities, infrastructure, and instructional equipment are sufficient to support the needs of the program. The majority of financial planning classes are taught in the T. Rowe Price Finance lab, housed within the College of Business and Economics.

K.2 Assurance of distance education.

Financial Planning courses are primarily delivered in-person via traditional modes of face-to-face instruction. A limited number of courses may be offered online as a convenience for students. FACET offers training and certification programs for online and hybrid/blended instruction, Universal Design for Learning (UDL), and effective pedagogical approaches for enriching distance learning, including the Quality Matters Rubric. Students and faculty can enroll in training modules that provide instruction in university-sponsored distance learning technologies, including Blackboard, WebEx, Zoom, and Panopto. Technology support is available online, as well as via email, text, phone and on a walk-in basis at Student Computing Services and the Office of Technology Services.

I. Adequacy of Financial Resources.

The proposed program will be implemented using existing institutional resources; no new or additional resources are required for implementation beyond what TU already provides to support delivery of the existing specialization. The number of students currently enrolled in the specialization was used as an estimate for the projected enrollment each year. It was assumed that 92% of students are full time based on internal data.⁹

Table L1: Resources

Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue	\$561,096	\$561,096	\$561,096	\$561,096	\$561,096
2.a Number of Full-time Students	44	44	44	44	44
2.a Annual Tuition Rate	\$7,756	\$7,756	\$7,756	\$7,756	\$7,756
2.a Subtotal Tuition	\$341,264	\$341,264	\$341,264	\$341,264	\$341,264
2.a Annual Fees	\$4,430	\$4,430	\$4,430	\$4,430	\$4,430
2.a Subtotal Fees	\$194,920	\$194,920	\$194,920	\$194,920	\$194,920
2.a Total Full-time Revenue of New Students	\$536,184	\$536,184	\$536,184	\$536,184	\$536,184
2.b Number of Part-Time Students	4	4	4	4	4
2.b Credit Hour Tuition Rate	\$332	\$332	\$332	\$332	\$332
2.b Annual Fees Per Credit Hour	\$187	\$187	\$187	\$187	\$187
2.b Annual Credit Hours Per Student	12	12	12	12	12
2.b Subtotal Tuition	\$15,936	\$15,936	\$15,936	\$15,936	\$15,936
2.b Subtotal Fees	\$8,976	\$8,976	\$8,976	\$8,976	\$8,976
2.b Total Part Time Revenue	\$24,912	\$24,912	\$24,912	\$24,912	\$24,912
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1-4)	\$561,096	\$561,096	\$561,096	\$561,096	\$561,096

Reallocated Funds

Funds currently used to support the specialization in Financial Planning will be used to support the major in Financial Planning. No new or reallocated funds are necessary.

Tuition and Fee Revenue

Current in-state tuition rates were used in the projection. This rate is conservative because it does not factor in potential tuition increases.

Grants and Contracts

Not applicable.

Other Sources

Not applicable.

⁹ https://www.towson.edu/ir/documents/f_hdct_car_coll_stat.pdf

Total Year - Additional Comments

Not applicable.

Table L2: Expenditures

Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	\$309,225	\$309,225	\$309,225	\$309,225	\$309,225
a. #FTE	1.5	1.5	1.5	1.5	1.5
b. Total Salary	\$232,500	\$232,500	\$232,500	\$232,500	\$232,500
c. Total Benefits	\$76,725	\$76,725	\$76,725	\$76,725	\$76,725
2. Total Administrative Staff Expenses (b + c below)	\$0	\$0	\$0	\$0	\$0
a. #FTE	0.0	0.0	0.0	0.0	0.0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
3. Total Support Staff Expenses (b + c below)	\$0	\$0	\$0	\$0	\$0
a. #FTE	0.0	0.0	0.0	0.0	0.0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
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	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1-7)	\$309,225	\$309,225	\$309,225	\$309,225	\$309,225

Faculty

It was estimated that the program could be supported by one and a half full-time faculty lines if faculty were solely assigned to teach in that program. The average faculty salary across the department was used to calculate the total faculty expenses. Neither the number of faculty needed nor the salary will change as a result of elevation of the specialization to a stand-alone major.

Administrative Staff

The amount of administrative support needed will not be affected by the change from specialization to major.

Support Staff

The number of support staff will not increase as a result of elevation of the program to a stand-alone major.

Equipment

No additional equipment is necessary.

Library

No additional library resources are necessary.

New and/or Renovated Spaces

No additional spaces are necessary.

Other Expenses

Not applicable.

M. Adequacy of Provisions for Evaluation of Program.***M.1 Evaluation of the program.***

The current specialization in Financial Planning is functionally equivalent to a stand-alone major and will require no new courses. Nevertheless, any future course development will follow the regular Towson University procedures for approval, first at the program and department level, through the College of Business and Economics curriculum committee, and finally the University Curriculum Committee.

The course approval process evaluates new courses for appropriate rigor, effective assessment and grading, and adherence of the course syllabus to best practices. Evaluation at the program level ensures course content accuracy and program alignment, while the college and university level reviews facilitate the production of quality course proposals.

Existing courses are evaluated through regular review by program faculty and by student evaluations. Faculty regularly review courses to determine if the course meets overall program objectives. Additionally, instructors are observed by peers on a routine basis, with more frequent observations if faculty are new to a course or the university. If a course review indicates concerns or problems with a course, faculty develop strategies for addressing problems. Student course evaluation takes place at the end of every semester. Using a tool developed by TU faculty that allows quantitative and qualitative feedback, students give feedback on instructors (e.g., ability to communicate clearly; quality of student-instructor interaction; preparedness) and suggest improvements for a course.

Evaluation of faculty follows policies and procedures established by TU's policies for faculty annual merit review and for faculty reappointment, tenure, and promotion. These evaluations occur at the department, college, and university level. The main areas of evaluation include teaching, scholarship, and service. Tools used as part of the annual evaluation process include review of the individual's portfolio that includes, but is not limited to, the following:

- Evidence of scholarship (e.g., articles in scholarly journals; presentations at scholarly meetings).
- Service work.
- A synopsis of teaching related activities (e.g., courses taught; new instructional procedures; interdisciplinary, diversity, international, and technology-related projects).
- Review of course syllabi.
- Peer teaching observation reports.
- Quantitative and qualitative student evaluation of instruction.

The assessment of student learning outcomes is built into course assessments and data are collected annually. Course coordinators, with the support of the Department of Finance's representative to the Assessment Committee and the Associate Dean, oversee the collection and analysis of data, and creation of action plans, as necessary.

M.2 Evaluation of program effectiveness.

The assessment of this program will be guided by TU's Office of Assessment, following established TU policies and procedures, including review of the program's assessment plan to ensure that learning outcomes remain appropriate, and that students are meeting expectations.

The program will work with TU entities such as the Office of the Provost, Enrollment Services, and Student Services to review data on a regular basis and improve the program when needed. Effectiveness will be assessed by student retention, progress toward degree completion, career outcomes for graduates, student and faculty satisfaction, cost-effectiveness, and other key performance indicators.

Additionally, the program will remain in scope of AACSB accreditation, which is reviewed through a rigorous evaluation process every six years. Accreditation from AACSB is the longest standing and most recognized form of specialized accreditation business programs can receive. TU is accredited by AACSB for both business administration and accounting, a distinction held by less than 2% of business schools worldwide.

TU also conducts a comprehensive evaluation of the program every seven years as part of the USM-mandated Periodic Review of Academic Programs process. The purpose of the review is to promote continuous program improvement and ensure that the needs of students are being met. Each program submits a final report to the USM Board of Regents, identifying strengths and areas for improvement, for review and approval.

N. Consistency with the State's Minority Student Achievement Goals.

With approximately 60% of students identifying as non-white,¹⁰ TU is nearly as diverse as the state of Maryland. It is one of only a few universities in the country to have no achievement gap, meaning that underrepresented student groups achieve the same or better academic success as the entire student population. TU strives to foster a learning community that reflects the population of our campus, region, and state, and recognizes that our success is dependent on cultivating diverse perspectives and approaches.

Financial planning is a high-opportunity pathway with strong earnings potential, supporting TU's goals around access and student success. The stand-alone major will help underrepresented students access analytics careers in Maryland's growing industries.

¹⁰ https://www.towson.edu/ir/documents/fall2025_factsheet_final.pdf

O. Relationship to Low Productivity Programs Identified by the Commission.

Not applicable. The program is not related to any low-productivity program identified by the Commission.

P. Adequacy of Distance Education Programs.

Not applicable. The program will be delivered face-to-face at TU's main campus.

Appendix A — Descriptions of Required Courses within the Financial Planning Program

ACCT 201 PRINCIPLES OF FINANCIAL ACCOUNTING (3)

Accounting and financial reporting concepts and the significance of financial accounting information in decision-making. Includes the effects of accounting events on business financial statements; planning and decision-making tools in the operating cycle; and the process of recording and communicating information.

ACCT 202 PRINCIPLES OF MANAGERIAL ACCOUNTING (3)

Managerial accounting concepts and the significance of accounting information for managerial decision-making. How managers use information to carry out three essential functions in an organization: to plan operations, to control activities, and to make managerial decisions. Prerequisite: ACCT 201 or ACCT 211 with grade equivalent of 2.00 or higher.

ACCT 361 TAX ACCOUNTING I (3)

Covers federal income tax laws governing gross income, deductions, calculation of taxable income tax rates. Emphasis is placed on the effect of these laws on the income of individual taxpayers. Prerequisite: ACCT 202 or ACCT 212 with a grade equivalent of 2.00 or higher.

BUSX 301 BUSINESS COMMUNICATIONS (4)

Seminar designed to enable students to gain the written and oral communication skills needed in professional business situations and to develop and practice important skills for workplace success. Requires grade of C or better to fulfill Core requirement. Prerequisites: a grade of C (2.0) or higher in ENGL 102 or ENGL 190, or equivalent; ECON 202; junior/senior status. Core: Advanced Writing Seminar.

BUSX 460 PROFESSIONAL EXPERIENCE (3)

Application of business knowledge, skills, and attitudes (KSA's) through professional responsibilities in employment, internship, or comparable experience. Prerequisites: BUSX 301, senior major standing; enrollment is conditional pending internship approval.

EBTM 250 PROBLEM SOLVING IN BUSINESS I (1)

Focus on analytic and technology skills needed to utilize spreadsheets to solve business problems. Topics covered include: managing and sharing workbooks, custom formats and layouts, creating advanced formulas, and creating advanced chart elements. To earn a satisfactory grade, students are required to pass the Microsoft Office Specialist (MOS) Excel Core exam and earn a MOS certification. The course can be waived if students have already obtained the Microsoft Office Specialist Excel Expert level certification. Students can repeat the course if they fail to pass and the grade will be replaced. Graded S/U. Prerequisites: major or minor standing; sophomore or higher standing.

EBTM 251 PROBLEM SOLVING IN BUSINESS II (1)

Focus on analytic and technology skills needed to utilize spreadsheets to solve business problems. Topics covered include: work with data and information in data tables, visualize data

with charts, predict outcomes, and what-if analysis. Prerequisites: EBTM 250 or Microsoft Expert Excel Certification; sophomore standing or higher; major or minor standing.

EBTM 337 ENTERPRISE INFORMATION SYSTEMS (3)

Strategic, tactical, and operational applications of enterprise information systems, e-business, and enterprise use of social media. Topics include data and knowledge management and networked computing, future trends using intelligent systems, and important enterprise resource planning systems used to integrate functional areas within organizations, collaborating with external partners, and integrating stakeholders across the value chain. Students who have successfully completed MNGT 337 will not receive additional credit for EBTM 337. Prerequisites: EBTM 250 and EBTM 251 (may be taken concurrently); sophomore major standing.

EBTM 350 BUSINESS ANALYTICS (3)

Focuses on using standard business analytic models to summarize and analyze data, build models, and drive impact through quantitative decision-making. Explores methods to create and frame problems, use of descriptive and prescriptive analytics and using data to discover patterns and trends. Prerequisites: EBTM 251 and (ECON 205/MATH 231 or equivalent course); junior standing or higher; major or minor standing.

EBTM 365 PRINCIPLES OF OPERATIONS MANAGEMENT (3)

Strategies and techniques for service and manufacturing operations. A number of quantitative techniques are presented. Practical business applications and international competitiveness are stressed throughout the course. Students will use industry relevant software in the course. Students who have successfully completed MNGT 365 will not receive additional credit for EBTM 365. Prerequisites: (EBTM 251 or Computer Proficiency Exam) and (ECON 205 or MATH 231/MATH 233); major in ACCT, BUAD, CIS, EBUS, MATH, XBACI, XCIEB or XEBBA; junior/senior standing.

ECON 201 MICROECONOMIC PRINCIPLES (3)

Economic reasoning of individual choice in household and market decisions. Behavior of firms in competitive and noncompetitive markets, functioning of labor and capital markets, role of the entrepreneur and effects of government policies. Students who have successfully completed the honors version of this course (ECON 203) will not receive additional credit for this course. Core: Social & Behavioral Sciences.

ECON 202 MACROECONOMIC PRINCIPLES (3)

Inflation and unemployment--causes and remedies. Money and banking, government spending and taxation. International trade. Students who have successfully completed the honors version of this course (ECON 204) will not receive additional credit for this course. Core: Social & Behavioral Sciences.

ECON 205 STATISTICS FOR BUSINESS AND ECONOMICS I (3)

Analysis and presentation of business and economic data; descriptive statistics and statistical

inference; measures of central tendency and variability; probability theory; estimation; testing of hypothesis; linear regression analysis. Students who have successfully completed ECON 301 will not receive additional credit for ECON 205. Prerequisite: qualifying score on Math Placement exam or MATH 100 (recommended) or MATH 102 or higher. Core: Mathematics.

FIN 331 PRINCIPLES OF FINANCIAL MANAGEMENT (3)

Introductory course designed to provide students with the fundamental concepts underlying the theory of finance. Financial markets, security valuation, analysis of financial condition, forecasting, working capital management, capital budgeting, cost of capital, leverage, optimal capital structure, dividend policy. Prerequisites: ACCT 201, ACCT 202, ECON 201, ECON 202 and (ECON 205 or MATH 231); junior/senior standing; major standing.

FIN 333 INVESTMENTS AND EQUITY SECURITY ANALYSIS (3)

Analysis of financial assets, including equities and fixed income instruments. Topics include securities valuation, use of fundamental and technical analysis, and portfolio management. Valuation of corporate securities, institutional factors, security analysis, and portfolio management. Prerequisites: FIN 331; junior major standing.

FIN 350 FINANCIAL MODELING IN CORPORATE FINANCE (3)

Learning financial modeling skills using Excel is an integral component of this course. The course emphasizes the application of powerful spreadsheet features of Excel in building flexible financial models. Topics include designing models for time value of money, financial statement analysis and forecast, security valuation including stock and bond, and models for financing decision making. Prerequisites: FIN 331, junior/senior and major standing.

FPLN 341 FUNDAMENTALS OF FINANCIAL PLANNING (3)

Introductory course designed to provide students with an overview of the financial planning process. Topics include setting client goals and objectives, investment planning, tax planning, insurance and risk management, and estate planning. Overview of personal financial planning. Prerequisites: ACCT 201, ACCT 202, ECON 201, ECON 202; junior/senior standing.

FPLN 441 RETIREMENT PLANNING AND EMPLOYEE BENEFITS (3)

Designed to provide students with the background necessary to assist clients in planning for their retirement. Provide students with an understanding of the contributions employee benefits plans make toward achieving financial independence. Developing a systematic approach to estimating contribution plans, IRA, 401K, tax-sheltered annuities and government programs. Prerequisite: FPLN 341; major in ACCT, PACT, BUAD, EBUS or ECON.

FPLN 443 ESTATE PLANNING (3)

Effects of federal tax system and other factors impacting estate planning. Prerequisite: FPLN 341; major in ACCT, PACT, BUAD, EBUS or ECON.

FPLN 450 CAPSTONE IN FINANCIAL PLANNING (3)

Designed to simulate the real-world experience of financial planning. To successfully complete

the course students must integrate the six major areas (Financial Planning Fundamentals, Insurance Planning, Investment Analysis, Taxation, Retirement Planning, and Estate Planning) of personal financial planning to develop and present a long-term comprehensive financial plan. Designed to fulfill the capstone course requirement of the Certified Financial Planning (CFP) Board. Prerequisites: FPLN 341, FPLN 441, FPLN 443, FIN 333, and ACCT 361; major in ACCT, BUAD and ECON; senior standing.

LEGL 225 LEGAL ENVIRONMENT OF BUSINESS (3)

Examines the nature and sources of law, the U.S. legal system with emphasis on court jurisdiction, procedure, constitutional law, torts, criminal law, and contracts in general and as they relate to business. Core: The United States as a Nation.

MATH 211 CALCULUS FOR APPLICATIONS (3)

Intended primarily for students in biology, business, economics, psychology and the social sciences. Elements of differential and integral calculus from an intuitive standpoint with emphasis on the use of calculus in the above fields. Exponential and logarithmic functions, partial derivatives included. Not open to mathematics majors or minors. Prerequisite: qualifying score on the Math Placement Test or MATH 115 (recommended) or MATH 119. Core: Mathematics.

MATH 231 BASIC STATISTICS (3)

A non-calculus based introduction to statistics with emphasis on applications. Topics include categorical and quantitative data collection through sampling and experimental design, data description and displays, confidence intervals and hypothesis tests for one- and two-samples, and matched-pairs design; normal and t-distributions; correlation and simple linear regression. Emphasis on interpretations of results throughout. Substantial use of a computer package as a learning and computational tool. Students who have successfully completed the honors version of this course (MATH 233) will not receive additional credit for this course. Prerequisite: qualifying score on Math Placement exam or MATH 100 (recommended) or MATH 102 or higher. Core: Mathematics.

MKTG 341 MARKETING AND CREATIVITY (3)

Provides an overview of the discipline of marketing and its importance in the global economy. In this course, students will learn how marketing strategies and tactics are used to create value for all stakeholders. Students will practice both critical and creative thinking and then utilize quantitative and qualitative analysis to solve real-world marketing problems. Prerequisite: sophomore major/minor standing.

MNGT 361 LEADERSHIP AND MANAGEMENT (3)

Experience how leadership impacts organizational culture, strategy, and performance. Topics include making strategic decisions; leading and motivating; building and managing teams; managing communication, conflict, and power dynamics; human resource management; entrepreneurship; international business. Prerequisite: sophomore/junior/senior major/minor standing.

MNGT 481 STRATEGIC MANAGEMENT (3)

Business Policy and Strategy Capstone. Develops strategic thinking skills that integrate and build on the concepts and practices from functional business courses. Students will practice in-depth analysis of industries and competitors, and work to understand how managers must develop and implement strategies that generate sustainable value for all stakeholders by positioning the organization successfully in its competitive environment. Features a signature CBE experiential Live Strategy Case Competition with corporate partners. Must be taken at TU. Prerequisite: BUSX 301; FIN 331, MKTG 341, MNGT 361 and either EBTM 337 or ACCT 300; major in ACCT, BUAD, or EBUS; senior standing.

Appendix B — Sample Four Year Plan

Freshman

TERM 1	UNITS	TERM 2	UNITS
<u>ECON 201</u> * (Core 6)	3	<u>ECON 202</u> *	3
Prerequisite for MATH 211 if necessary*	3	<u>MATH 211</u> *	3
Core 1 (waived for transfer students)	3	Core 2*	3
Core 4*	3	Core 10*	3
Core 5*	3	Elective*	3
	15		15

Sophomore

TERM 1	UNITS	TERM 2	UNITS
<u>ACCT 201</u> *	3	<u>ACCT 202</u> *	3
<u>ECON 205</u> or <u>MATH 231</u> * (Core 3)	3	Core 8*	3
<u>LEGL 225</u> (Core 11)*	3	Core 13*	3
Core 7*	4	Elective*	3
Core 12*	3	Elective*	3
	16		15

Junior

TERM 1	UNITS	TERM 2	UNITS
<u>EBTM 250</u>	1	<u>MNGT 361</u>	3
<u>EBTM 251</u>	1	<u>EBTM 337</u>	3
<u>MKTG 341</u>	3	<u>FIN 333</u>	3

<u>BUSX 301</u> (Core 9)	4	<u>FIN 350</u>	3
<u>FIN 331</u>	3	<u>ACCT 361</u>	3
<u>FPLN 341</u>	3		
	15		15

Senior

TERM 1	UNITS	TERM 2	UNITS
<u>MNGT 282</u> (Recommended Core 14)	3	<u>BUSX 460</u>	3
<u>EBTM 365</u>	3	<u>FPLN 450</u>	3
<u>EBTM 350</u>	3	<u>MNGT 481</u>	3
<u>FPLN 441</u>	3	Elective	3
<u>FPLN 443</u>	3	Elective(s)	2
	15		14

Total Units 120

*May be transferred in from a Community College

Appendix C — Comparison to Other Universities

TU's specialization in Financial Planning is equivalent to a major

Towson University	Temple University ¹¹	William Paterson University ¹²	University of Delaware ¹³
Interdisciplinary Business Courses (51 credits)	Interdisciplinary Business Courses (43 credits)	Interdisciplinary Business Courses (39 credits)	Interdisciplinary Business Courses (42 credits)
Microeconomic Principles	Microeconomic Principles	Microeconomic Principles	Microeconomics
Macroeconomic Principles	Macroeconomic Principles		Macroeconomics
Principles of Financial Accounting	Financial and Managerial Accounting for Decision Making	Financial Accounting	Accounting I
Principles of Managerial Accounting		Managerial Accounting	Intermediate Accounting I
Legal Environment of Business	Legal and Ethical Reasoning in Business	Legal Environment of Business	Law and Social Issues in Business
Applied Calculus			Calculus I
Statistics	Quantitative Methods for Business I	Business Statistics I	
Problem Solving in Business I and II (Excel certification)	Quantitative Methods of Business II	Business Statistics II	
Business Communication	Business Communications		Executive Presentations and Professional Development
Professional Experience (Internship)	Professional Development Strategies		
Enterprise Information Systems	Digital Systems	Finance Information Systems	Introduction to Management Information Systems
Principles of Financial Management		Corporate Finance	Principles of Finance
Leadership and Management	Leadership and Organizational Management	Principles of Management	Organizational Behavior
Marketing and Creativity	Marketing Management	Principles of Marketing	Introduction to Marketing
Principles of Operations Management		Operations Management	Introduction to Operations Management
Strategic Management		Business Strategy and Policy	
Business Analytics	Statistical Business Analytics		Fundamentals of Business Analytics

¹¹ <https://www.temple.edu/academics/degree-programs/financial-planning-major-bu-finp-bba/required-courses>

¹² https://academiccatalog.wpunj.edu/preview_program.php?catoid=33&poid=8010

¹³ <https://lerner.udel.edu/programs/undergraduate-programs/majors/financial-planning-and-wealth-management/>

	Turning Numbers into Knowledge: Visualizing Data		
	Introduction to Risk Management		
		Values, Ethics and Sustainability	
			Basics of Business
Financial Planning Specific Courses (21 credits)	Financial Planning Specific Courses (18 credits)	Financial Planning Specific Courses (21 credits)	Financial Planning Specific Courses (21 credits)
Investments and Equity Security Analysis	Security Analysis and Portfolio Management	Investment Analysis and Planning	Investments
Financial Modeling in Corporate Finance			Intermediate Financial Management
Fundamentals of Financial Planning	Wealth Management	Personal Financial Planning	Principles of Financial Planning
Tax Accounting I		Taxation I	Taxation for Business & Investment Planning
Retirement Planning and Employee Benefits	Insurance, Benefits and Retirement Planning	Retirement Planning	Retirement Planning
Estate Planning	Tax, Estate and Trust Planning	Estate Planning	Estate Planning
Capstone in Financial Planning	Seminar in Financial Planning	Financial Planning Capstone	Financial Plan Development
	Introduction to Corporate Compliance		
		International Financial Management	
		Insurance Analysis Planning	Insurance Planning

Appendix D — Articulation Agreement



Board of Regents

Summary of Item for Action
Information, or Discussion

TOPIC: Towson University (TU) proposal for a Bachelor of Science in Marketing

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: April 8, 2026

SUMMARY: Towson University proposes the elevation of the existing concentration in Marketing within the Bachelor of Science in Business Administration into a stand-alone Bachelor of Science in Marketing. This change involves no new curriculum, no new courses, no new faculty, and requires no additional resources. The program will continue to be administered by the Department of Marketing within the College of Business and Economics and will remain fully within the scope of AACSB accreditation. Elevation to a stand-alone major enhances program clarity, aligns the degree title with employer expectations, and reinforces Towson University's mission to provide transformational, accessible education that prepares students for career success. Marketing is the largest concentration in the Business Administration program, with enrollment of 513 students in fall 2025. The stand-alone major will strengthen graduates' competitiveness in the job market and enable clearer reporting of enrollment, retention, and career outcomes consistent with USM institutions. This proposal aligns fully with AACSB disciplinary classification, follows national norms for business degree structure, and reflects a reclassification—not an expansion—of current academic offerings. TU's students will benefit from enhanced credential clarity, and Maryland's employers will benefit from a more visible and better-aligned talent pipeline.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fee revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from TU for a B.S. in Marketing

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn, 301-445-1992, awrynn@usmd.edu



Mark R. Ginsberg,
Ph.D.
President

Office of the President
8000 York Road
Towson, MD 21252-0001

March 10, 2026

TOWSON.EDU

Jay Perman, M.D.
Chancellor
University System of Maryland
3300 Metzerott Road
Adelphi, MD 20783

Dear Chancellor Perman:

In accordance with the Code of Maryland Regulation (COMAR) 13B.02.03.06, Towson University seeks your review and approval to offer the following six new undergraduate degrees, effective fall 2026:

- Bachelor of Science in Business Analytics
- Bachelor of Science in Business Economics
- Bachelor of Science in Finance
- Bachelor of Science in Financial Planning
- Bachelor of Science in Marketing
- Bachelor of Science in Project Management

All the coursework that will comprise the six new proposed undergraduate degree programs is currently offered through TU's Business Administration major as either a concentration or specialization within that degree program. TU proposes to elevate these six concentrations/specializations into standalone baccalaureate degree programs. The elevation of these existing concentrations/specializations, which already effectively operate as standalone degree programs in everything but name, will involve no change to curriculum, faculty, or program administration: These programs will be implemented using existing resources under Education Article § 11-206.1. Establishing these six concentrations/specializations as standalone degree programs reflects current industry standards and responds to consistent student demand for greater program clarity and degree recognition, thereby improving our graduates' marketability.

If you have any questions or require additional information, please contact Rhodri Evans, Assistant Provost for Assessment, Accreditation and Compliance, at rhodrievans@towson.edu or by phone at 410-704-3312.

Thank you in advance for your review.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark R. Ginsberg".

Mark R. Ginsberg, Ph.D.
President

MG/rjme

cc: Dr. Candace Caraco, Associate Vice Chancellor for Academic Affairs, USM
Dr. Melanie L. Perreault, Provost and Executive Vice President for Academic Affairs
Dr. Clare N. Muhoro, Associate Provost for Academic Affairs
Dr. Prabakar Kothandaraman, Dean, College of Business and Economics

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

Institution Submitting Proposal

Title of Proposed Program

Award to be Offered

Projected Implementation Date

Proposed HEGIS Code

Proposed CIP Code

Department in which program will be located

Department Contact

Contact Phone Number

Contact E-Mail Address

Signature of President or Designee

Date _____



College of Business and Economics
Department of Marketing
Proposal for Bachelor of Science in Marketing

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A. Centrality to Institutional Mission and Planning Priorities.

A.1 Program description and relation to TU mission.

Towson University proposes the elevation of the existing concentration in Marketing within the Bachelor of Science (BS) in Business Administration into a stand-alone Bachelor of Science in Marketing. This change involves no new curriculum, no new courses, no new faculty, and requires no additional resources. The program will continue to be administered by the Department of Marketing within the College of Business and Economics and will remain fully within the scope of AACSB accreditation.

The Marketing curriculum prepares students for careers in brand management, marketing research, professional selling and sales force management, advertising, public relations, international marketing, non-profit management, supply chain management, retailing, database management, social media and more.

Mirroring the structure of majors at other AACSB accredited business schools, the existing concentration requires a foundation in cross-disciplinary business courses and 24 credits focused on marketing. Because AACSB classifies programs by discipline, treating majors, concentrations, and specializations as equivalent,¹ the change will have no effect on current accreditation. However, it will benefit students by providing them with a clearer, more marketable credential aligned with industry expectations. Major status is desired by TU students because the discipline of marketing will be reflected on their diplomas. The proposed change improves alignment with the search practices of employers and applicant tracking systems that rely on degree titles, thereby enhancing students' competitiveness for internships and full-time positions. Classification as a major will also provide transparency in data availability and increase accuracy in tracking programs.

Furthermore, the change is aligned with the mission of TU. Through a foundation in the liberal arts and a commitment to academic excellence, interdisciplinary study, research and public service, Towson University prepares students for careers in high demand today and in the future. Marketing capabilities are core to Maryland's economy and essential skills for student career success.

A.2 Alignment with TU's strategic goals and priorities.

The elevation of the concentration in Marketing to a stand-alone Bachelor of Science in Marketing directly advances TU's six institutional priorities: Educate, Innovate, Engage, Include, Support, and Sustain.

Educate: Marketing is a high-demand field aligned with state and regional workforce needs. Students graduate with strong analytical and problem-solving skills, industry-relevant

¹ See <https://www.aacsb.edu/-/media/documents/accreditation/2020-interpretive-guidance-july-2021.pdf> wherein "majors or other areas where intellectual capital would be expected to be maintained, including concentrations and specialties" are held to identical standards (e.g., p. 10).

certifications, including Hubspot certification, and professional certification in Microsoft Excel—preparing them for immediate career success.

Innovate: The curriculum is continuously updated to reflect current technologies in marketing analytics and digital marketing.

Engage & Include: Courses are infused with applied learning opportunities, collaborative problem-solving, and real-world projects. All students complete a professional internship, strengthening connections with employers and expanding access to equitable experiential learning.

Support: Major status enhances the clarity and visibility of a student's course of study, improving employer recognition and supporting stronger outcomes in internships, job placement, and graduate school admissions.

Sustain: The proposed change is fiscally responsible. Because the curriculum, faculty, and administrative structures already exist, the elevation to a major requires no new university resources while improving program visibility and institutional effectiveness.

A.3 Adequate funding for first five years.

TU has offered a Concentration in Marketing within the Business Administration major since 1971. The proposed change to a stand-alone major will be a reclassification of the current program, will require no new resources, and will continue to be adequately funded.

A.4 Institutional commitment.

TU is committed to continuing to provide the administrative, financial, and technical support required to support the program. The program will continue to be housed in the Department of Marketing within the College of Business and Economics. No new administrative, financial, or technical support is required.

The existing concentration in Marketing within the BS in Business Administration would be converted to a BS in Marketing. All students currently enrolled in the concentration would have the option of switching to the BS in Marketing or completing the concentration within a period of four years. The vast majority will choose to switch. As the program structure and course offerings will remain the same, no additional accommodations will be necessary.

TU is committed to student success and will provide all enrolled students with the necessary courses and resources (such as advisors to guide students through the program and technical support from the Office of Technology Services) so they can graduate on schedule.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan.

B.1 Demonstrated demand and need.

Converting the current program into a stand-alone Bachelor of Science in Marketing will better meet the needs of students and employers while maintaining TU's commitment to advancing knowledge and expanding educational opportunities for minority and educationally disadvantaged students. The proposed change will 1) give the program a more coherent disciplinary identity; and 2) improve the visibility of marketing as an in-demand field. Because the curriculum, faculty, and transfer pathways will remain fully intact, the change will expand

educational choice by offering the opportunity for students to earn a high-value degree with fewer barriers and clearer outcomes. Offering a credential that is both industry-aligned and accessible is consistent with TU's commitment to enhancing social mobility, broadens opportunities for well-paid careers in marketing, and aligns with the University's role as an anchor institution supporting inclusive economic development across the state.

B.2 Consistency with the Maryland State Plan for Postsecondary Education.

Elevating the program to a stand-alone major will directly support the Maryland State Plan for Postsecondary Education's goal of Student Success by strengthening the quality, clarity, and market relevance of academic pathways that prepare students for high-demand careers. It will reinforce **Priority 5: Maintain the commitment to high-quality postsecondary education in Maryland** by providing students with 1) a more accurate disciplinary identity; 2) improved advising clarity; 3) and a credential that aligns with industry expectations and national and state norms. The change also advances **Priority 7: Enhance the ways postsecondary education is a platform for ongoing lifelong learning** by creating a more transparent structure that better supports students pursuing advanced certifications, graduate study, and professional roles in marketing. Because the proposal requires no new resources, it embodies the State Plan's emphasis on accessible, high-quality, and future-focused educational offerings that contribute to Maryland's long-term economic vitality.

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

C.1 Employment opportunities.

The program prepares students for careers in marketing, including in brand management, marketing research, professional selling and sales force management, advertising, public relations, international marketing, non-profit management, supply chain management, retailing, database management, and social media. These roles typically require a bachelor's degree and are associated with Standard Occupational Classification (SOC) codes such as Marketing Manager (11-2021), Sales Manager (11-2022), or Market Research Analyst (13-1161).

C.2 Market demand.

According to data from the TU Career Center, 91% of 2024 graduates of the program were employed or pursuing further education six months after earning their degree. The average entry-level salary of program graduates was \$50,305. Entry-level employers included ADP, CBS Radio, Cintas, Johnson & Johnson, Manglow Media, MarCom Group, Northwestern Mutual, T. Rowe Price, and Whiting-Turner Company, among others.

C.3 Expected vacancies over the next five years.

According to the Bureau of Labor Statistics Occupational Outlook Handbook, the job outlook for Marketing Managers with a bachelor's degree will grow faster than average, with an employment growth of 6% by 2034 and a 2024 median salary of \$159,660 per year.² The outlook for Sales Managers is also strong (5% growth), with a 2024 median salary of \$138,060.

² <https://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm>

Marketing research positions are also growing faster than average (7%), with a median salary of \$76,950.

According to the Maryland Department of Labor, the demand in Maryland for marketing managers is also likely to grow faster than average, at 7.48%, with 18,272 positions by 2032. The demand for sales managers is growing at 7.8%, with over 8,000 positions, and the demand in Marketing Research is growing 9.16%, with over 15,000 job openings predicted by 2032.³

C.4 Projected supply of prospective graduates.

The conversion of the concentration to a stand-alone major will benefit the current population of TU students, as well as the population of transfer students who choose TU. As of fall 2025, Marketing is the largest concentration in the Business Administration major, with 513 students enrolled. Table C1 shows the number of incoming first-time and transfer students who either declared Marketing as their concentration or who did not initially declare a concentration over the past five years. Table C2 shows the number of students transferring into the TU College of Business and Economics from community colleges in Maryland over the past five years.

Table C1: Enrollment in Potential Feeder Programs (Incoming First-time and Incoming Transfer students, Towson University)

Institution	Program Name	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Towson University	Business Administration -- undeclared	165	136	136	106	107
Towson University	Business Administration, Concentration in Marketing	235	207	171	206	170

Source: Towson University Institutional Research⁴

Table C2: Enrollment in Potential Feeder Programs (Number of Students Transferring into TU)

Community College	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Allegany College of Maryland	1	1	0	0	0	0
Anne Arundel Community College	35	36	30	24	29	18
Baltimore City Community College	1	5	6	2	3	2
Carroll Community College	13	9	10	14	11	12
Cecil Community College	2	5	4	2	1	3
Chesapeake College	1	4	4	1	1	3
College of Southern Maryland	7	3	10	10	3	10
Community College of Baltimore County	51	68	61	46	53	46
Frederick Community College	16	16	9	10	9	11
Hagerstown Community College	5	4	4	1	3	3
Harford Community College	44	49	42	32	26	26
Howard Community College	28	33	38	16	20	18
Montgomery College	37	41	27	22	21	22

³ <https://labor.maryland.gov/lmi/iandoproj/occupationalprojections.xlsx>

⁴ <https://wp.towson.edu/institutionalresearch/academic-plans/>

Community College	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Prince Georges Community College	4	14	9	7	7	12
Wor Wic Community College	2	1	1	0	1	1

Source: Towson University Institutional Research⁵

D. Reasonableness of Program Duplication.

D.1 Program duplication.

A bachelor's degree in marketing is a standard offering at four-year universities in Maryland (see Table D1). Moreover, as TU's program in Marketing already exists as one of the largest programs in the state, elevation of the concentration to a major should have minimal impact on any other Maryland institution.

The structure of the concentration in Marketing currently offered by the College of Business and Economics at TU is similar to all business programs in marketing offered by colleges of business that are accredited by AACSB, the primary accrediting agency in the field. AACSB-accredited institutions in Maryland that offer a major in marketing include the University of Maryland, College Park, Loyola University Maryland, Morgan State University, Salisbury University, and University of Maryland Eastern Shore. Frostburg State University offers a concentration in Marketing that is similarly structured and accredited. Additionally, there are other non-AACSB-accredited institutions in Maryland that also offer bachelor's degrees or concentrations in marketing whose curricula, unlike TU's, are not required to adhere to AACSB accreditation standards.

Table D1: Degrees Awarded in Marketing at TU and Other Maryland Institutions

Institution	Program Name	2021	2022	2023	2024	2025
Coppin State University	Marketing major	4	2	3	1	2
Loyola University Maryland	Marketing (BBA) major	0	0	9	69	66
McDaniel College	Marketing major	0	4	5	8	15
Morgan State University	Marketing major	27	20	17	29	28
Salisbury University	Marketing major	107	67	86	60	64
Stevenson University	Marketing major	11	14	13	15	19
University of Maryland, College Park	Marketing major	163	192	217	193	178
University of Maryland Eastern Shore	Marketing major	5	6	5	7	4
University of Maryland Global Campus	Marketing major	101	95	87	123	120
Loyola University	Digital Marketing & Analytics major	N/A	N/A	N/A	N/A	0
Hood College	Integrated Marketing Communication major	8	6	10	12	19

⁵ <https://wp.towson.edu/institutionalresearch/transfer-students/>

Institution	Program Name	2021	2022	2023	2024	2025
Notre Dame of Maryland University	Marketing Communications major	3	1	0	1	1
Bowie State University ⁶	Concentration in Marketing within Business Administration major	N/A	N/A	N/A	N/A	N/A
Frostburg State University	Concentration in Marketing within Business Administration major	N/A	N/A	N/A	N/A	N/A
Towson University	Concentration in Marketing within Business Administration major	177	149	167	166	136

Sources: MHEC Academic Program Inventory;⁷ Maryland Higher Education Commission Trends in Degrees and Awards by Program 2025,⁸ TU Institutional Research

D.2 Justification for the proposed program.

AACSB classifies programs by discipline, treating majors, concentrations, and specializations as equivalent⁹. Therefore, the basic structure of the current concentration, with a foundation in cross-disciplinary courses in business and 24 credits focused in marketing, is similar to the structure of majors in marketing at other AACSB-accredited business schools (see Appendix A). The current concentration in marketing offered at TU is equivalent to a major in all but name. Major status is desired by TU students because the discipline of marketing will be reflected on their diplomas, and they deserve the same access as students at other universities.

Classification as a major will also provide transparency in data availability and increase accuracy in tracking programs.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs).

While Coppin State University, Morgan State University, and the University of Maryland Eastern Shore offer undergraduate degrees in marketing, and Bowie State University offers a concentration in marketing, as indicated in Table D1, this is a standard major available at many four-year institutions, both within Maryland and nationally. The conversion of TU's existing Marketing concentration to a stand-alone major, which involves no curricular changes and requires no additional resources, should have minimal impact on high-demand programs at Maryland's HBIs.

⁶ Note that degree award data disaggregated by individual concentration within the degree is not available in the source MHEC report.

⁷ https://mhec.maryland.gov/institutions_training/Pages/searchmajor.aspx

⁸ <https://mhec.maryland.gov/publications/Documents/Research/AnnualReports/2025TrendsDegreesByProgram.pdf>

⁹ See <https://www.aacsb.edu/-/media/documents/accreditation/2020-interpretive-guidance-july-2021.pdf> wherein "majors or other areas where intellectual capital would be expected to be maintained, including concentrations and specialties" are held to identical standards (e.g., p. 10).

F. Relevance to the identity of Historically Black Institutions (HBIs).

The conversion of TU's existing Marketing concentration to a stand-alone major, which involves no curricular changes and requires no additional resources, should have minimal impact on the uniqueness and institutional identities and missions of Maryland's HBIs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes.***G.1 Oversight of the program.***

The curriculum that will constitute the new stand-alone major is already established; no resources are required to develop the degree program as all the coursework and faculty needed to teach it are already in place. Towson University has offered a concentration in Marketing since 1971. The program meets rigorous standards of faculty qualification consistent with AACSB guidelines of greater than 60% of student credit hours in the discipline taught by full-time faculty and greater than 90% taught by qualified faculty. In academic year 2025-2026, 92% of faculty teaching courses required within the marketing concentration were full-time, and 100% were qualified by AACSB standards.

Faculty teaching in the program and their credentials are listed in Table I1.

G.2 Educational objectives and learning outcomes.

Program learning goals are appropriate and aligned with both TU's broad institutional student learning outcomes (ISLOs) and AACSB guidance.

Table G1: Alignment of Program Learning Goals with TU Goals

Program Learning Goal	Aligned TU ISLO
Apply Marketing Knowledge in the Context of Professional Employment	Specialized Knowledge in Defined Fields
Communicate Properly and Effectively	Effective Communication
Apply Critical Thinking and Problem-Solving Skills to Organizational Decision Making	Critical Analysis and Reasoning
Use Technology Effectively in Business Settings	Information Literacy and Technological Competency
Work Effectively Toward Achieving Common Goals within Diverse Teams	Working in Multifaceted Work Environments
Distinguish Between Ethical and Unethical Conduct in their Professional Lives	Local and Global Citizenship and Leadership

G.3 Assessment and documentation of student learning outcomes.

Faculty involvement and collaboration in the assurance of learning process was commended by the peer review team during our more recent AACSB review in 2023. Moreover, the Department of Marketing remains committed to maintaining a mature, responsive assessment process. All learning objectives are measured by at least one faculty-created direct measure infused into a course, as well as indirect assessments from students and employers. Cross-disciplinary faculty on a college Assessment Committee ensure that results and opportunities

for improvement are communicated to their home departments, other relevant committees, and CBE leadership.

G.4 Program requirements.

As is typical in AACSB accredited universities, the program requires a standard set of cross-disciplinary business courses as well as focused instruction within the specific discipline (i.e., major/concentration/specialization, which are treated identically by AACSB). A listing of required courses is given in Table G2. See Appendices A and B for descriptions of the required courses in the major and a sample four-year program completion plan.

Table G2: Program Requirements

Course Number	Course Title	Credit Weighting
Foundation Courses Required for Admission to Major (18 credits)		
ACCT 201*	Principles of Financial Accounting	3
ECON 201*	Microeconomic Principles	3
ECON 202*	Macroeconomic Principles	3
LEGL 225*	Legal Environment of Business	3
ECON 205 or MATH 231*	Statistics for Business and Economics I or Statistics	3
MATH 211*	Applied Calculus	3
Foundational Courses in Business (32 credits)		
ACCT 202*	Managerial Accounting	3
BUSX 301	Business Communications	3
EBTM 250	Problem Solving in Business I	1
EBTM 251	Problem Solving in Business II	1
EBTM 337	Enterprise Information Systems	3
FIN 331	Principles of Financial Management	3
MKTG 341	Marketing and Creativity	3
MNGT 361	Leadership and Management	3
EBTM 350	Business Analytics	3
EBTM 365	Principles of Operations Management	3
MNGT 481	Strategic Management	3
BUSX 460	Professional Experience	3
Marketing Requirements (24 credits)		
MKTG 411	Digital Marketing	3
MKTG 425	Consumer Behavior Analysis	3
MKTG 431	Marketing Analytics	3
MKTG 441	Marketing Research	3
MKTG 451	Professional Selling	3
MKTG 485	Strategic Marketing	3
Marketing Electives (Select Two of the Following)		
MKTG 345	Managing Integrated Marketing Communications	3
MKTG 347	Services Marketing	3
MKTG 350	Entrepreneurial Marketing	3
MKTG 381	Sustainable Marketing	3
MKTG 412	Advanced Digital Marketing	3
MKTG 445	Global Marketing	3
MKTG 452	Advanced Selling and Sales Management	3
Total Program Requirements		74

Course Number	Course Title	Credit Weighting
Additional Core Curriculum/Elective Credits Required to Complete Degree		46
Total Credits for BS Degree		120

*May be transferred from a community college

G.5 General education requirements.

TU's [Core Curriculum](#), comprising fourteen categories within four themes (43-46 credits in total), satisfies the general education requirements mandated by the State of Maryland (COMAR 13B.06.01.03) and educational effectiveness standards held by the university's accrediting body, the Middle States Commission on Higher Education. To fulfill TU's Core Curriculum requirements, students must complete one course from each of the following categories (1-14).

Table G3: TU Core Curriculum Requirements

Core Category	Credits
Fundamentals	
(1) Towson Seminar (Must be completed with a minimum C grade; course not required for transfer students)	3
(2) English Composition (Must be completed with a minimum C grade)	3
(3) Mathematics	3-4
(4) Creativity & Creative Development*	3
Ways of Knowing	
(5) Arts and Humanities*	3
(6) Social & Behavioral Sciences	3
(7) & (8) Biological & Physical Sciences	7-8
Writing in a Chosen Field	
(9) Advanced Writing Seminar (Must be completed with a minimum C grade)	3-4
Perspectives	
(10) Metropolitan Perspectives	3
(11) The United States as a Nation	3
(12) Global Perspectives	3
(13) Diversity & Difference	3
(14) Ethical Issues & Perspectives	3
Total Credits	43-46

*Courses fulfilling Core 4 and Core 5 requirements must be from different subjects.

ECON 205 or MATH 231 (Core 3), ECON 201 or ECON 202 (Core 6), BUSX 301 (Core 9), and LEGL 225 (Core 11) fulfill both TU Core Curriculum and major requirements.

G.6 Specialized accreditation requirements.

Converting the current concentration in Marketing to a stand-alone major will not affect the program's accreditation status; it will remain fully within the scope of AACSB accreditation.

G.7 Outside contracts.

Not applicable.

G.8 Program assurances.

Curriculum, course, and degree requirements are updated and published annually in TU's academic catalog. The Department of Marketing's website provides links to detailed information about degree requirements as well as information that will help students be successful in the program, such as advising resources, scholarships, and internship opportunities. TU's website offers extensive information about student support services, financial aid, and tuition costs each year.

The College of Business and Economics has a dedicated Student Academic and Career Services unit with professional advisors trained on the Marketing curriculum. All TU undergraduate students are required to meet with an academic advisor each semester. In the first meeting with an advisee after the student reaches 45 credits, the academic advisor helps the student develop a Four-Year Degree Completion Plan, according to the academic requirements for the major. During subsequent advising meetings, the advisor reviews the student's progress towards their degree and helps the student plan courses for the next semester. The advisor may help the student modify the degree completion plan, if necessary. A dedicated career advisor within CBE works with the TU Career Center to provide advice to students and help with the search for an internship and a post-graduation job. All students in the Marketing program will be required to complete a professional internship as part of the BUSX 460: Professional Experience course.

Students in the program have the same opportunities for scholarships as students across the College of Business and Economics.

G.9 Assurances of advertising, recruiting, and admissions materials.

TU regularly reviews its advertising, recruiting, and admissions materials to ensure that they clearly and accurately represent programs and services available, and that there is consistency across different modes of communication such as the TU website, the academic catalog, and other print and online promotional materials.

H. Adequacy of Articulation.

TU has signed an articulation agreement with Cecil College to facilitate transfer into the program (see Appendix D). Additionally, TU maintains statewide ARTSYS-aligned articulation pathways for business programs with all Maryland community colleges. Because the Marketing curriculum remains unchanged, all existing pathways will continue to apply directly to the Marketing major.

I. Adequacy of Faculty Resources.

I.1. Quality of program faculty.

All programs within the scope of AACSB accreditation are required to meet rigorous standards for instructional quality. A listing of faculty and program courses they regularly teach is given in Table I1.

Table I1: Faculty Resources

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Adams, Jessica	Part-time	MS, Applied Math, Johns Hopkins University, 2016	Adjunct Professor	MATH 231
Allan, Shaun	Part-time	MS Mathematics, Towson University, 2017	Adjunct Professor	MATH 211
Azmi Shabestari, Mehrzad	Full-Time	PhD, Accounting, Rutgers University, 2017	Associate Professor	ACCT 201
Berkley, Darrin	Part-time	PhD, Mathematics Education, Morgan State University, 2012	Adjunct Professor	MATH 231
Bitoude, Eric	Part-time	MS Math Education, UMBC, 2014	Adjunct Professor	MATH 211
Bonanno, Francis	Part-Time	MBA, University of Maryland, 2008	Adjunct Professor	BUSX 460
Boro, Irene	Part-Time	PhD, Morgan State University, 2026	Adjunct Professor	FIN 331
Boyd Leon, Chris	Full-Time	PhD, Economics, University of Minnesota, 2022	Assistant Professor	ECON 201
Bracken, Victoria	Part-time	MBA, University of Baltimore/TU, 2018	Adjunct Professor	MATH 231
Brannon, David	Full-time	PhD, Entrepreneurship, Syracuse University, 2011	Professor	MNGT 481
Brown, Dima	Part-Time	DBA, University of Maryland Global Campus, 2023	Adjunct Professor	ACCT 201
Buchoff, Barry	Full-Time	MBA, Loyola University, 1975 (CPA)	Assistant Professor	ACCT 202
Case, Vera	Full-Time	JD, University of Maryland, 1993	Teaching Professor	BUSX 301, BUSX 460
Cavallaro, Angela	Full-Time	MS, Behavioral Science, Johns Hopkins University, 2002	Assistant Teaching Professor	BUSX 301
Chang, Hua	Full-Time	PhD, Marketing, Drexel University, 2014	Associate Professor	MKTG 341
Chapman, Graig	Part-time	MS, Mathematics, SUNY at Albany, 2017	Adjunct Professor	MATH 231
Charvat, Matthew	Part-Time	MS, Human Resource Development, Towson University, 2009	Adjunct Professor	MNGT 361
Cheng, Feng	Full-Time	PhD, Operations, Arizona State University, 2020	Assistant Professor	EBTM 350
Christensen, Finn	Full-Time	PhD, Economics, University of Minnesota, 2022	Assistant Professor	ECON 201
Cook, William	Full-Time	MBA, Loyola University, 1988	Associate Teaching Professor	EBTM 250, EBTM 251
Coriale, Kenneth	Full-Time	MA, Economics, University of Maryland, 2018	Assistant Teaching Professor	ECON 201

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Crispell, Jacquelyn	Part-time	MS, Science Administration, Johns Hopkins University, 1990	Adjunct Professor	MATH 231
Cutrone, Joseph	Part-Time	PhD, Mathematics, Johns Hopkins University, 2011	Adjunct Professor	EBTM 250, MATH 231
Dalsimer, Kevin	Part-time	MS Math Education, Towson University, 2004	Adjunct Professor	MATH 211
Davis, Shymaine	Full-Time	MBA, Johns Hopkins University, 2001 (CPA)	Assistant Teaching Professor	ACCT 201
DeAlmeida, Robert	Part-Time	MS Economics, University of Baltimore, 1985	Adjunct Professor	BUSX 460
Delahanty, Kathryn	Full-Time	JD, University of Maryland, 1994	Teaching Professor	BUSX 301
DeMallie, Suzanne	Full-Time	MS, Teaching, Goucher College, 2011 (CPA)	Assistant Teaching Professor	FIN 331
Donnelly, Mark	Full-Time	MSF, Finance, Loyola University, 2008, CFP	Professor of Practice	FIN 331
Drager, David	Part-Time	MA, Health Science Administration, 1993	Adjunct Professor	MKTG 451
Du, Lijing	Full-Time	PhD, Finance, University of Kansas, 2013	Professor	FIN 331
Dukes, Lawrence	Full-Time	MAS, Information Technology, Johns Hopkins University, 1982	Assistant Teaching Professor	MKTG 341, MKTG 431, MKTG 445
Dutta, Koushikee	Full-time	PhD, Management and Entrepreneurship, Louisiana Tech University, 2021	Assistant Professor	MNGT 481
Duverger, Philippe	Full-Time	PhD, Marketing, George Washington University, 2009	Professor	MKTG 425, MKTG 441
Ellison, Lori	Full-time	PhD, Business and Management, University of Maryland, 2009	Professor of Practice	MNGT 481
Essien, Shawn	Part-Time	JD, University of Baltimore, 1998	Adjunct Professor	LEGL 225
Estelle, Matthew	Full-time	M.A., Mathematics Education, Ohio State University, 2009	Assistant Teaching Professor	MATH 211
Fanelle, Brandon	Part-Time	BS, Business Administration, 2015 (CFP)	Adjunct Professor	BUSX 460
Fardanesh, Soheila	Full-Time	MA, Mathematical Economics, University of Colorado, 1982	Teaching Professor	ECON 205
Fernandez, Edward	Part-time	MS, Mathematics Education, Towson University, 2009	Adjunct Professor	MATH 231
Flores, Mark	Full-Time	MBA, University of Baltimore, 2013	Assistant Teaching Professor	BUSX 460, MNGT 361
Fluelling, Vanecia	Full-Time	PhD, Information Technology, Morgan State University, 2019	Professor of Practice	MKTG 341

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Frye, Raquel	Full-Time	MS, Economics, Georgia State University, 2004	Associate Teaching Professor	ECON 201
Glushakow-Smith, Lily	Full-time	MS, Mathematics, Sam Houston State University, 2023	Assistant Teaching Professor	MATH 231
Goodyear, Bryan	Part-time	MS, Management Information Systems, University of Maryland Global Campus, 2019	Adjunct Professor	EBTM 337
Groves, Melissa	Full-Time	PhD, Economics, University of Massachusetts, 2000	Associate Professor	ECON 201
Hardy, William	Part-Time	MS Marketing/Finance, Northwestern, 2004	Adjunct Professor	MKTG 341
Hartnett, Ryan	Part-Time	MS, Business, University of Scranton, 2015	Adjunct Professor	MNGT 361
Hazra, Megharanji	Full-Time	MS, Economics, University of Calcutta, 2002	Associate Teaching Professor	ECON 201, ECON 202
Hogan, Elizabeth	Full-Time	MBA, Georgetown University, 2009	Assistant Teaching Professor	EBTM 250, EBTM 251
Hou, Xuezhong	Full-time	PhD Applied Mathematics, Oakland University, 2000	Professor	MATH 211
Huang, Jian	Full-Time	PhD, Finance, University of Kansas, 2013	Professor	FIN 331
Iotina, Gergana	Full-Time	JD, University of Baltimore, 2002	Clinical Assistant Professor	LEGL 225
Ji, Justin	Full-Time	PhD, Management, University of Kansas, 2009	Associate Professor	MNGT 361
Jin, Zhenyu	Full-Time	PhD, Marketing, University of South Carolina, 2023	Assistant Professor	MKTG 441, MKTG 412
Johnson, Quincey	Full-Time	JD, University of Maryland, 1993	Teaching Professor	BUSX 301, LEGL 225
Jones, Bruce	Part-Time	MBA, University of Baltimore, 2007	Adjunct Professor	MNGT 361
Jung, Juergen	Full-Time	PhD, Economics, Indiana University, 2008	Professor	ECON 202
Kazandjian, Brett	Full-Time	PhD, Marketing, Texas A&M, 2024	Assistant Professor	MKTG 485
Khoshghadam, Leila	Full-Time	PhD, Marketing, Old Dominion University, 2020	Assistant Professor	MKTG 381, MKTG 411
Kim, Eunice	Full-Time	PhD, Marketing, Yale University 2010	Assistant Professor	MKTG 345, MKTG 425
King, Andrew	Part-Time	MBA, Loyola University, 2016	Adjunct Professor	MNGT 361
Knight, Stacy	Full-Time	MBA, Loyola University, 1995	Associate Teaching Professor	MKTG 341, MKTG 445, MKTG 485

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Kulkarni, Gauri	Full-Time	PhD, University of Maryland, 2009	Associate Professor	MKTG 341, MKTG 431
Kwon, Kyungeun	Full-Time	PhD, Accounting, Virginia Commonwealth University, 2022	Assistant Professor	ACCT 201
Leppo, Sam	Full-Time	MA, Economics, American University, 2000	Teaching Professor	ECON 202
Li, Jianan	Full-Time	PhD, Management, Nanjing University, 2017	Assistant Professor	MNGT 361
Litterello, David	Part-Time	MBA, New York Institute of Technology, 1992	Adjunct Professor	BUSX 460, MNGT 361
Liu, Yang	Full-Time	PhD, Economics, Rutgers University, 2024	Assistant Professor	ECON 201, ECON 202
Liu, Yanli	Full-Time	PhD, Economics, Northeastern University, 2024	Assistant Professor	ECON 201
Magnotta, Sarah	Full-Time	PhD, University of Kentucky, 2015	Associate Professor	MKTG 341, MKTG 451
Magnotta, Sarah	Full-Time	PhD, University of Kentucky, 2015	Associate Professor	MKTG 451
Manley, James	Full-Time	PhD, Economics, University of California Berkeley, 2008	Professor	ECON 205
Markowitz, Ivan	Part-time	MS, Electrical Engineering, University of Pennsylvania, 1969	Adjunct Professor	MATH 231
McComas, Heather	Part-Time	MS, Information Technology, Towson University, 2015	Adjunct Professor	BUSX 460
Mohamed, Mona	Full-time	DSc, Information Technology, Towson University, 2018	Associate Professor	EBTM 337
Moyer, Todd	Full-time	EdD, Temple University, 2003	Professor	MATH 211
Nag, Barindra	Full-Time	PhD, Management Science, University of Maryland, 1997	Professor	EBTM 337, EBTM 365
Noyes, Donna	Full-time	MS Applied and Computational Mathematics, Johns Hopkins University, 2022	Assistant Teaching Professor	MATH 211
O'Leary, Erica	Full-time	MS, Mathematics, Northwestern University, 2018	Assistant Teaching Professor	MATH 231
Palmateer, Jason	Full-Time	MA, Economics, University of Iowa, 1994	Teaching Professor	ECON 205
Parolia, Neeraj	Full-time	PhD, Business Administration, Central Florida University, 2008	Associate Professor	EBTM 337
Peev, Plamen	Full-Time	PhD, University of Georgia, 2011	Professor	MKTG 445, MKTG 451
Pillutla, Sharma	Full-time	PhD, Operations Management, Syracuse University, 1993	Professor	EBTM 337
Prettyman, Alexa	Full-Time	PhD, Economics, Georgia State University, 2021	Assistant Professor	ECON 201
Pustovit, Aleksandra	Full-Time	PhD, Management, Rutgers University, 2019	Assistant Professor	MNGT 361

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Rassipour, Rana	Full-Time	MS, Systems Engineering, The George Washington University School of Business, 2013	Associate Teaching Professor	EBTM 350
Ray, Brian	Part-time	MS Mathematics, Towson University, 2008	Adjunct Professor	MATH 211
Rhoads, Thomas	Full-Time	PhD, Economics, University of Wyoming, 2000	Professor	ECON 202
Richardson, Joseph	Part-Time	MBA, Loyola University, 2003	Adjunct Professor	BUSX 460, MKTG 341
Riggs, Nina	Part-time	MS, Educational Leadership, Loyola University, 2015	Adjunct Professor	MATH 231
Rodman, John	Full-Time	MBA, Virginia Commonwealth University, 2001	Assistant Teaching Professor	MKTG 341, MKTG 347, MKTG 350, MKTG 451, MKTG 452
Russo, Charles	Full-Time	PhD, Accounting, Pennsylvania State University, 2002 (CPA)	Professor	ACCT 202
Sanford, Douglas	Full-Time	PhD, Management, University of Michigan, 1994	Professor	MNGT 361
Schiavone, Vincent	Part-Time	MS, Supply Chain Management, Towson University, 2020	Adjunct Professor	EBTM 350
Schiff, Andrew	Full-Time	PhD, Accounting, Rutgers University, 1993 (CPA)	Professor	ACCT 201
Schuldenfrei, Allen	Part-Time	MS Taxation, NYU School of Law, 1983 (CPA)	Adjunct Professor	ACCT 202
Schuller, Cameron	Part-Time	MS, Supply Chain Management, Towson University, 2016	Adjunct Professor	EBTM 365
Schumm, Kari	Full-time	MS, Operations Research, University of North Carolina, 2018	Associate Teaching Professor	MATH 231
Scott, Randolph	Part-Time	MS Accountancy, University of Phoenix, 2012 (CPA)	Adjunct Professor	ACCT 202
Seeberger, John	Full-Time	JD, University of Baltimore, 1987	Teaching Professor	LEGL 225
Seyed Abootorabi, Hooman	Full-time	PhD, Entrepreneurship, Syracuse University, 2022	Assistant Professor	MNGT 481
Shipley, William	Full-time	Ph.D., Mathematics Education, American University, 1999	Assistant Teaching Professor	MATH 211
Shrestha, Vinish	Full-Time	PhD, Economics, Emory University, 2015	Associate Professor	ECON 202
Shul, Linda	Part-Time	MS Marketing, University of New Mexico, 1993	Adjunct Professor	MKTG 341
Skudzinskas, Algis	Full-Time	EED, Gwynedd Mercy University, 2018	Assistant Teaching Professor	FIN 331

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Smuckler, Neil	Part-Time	MS Financial Management, Johns Hopkins University, 1990 (CPA)	Adjunct Professor	ACCT 202
Steffes, Erin	Full-Time	PhD, Marketing, University of Texas Dallas, 2005	Professor	MKTG 341
Tchatie-Leudeu, Sandrine	Part-time	MS, Mathematics, Boston University, 2010	Adjunct Professor	MATH 231
Thacker, Christopher	Full-Time	MS, Professional Writing, Towson University, 2007	Professor of Practice	BUSX 301
Townsley, Ryan	Part-Time	MBA, University of Baltimore, 2016	Adjunct Professor	BUSX 460
Valle, Ralph	Part-Time	MS Professional Studies, Towson University, 1999	Adjunct Professor	MKTG 341
Wernecke, Charisse	Full-Time	PhD, Educational Leadership, 2015 (CPA)	Assistant Teaching Professor	ACCT 201
Wiglesworth, Miriam	Full-Time	DBA, Wilmington University, 2022 (CPA)	Professor of Practice	ACCT 202
Wilson, Lowell	Full-Time	JD, University of Baltimore, 1994	Assistant Teaching Professor	LEGL 225
Yao, Dong-Qing	Full-Time	PhD, Management Science, University of Wisconsin, 2001	Professor	EBTM 350, EBTM 365
Yates, Christine	Full-Time	MS, Professional Writing, Towson University, 2020	Assistant Teaching Professor	BUSX 301
Zhang, Alice	Full-Time	MBA, University of Toronto, 2000	Associate Teaching Professor	EBTM 365
Zhang, Shuwei	Full-Time	PhD, Economics, Auburn University, 2019	Assistant Professor	ECON 202
Zhang, Zheng	Full-time	PhD Mathematics, University of Cincinnati, 2021	Assistant Teaching Professor	MATH 211
Zhao, Yongchen	Full-Time	PhD, Economics, University of Albany, 2014	Professor	ECON 202
Zhu, Xiaorui	Full-Time	PhD, Business Analytics, University of Cincinnati, 2022	Assistant Professor	EBTM 350
Ziegler, James	Part-Time	MS Finance, Loyola University, 2000 (CPA)	Adjunct Professor	ACCT 202
Zuccaro, Joseph	Full-Time	MBA, University of Maryland, 1994	Assistant Teaching Professor	MNGT 361, MNGT 481

1.2 Ongoing pedagogy training for faculty.

The Faculty Academic Center of Excellence at Towson ([FACET](#)) is the faculty development center for Towson University. FACET's mission is to support an inclusive and collaborative faculty community and foster a culture of excellence in scholarship and teaching. FACET

supports all campus faculty in their scholarship and teaching through a combination of programs, workshops, resources, funding, and communities of practice such as: Student Engagement, Emerging Technologies, Open Educational Resources, and High Impact Educational Practices. In collaboration with the TU Office of Technology Services, FACET also recommends, reviews, and provides programs to support advancement of faculty skills with Blackboard, TU's learning management system. FACET provides one-on-one or small group, virtual or face-to-face meetings with an instructional design team, who also perform course reviews. Faculty may attend open meetings as well as request consultation from FACET staff.

In addition, faculty are mentored by peers. All faculty are required to undergo periodic peer review which allows fellow faculty to mentor fellow faculty at all levels to improve pedagogy and make adjustments to changing student and curricular needs.

J. Adequacy of Library Resources.

Resources available through TU's Cook Library are sufficient to meet the needs of students and faculty. The library houses an extensive collection of materials, including more than 500,000 print and electronic volumes. Cook Library also houses computer workstations with specialty software for data analysis, data visualization, and mapping.

In addition to Cook Library, faculty and students have access to materials through reciprocal agreements at nearby Baltimore institutions and across USM-affiliated institutions. Materials from other libraries across the country can be requested for loan through standard interlibrary loan (ILL) services. As part of this service, faculty and students have access to RAPID ILL, a service customary at high research activity institutions. The current turnaround time for article requests is typically less than 48 hours.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment.

K.1 Assurance of physical facilities.

TU's existing physical facilities, infrastructure, and instructional equipment are sufficient to support the needs of the program.

K.2 Assurance of distance education.

The Marketing program is delivered in-person via traditional modes of face-to-face instruction, with some classes offered in hybrid form (once a week face-to-face meetings with supplemental online instruction). A limited number of courses may be offered online in the summer as a convenience for students. FACET offers training and certification programs for online and hybrid/blended instruction, Universal Design for Learning (UDL), and effective pedagogical approaches for enriching distance learning, including the Quality Matters Rubric. Students and faculty can enroll in training modules that provide instruction in university-sponsored distance learning technologies, including Blackboard, WebEx, Zoom, and Panopto. Technology support is available online, as well as via email, text, phone and on a walk-in basis at Student Computing Services and the Office of Technology Services.

L. Adequacy of Financial Resources.

The proposed program will be implemented using existing institutional resources; no new or additional resources are required for implementation beyond what TU already provides to support delivery of the existing concentration. The number of students currently enrolled in the concentration was used as an estimate for each year. It was assumed that 92% of students are full time based on internal data.¹⁰

Table L1: Resources

Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue	\$6,007,140	\$6,007,140	\$6,007,140	\$6,007,140	\$6,007,140
2.a Number of Full-time Students	472	472	472	472	472
2.a Annual Tuition Rate	\$7,756	\$7,756	\$7,756	\$7,756	\$7,756
2.a Subtotal Tuition	\$3,660,832	\$3,660,832	\$3,660,832	\$3,660,832	\$3,660,832
2.a Annual Fees	\$4,430	\$4,430	\$4,430	\$4,430	\$4,430
2.a Subtotal Fees	\$2,090,960	\$2,090,960	\$2,090,960	\$2,090,960	\$2,090,960
2.a Total Full-time Revenue of New Students	\$5,751,792	\$5,751,792	\$5,751,792	\$5,751,792	\$5,751,792
2.b Number of Part-Time Students	41	41	41	41	41
2.b Credit Hour Tuition Rate	\$332	\$332	\$332	\$332	\$332
2.b Annual Fees Per Credit Hour	\$187	\$187	\$187	\$187	\$187
2.b Annual Credit Hours Per Student	12	12	12	12	12
2.b Subtotal Tuition	\$163,344	\$163,344	\$163,344	\$163,344	\$163,344
2.b Subtotal Fees	\$92,004	\$92,004	\$92,004	\$92,004	\$92,004
2.b Total Part Time Revenue	\$255,348	\$255,348	\$255,348	\$255,348	\$255,348
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1-4)	\$6,007,140	\$6,007,140	\$6,007,140	\$6,007,140	\$6,007,140

Reallocated Funds

Funds currently used to support the concentration Marketing will be used to support the major in Marketing. No new or reallocated funds are necessary.

Tuition and Fee Revenue

Current in-state tuition rates were used in the projection. This rate is conservative because it does not factor in potential tuition increases.

Grants and Contracts

Not applicable.

Other Sources

Not applicable.

¹⁰ https://www.towson.edu/ir/documents/f_hdct_car_coll_stat.pdf

Total Year - Additional Comments

Not applicable.

Table L2: Expenditures

Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	\$1,293,155	\$1,293,155	\$1,293,155	\$1,293,155	\$1,293,155
a. #FTE	7.0	7.0	7.0	7.0	7.0
b. Total Salary	\$972,297	\$972,297	\$972,297	\$972,297	\$972,297
c. Total Benefits	\$320,858	\$320,858	\$320,858	\$320,858	\$320,858
2. Total Administrative Staff Expenses (b + c below)	\$66,769	\$66,769	\$66,769	\$66,769	\$66,769
a. #FTE	1.0	1.0	1.0	1.0	1.0
b. Total Salary	\$48,383	\$48,383	\$48,383	\$48,383	\$48,383
c. Total Benefits	\$18,386	\$18,386	\$18,386	\$18,386	\$18,386
3. Total Support Staff Expenses (b + c below)	\$87,630	\$87,630	\$87,630	\$87,630	\$87,630
a. #FTE	1.0	1.0	1.0	1.0	1.0
b. Total Salary	\$63,500	\$63,500	\$63,500	\$63,500	\$63,500
c. Total Benefits	\$24,130	\$24,130	\$24,130	\$24,130	\$24,130
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	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1-7)	\$1,447,554	\$1,447,554	\$1,447,554	\$1,447,554	\$1,447,554

Faculty

It was estimated that the program could be supported by seven full-time faculty members if they were solely assigned to teach in that program. The average salary across the department was used. Neither the number of faculty needed nor the salary will change as a result of elevation of the program to a stand-alone major.

Administrative Staff

Currently, the Department of Marketing is supported by one full-time administrative assistant. This will remain unchanged.

Support Staff

Currently, the Department of Marketing is supported by one full-time academic advisor. The number of academic advisors will not increase as a result of elevation of the program to a stand-alone major.

Equipment

No additional equipment is necessary.

Library

No additional library resources are necessary.

New and/or Renovated Spaces

No additional spaces are necessary.

Other Expenses

Not applicable.

M. Adequacy of Provisions for Evaluation of Program.***M.1 Evaluation of the program.***

The current concentration in Marketing is functionally equivalent to a stand-alone major and will require no new courses. Nevertheless, any future course development will follow the regular Towson University procedures for approval, first at the program and department level, through the College of Business and Economics curriculum committee, and finally the University Curriculum Committee.

The course approval process evaluates new courses for appropriate rigor, effective assessment and grading, and adherence of the course syllabus to best practices. Evaluation at the program level ensures course content accuracy and program alignment, while the college and university level reviews facilitate the production of quality course proposals.

Existing courses are evaluated through regular review by program faculty and by student evaluations. Faculty regularly review courses to determine if the course meets overall program objectives. Additionally, instructors are observed by peers on a routine basis, with more frequent observations if faculty are new to a course or the university. If a course review indicates concerns or problems with a course, faculty develop strategies for addressing problems. Student course evaluation takes place at the end of every semester. Using a tool developed by TU faculty that allows quantitative and qualitative feedback, students give feedback on instructors (e.g., ability to communicate clearly; quality of student-instructor interaction; preparedness) and suggest improvements for a course.

Evaluation of faculty follows policies and procedures established by TU's policies for faculty annual merit review and for faculty reappointment, tenure, and promotion. These evaluations occur at the department, college, and university level. The main areas of evaluation include teaching, scholarship, and service. Tools used as part of the annual evaluation process include review of the individual's portfolio that includes, but is not limited to, the following:

- Evidence of scholarship (e.g., articles in scholarly journals; presentations at scholarly meetings).
- Service work.
- A synopsis of teaching related activities (e.g., courses taught; new instructional procedures; interdisciplinary, diversity, international, and technology-related projects).
- Review of course syllabi.
- Peer teaching observation reports.
- Quantitative and qualitative student evaluation of instruction.

The assessment of student learning outcomes is built into course assessments and data are collected annually. Course coordinators, with the support of the Department of Marketing's representative to the Assessment Committee and the Associate Dean, oversee the collection and analysis of data, and creation of action plans, as necessary.

M.2 Evaluation of program effectiveness.

The assessment of this program will be guided by TU's Office of Assessment, following established TU policies and procedures, including review of the program's assessment plan to ensure that learning outcomes remain appropriate, and that students are meeting expectations.

The program will work with TU entities such as the Office of the Provost, Enrollment Services, and Student Services to review data on a regular basis and improve the program when needed. Effectiveness will be assessed by student retention, progress toward degree completion, career outcomes for graduates, student and faculty satisfaction, cost-effectiveness, and other key performance indicators.

Additionally, the program will remain in scope of AACSB accreditation, which is reviewed through a rigorous evaluation process every six years. Accreditation from AACSB is the longest standing and most recognized form of specialized accreditation business programs can receive. TU is accredited by AACSB for both business administration and accounting, a distinction held by less than 2% of business schools worldwide.

TU also conducts a comprehensive evaluation of the program every seven years as part of the USM-mandated Periodic Review of Academic Programs process. The purpose of the review is to promote continuous program improvement and ensure that the needs of students are being met. Each program submits a final report to the USM Board of Regents, identifying strengths and areas for improvement, for review and approval.

N. Consistency with the State's Minority Student Achievement Goals.

With approximately 60% of students identifying as non-white,¹¹ TU is nearly as diverse as the state of Maryland. It is one of only a few universities in the country to have no achievement gap, meaning that underrepresented student groups achieve the same or better academic success as the entire student population. TU strives to foster a learning community that reflects the population of our campus, region, and state, and recognizes that our success is dependent on cultivating diverse perspectives and approaches.

Marketing is a high-opportunity pathway with strong earnings potential, supporting TU's goals around access and student success. The stand-alone major will help underrepresented students access marketing careers in Maryland's growing industries.

¹¹ https://www.towson.edu/ir/documents/fall2025_factsheet_final.pdf

O. Relationship to Low Productivity Programs Identified by the Commission.

Not applicable. The program is not related to any low-productivity program identified by the Commission.

P. Adequacy of Distance Education Programs.

Not applicable. The program will be delivered face-to-face at TU's main campus.

Appendix A — Descriptions of Required Courses within the Marketing Degree

ACCT 201 PRINCIPLES OF FINANCIAL ACCOUNTING (3)

Accounting and financial reporting concepts and the significance of financial accounting information in decision-making. Includes the effects of accounting events on business financial statements; planning and decision-making tools in the operating cycle; and the process of recording and communicating information.

ACCT 202 PRINCIPLES OF MANAGERIAL ACCOUNTING (3)

Managerial accounting concepts and the significance of accounting information for managerial decision-making. How managers use information to carry out three essential functions in an organization: to plan operations, to control activities, and to make managerial decisions. Prerequisite: ACCT 201 or ACCT 211 with grade equivalent of 2.00 or higher.

BUSX 301 BUSINESS COMMUNICATIONS (4)

Seminar designed to enable students to gain the written and oral communication skills needed in professional business situations and to develop and practice important skills for workplace success. Requires grade of C or better to fulfill Core requirement. Prerequisites: a grade of C (2.0) or higher in ENGL 102 or ENGL 190, or equivalent; ECON 202; junior/senior status. Core: Advanced Writing Seminar.

BUSX 460 PROFESSIONAL EXPERIENCE (3)

Application of business knowledge, skills, and attitudes (KSA's) through professional responsibilities in employment, internship, or comparable experience. Prerequisites: BUSX 301, senior major standing; enrollment is conditional pending internship approval.

EBTM 250 PROBLEM SOLVING IN BUSINESS I (1)

Focus on analytic and technology skills needed to utilize spreadsheets to solve business problems. Topics covered include: managing and sharing workbooks, custom formats and layouts, creating advanced formulas, and creating advanced chart elements. To earn a satisfactory grade, students are required to pass the Microsoft Office Specialist (MOS) Excel Core exam and earn a MOS certification. The course can be waived if students have already obtained the Microsoft Office Specialist Excel Expert level certification. Students can repeat the course if they fail to pass and the grade will be replaced. Graded S/U. Prerequisites: major or minor standing; sophomore or higher standing.

EBTM 251 PROBLEM SOLVING IN BUSINESS II (1)

Focus on analytic and technology skills needed to utilize spreadsheets to solve business problems. Topics covered include: work with data and information in data tables, visualize data with charts, predict outcomes, and what-if analysis. Prerequisites: EBTM 250 or Microsoft Expert Excel Certification; sophomore standing or higher; major or minor standing.

EBTM 337 ENTERPRISE INFORMATION SYSTEMS (3)

Strategic, tactical, and operational applications of enterprise information systems, e-business,

and enterprise use of social media. Topics include data and knowledge management and networked computing, future trends using intelligent systems, and important enterprise resource planning systems used to integrate functional areas within organizations, collaborating with external partners, and integrating stakeholders across the value chain. Students who have successfully completed MNGT 337 will not receive additional credit for EBTM 337. Prerequisites: EBTM 250 and EBTM 251 (may be taken concurrently); sophomore major standing.

EBTM 350 BUSINESS ANALYTICS (3)

Focuses on using standard business analytic models to summarize and analyze data, build models, and drive impact through quantitative decision-making. Explores methods to create and frame problems, use of descriptive and prescriptive analytics and using data to discover patterns and trends. Prerequisites: EBTM 251 and (ECON 205/MATH 231 or equivalent course); junior standing or higher; major or minor standing.

EBTM 365 PRINCIPLES OF OPERATIONS MANAGEMENT (3)

Strategies and techniques for service and manufacturing operations. A number of quantitative techniques are presented. Practical business applications and international competitiveness are stressed throughout the course. Students will use industry relevant software in the course. Students who have successfully completed MNGT 365 will not receive additional credit for EBTM 365. Prerequisites: (EBTM 251 or Computer Proficiency Exam) and (ECON 205 or MATH 231/MATH 233); major in ACCT, BUAD, CIS, EBUS, MATH, XBACI, XCIEB or XEBBA; junior/senior standing.

ECON 201 MICROECONOMIC PRINCIPLES (3)

Economic reasoning of individual choice in household and market decisions. Behavior of firms in competitive and noncompetitive markets, functioning of labor and capital markets, role of the entrepreneur and effects of government policies. Students who have successfully completed the honors version of this course (ECON 203) will not receive additional credit for this course. Core: Social & Behavioral Sciences.

ECON 202 MACROECONOMIC PRINCIPLES (3)

Inflation and unemployment--causes and remedies. Money and banking, government spending and taxation. International trade. Students who have successfully completed the honors version of this course (ECON 204) will not receive additional credit for this course. Core: Social & Behavioral Sciences.

ECON 205 STATISTICS FOR BUSINESS AND ECONOMICS I (3)

Analysis and presentation of business and economic data; descriptive statistics and statistical inference; measures of central tendency and variability; probability theory; estimation; testing of hypothesis; linear regression analysis. Students who have successfully completed ECON 301 will not receive additional credit for ECON 205. Prerequisite: qualifying score on Math Placement exam or MATH 100 (recommended) or MATH 102 or higher. Core: Mathematics.

FIN 331 PRINCIPLES OF FINANCIAL MANAGEMENT (3)

Introductory course designed to provide students with the fundamental concepts underlying the theory of finance. Financial markets, security valuation, analysis of financial condition, forecasting, working capital management, capital budgeting, cost of capital, leverage, optimal capital structure, dividend policy. Prerequisites: ACCT 201, ACCT 202, ECON 201, ECON 202 and (ECON 205 or MATH 231); junior/senior standing; major standing.

LEGL 225 LEGAL ENVIRONMENT OF BUSINESS (3)

Examines the nature and sources of law, the U.S. legal system with emphasis on court jurisdiction, procedure, constitutional law, torts, criminal law, and contracts in general and as they relate to business. Core: The United States as a Nation.

MATH 211 CALCULUS FOR APPLICATIONS (3)

Intended primarily for students in biology, business, economics, psychology and the social sciences. Elements of differential and integral calculus from an intuitive standpoint with emphasis on the use of calculus in the above fields. Exponential and logarithmic functions, partial derivatives included. Not open to mathematics majors or minors. Prerequisite: qualifying score on the Math Placement Test or MATH 115 (recommended) or MATH 119. Core: Mathematics.

MATH 231 BASIC STATISTICS (3)

A non-calculus based introduction to statistics with emphasis on applications. Topics include categorical and quantitative data collection through sampling and experimental design, data description and displays, confidence intervals and hypothesis tests for one- and two-samples, and matched-pairs design; normal and t-distributions; correlation and simple linear regression. Emphasis on interpretations of results throughout. Substantial use of a computer package as a learning and computational tool. Students who have successfully completed the honors version of this course (MATH 233) will not receive additional credit for this course. Prerequisite: qualifying score on Math Placement exam or MATH 100 (recommended) or MATH 102 or higher. Core: Mathematics.

MKTG 341 MARKETING AND CREATIVITY (3)

Provides an overview of the discipline of marketing and its importance in the global economy. In this course, students will learn how marketing strategies and tactics are used to create value for all stakeholders. Students will practice both critical and creative thinking and then utilize quantitative and qualitative analysis to solve real-world marketing problems. Prerequisite: sophomore major/minor standing.

MKTG 345 MANAGING INTEGRATED MARKETING COMMUNICATIONS (3)

Focuses on planning and managing the integrated marketing communications (IMC) program of an organization. Topics include advertising, direct marketing, consumer and trade promotions, and public relations. Emphasis will be placed on strategic planning to effectively use promotional tools to meet marketing goals. Various regulatory, social, and economic factors

that affect an organization's IMC program will be examined. Prerequisites: MKTG 451 or MKTG 431; major in BUAD or minor in MKTG; Junior/Senior standing.

MKTG 347 SERVICES MARKETING (3)

Examines the marketing of services. The uniqueness of services marketing will be analyzed along with the similarities to product marketing. Selected topics among the following services will be examined: health care, museums, government services, travel, transportation, food, education, banking, and legal services. The service aspects of product marketing will also be analyzed. Prerequisites: MKTG 451 or MKTG 431; Major in BUAD or minor in MKTG; Junior/Senior standing.

MKTG 350 ENTREPRENEURIAL MARKETING (3)

Examines how start-up and small/medium-sized companies identify and critically evaluate opportunities that exist within new and established market niches and develop marketing plans to take advantage of those opportunities based on the creative use of scarce resources. Prerequisites: MKTG 341, junior / senior and major standing.

MKTG 381 SUSTAINABLE MARKETING (3)

If businesses focus on making a profit but sustainability efforts focus on protecting the planet and its creatures (including humans), can the two coexist? The goal of Sustainable Marketing is to bridge this gap by providing an analysis of business practices that consumers, businesses, universities, governments, and society can implement to help reduce harm on the environment, increase economic conditions, and improve societal conditions. This course will cover topics such as sustainable business models and practices, sustainable marketing strategies, sustainable consumption and behavior, corporate ethical and social responsibilities, and social change and environmental performance. We will then discuss techniques that social marketers can employ to influence behaviors that will benefit both society as a whole and the targeted audience. This course has been offered as a special topic; students who have earned credit for this course as a special topic will not receive additional credit for MKTG 381. Prerequisites: MKTG 341; major in BUAD or minor in MKTG or ENSU; junior/senior standing.

MKTG 411 DIGITAL MARKETING (3)

Design, implementation, and assessment of digital marketing strategies that deliver value to customers, stakeholders, and the organization. Introduction to integrated digital communication strategies for brand management. Not open to students who have successfully completed EBTM 411/EBUS 411/ECOM 411. Prerequisites: MKTG 341, majors only; junior/senior standing.

MKTG 412 ADVANCED DIGITAL MARKETING (3)

Will familiarize students with the applications of big data analytics in digital marketing. Students will learn a number of applications of big data analytics to digital marketing including machine learning, artificial intelligence, and text analysis, as applied to social media and online review platforms. Students will learn how each of these tools can help marketers become better

decision makers and will apply what they have learned as they act as decision makers in realistic marketing scenarios. Prerequisites: MKTG 411; major in BUAD; junior/senior standing.

MKTG 425 CONSUMER BEHAVIOR ANALYSIS (3)

An examination of the buying behavior of individual and organizational buyers with regards to the decision process utilized when purchasing goods and services and the resulting consequences in the development of marketing strategies by business firms, and other organizations. Prerequisites: MKTG 341; major in PBUA/BUAD, or minor in MKTG; sophomore standing.

MKTG 431 MARKETING ANALYTICS (3)

Assemble, manipulate, and synthesize internal and external secondary data to develop sophisticated situation analyses, empirical-based customer segmentation classifications and behavioral analyses, and metrics by which firms can evaluate their marketing strategies and dynamics. Prerequisites: MKTG 341, major in BUAD or minor in BUAN, junior/senior standing.

MKTG 441 MARKETING RESEARCH (3)

Students develop skills in the total research process, including the use of scientific methods for the acquisition, analysis and interpretation of marketing data. Includes coverage of primary research, secondary data sources and marketing information systems. Students receive an overview of exploratory, descriptive and causal research designs, as well as an understanding of sampling theory, questionnaire design, data collection, statistical analysis, and presentation of results. Prerequisites: ECON 205 or MATH 231 or equivalent; MKTG 341/ MKTG 342; majors only; junior/senior standing.

MKTG 445 GLOBAL MARKETING (3)

Impact of globalization, inter-country trade agreements, and national culture on country marketing environments and their influence on strategic marketing decisions related to pricing, product, channels of distribution, and marketing communications. Problems and obstacles related to acquiring information to guide market entry decisions and development of country marketing plans and policies. Prerequisites: MKTG 425; major in ACCT, BUAD, INST-BA or minor in MKTG or ENTR; junior/senior standing.

MKTG 451 PROFESSIONAL SELLING (3)

The role and principles of professional selling as it relates to an organization's marketing strategy, specific techniques for uncovering customer needs and delivering effective sales presentations, and the critical nature of building interpersonal relationships throughout a sales cycle. Prerequisites: MKTG 341; major in PBUA/BUAD or minor in MKTG; sophomore standing.

MKTG 452 SALES LEADERSHIP (3)

Examines the elements of an effective salesforce as a key component of the organization's total marketing effort. Course objectives include understanding the sales process, salesforce structure, uses of technology to improve salesforce effectiveness, and issues in recruiting,

selecting, training, motivating, and compensating salespeople. Prerequisites: MKTG 451; BUAD major or MKTG minor; junior/senior standing.

MKTG 485 STRATEGIC MARKETING (3)

Capstone course emphasizing management of marketing activities and the development and implementation of product, pricing, promotion and distribution strategies within an interdisciplinary context. Prerequisites: MKTG 341; 6 additional units from the following: MKTG 411, MKTG 425, MKTG 431, MKTG 441, MKTG 445, MKTG 451; BUAD major; senior standing.

MNGT 361 LEADERSHIP AND MANAGEMENT (3)

Experience how leadership impacts organizational culture, strategy, and performance. Topics include making strategic decisions; leading and motivating; building and managing teams; managing communication, conflict, and power dynamics; human resource management; entrepreneurship; international business. Prerequisite: sophomore/junior/senior major/minor standing.

MNGT 481 STRATEGIC MANAGEMENT (3)

Business Policy and Strategy Capstone. Develops strategic thinking skills that integrate and build on the concepts and practices from functional business courses. Students will practice in-depth analysis of industries and competitors, and work to understand how managers must develop and implement strategies that generate sustainable value for all stakeholders by positioning the organization successfully in its competitive environment. Features a signature CBE experiential Live Strategy Case Competition with corporate partners. Must be taken at TU. Prerequisite: BUSX 301; FIN 331, MKTG 341, MNGT 361 and either EBTM 337 or ACCT 300; major in ACCT, BUAD, or EBUS; senior standing.

Appendix B — Sample Four Year Plan

Freshman

TERM 1	UNITS	TERM 2	UNITS
<u>ECON 201</u> * (Core 6)	3	<u>ECON 202</u> *	3
Prerequisite for MATH 211 if necessary*	3	<u>MATH 211</u> *	3
Core 1 (waived for transfer students)	3	Core 2*	3
Core 4*	3	Core 10*	3
Core 5*	3	Elective*	3
	15		15

Sophomore

TERM 1	UNITS	TERM 2	UNITS
<u>ACCT 201</u> *	3	<u>ACCT 202</u> *	3
<u>ECON 205</u> or <u>MATH 231</u> * (Core 3)	3	Core 8*	3
<u>LEGL 225</u> (Core 11)*	3	Core 13*	3
Core 7*	4	Elective*	3
Core 12*	3	Elective*	3
	16		15

Junior

TERM 1	UNITS	TERM 2	UNITS
<u>EBTM 250</u>	1	<u>EBTM 350</u>	3
<u>EBTM 251</u>	1	<u>MNGT 361</u>	3
<u>MKTG 341</u>	3	<u>MKTG 425</u>	3

<u>BUSX 301</u> (Core 9)	4	<u>MKTG 451</u>	3
<u>EBTM 337</u>	3	<u>MNGT 282</u> (Recommended Core 14)	3
<u>FIN 331</u>	3		
	15		15
Senior			
TERM 1	UNITS	TERM 2	UNITS
<u>MKTG 431</u>	3	<u>BUSX 460</u>	3
<u>MKTG 411</u>	3	<u>MKTG 485</u>	3
<u>MKTG 441</u>	3	MKTG Elective	3
MKTG Elective	3	<u>MNGT 481</u>	3
<u>EBTM 365</u>	3	Elective(s)	2
	15		14

Total Units 120

*May be transferred in from a Community College

Appendix C — Comparison to Other Universities

TU's concentration in Marketing is equivalent to a major

Towson University	Salisbury State University ¹²	Morgan State University ¹³	University of Maryland ¹⁴	University of Maryland Global Campus ¹⁵	Bowie State University (Concentration) ¹⁶
Interdisciplinary Business Courses (51 credits)	Interdisciplinary Business Courses (51 credits)	Interdisciplinary Business Courses (54 credits)	Interdisciplinary Business Courses (45 credits)	Business Credits (39 credits)	Interdisciplinary Business Courses (45 credits)
Microeconomic Principles	Principles of Microeconomics	Principles of Economics I	Principles of Microeconomics	Principles of Microeconomics	Principles of Microeconomics
Macroeconomic Principles	Principles of Macroeconomics	Principles of Economics II	Principles of Macroeconomics	Principles of Macroeconomics	Principles of Macroeconomics
Principles of Financial Accounting	Introduction to Financial Accounting	Financial Accounting for Non-Accounting Majors	Principles of Accounting I	Accounting for Managers	Principles of Accounting I
Principles of Managerial Accounting	Introduction to Managerial Accounting	Managerial Accounting for Non-Accounting Majors	Principles of Accounting II		Principles of Accounting II
Legal Environment of Business	Legal Environment	The Legal and Ethical Environment of Business	Business Law I	Business Law I	Business Law
Applied Calculus	Introduction to Applied Calculus	Calculus for Non-Science Majors	Elementary Calculus I		
Statistics	Modern Statistics with Computer Analysis	Business Statistics	Business Statistics	Introduction to Statistics	Business/Econ Stats
Problem Solving in Business I and II (Excel certification)	Intermediate Business Statistics	Digital Literacy and Information Software			
Business Communication	Business and Professional Communication	Business Writing	Oral Communication: Principles and Practices	Applied Writing and Communication	Tech & Report Writing

¹² https://catalog.salisbury.edu/preview_program.php?catoid=8&poid=3302&hl

¹³ https://catalog.morgan.edu/preview_program.php?catoid=26&poid=6053

¹⁴ <https://academiccatalog.umd.edu/undergraduate/colleges-schools/business/marketing/marketing-major/#requirementstext>

¹⁵ <https://www.umgc.edu/online-degrees/bachelors/marketing>

¹⁶ https://catalog.bowiestate.edu/preview_program.php?catoid=15&poid=1368&returnto=1167

Towson University	Salisbury State University¹²	Morgan State University¹³	University of Maryland¹⁴	University of Maryland Global Campus¹⁵	Bowie State University (Concentration)¹⁶
			or Critical Thinking and Speaking		
Professional Experience (Internship)	Personal and Professional Development for Business	Professional Development	Career Search Strategies in Business		Professional Development I and II
Enterprise Information Systems	Information Systems Concepts for Management	Management Information Systems	Introduction to Information Systems	Data, Cybersecurity and AI in Business Strategy	Information Systems for Management
Principles of Financial Management	Financial Management	Managerial Finance	Business Finance	Finance for General Managers	Principles of Finance
Leadership and Management	Management and Organizational Behavior	Organizational Behavior	Managing People and Organizations	Management and Organizational Theory	Principles of Management
Marketing and Creativity	Principles of Marketing Management	Principles of Marketing	Marketing Principles and Organization		Principles of Marketing
Principles of Operations Management	Operations Management	Supply Chain and Operations Management	Introduction to the Business Value Chain	Operational Management	Production and Oper Mgmt
Strategic Management	Strategic Management	Business Policy	Strategic Management		Business Strategy & Policy
Business Analytics					Quantitative Methods
	Business and Society	Business Ethics and Society		Building Sustainable Futures	Organizational Behavior
		Fundamentals of International Business			Introduction to Business
				Introduction to Business and Management	Money, Banking and Financial Markets
Marketing Specific Courses (24 credits)	Marketing Specific Courses (21 credits)	Marketing Specific Courses (21 credits)	Marketing Specific Courses (18 credits)		Marketing Specific Courses (24 credits)
Digital Marketing					Social Media Marketing (elective)

Towson University	Salisbury State University¹²	Morgan State University¹³	University of Maryland¹⁴	University of Maryland Global Campus¹⁵	Bowie State University (Concentration)¹⁶
Consumer Behavior Analysis		Consumer Behavior	Consumer Analysis		Consumer Behavior (elective)
Marketing Analytics					
Marketing Research	Marketing Research	Marketing Research Systems	Marketing Research Methods		Marketing Research
Professional Selling					Salesmanship (elective)
Strategic Marketing	Marketing Management Strategy	Strategic Marketing Management	Marketing Policies and Strategies		Marketing Strategy
Marketing Elective	Marketing Elective	Marketing Elective	Marketing Elective		
Marketing Elective	Marketing Elective	Marketing Elective	Marketing Elective		
	Marketing Elective	Marketing Elective	Marketing Elective		
	International Marketing				International Marketing (elective)
	Marketing Internship				
		Services Marketing			
					Advertising
					Retailing

Appendix D — Articulation Agreement



BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: Towson University (TU) proposal for a Bachelor of Science in Project Management

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: April 8, 2026

SUMMARY: Towson University proposes the elevation of the existing concentration in Project Management within the Bachelor of Science in Business Administration into a stand-alone Bachelor of Science in Project Management. This change involves no new curriculum, no new courses, no new faculty, and requires no additional resources. The program will continue to be administered by the Department of Business Analytics & Technology Management within the College of Business and Economics and will remain fully within the scope of AACSB accreditation. Elevation to a stand-alone major enhances program clarity, aligns the degree title with employer expectations, and reinforces Towson University's mission to provide transformational, accessible education that prepares students for career success. Students and families consistently express a preference for a degree title that explicitly reflects Project Management, a field with strong state and national employment demand. Our program provides a comprehensive foundation in project management, fully preparing students to sit for the PMP® exam with confidence. The curriculum is aligned with PMI standards, and the course credits fulfill the academic requirements needed for PMP® exam eligibility. This proposal aligns fully with AACSB disciplinary classification, follows national norms for business degree structure, and reflects a reclassification—not an expansion—of current academic offerings. TU's students will benefit from enhanced credential clarity, and Maryland's employers will benefit from a more visible and better-aligned talent pipeline.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fee revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from Towson University or a B.S. in Project Management

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn, 301-445-1992, awrynn@usmd.edu



Mark R. Ginsberg,
Ph.D.
President

Office of the President
8000 York Road
Towson, MD 21252-0001

March 10, 2026

TOWSON.EDU

Jay Perman, M.D.
Chancellor
University System of Maryland
3300 Metzerott Road
Adelphi, MD 20783

Dear Chancellor Perman:

In accordance with the Code of Maryland Regulation (COMAR) 13B.02.03.06, Towson University seeks your review and approval to offer the following six new undergraduate degrees, effective fall 2026:

- Bachelor of Science in Business Analytics
- Bachelor of Science in Business Economics
- Bachelor of Science in Finance
- Bachelor of Science in Financial Planning
- Bachelor of Science in Marketing
- Bachelor of Science in Project Management

All the coursework that will comprise the six new proposed undergraduate degree programs is currently offered through TU's Business Administration major as either a concentration or specialization within that degree program. TU proposes to elevate these six concentrations/specializations into standalone baccalaureate degree programs. The elevation of these existing concentrations/specializations, which already effectively operate as standalone degree programs in everything but name, will involve no change to curriculum, faculty, or program administration: These programs will be implemented using existing resources under Education Article § 11-206.1. Establishing these six concentrations/specializations as standalone degree programs reflects current industry standards and responds to consistent student demand for greater program clarity and degree recognition, thereby improving our graduates' marketability.

OI 410.704.2356 F 410.704.3488
presidentoffice@towson.edu
www.towson.edu

If you have any questions or require additional information, please contact Rhodri Evans, Assistant Provost for Assessment, Accreditation and Compliance, at rhodrievans@towson.edu or by phone at 410-704-3312.

Thank you in advance for your review.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark R. Ginsberg".

Mark R. Ginsberg, Ph.D.
President

MG/rjme

cc: Dr. Candace Caraco, Associate Vice Chancellor for Academic Affairs, USM
Dr. Melanie L. Perreault, Provost and Executive Vice President for Academic Affairs
Dr. Clare N. Muhoro, Associate Provost for Academic Affairs
Dr. Prabakar Kothandaraman, Dean, College of Business and Economics

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

<u>X</u>	New Instructional Program
<u> </u>	Substantial Expansion/Major Modification
<u> </u>	Cooperative Degree Program
<u>X</u>	Within Existing Resources, or
<u> </u>	Requiring New Resources

Towson University

Institution Submitting Proposal

Project Management

Title of Proposed Program

Bachelor of Science

Award to be Offered

Fall 2026

Projected Implementation Date

0506.03

Proposed HEGIS Code

52.0211

Proposed CIP Code

**Department of Business Analytics and
Technology Management**

Department in which program will be located

Dr. Chaodong Han

Department Contact

410-704-4658

Contact Phone Number

chan@towson.edu

Contact E-Mail Address

Signature of President or Designee

Date

College of Business and Economics
Department of Business Analytics & Technology Management
Proposal for Bachelor of Science in Project Management

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A. Centrality to Institutional Mission and Planning Priorities.

A.1 Program description and relation to TU mission.

Towson University (TU) proposes the elevation of the existing concentration in Project Management within the Bachelor of Science (BS) in Business Administration into a stand-alone Bachelor of Science in Project Management. This change involves no new curriculum, no new courses, no new faculty, and requires no additional resources. The program will continue to be administered by the Department of Business Analytics & Technology Management within the College of Business and Economics (CBE) and will remain fully within the scope of accreditation by the Association to Advance Collegiate Schools of Business International (AACSB).

A project manager is responsible for planning, organizing, executing, and delivering a project successfully—on time, on budget, and according to scope. Project management is a specialized but versatile knowledge and skill set. The field is increasingly technical and has become one of the most important functions within organizations. With this change, Towson University will be the only university in Maryland offering a stand-alone bachelor's degree in project management, filling a critical statewide gap.

Mirroring the structure of majors at other AACSB-accredited business schools, the existing concentration requires a foundation in cross-disciplinary business courses and 24 credits in project management courses. Because AACSB classifies programs by discipline, treating majors, concentrations, and specializations as equivalent,¹ the change will have no effect on current accreditation. However, it will benefit students by providing them with a clearer, more marketable credential aligned with industry expectations. Major status is desired by TU students because the discipline of project management will be reflected on their diplomas. The proposed change improves alignment with the search practices of employers and applicant tracking systems that rely on degree titles, thereby enhancing students' competitiveness for internships and full-time positions. Classification as a major will also provide transparency in data availability and increase accuracy in tracking programs.

Furthermore, the change is aligned with the mission of TU. Through a foundation in the liberal arts and a commitment to academic excellence, interdisciplinary study, research and public service, Towson University prepares students for careers in high demand today and in the future. Project management capabilities, including use of specialized project management software, are core to Maryland's economy and essential skills for student career success.

A.2 Alignment with TU's strategic goals and priorities.

The elevation of the concentration of Project Management to a stand-alone Bachelor of Science in Project Management directly advances TU's six institutional priorities: Educate, Innovate, Engage, Include, Support, and Sustain.

¹ See <https://www.aacsb.edu/-/media/documents/accreditation/2020-interpretive-guidance-july-2021.pdf> wherein "majors or other areas where intellectual capital would be expected to be maintained, including concentrations and specialties" are held to identical standards (e.g., p. 10).

Educate: Project management is a high-demand field aligned with state and regional workforce needs. Students graduate with a Student Certificate in Project Management (SCiPM) through the International Project Management Association USA (IPMA-USA) and professional certification in Microsoft Excel—preparing them for immediate career success.

Innovate: The curriculum is continuously updated to reflect emerging technologies used across industry, including Microsoft Project, Process modeling software, Oracle e-Business Suite, and AI tools.

Engage & Include: Courses are infused with applied learning opportunities, collaborative problem-solving, and real-world projects. All students complete a professional internship, strengthening connections with employers and expanding access to equitable experiential learning.

Support: Major status enhances the clarity and visibility of a student’s course of study, improving employer recognition and supporting stronger outcomes in internships, job placement, and graduate school admissions.

Sustain: The proposed change is fiscally responsible. Because the curriculum, faculty, and administrative structures already exist, the elevation to a major requires no new university resources while improving program visibility and institutional effectiveness.

A.3 Adequate funding for first five years.

TU has offered a concentration in Project Management since 2010. The proposed change to a stand-alone major will effectively be a change in name only, will require no new resources, and will continue to be adequately funded.

A.4 Institutional commitment.

TU is committed to continuing to provide the administrative, financial, and technical support required to support the program. The program will continue to be housed in the Department of Business Analytics & Technology Management within the College of Business and Economics. No new administrative, financial, or technical support is required.

The existing concentration in Project Management within the BS in Business Administration would be converted to a BS in Project Management. All students currently enrolled in the concentration would have the option of switching to the BS in Project Management or completing the concentration within Business Administration for a period of four years. The vast majority will choose to switch. As the program structure and course offerings will remain the same, no additional accommodations will be necessary.

TU is committed to student success and will provide all enrolled students with the necessary courses and resources (such as advisors to guide students through the program and technical support from the Office of Technology Services) so they can graduate on schedule.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan.

B.1 Demonstrated demand and need.

Project management is a documented high-demand field nationwide and in Maryland. Virtually all sectors—including healthcare, information technology, financial services, defense

contracting, logistics, and construction—depend on project managers for successful execution of strategic initiatives. The stand-alone degree supports statewide workforce development, therefore addressing a societal need, by producing graduates with industry-recognized skills aligned to Project Management Institute (PMI) standards.

The program expands access to high-demand project management careers for Maryland students, particularly transfer students and working professionals. Because no curriculum changes are required, the program maintains affordability and broad accessibility while improving degree clarity.

B.2 Consistency with the Maryland State Plan for Postsecondary Education.

Elevating the program to a stand-alone major will directly support the Maryland State Plan for Postsecondary Education's goal of Student Success by strengthening the quality, clarity, and market relevance of academic pathways that prepare students for high-demand careers. It will reinforce **Priority 5: Maintain the commitment to high-quality postsecondary education in Maryland** by providing students with 1) a more accurate disciplinary identity; 2) improved advising clarity; 3) and a credential that aligns with industry expectations and national and state norms. The change also advances **Priority 7: Enhance the ways postsecondary education is a platform for ongoing lifelong learning** by creating a more transparent structure that better supports students pursuing advanced certifications, graduate study, and professional roles in project management. Because the proposal requires no new resources, it embodies the State Plan's emphasis on accessible, high-quality, and future-focused educational offerings that contribute to Maryland's long-term economic vitality.

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

C.1 Employment opportunities.

Graduates of the program are prepared for roles such as project manager, project coordinator, and operations project specialist. These roles typically require bachelor's-level preparation and are associated with Standard Occupational Classification (SOC) codes including Project Management Specialists (13-1082).

Employers routinely filter applicants by degree title, and a stand-alone Project Management major aligns with these hiring practices more directly than a concentration within Business Administration.

C.2 Market demand.

According to data from the TU Career Center, 85% of 2024 graduates of the current Project Management concentration were employed or pursuing further education six months after earning their degree. The average entry-level salary of program graduates was \$65,266. Employers ARGO System, Morgan Stanley, Northrup Grumman, Novo Nordisk, Whiting-Turner Contracting, the U.S. Department of Labor, and Under Armour, among others.

C.3 Expected vacancies over the next five years.

According to the Bureau of Labor Statistics, demand for Project Management Specialists is projected to grow faster than average through 2034 at 6%, with a 2024 median salary of \$100,750.² Maryland workforce data indicate even higher projected demand (8.83%), with almost 30,000 job openings by 2032.³

C.4 Projected supply of prospective graduates.

The conversion of the program to a stand-alone major will benefit the current population of TU students, as well as the population of transfer students who choose TU. As of fall 2025, there were 127 students enrolled in the Project Management concentration. Table C1 shows the number of incoming first-time and transfer students who either declared Project Management as their concentration or who did not initially declare a concentration/specialization over the past five years. Table C2 shows the number of students transferring into the TU College of Business and Economics from community colleges in Maryland over the past five years.

Table C1: Enrollment in Potential Feeder Programs (Incoming First-time and Incoming Transfer students, Towson University)

Institution	Program Name	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Towson University	Business Administration -- undeclared	165	136	136	106	107
Towson University	Business Administration, Concentration in Project Management	27	16	21	27	31

Source: Towson University Institutional Research⁴

Table C2: Enrollment in Potential Feeder Programs (Number of Students Transferring into TU)

Community College	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Allegany College of Maryland	1	1	0	0	0	0
Anne Arundel Community College	35	36	30	24	29	18
Baltimore City Community College	1	5	6	2	3	2
Carroll Community College	13	9	10	14	11	12
Cecil Community College	2	5	4	2	1	3
Chesapeake College	1	4	4	1	1	3
College of Southern Maryland	7	3	10	10	3	10
Community College of Baltimore County	51	68	61	46	53	46
Frederick Community College	16	16	9	10	9	11
Hagerstown Community College	5	4	4	1	3	3
Harford Community College	44	49	42	32	26	26
Howard Community College	28	33	38	16	20	18
Montgomery College	37	41	27	22	21	22

² <https://www.bls.gov/ooh/business-and-financial/project-management-specialists.htm>

³ <https://labor.maryland.gov/lmi/iandoproj/occupationalprojections.xlsx>

⁴ <https://wp.towson.edu/institutionalresearch/academic-plans/>

Community College	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Prince Georges Community College	4	14	9	7	7	12
Wor Wic Community College	2	1	1	0	1	1

Source: Towson University Institutional Research⁵

D. Reasonableness of Program Duplication.

D.1 Program duplication.

No Maryland institution offers a stand-alone Bachelor of Science in Project Management. TU's proposed major is therefore unique within the state. Some institutions offer courses in project management or graduate certificates, but none offer a stand-alone major.

TU's program is nationally distinctive through SCiPM certification opportunities. Minimal impact on other institutions is expected because TU already offers the concentration and the change does not alter capacity or curriculum.

D.2 Justification for the proposed program.

The basic structure of the current concentration, with a foundation in cross-disciplinary courses in business and 24 credits focused in project management, is similar to the structure of majors at other AACSB-accredited business schools (see Appendix A). The current concentration in Project Management offered at TU is equivalent to a major in all but name. Major status is desired by TU students because the discipline of project management will be reflected on their diplomas, and they deserve the same access as students at other universities. Classification as a major will also provide transparency in data availability and increase accuracy in tracking programs.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs).

The conversion of TU's existing Project Management concentration to a stand-alone major, which involves no curricular changes and requires no additional resources, should have minimal impact on high-demand programs at Maryland's HBIs. No Maryland HBI currently offers a stand-alone major in Project Management.

F. Relevance to the identity of Historically Black Institutions (HBIs).

The conversion of TU's existing Project Management concentration to a stand-alone major, which involves no curricular changes and requires no additional resources, should have minimal impact on the uniqueness and institutional identities and missions of Maryland's HBIs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes.

G.1 Oversight of the program.

The curriculum that will constitute the new stand-alone major is already established; no resources are required to develop the degree program as all the coursework and faculty needed to teach it are already in place. The Project Management concentration has been offered since 2010. The curriculum is aligned with PMI standards, and the course credits fulfill

⁵ <https://wp.towson.edu/institutionalresearch/transfer-students/>

the education requirements needed for PMP® exam eligibility. The program also incorporates the Student Certificate in Project Management (SCiPM) through IPMA-USA, giving students an additional industry-recognized credential that highlights their commitment to and readiness for a career in project management.

The program meets rigorous standards of faculty qualification consistent with AACSB guidelines of greater than 60% of student credit hours in the discipline taught by full-time faculty and greater than 90% taught by faculty with a graduate degree. In academic year 2025-2026, 77% of courses required within the Project Management concentration were taught by full-time faculty, and 100% had earned an advanced degree.

Faculty teaching in the program and their credentials are listed in Table I1.

G.2 Educational objectives and learning outcomes.

Program learning goals are appropriate and aligned with both TU's broad institutional student learning outcomes (ISLOs) and AACSB guidance.

Table G1: Alignment of Program Learning Goals with TU Goals

Program Learning Goal	Aligned TU ISLO
Apply Project Management Knowledge in the Context of Professional Employment	Specialized Knowledge in Defined Fields
Communicate Properly and Effectively	Effective Communication
Apply Critical Thinking and Problem-Solving Skills to Organizational Decision Making	Critical Analysis and Reasoning
Use Technology Effectively in Business Settings	Information Literacy and Technological Competency
Work Effectively Toward Achieving Common Goals within Diverse Teams	Working in Multifaceted Work Environments
Distinguish Between Ethical and Unethical Conduct in their Professional Lives	Local and Global Citizenship and Leadership

G.3 Assessment and documentation of student learning outcomes.

Faculty involvement and collaboration in the assurance of learning process was commended by the peer review team during our more recent AACSB review in 2023. Moreover, the Department of Business Analytics & Technology Management remains committed to maintaining a mature, responsive assessment process. All learning objectives are measured by at least one faculty-created direct measure infused into a course, as well as indirect assessments from students and employers. Cross-disciplinary faculty on a college Assessment Committee ensure that results and opportunities for improvement are communicated to their home departments, other relevant committees, and CBE leadership.

G.4 Program requirements.

As is typical in AACSB-accredited universities, the program requires a standard set of cross-disciplinary business courses as well as focused instruction within the specific discipline (i.e., major/concentration/specialization, which are treated identically by AACSB). A listing of required courses is given in Table G2. See Appendices A and B for the course descriptions for the required courses in the major and a sample four-year program completion plan.

Table G2: Program Requirements

Course Number	Course Title	Credit Weighting
Foundation Courses Required for Admission to Major (18 credits)		
ACCT 201*	Principles of Financial Accounting	3
ECON 201*	Microeconomic Principles	3
ECON 202*	Macroeconomic Principles	3
LEGL 225*	Legal Environment of Business	3
ECON 205 or MATH 231*	Statistics for Business and Economics I or Statistics	3
MATH 211*	Applied Calculus	3
Foundational Courses in Business (32 credits)		
ACCT 202*	Managerial Accounting	3
BUSX 301	Business Communications	3
EBTM 250	Problem Solving in Business I	1
EBTM 251	Problem Solving in Business II	1
EBTM 337	Enterprise Information Systems	3
FIN 331	Principles of Financial Management	3
MKTG 341	Marketing and Creativity	3
MNGT 361	Leadership and Management	3
EBTM 350	Business Analytics	3
EBTM 365	Principles of Operations Management	3
MNGT 481	Strategic Management	3
BUSX 460	Professional Experience	3
Project Management Requirements (24 credits)		
EBTM 343	Introduction to Project Management	3
EBTM 425	Business Requirements and Analysis	3
EBTM 446	Business Intelligence	3
EBTM 450	Advanced Project Management	3
EBTM 454	Business Process Management	3
EBTM 462	Project Quality and Six Sigma	3
Select Two from the Following (6 credits)		
ACCT 341	Management Accounting I	3
ACCT 442	Management Accounting II	3
EBTM 310	Introduction to ERP Systems	3
EBTM 419	Supply-Chain Management	3
Total Program Requirements		74
Additional Core Curriculum/Elective Credits Required to Complete Degree		46
Total Credits for BS Degree		120

*May be transferred from a community college

G.5 General education requirements.

TU's [Core Curriculum](#), comprising fourteen categories within four themes (43-46 credits in total), satisfies the general education requirements mandated by the State of Maryland (COMAR 13B.06.01.03) and educational effectiveness standards held by the university's accrediting body, the Middle States Commission on Higher Education. To fulfill TU's Core Curriculum requirements, students must complete one course from each of the following categories (1-14).

Table G3: TU Core Curriculum Requirements

Core Category	Credits
Fundamentals	
(1) Towson Seminar (Must be completed with a minimum C grade; course not required for transfer students)	3
(2) English Composition (Must be completed with a minimum C grade)	3
(3) Mathematics	3-4
(4) Creativity & Creative Development*	3
Ways of Knowing	
(5) Arts and Humanities*	3
(6) Social & Behavioral Sciences	3
(7) & (8) Biological & Physical Sciences	7-8
Writing in a Chosen Field	
(9) Advanced Writing Seminar (Must be completed with a minimum C grade)	3-4
Perspectives	
(10) Metropolitan Perspectives	3
(11) The United States as a Nation	3
(12) Global Perspectives	3
(13) Diversity & Difference	3
(14) Ethical Issues & Perspectives	3
Total Credits	43-46

*Courses fulfilling Core 4 and Core 5 requirements must be from different subjects.

ECON 205 or MATH 231 (Core 3), ECON 201 or ECON 202 (Core 6), BUSX 301 (Core 9), and LEGL 225 (Core 11) fulfill both TU Core Curriculum and major requirements.

G.6 Specialized accreditation requirements.

Converting the current concentration in Project Management into a stand-alone major will not affect the program's accreditation status; it will remain fully within the scope of AACSB accreditation.

G.7 Outside contracts.

Not applicable.

G.8 Program assurances.

Curriculum, course, and degree requirements are updated and published annually in TU's academic catalog. The Department of Business Analytics & Technology Management's website provides links to detailed information about degree requirements as well as information that

will help students be successful in the program, such as advising resources, scholarships, and internship opportunities. TU's website offers extensive information about student support services, financial aid, and tuition costs each year.

The College of Business and Economics has a dedicated Student Academic and Career Services unit with professional advisors trained on the Project Management curriculum. All TU undergraduate students are required to meet with an academic advisor each semester. In the first meeting with an advisee after the student reaches 45 credits, the academic advisor helps the student develop a Four-Year Degree Completion Plan, according to the academic requirements for the major. During subsequent advising meetings, the advisor reviews the student's progress towards their degree and helps the student plan courses for the next semester. The advisor may help the student modify the degree completion plan, if necessary. A dedicated career advisor within CBE works with the TU Career Center to provide advice to students and help with the search for an internship and a post-graduation job. All students in the Project Management program will be required to complete a professional internship as part of the BUSX 460: Professional Experience course.

Students in the program have the same opportunities for scholarships as students across the College of Business and Economics.

G.9 Assurances of advertising, recruiting, and admissions materials.

TU regularly reviews its advertising, recruiting, and admissions materials to ensure that they clearly and accurately represent programs and services available, and that there is consistency across different modes of communication such as the TU website, the academic catalog, and other print and online promotional materials.

H. Adequacy of Articulation.

TU has signed an articulation agreement with Cecil College to facilitate transfer into the program (see Appendix D). Additionally, TU maintains statewide ARTSYS-aligned articulation pathways for business programs with all Maryland community colleges. Because the Project Management curriculum remains unchanged, all existing pathways will continue to apply directly to the Project Management major.

I. Adequacy of Faculty Resources.

I.1. Quality of program faculty.

Faculty in the Department of Business Analytics & Technology Management meet AACSB instructional qualification standards. Current faculty capacity is sufficient to support the stand-alone major. A listing of faculty and the courses in the major content area that they regularly teach is given in Table I1.

Table I1: Faculty Resources

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Adams, Jessica	Part-time	MS, Applied Math, Johns Hopkins University, 2016	Adjunct Professor	MATH 231
Allan, Shaun	Part-time	MS Mathematics, Towson University, 2017	Adjunct Professor	MATH 211
Azmi Shabestari, Mehrzad	Full-Time	PhD, Accounting, Rutgers University, 2017	Associate Professor	ACCT 201
Berkley, Darrin	Part-time	PhD, Mathematics Education, Morgan State University, 2012	Adjunct Professor	MATH 231
Bitoude, Eric	Part-time	MS Math Education, UMBC, 2014	Adjunct Professor	MATH 211
Bonanno, Francis	Part-Time	MBA, University of Maryland, 2008	Adjunct Professor	BUSX 460
Bonaparte, Isaac	Full-Time	PhD, Accounting, Morgan State University, 2013	Professor	ACCT 341
Boro, Irene	Part-Time	PhD, Morgan State University, 2026	Adjunct Professor	FIN 331
Boyd Leon, Chris	Full-Time	PhD, Economics, University of Minnesota, 2022	Assistant Professor	ECON 201
Bracken, Victoria	Part-time	MBA, University of Baltimore/TU, 2018	Adjunct Professor	MATH 231
Brannon, David	Full-time	PhD, Entrepreneurship, Syracuse University, 2011	Professor	MNGT 481
Brown, Dima	Part-Time	DBA, University of Maryland Global Campus, 2023	Adjunct Professor	ACCT 201
Buchoff, Barry	Full-Time	MBA, Loyola University, 1975 (CPA)	Assistant Professor	ACCT 202
Case, Vera	Full-Time	JD, University of Maryland, 1993	Teaching Professor	BUSX 301, BUSX 460
Cavallaro, Angela	Full-Time	MS, Behavioral Science, Johns Hopkins University, 2002	Assistant Teaching Professor	BUSX 301
Chang, Hua	Full-Time	PhD, Marketing, Drexel University, 2014	Associate Professor	MKTG 341
Chapman, Graig	Part-time	MS, Mathematics, SUNY at Albany, 2017	Adjunct Professor	MATH 231
Charvat, Matthew	Part-Time	MS, Human Resource Development, Towson University, 2009	Adjunct Professor	MNGT 361
Cheng, Feng	Full-Time	PhD, Operations, Arizona State University, 2020	Assistant Professor	EBTM 350
Christensen, Finn	Full-Time	PhD, Economics, University of Minnesota, 2022	Assistant Professor	ECON 201
Cook, William	Full-Time	MBA, Loyola University, 1988	Associate Teaching Professor	EBTM 250, EBTM 251
Coriale, Kenneth	Full-Time	MA, Economics, University of Maryland, 2018	Assistant Teaching Professor	ECON 201

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Crispell, Jacquelyn	Part-time	MS, Science Administration, Johns Hopkins University, 1990	Adjunct Professor	MATH 231
Cutrone, Joseph	Part-Time	PhD, Mathematics, Johns Hopkins University, 2011	Adjunct Professor	EBTM 250, MATH 231
Dalsimer, Kevin	Part-time	MS Math Education, Towson University, 2004	Adjunct Professor	MATH 211
Davis, Shymaine	Full-Time	MBA, Johns Hopkins University, 2001 (CPA)	Assistant Teaching Professor	ACCT 201
DeAlmeida, Robert	Part-Time	MS Economics, University of Baltimore, 1985	Adjunct Professor	BUSX 460
Delahanty, Kathryn	Full-Time	JD, University of Maryland, 1994	Teaching Professor	BUSX 301
DeMallie, Suzanne	Full-Time	MS, Teaching, Goucher College, 2011 (CPA)	Assistant Teaching Professor	FIN 331
Donnelly, Mark	Full-Time	MSF, Finance, Loyola University, 2008, CFP	Professor of Practice	FIN 331
Du, Lijing	Full-Time	PhD, Finance, University of Kansas, 2013	Professor	FIN 331
Dukes, Lawrence	Full-Time	MAS, Information Technology, Johns Hopkins University, 1982	Assistant Teaching Professor	MKTG 341
Dutta, Koushikee	Full-time	PhD, Management and Entrepreneurship, Louisiana Tech University, 2021	Assistant Professor	MNGT 481
Ellison, Lori	Full-time	PhD, Business and Management, University of Maryland, 2009	Professor of Practice	MNGT 481
Essien, Shawn	Part-Time	JD, University of Baltimore, 1998	Adjunct Professor	LEGL 225
Estelle, Matthew	Full-time	M.A., Mathematics Education, Ohio State University, 2009	Assistant Teaching Professor	MATH 211
Fanelle, Brandon	Part-Time	BS, Business Administration, 2015 (CFP)	Adjunct Professor	BUSX 460
Fardanesh, Soheila	Full-Time	MA, Mathematical Economics, University of Colorado, 1982	Teaching Professor	ECON 205
Fernandez, Edward	Part-time	MS, Mathematics Education, Towson University, 2009	Adjunct Professor	MATH 231
Flores, Mark	Full-Time	MBA, University of Baltimore, 2013	Assistant Teaching Professor	BUSX 460, MNGT 361
Fluelling, Vanecia	Full-Time	PhD, Information Technology, Morgan State University, 2019	Professor of Practice	MKTG 341
Frye, Raquel	Full-Time	MS, Economics, Georgia State University, 2004	Associate Teaching Professor	ECON 201

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Glushakow-Smith, Lily	Full-time	MS, Mathematics, Sam Houston State University, 2023	Assistant Teaching Professor	MATH 231
Goodyear, Bryan	Part-time	MS, Management Information Systems, University of Maryland Global Campus, 2019	Adjunct Professor	EBTM 337
Groves, Melissa	Full-Time	PhD, Economics, University of Massachusetts, 2000	Associate Professor	ECON 201
Haile, Redate	Part-Time	MS, Information System Technology, The George Washington University School of Business, 2019	Adjunct Professor	EBTM 343
Han, Chaodong	Full-Time	PhD, Logistics and Supply Chain Management, University of Maryland, 2009	Professor	EBTM 419
Hardy, William	Part-Time	MS Marketing/Finance, Northwestern, 2004	Adjunct Professor	MKTG 341
Hartnett, Ryan	Part-Time	MS, Business, University of Scranton, 2015	Adjunct Professor	MNGT 361
Hazra, Megharanji	Full-Time	MS, Economics, University of Calcutta, 2002	Associate Teaching Professor	ECON 201, ECON 202
Hogan, Elizabeth	Full-Time	MBA, Georgetown University, 2009	Assistant Teaching Professor	EBTM 250, EBTM 251
Hou, Xuezhong	Full-time	PhD Applied Mathematics, Oakland University, 2000	Professor	MATH 211
Huang, Jian	Full-Time	PhD, Finance, University of Kansas, 2013	Professor	FIN 331
Iotina, Gergana	Full-Time	JD, University of Baltimore, 2002	Clinical Assistant Professor	LEGL 225
Ji, Justin	Full-Time	PhD, Management, University of Kansas, 2009	Associate Professor	MNGT 361
Johnson, Quincey	Full-Time	JD, University of Maryland, 1993	Teaching Professor	BUSX 301, LEGL 225
Jones, Bruce	Part-Time	MBA, University of Baltimore, 2007	Adjunct Professor	MNGT 361
Jung, Juergen	Full-Time	PhD, Economics, Indiana University, 2008	Professor	ECON 202
Khoshghadam, Leila	Full-Time	PhD, Marketing, Old Dominion University, 2020	Assistant Professor	MKTG 341
Kim, Eunice	Full-Time	PhD, Marketing, Yale University 2010	Assistant Professor	MKTG 341
King, Andrew	Part-Time	MBA, Loyola University, 2016	Adjunct Professor	MNGT 361
Knight, Stacy	Full-Time	MBA, Loyola University, 1995	Associate Teaching Professor	MKTG 341

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Kulkarni, Gauri	Full-Time	PhD, University of Maryland, 2009	Associate Professor	MKTG 341
Kwon, Kyungeun	Full-Time	PhD, Accounting, Virginia Commonwealth University, 2022	Assistant Professor	ACCT 201
Leppo, Sam	Full-Time	MA, Economics, American University, 2000	Teaching Professor	ECON 202
Li, Jianan	Full-Time	PhD, Management, Nanjing University, 2017	Assistant Professor	MNGT 361
Li, Xiaolin	Full-Time	PhD, Management Systems, Kent State University, 2008	Professor	EBTM 446
Litterello, David	Part-Time	MBA, New York Institute of Technology, 1992	Adjunct Professor	BUSX 460, MNGT 361
Liu, Yang	Full-Time	PhD, Economics, Rutgers University, 2024	Assistant Professor	ECON 201, ECON 202
Liu, Yanli	Full-Time	PhD, Economics, Northeastern University, 2024	Assistant Professor	ECON 201
Magnotta, Sarah	Full-Time	PhD, University of Kentucky, 2015	Associate Professor	MKTG 341
Manley, James	Full-Time	PhD, Economics, University of California Berkeley, 2008	Professor	ECON 205
Markowitz, Ivan	Part-time	MS, Electrical Engineering, University of Pennsylvania, 1969	Adjunct Professor	MATH 231
McComas, Heather	Part-Time	MS, Information Technology, Towson University, 2015	Adjunct Professor	BUSX 460
Mohamed, Mona	Full-time	DSc, Information Technology, Towson University, 2018	Associate Professor	EBTM 337
Moyer, Todd	Full-time	EdD, Temple University, 2003	Professor	MATH 211
Nag, Barindra	Full-Time	PhD, Management Science, University of Maryland, 1997	Professor	EBTM 337, EBTM 365
Noyes, Donna	Full-time	MS Applied and Computational Mathematics, Johns Hopkins University, 2022	Assistant Teaching Professor	MATH 211
O'Leary, Erica	Full-time	MS, Mathematics, Northwestern University, 2018	Assistant Teaching Professor	MATH 231
Palmateer, Jason	Full-Time	MA, Economics, University of Iowa, 1994	Teaching Professor	ECON 205
Parolia, Neeraj	Full-Time	PhD, Business Administration, University of Central Florida, 2008	Associate Professor	EBTM 450
Parolia, Neeraj	Full-time	PhD, Business Administration, Central Florida University, 2008	Associate Professor	EBTM 337
Pillutla, Sharma	Full-time	PhD, Operations Management, Syracuse University, 1993	Professor	EBTM 337
Prettyman, Alexa	Full-Time	PhD, Economics, Georgia State University, 2021	Assistant Professor	ECON 201
Pustovit, Aleksandra	Full-Time	PhD, Management, Rutgers University, 2019	Assistant Professor	MNGT 361

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Rassipour, Rana	Full-Time	MS, Systems Engineering, The George Washington University School of Business, 2013	Associate Teaching Professor	EBTM 350, EBTM 425, EBTM 454
Ray, Brian	Part-time	MS Mathematics, Towson University, 2008	Adjunct Professor	MATH 211
Rhoads, Thomas	Full-Time	PhD, Economics, University of Wyoming, 2000	Professor	ECON 202
Richardson, Joseph	Part-Time	MBA, Loyola University, 2003	Adjunct Professor	BUSX 460, MKTG 341
Riggs, Nina	Part-time	MS, Educational Leadership, Loyola University, 2015	Adjunct Professor	MATH 231
Rodman, John	Full-Time	MBA, Virginia Commonwealth University, 2001	Assistant Teaching Professor	MKTG 341
Romero, Jorge	Full-Time	PhD, Accounting, University of Texas at Dallas, 2005	Professor	ACCT 442
Russo, Charles	Full-Time	PhD, Accounting, Pennsylvania State University, 2002 (CPA)	Professor	ACCT 202
Sanford, Douglas	Full-Time	PhD, Management, University of Michigan, 1994	Professor	MNGT 361
Schiavone, Vincent	Part-Time	MS, Supply Chain Management, Towson University, 2020	Adjunct Professor	EBTM 350
Schiff, Andrew	Full-Time	PhD, Accounting, Rutgers University, 1993 (CPA)	Professor	ACCT 201
Schuldenfrei, Allen	Part-Time	MS Taxation, NYU School of Law, 1983 (CPA)	Adjunct Professor	ACCT 202
Schuller, Cameron	Part-Time	MS, Supply Chain Management, Towson University, 2016	Adjunct Professor	EBTM 365
Schumm, Kari	Full-time	MS, Operations Research, University of North Carolina, 2018	Associate Teaching Professor	MATH 231
Scott, Randolph	Part-Time	MS Accountancy, University of Phoenix, 2012 (CPA)	Adjunct Professor	ACCT 202
Seeberger, John	Full-Time	JD, University of Baltimore, 1987	Teaching Professor	LEGL 225
Sewell, Brent	Part-Time	MBA, University of Maryland, 2017	Adjunct Professor	EBTM 310
Seyed Abootorabi, Hooman	Full-time	PhD, Entrepreneurship, Syracuse University, 2022	Assistant Professor	MNGT 481
Shipley, William	Full-time	Ph.D., Mathematics Education, American University, 1999	Assistant Teaching Professor	MATH 211
Shrestha, Vinish	Full-Time	PhD, Economics, Emory University, 2015	Associate Professor	ECON 202
Shul, Linda	Part-Time	MS Marketing, University of New Mexico, 1993	Adjunct Professor	MKTG 341

Faculty Name	Status (Full-Time, Part-Time, Adjunct)	Highest Degree Earned/ Field of Study/Institution/ Degree Award Date	Title/Rank	Courses Faculty Regularly Teach (Course Number)
Skudzinskas, Algis	Full-Time	EED, Gwynedd Mercy University, 2018	Assistant Teaching Professor	FIN 331
Smuckler, Neil	Part-Time	MS Financial Management, Johns Hopkins University, 1990 (CPA)	Adjunct Professor	ACCT 202
Steffes, Erin	Full-Time	PhD, Marketing, University of Texas Dallas, 2005	Professor	MKTG 341
Tchatie-Leudeu, Sandrine	Part-time	MS, Mathematics, Boston University, 2010	Adjunct Professor	MATH 231
Thacker, Christopher	Full-Time	MS, Professional Writing, Towson University, 2007	Professor of Practice	BUSX 301
Townsley, Ryan	Part-Time	MBA, University of Baltimore, 2016	Adjunct Professor	BUSX 460
Valle, Ralph	Part-Time	MS Professional Studies, Towson University, 1999	Adjunct Professor	MKTG 341
Wernecke, Charisse	Full-Time	PhD, Educational Leadership, 2015 (CPA)	Assistant Teaching Professor	ACCT 201
Wiglesworth, Miriam	Full-Time	DBA, Wilmington University, 2022 (CPA)	Professor of Practice	ACCT 202
Wilson, Lowell	Full-Time	JD, University of Baltimore, 1994	Assistant Teaching Professor	LEGL 225
Yao, Dong-Qing	Full-Time	PhD, Management Science, University of Wisconsin, 2001	Professor	EBTM 350, EBTM 365
Yates, Christine	Full-Time	MS, Professional Writing, Towson University, 2020	Assistant Teaching Professor	BUSX 301
Zhang, Alice	Full-Time	MBA, University of Toronto, 2000	Associate Teaching Professor	EBTM 365, EBTM 462
Zhang, Shuwei	Full-Time	PhD, Economics, Auburn University, 2019	Assistant Professor	ECON 202
Zhang, Zheng	Full-time	PhD Mathematics, University of Cincinnati, 2021	Assistant Teaching Professor	MATH 211
Zhao, Yongchen	Full-Time	PhD, Economics, University of Albany, 2014	Professor	ECON 202
Zhu, Xiaorui	Full-Time	PhD, Business Analytics, University of Cincinnati, 2022	Assistant Professor	EBTM 350
Ziegler, James	Part-Time	MS Finance, Loyola University, 2000 (CPA)	Adjunct Professor	ACCT 202
Zuccaro, Joseph	Full-Time	MBA, University of Maryland, 1994	Assistant Teaching Professor	MNGT 361, MNGT 481

1.2 Ongoing pedagogy training for faculty.

The Faculty Academic Center of Excellence at Towson ([FACET](#)) is the faculty development center for Towson University. FACET's mission is to support an inclusive and collaborative faculty community and foster a culture of excellence in scholarship and teaching. FACET supports all campus faculty in their scholarship and teaching through a combination of programs, workshops, resources, funding, and communities of practice such as: Student Engagement, Emerging Technologies, Open Educational Resources, and High Impact Educational Practices. In collaboration with the TU Office of Technology Services, FACET also recommends, reviews, and provides programs to support advancement of faculty skills with Blackboard, TU's learning management system. FACET provides one-on-one or small group, virtual or face-to-face meetings with an instructional design team, who also perform course reviews. Faculty may attend open meetings as well as request consultation from FACET staff. In addition, faculty are mentored by peers. All faculty are required to undergo periodic peer review which allows fellow faculty to mentor fellow faculty at all levels to improve pedagogy and make adjustments to changing student and curricular needs.

J. Adequacy of Library Resources.

Resources available through TU's Cook Library are sufficient to meet the needs of students and faculty in the proposed program. The library houses an extensive collection of materials, including more than 500,000 print and electronic volumes. Cook Library also houses computer workstations with specialty software for data analysis, data visualization, and mapping. In addition to Cook Library, faculty and students have access to materials through reciprocal agreements at nearby Baltimore institutions and across USM-affiliated institutions. Materials from other libraries across the country can be requested for loan through standard interlibrary loan (ILL) services. As part of this service, faculty and students have access to RAPID ILL, a service customary at high research activity institutions. The current turnaround time for article requests is typically less than 48 hours.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment.

K.1 Assurance of physical facilities.

TU's existing physical facilities, infrastructure, and instructional equipment are sufficient to support the needs of the program. The College of Business & Economics maintains capable laboratories and software platforms used in current coursework.

K.2 Assurance of distance education.

Project management courses are primarily delivered in-person via traditional modes of face-to-face instruction. A limited number of courses may be offered online as a convenience for students. FACET offers training and certification programs for online and hybrid/blended instruction, Universal Design for Learning (UDL), and effective pedagogical approaches for enriching distance learning, including the Quality Matters Rubric. Students and faculty can enroll in training modules that provide instruction in university-sponsored distance learning technologies, including Blackboard, WebEx, Zoom, and Panopto. Technology support is available online, as well as via email, text, phone and on a walk-in basis at Student Computing Services and the Office of Technology Services.

L. Adequacy of Financial Resources.

The proposed program will be implemented using existing institutional resources; no new or additional resources are required for implementation beyond what TU already provides to support delivery of the existing specialization. The number of students currently enrolled in the specialization was used as an estimate for the projected enrollment each year. It was assumed that 92% of students are full time based on internal data.⁶

Table L1: Resources

Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue	\$1,488,042	\$1,488,042	\$1,488,042	\$1,488,042	\$1,488,042
2.a Number of Full-time Students	117	117	117	117	117
2.a Annual Tuition Rate	\$7,756	\$7,756	\$7,756	\$7,756	\$7,756
2.a Subtotal Tuition	\$907,452	\$907,452	\$907,452	\$907,452	\$907,452
2.a Annual Fees	\$4,430	\$4,430	\$4,430	\$4,430	\$4,430
2.a Subtotal Fees	\$518,310	\$518,310	\$518,310	\$518,310	\$518,310
2.a Total Full-time Revenue of New Students	\$1,425,762	\$1,425,762	\$1,425,762	\$1,425,762	\$1,425,762
2.b Number of Part-Time Students	10	10	10	10	10
2.b Credit Hour Tuition Rate	\$332	\$332	\$332	\$332	\$332
2.b Annual Fees Per Credit Hour	\$187	\$187	\$187	\$187	\$187
2.b Annual Credit Hours Per Student	12	12	12	12	12
2.b Subtotal Tuition	\$39,840	\$39,840	\$39,840	\$39,840	\$39,840
2.b Subtotal Fees	\$22,440	\$22,440	\$22,440	\$22,440	\$22,440
2.b Total Part Time Revenue	\$62,280	\$62,280	\$62,280	\$62,280	\$62,280
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1-4)	\$1,488,042	\$1,488,042	\$1,488,042	\$1,488,042	\$1,488,042

Reallocated Funds

Funds currently used to support the concentration in Project Management will be used to support the major in Project Management. No new or reallocated funds are necessary.

Tuition and Fee Revenue

Current in-state tuition rates were used in the projection. This rate is conservative because it does not factor in potential tuition increases.

Grants and Contracts

Not applicable.

Other Sources

Not applicable.

⁶ https://www.towson.edu/ir/documents/f_hdct_car_coll_stat.pdf

Total Year - Additional Comments

Not applicable.

Table L2: Expenditures

Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	\$598,500	\$598,500	\$598,500	\$598,500	\$598,500
a. #FTE	3.0	3.0	3.0	3.0	3.0
b. Total Salary	\$450,000	\$450,000	\$450,000	\$450,000	\$450,000
c. Total Benefits	\$148,500	\$148,500	\$148,500	\$148,500	\$148,500
2. Total Administrative Staff Expenses (b + c below)	\$37,674	\$37,674	\$37,674	\$37,674	\$37,674
a. #FTE	0.5	0.5	0.5	0.5	0.5
b. Total Salary	\$27,300	\$27,300	\$27,300	\$27,300	\$27,300
c. Total Benefits	\$10,374	\$10,374	\$10,374	\$10,374	\$10,374
3. Total Support Staff Expenses (b + c below)	\$43,815	\$43,815	\$43,815	\$43,815	\$43,815
a. #FTE	0.5	0.5	0.5	0.5	5.0
b. Total Salary	\$31,750	\$31,750	\$31,750	\$31,750	\$31,750
c. Total Benefits	\$12,065	\$12,065	\$12,065	\$12,065	\$12,065
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	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1-7)	\$679,989	\$679,989	\$679,989	\$679,989	\$679,989

Faculty

It was estimated that the program could be supported by three full-time faculty members if they were solely assigned to teach in that program. The average salary across the department was used. Neither the number of faculty needed nor the salary will change as a result of elevation of the program to a stand-alone major.

Administrative Staff

Currently, the Department of Business Analytics & Technology Management is supported by one full-time administrative assistant. As multiple programs are housed in this department, one half of one FTE was assigned to support the Project Management program. The amount of administrative support needed will not be affected by the change from concentration to major.

Support Staff

Currently, the Department of Business Analytics & Technology Management is supported by one full-time academic advisor. As multiple programs are housed in this department, one half of one FTE was assigned to support the Project Management program. The number of academic advisors will not increase as a result of elevation of the program to a stand-alone major.

Equipment

No additional equipment is necessary.

Library

No additional library resources are necessary.

New and/or Renovated Spaces

No additional spaces are necessary.

Other Expenses

Not applicable.

M. Adequacy of Provisions for Evaluation of Program.***M.1 Evaluation of the program.***

The current concentration in Project Management is functionally equivalent to a stand-alone major and will require no new courses. Nevertheless, any future course development will follow the regular Towson University procedures for approval, first at the program and department level, through the College of Business and Economics curriculum committee, and finally the University Curriculum Committee.

The course approval process evaluates new courses for appropriate rigor, effective assessment and grading, and adherence of the course syllabus to best practices. Evaluation at the program level ensures course content accuracy and program alignment, while the college and university level reviews facilitate the production of quality course proposals.

Existing courses are evaluated through regular review by program faculty and by student evaluations. Faculty regularly review courses to determine if the course meets overall program objectives. Additionally, instructors are observed by peers on a routine basis, with more frequent observations if faculty are new to a course or the university. If a course review indicates concerns or problems with a course, faculty develop strategies for addressing problems. Student course evaluation takes place at the end of every semester. Using a tool developed by TU faculty that allows quantitative and qualitative feedback, students give feedback on instructors (e.g., ability to communicate clearly; quality of student-instructor interaction; preparedness) and suggest improvements for a course.

Evaluation of faculty follows policies and procedures established by TU's policies for faculty annual merit review and for faculty reappointment, tenure, and promotion. These evaluations occur at the department, college, and university level. The main areas of evaluation include teaching, scholarship, and service. Tools used as part of the annual evaluation process include review of the individual's portfolio that includes, but is not limited to, the following:

- Evidence of scholarship (e.g., articles in scholarly journals; presentations at scholarly meetings).
- Service work.
- A synopsis of teaching related activities (e.g., courses taught; new instructional procedures; interdisciplinary, diversity, international, and technology-related projects).

- Review of course syllabi.
- Peer teaching observation reports.
- Quantitative and qualitative student evaluation of instruction.

The assessment of student learning outcomes is built into course assessments and data are collected annually. Course coordinators, with the support of the Department of Business Analytics & Technology Management's representative to the Assessment Committee and the Associate Dean, oversee the collection and analysis of data, and creation of action plans, as necessary.

M.2 Evaluation of program effectiveness.

The assessment of this program will be guided by TU's Office of Assessment, following established TU policies and procedures, including review of the program's assessment plan to ensure that learning outcomes remain appropriate, and that students are meeting expectations.

The program will work with TU entities such as the Office of the Provost, Enrollment Services, and Student Services to review data on a regular basis and improve the program when needed. Effectiveness will be assessed by student retention, progress toward degree completion, career outcomes for graduates, student and faculty satisfaction, cost-effectiveness, and other key performance indicators.

Additionally, the program will remain in scope of AACSB accreditation, which is reviewed through a rigorous evaluation process every six years. Accreditation from AACSB is the longest standing and most recognized form of specialized accreditation business programs can receive. TU is accredited by AACSB for both business administration and accounting, a distinction held by less than 2% of business schools worldwide.

TU also conducts a comprehensive evaluation of the program every seven years as part of the USM-mandated Periodic Review of Academic Programs process. The purpose of the review is to promote continuous program improvement and ensure that the needs of students are being met. Each program submits a final report to the USM Board of Regents, identifying strengths and areas for improvement, for review and approval.

N. Consistency with the State's Minority Student Achievement Goals.

With approximately 60% of students identifying as non-white,⁷ TU is nearly as diverse as the state of Maryland. It is one of only a few universities in the country to have no achievement gap, meaning that underrepresented student groups achieve the same or better academic success as the entire student population. TU strives to foster a learning community that reflects the population of our campus, region, and state, and recognizes that our success is dependent on cultivating diverse perspectives and approaches.

⁷ https://www.towson.edu/ir/documents/fall2025_factsheet_final.pdf

Project management is a high-opportunity pathway with strong earnings potential, supporting TU's goals around access and student success. The stand-alone major will help underrepresented students access analytics careers in Maryland's growing industries.

O. Relationship to Low Productivity Programs Identified by the Commission.

Not applicable. The program is not related to any low-productivity program identified by the Commission.

P. Adequacy of Distance Education Programs.

Not applicable. The program will be delivered face-to-face at TU's main campus.

Appendix A — Descriptions of Required Courses within the Project Management Program

ACCT 201 PRINCIPLES OF FINANCIAL ACCOUNTING (3)

Accounting and financial reporting concepts and the significance of financial accounting information in decision-making. Includes the effects of accounting events on business financial statements; planning and decision-making tools in the operating cycle; and the process of recording and communicating information.

ACCT 202 PRINCIPLES OF MANAGERIAL ACCOUNTING (3)

Managerial accounting concepts and the significance of accounting information for managerial decision-making. How managers use information to carry out three essential functions in an organization: to plan operations, to control activities, and to make managerial decisions.

Prerequisite: ACCT 201 or ACCT 211 with grade equivalent of 2.00 or higher.

ACCT 341 MANAGEMENT ACCOUNTING I (3)

Analysis of components of cost systems using information and analytical technologies, including process costing, job-order costing and activity-based costing (ABC). Elements of standard cost accounting, variance analysis, budgeting, and cost-volume-profit analysis will be presented.

Prerequisite: ACCT 202 or ACCT 212 with a grade equivalent of 2.00 or higher.

ACCT 442 MANAGEMENT ACCOUNTING II (3)

Development of advanced management accounting theories, the analysis of cost management systems with a strategic emphasis, and the management's use of accounting information through case analyses. Prerequisites: ACCT 341 with a grade equivalent of C (2.0) or higher and ACCT major only.

BUSX 301 BUSINESS COMMUNICATIONS (4)

Seminar designed to enable students to gain the written and oral communication skills needed in professional business situations and to develop and practice important skills for workplace success. Requires grade of C or better to fulfill Core requirement. Prerequisites: a grade of C (2.0) or higher in ENGL 102 or ENGL 190, or equivalent; ECON 202; junior/senior status. Core: Advanced Writing Seminar.

BUSX 460 PROFESSIONAL EXPERIENCE (3)

Application of business knowledge, skills, and attitudes (KSA's) through professional responsibilities in employment, internship, or comparable experience. Prerequisites: BUSX 301, senior major standing; enrollment is conditional pending internship approval.

EBTM 250 PROBLEM SOLVING IN BUSINESS I (1)

Focus on analytic and technology skills needed to utilize spreadsheets to solve business problems. Topics covered include: managing and sharing workbooks, custom formats and layouts, creating advanced formulas, and creating advanced chart elements. To earn a satisfactory grade, students are required to pass the Microsoft Office Specialist (MOS) Excel Core exam and earn a MOS certification. The course can be waived if students have already

obtained the Microsoft Office Specialist Excel Expert level certification. Students can repeat the course if they fail to pass and the grade will be replaced. Graded S/U. Prerequisites: major or minor standing; sophomore or higher standing.

EBTM 251 PROBLEM SOLVING IN BUSINESS II (1)

Focus on analytic and technology skills needed to utilize spreadsheets to solve business problems. Topics covered include: work with data and information in data tables, visualize data with charts, predict outcomes, and what-if analysis. Prerequisites: EBTM 250 or Microsoft Expert Excel Certification; sophomore standing or higher; major or minor standing.

EBTM 310 INTRODUCTION TO ERP SYSTEMS (3)

Will provide a comprehensive understanding of Enterprise Resource Planning (ERP) systems and their role in organizations. Included are key business processes including procurement, fulfillment, production, warehouse management and material planning. Processes will be discussed in terms of how they are executed and their impact on financial and managerial accounting. Covers knowledge and skills across different functional areas, including accounting, finance, operations management, sales and human capital through hands-on exercises using a major ERP system. Particular attention will be given to the integrated nature of business processes. Prerequisites: ACCT, BUAD, EBUS major, or BUAN minor; junior/senior standing.

EBTM 337 ENTERPRISE INFORMATION SYSTEMS (3)

Strategic, tactical, and operational applications of enterprise information systems, e-business, and enterprise use of social media. Topics include data and knowledge management and networked computing, future trends using intelligent systems, and important enterprise resource planning systems used to integrate functional areas within organizations, collaborating with external partners, and integrating stakeholders across the value chain. Students who have successfully completed MNGT 337 will not receive additional credit for EBTM 337. Prerequisites: EBTM 250 and EBTM 251 (may be taken concurrently); sophomore major standing.

EBTM 343 INTRODUCTION TO PROJECT MANAGEMENT (3)

Management of projects through planning, scheduling and controlling of organizational activities. Course includes project selection, scope development and management, cost estimation and budgeting, scheduling, staffing, resource allocation, task tracking, task sequencing, and control. Project management software will be used to support the course material. Students who have successfully completed EBTM 443 or MNGT 443 will not receive additional credit for EBTM 343. Prerequisites: sophomore standing or higher; major or minor standing.

EBTM 350 BUSINESS ANALYTICS (3)

Focuses on using standard business analytic models to summarize and analyze data, build models, and drive impact through quantitative decision-making. Explores methods to create and frame problems, use of descriptive and prescriptive analytics and using data to discover patterns and trends. Prerequisites: EBTM 251 and (ECON 205/MATH 231 or equivalent course);

junior standing or higher; major or minor standing.

EBTM 365 PRINCIPLES OF OPERATIONS MANAGEMENT (3)

Strategies and techniques for service and manufacturing operations. A number of quantitative techniques are presented. Practical business applications and international competitiveness are stressed throughout the course. Students will use industry relevant software in the course. Students who have successfully completed MNGT 365 will not receive additional credit for EBTM 365. Prerequisites: (EBTM 251 or Computer Proficiency Exam) and (ECON 205 or MATH 231/MATH 233); major in ACCT, BUAD, CIS, EBUS, MATH, XBACI, XCIEB or XEBBA; junior/senior standing.

EBTM 419 SUPPLY-CHAIN MANAGEMENT (3)

Basic concepts and strategies adopted in SCM. Primary focus is to develop a good understanding of strategic, tactical and operational issues of SCM and become familiar with the integration of various SCM entities. A number of essential techniques of SCM are presented as supplementary materials. Topics include: transportation management and network design, e-procurement, uncertainty management, supply chain coordination & integration, value of information (sharing), global SCM, customer value and SCM, information technology/standards in SCM. Not open to students who have successfully completed MNGT 419. Prerequisites: EBTM 337 and EBTM 365; junior/senior major standing.

EBTM 425 BUSINESS REQUIREMENTS AND ANALYSIS (3)

Addresses the business analysis discipline and describes the role of the business analyst. Describes the process model for business analysis. Describes how business analysis is undertaken in various stages of the process model as well as key techniques used at each stage. The goal of the course is to prepare students with a business analysis toolkit that can be used by them to help organizations adopt business improvements to ensure their success. Prerequisites: EBTM 337 and major junior/senior standing.

EBTM 446 BUSINESS INTELLIGENCE (3)

Classifications of business decision problems and methods of analysis to identify the best solutions using business records for business intelligence. Methods of managing large storage of business records and related information and the discovery of knowledge to support managerial decision making. Prerequisites: EBTM 337 or EBTM 320, junior/senior standing, major or minor standing.

EBTM 450 ADVANCED PROJECT MANAGEMENT (3)

Covers advanced project management topics necessary for implementation of and excellence in project management. Topics include human resource management, procurement management, contract administration, risk management, integration management, project leadership, communications management and an introduction to program and portfolio management. Project management software will be used to support the course material. Prerequisites: EBTM 343 or EBTM 443 or MNGT 443, or EBTM 604; junior/senior major standing.

EBTM 454 BUSINESS PROCESS MANAGEMENT (3)

Business Process Management concepts, architecture, and specifications, introduction to modeling/design tools used to design, optimize and automate business processes as well as performance measuring approaches for evaluating business process performance. Students will have hands-on experience modeling processes and developing robotic process automation (RPA) solutions. Prerequisites: major standing, EBTM 337 / MNGT 337, EBTM 365 /MNGT 365, junior or senior standing.

EBTM 462 PROJECT QUALITY AND SIX SIGMA (3)

Projects involving quality management and six sigma methodologies including quality improvement, process design, root cause analysis, quality measurement, and continuous improvement. Prerequisites: major standing, EBTM/MNGT 443 or EBTM 343; junior/senior standing.

ECON 201 MICROECONOMIC PRINCIPLES (3)

Economic reasoning of individual choice in household and market decisions. Behavior of firms in competitive and noncompetitive markets, functioning of labor and capital markets, role of the entrepreneur and effects of government policies. Students who have successfully completed the honors version of this course (ECON 203) will not receive additional credit for this course. Core: Social & Behavioral Sciences.

ECON 202 MACROECONOMIC PRINCIPLES (3)

Inflation and unemployment--causes and remedies. Money and banking, government spending and taxation. International trade. Students who have successfully completed the honors version of this course (ECON 204) will not receive additional credit for this course. Core: Social & Behavioral Sciences.

ECON 205 STATISTICS FOR BUSINESS AND ECONOMICS I (3)

Analysis and presentation of business and economic data; descriptive statistics and statistical inference; measures of central tendency and variability; probability theory; estimation; testing of hypothesis; linear regression analysis. Students who have successfully completed ECON 301 will not receive additional credit for ECON 205. Prerequisite: qualifying score on Math Placement exam or MATH 100 (recommended) or MATH 102 or higher. Core: Mathematics.

FIN 331 PRINCIPLES OF FINANCIAL MANAGEMENT (3)

Introductory course designed to provide students with the fundamental concepts underlying the theory of finance. Financial markets, security valuation, analysis of financial condition, forecasting, working capital management, capital budgeting, cost of capital, leverage, optimal capital structure, dividend policy. Prerequisites: ACCT 201, ACCT 202, ECON 201, ECON 202 and (ECON 205 or MATH 231); junior/senior standing; major standing.

LEGL 225 LEGAL ENVIRONMENT OF BUSINESS (3)

Examines the nature and sources of law, the U.S. legal system with emphasis on court jurisdiction, procedure, constitutional law, torts, criminal law, and contracts in general and as

they relate to business. Core: The United States as a Nation.

MATH 211 CALCULUS FOR APPLICATIONS (3)

Intended primarily for students in biology, business, economics, psychology and the social sciences. Elements of differential and integral calculus from an intuitive standpoint with emphasis on the use of calculus in the above fields. Exponential and logarithmic functions, partial derivatives included. Not open to mathematics majors or minors. Prerequisite: qualifying score on the Math Placement Test or MATH 115 (recommended) or MATH 119. Core: Mathematics.

MATH 231 BASIC STATISTICS (3)

A non-calculus based introduction to statistics with emphasis on applications. Topics include categorical and quantitative data collection through sampling and experimental design, data description and displays, confidence intervals and hypothesis tests for one- and two-samples, and matched-pairs design; normal and t-distributions; correlation and simple linear regression. Emphasis on interpretations of results throughout. Substantial use of a computer package as a learning and computational tool. Students who have successfully completed the honors version of this course (MATH 233) will not receive additional credit for this course. Prerequisite: qualifying score on Math Placement exam or MATH 100 (recommended) or MATH 102 or higher. Core: Mathematics.

MKTG 341 MARKETING AND CREATIVITY (3)

Provides an overview of the discipline of marketing and its importance in the global economy. In this course, students will learn how marketing strategies and tactics are used to create value for all stakeholders. Students will practice both critical and creative thinking and then utilize quantitative and qualitative analysis to solve real-world marketing problems. Prerequisite: sophomore major/minor standing.

MNGT 361 LEADERSHIP AND MANAGEMENT (3)

Experience how leadership impacts organizational culture, strategy, and performance. Topics include making strategic decisions; leading and motivating; building and managing teams; managing communication, conflict, and power dynamics; human resource management; entrepreneurship; international business. Prerequisite: sophomore/junior/senior major/minor standing.

MNGT 481 STRATEGIC MANAGEMENT (3)

Business Policy and Strategy Capstone. Develops strategic thinking skills that integrate and build on the concepts and practices from functional business courses. Students will practice in-depth analysis of industries and competitors, and work to understand how managers must develop and implement strategies that generate sustainable value for all stakeholders by positioning the organization successfully in its competitive environment. Features a signature CBE experiential Live Strategy Case Competition with corporate partners. Must be taken at TU. Prerequisite: BUSX 301; FIN 331, MKTG 341, MNGT 361 and either EBTM 337 or ACCT 300; major in ACCT, BUAD, or EBUS; senior standing.

Appendix B — Sample Four Year Plan

Freshman

TERM 1	UNITS	TERM 2	UNITS
<u>ECON 201</u> * (Core 6)	3	<u>ECON 202</u> *	3
Prerequisite for MATH 211 if necessary*	3	<u>MATH 211</u> *	3
Core 1 (waived for transfer students)	3	Core 2*	3
Core 4*	3	Core 10*	3
Core 5*	3	Elective*	3
	15		15

Sophomore

TERM 1	UNITS	TERM 2	UNITS
<u>ACCT 201</u> *	3	<u>ACCT 202</u> *	3
<u>ECON 205</u> or <u>MATH 231</u> * (Core 3)	3	Core 8*	3
<u>LEGL 225</u> (Core 11)*	3	Core 13*	3
Core 7*	4	Elective*	3
Core 12*	3	Elective*	3
	16		15

Junior

TERM 1	UNITS	TERM 2	UNITS
<u>EBTM 250</u>	1	<u>FIN 331</u>	3
<u>EBTM 251</u>	1	<u>MNGT 361</u>	3
<u>MKTG 341</u>	3	<u>EBTM 350</u>	3

<u>BUSX 301</u> (Core 9)	4	<u>EBTM 365</u>	3
<u>EBTM 337</u>	3	<u>EBTM 425</u>	3
<u>EBTM 343</u>	3		
	15		15
Senior			
TERM 1	UNITS	TERM 2	UNITS
<u>MNGT 282</u> (Recommended Core 14)	3	<u>BUSX 460</u>	3
<u>EBTM 446</u>	3	<u>MNGT 481</u>	3
<u>EBTM 454</u>	3	<u>EBTM 450</u>	3
Project Management Elective	3	Project Management Elective	3
<u>EBTM 462</u>	3	Elective(s)	2
	15		14

Total Units 120

*May be transferred in from a Community College

Appendix C — Comparison to Other Universities

TU's specialization in Project Management is equivalent to a major

Towson University Project Management	Northeastern University BS in Project Management	Embry-Riddle Aeronautical University BS in Project Management
Interdisciplinary Business Courses (51 credits)	Interdisciplinary Business Courses (27 credits)	Interdisciplinary Business Courses (39 credits)
Microeconomic Principles		Microeconomics
Macroeconomic Principles	Principles of Macroeconomics	Macroeconomics
Principles of Financial Accounting		Financial Accounting
Principles of Managerial Accounting		Managerial Accounting
Legal Environment of Business	Business Law	Business Law
Applied Calculus		Mathematics
Statistics	Business Statistics	Business Statistics
Problem Solving in Business I and II (Excel certification)		
Business Communication		
Professional Experience (Internship)		
Enterprise Information Systems	Information within the Enterprise	Business Information Systems
Principles of Financial Management		Corporate Finance I
Leadership and Management	Principles of Management	Principles of Management
Marketing and Creativity	Principles of Marketing	Marketing
Principles of Operations Management	Supply Chain Management	Management of Production and Operations
Strategic Management		Strategic Management
Business Analytics		
	Introduction to Business	
		Social Responsibility and Ethics in Management
		International Business
	Organizational Behavior	Organizational Behavior
Project Management Specific Courses (24 credits)	Project Management Specific Courses (24 credits)	Project Management Specific Courses (21 credits)
Introduction to Project Management	Project Management Fundamentals	The Project Management Profession
Business Requirements and Analysis	Project Planning	Project Planning I
Business Intelligence		
Advanced Project Management	Capstone	Project Management Capstone
Business Process Management	Project Monitoring and Control	Project Risk and Control
Project Quality and Six Sigma	Quality and Risk	
Two Project Management Electives		
		Project Planning II
	Leading Agile Projects	Agile Project Management
	Principles of Business Analysis Management	Managing Troubled Projects
	Program and Project Portfolio Management	

Appendix D — Articulation Agreement



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: Salisbury University (SU) proposal for a Bachelor of Science (BS) in Forensic Science

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: April 8, 2026

SUMMARY: The SU Richard A. Henson School of Science and Technology proposes a stand-alone BS in Forensic Science, building on the successful Integrated Science, Forensic Science Area of Concentration. The program addresses regional workforce needs and aligns with SU's mission to provide knowledge, skills, and values for civic engagement, employment, and lifelong learning. Students choose among three tracks—Biology, Chemistry, or Criminalistics—complemented by foundational coursework in mathematics, physics, biology, chemistry, sociology, and criminal justice. The curriculum emphasizes laboratory skills, analytical reasoning, and applied practice, preparing graduates for roles in forensic laboratories, law enforcement, and related industries.

The program leverages a partnership with Wor-Wic Community College to facilitate seamless transfer pathways, expand access, and support educational equity for minority and first-generation students. Market analysis demonstrates strong demand: forensic science technicians are projected to grow 13% nationally through 2032, with ongoing regional shortages in Maryland. Current enrollment of 44 students, plus 20 declared majors, supports anticipated program growth. Existing faculty from Biology, Chemistry, Mathematics, Physics, and Criminal Justice will deliver courses, supported by robust library, laboratory, and administrative resources. The curriculum aligns with FEPAC standards, integrates high-impact practices, and includes capstone experiences to ensure applied proficiency. SU is committed to continuous assessment and requires no additional resources for implementation. The program fills a unique regional niche, complements SU's strategic priorities, and strengthens workforce readiness in a high-demand STEM profession.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fee revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the SU proposal for a BS in Forensic Science.

COMMITTEE RECOMMENDATION:

BOARD ACTION:

SUBMITTED BY: Alison M. Wrynn

301-445-1992

DATE:

DATE:

awrynn@usmd.edu



ACADEMIC AFFAIRS

1101 Camden Avenue
Salisbury, MD 21801
410-543-6020
1-888-543-0148
www.salisbury.edu

March 2, 2026

Dr. Jay A. Perman, Chancellor
University System of Maryland
3300 Metzert Rd.
Adelphi, MD 20783

Dear Chancellor Perman:

Salisbury University (SU) is pleased to request approval to establish a new academic program - **Bachelor of Science in Forensic Science**.

The new program was re-imagined as a stand-alone degree in response to growing demand for the Integrated Science, B.S. Forensic Science Concentration. We believe that establishing a stand-alone degree will be better equipped to support growing student demand and regional workforce needs.

The proposal, fully endorsed by Salisbury University, is attached for your review.

Thank you for your consideration.

Sincerely,

Jessica K. Clark, Ph.D.
Interim Provost and Senior Vice President of Academic Affairs

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

☒	New Instructional Program
☐	Substantial Expansion/Major Modification
☐	Cooperative Degree Program
☒	Within Existing Resources, or
☐	Requiring New Resources

Salisbury University

Institution Submitting Proposal

Bachelor of Science in Forensic Science

Title of Proposed Program

Bachelor of Science

Award to be Offered

Fall 2026

Projected Implementation Date

1999.06

Proposed HEGIS Code

43.0406

Proposed CIP Code

Chemistry

Department in which program will be located

Michael Scott

Department Contact

410-543-6489

Contact Phone Number

msscott@salisbury.edu

Contact E-Mail Address

Jessica Clark

Interim Provost & VP of Academic Affairs

3/2/26

Date

A. Centrality to Institutional Mission and Planning Priorities:

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

The Richard A. Henson School of Science and Technology at Salisbury University is pleased to submit a proposal for a **Bachelor of Science in Forensic Science**. The Forensic Science Program will provide students pursuing careers in forensic chemistry, forensic biology, criminal justice, and forensic technology with a course of study that integrates scientific foundations with the applied practice of data analysis and evidence interpretation.

The proposed B.S. in Forensic Science was re-imagined as a stand-alone degree in response to the growing demand for Salisbury University's current Integrated Science, B.S. Forensic Science Area of Concentration. Enrollment trends demonstrate sustained student interest and regional workforce need for professionals trained in the scientific and technical aspects of forensic investigation. Establishing a dedicated degree program provides students with a clearer academic identity, expanded research and experiential learning opportunities, and stronger alignment with national standards in forensic education.

This program directly supports Salisbury University's mission to "empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world," while advancing the University's commitment to meeting the educational, economic, and societal needs of Maryland and the Eastern Shore community.

Students entering the program will select one of three specialized tracks—Biology, Chemistry, or Criminalistics—allowing them to tailor their studies to their individual interests and professional goals. Each track builds upon a strong multidisciplinary course of 19 courses in biology, chemistry, mathematics, physics, sociology, and criminal justice to equip students with the scientific knowledge, technical skills, and analytical reasoning essential for success in the field.

The Biology Track emphasizes the molecular and cellular approaches used in modern forensic investigation. Students gain expertise in DNA analysis, genetic profiling, and biological evidence interpretation through coursework such as Cell Biology (BIOL 350) and Genetic Analysis (BIOL 360). Supporting courses in Organic Chemistry II (CHEM 222), Biochemistry I (CHEM 417), and applied mathematics (MATH 160, 198, or 201) reinforce the quantitative and analytical skills needed to conduct precise and defensible laboratory work.

The Chemistry Track allows students to explore advanced chemical principles through courses such as Instrumental Analysis (CHEM 333), Biochemistry I (CHEM 417), and Introduction to Medicinal Chemistry and Drug Design (CHEM 420). Additional coursework in Organic Chemistry II (CHEM 222), Physics II (PHYS 123 or 223), and calculus (MATH 160, 198, or 201) ensures that graduates are proficient in measurement, quantification, and data interpretation.

The Criminalistics Track provides a broad overview of evidence recognition, documentation, and analysis, bridging the scientific and investigative components of forensic practice. Students develop technical skills in imaging and documentation through Introduction to Digital Photography (ART 129) and Advanced Digital Photography (ART 359)—critical tools for accurate crime-scene recording.

Our continued collaboration with Wor-Wic Community College is driven by our shared commitment to leverage the educational strengths and expertise within our region. The program will be administered by Dr. Stephen Habay, Chair, Department of Chemistry at Salisbury University. Mr. John Moses, Director of Criminal Justice, will oversee the courses at Wor-Wic Community College.

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

This proposal directly supports the following strategies from the University's Strategic Plan:

- **Strategy 1.1.1:** *Continue to evaluate faculty proposals for new programs based on emerging market trends and regional needs, as well as the University's mission and objectives.*
- **Strategy 3.1.2:** *Reassess undergraduate and graduate enrollment goals with special attention to strategic areas aligned with regional, state, and national trends, critical needs, and academic program capacities.*

In alignment with these strategies, the Henson School of Science is transitioning the program from a Concentration in Forensic Science within the Integrated Science major to a stand-alone bachelor's degree program. This change reflects both a response to evolving workforce demands and the University's commitment to offering programs that meet regional and statewide needs.

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

The proposed B.S. in Forensic Science builds on the strong enrollment success of the existing Forensic Science Concentration, which currently serves 44 students. The concentration has been adequately funded for the past two years to support the current enrollment. All required courses in the new program are currently being offered as part of the existing program or will be completed through a partnership with Wor-Wic Community College.

As a result, the program will require no new course development or additional instructional cost. SU anticipates continued growth and is committed to providing administrative support and ongoing resources to ensure student success and degree completion. The University has implemented a robust framework to ensure continued support for the academic program, including enhances resources, dedicated mentorship, and regular feedback mechanisms.

3. Provide a description of the institution's a commitment to:
 - a) ongoing administrative, financial, and technical support of the proposed program

The Henson School of Science at SU is well-established and has a proven track record of strong outcomes in both undergraduate and master's programs. The University has developed robust administrative structures to support the proposed program, as evidenced by SU's comprehensive vetting and approval process, which involves the Program Director, Department Chair, Henson School Curriculum Committee, Undergraduate Curriculum Committee, Dean of the Henson School, and the Provost.

SU's partnership with Wor-Wic Community College remains strong, and the University is confident in the continued success of Wor-Wic's programs and the ongoing support they will provide to SU students enrolled in the Forensic Science program.

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

SU is committed to supporting the program with sufficient time and resources for all enrolled students to complete the program.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:
 - a) The need for the advancement and evolution of knowledge
N/A
 - b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

The proposed Bachelor of Science in Forensic Science addresses a clear regional and societal need by expanding access to high-demand STEM and criminal justice–related fields. This program will serve undergraduate students from Maryland and the broader Mid-Atlantic region, providing a critical educational pathway in a field with strong workforce demand across law enforcement, public safety, and laboratory sciences.

As the only Forensic Science bachelor's program on Maryland's Eastern Shore, it expands higher education opportunities for students who might otherwise need to relocate to other regions or out of state to pursue this degree. This increased access is especially important for minority, first-generation, and educationally disadvantaged students, for whom relocation often presents financial and logistical barriers.

Furthermore, by aligning many of the first- and second-year courses with offerings at regional community colleges, the program creates seamless transfer pathways that reduce time to degree and support student persistence. These partnerships—particularly with Wor-Wic Community College—enhance affordability and accessibility while promoting educational equity and workforce readiness across the region.

- c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

N/A

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

The program and its partnership with Wor-Wic Community College align closely with the Maryland State Plan for Postsecondary Education, advancing the State's three overarching priorities of **Access, Success, and Innovation** while responding to the growing regional and statewide need for skilled forensic professionals.

Access: This partnership expands access to high-quality, affordable forensic science education, particularly for those on the Eastern Shore who begin their studies at Wor-Wic Community College. In response to **Priority #1**, “Study the affordability of postsecondary education in Maryland,” the program enables students to pursue advanced study without the need to relocate or face additional financial barriers.

Innovation: The partnership exemplifies innovation by combining Salisbury University’s strength in the natural and forensic sciences with Wor-Wic’s expertise in criminal justice to create a collaborative, interdisciplinary model for workforce development. The program integrates emerging technologies such as data analytics and digital forensics, aligning with the State Plan’s emphasis on modernizing instruction to meet evolving labor market demands.

Success: The program promotes student success through intentional curriculum alignment, integrated advising, and hands-on learning experiences that prepare graduates for both employment and graduate study. The program aligns with **Priority #5**, “Maintain the commitment to high-quality postsecondary education in Maryland,” by providing students with practical laboratory and investigative skills that prepare them for high-demand roles in state and local crime laboratories, medical examiner offices, and law enforcement agencies. Additionally, the ongoing partnership with Wor-Wic Community College, which offers students a clear and structured transfer pathway into the program, supports **Priority #6**, “Improve systems that prevent timely completion of an academic program.”

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

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

Graduates of Salisbury University’s proposed Bachelor of Science in Forensic Science will be well-positioned for employment across several high-demand industries in the Mid-Atlantic region, including state and local forensic laboratories, law enforcement agencies, medical examiner offices, and private forensic service firms. Most positions require a bachelor’s degree, with entry-level roles including forensic science technician, crime scene investigator, evidence technician, and laboratory analyst.

In Maryland, active postings for such roles are found within the Maryland State Police Forensic Sciences Division, Baltimore Police Department Crime Laboratory, and Office of the Chief Medical Examiner, as well as private analytical and digital forensics firms. Entry-level salaries in the region typically range from \$50,000 to \$60,000 annually, with the national median annual wage at \$67,440 (BLS, 2024; ZipRecruiter, 2024).

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

The demand for trained forensic professionals continues to grow across Maryland and the Mid-Atlantic region. The U.S. Bureau of Labor Statistics (BLS) identifies forensic science technicians as a rapidly growing occupation, with employment projected to increase 13% between 2022 and 2032, much faster than the national average (Bureau of Labor Statistics, 2024). Maryland is among the states with the largest number of forensic science technicians. Maryland’s state and local crime laboratories, law enforcement agencies, and judicial systems

have consistently reported difficulty in recruiting qualified forensic analysts and crime scene investigators. As of the date of this write-up, there are currently 237 forensic scientist jobs listed on Glassdoor nationwide and 26 appropriate jobs in Maryland listed on the Maryland Workforce Exchange.

The Mid-Atlantic region's concentration of government agencies and laboratory facilities—including those in Baltimore, Annapolis, Dover, and the Washington, D.C. metro area—creates a sustained need for professionals trained in forensic chemistry, biology, and criminalistics. Job analyses for Maryland and surrounding states show consistent demand for graduates with multidisciplinary scientific and analytical skills (Indeed, 2024). The proposed program's three specialized tracks (Biology, Chemistry, and Criminalistics) directly align with this workforce need, preparing graduates for both entry-level technical employment and advancement into specialized forensic or leadership positions across public and private sectors.

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

The demand for trained forensic professionals continues to grow across the nation, Maryland, and the broader Mid-Atlantic region. The U.S. Bureau of Labor Statistics (BLS) identifies forensic science technicians as a rapidly expanding occupation, with employment projected to increase by 13% from 2022 to 2032, adding an estimated 2,400 new positions nationally during that period—much faster than the average growth rate for all occupations (Bureau of Labor Statistics, 2024). The Maryland Department of Labor's 2024–2028 Industry and Occupational Projections similarly estimate steady growth in forensic and laboratory science-related roles, with approximately 40–50 annual openings statewide, including both new positions and replacement needs.

As of November 2025, Glassdoor lists approximately 237 open forensic science positions nationwide, including 26 in Maryland listed through the Maryland Workforce Exchange, spanning state laboratories, law enforcement agencies, and private analytical firms.

The educational requirement for nearly all of these positions is a bachelor's degree in forensic science, chemistry, or biology, with many employers preferring graduates who possess specialized training in instrumental analysis, DNA technology, and digital evidence processing (BLS, 2024).

The proposed B.S. in Forensic Science at Salisbury University—offering tracks in Biology, Chemistry, and Criminalistics—directly aligns with these expectations. Graduates will be qualified for entry-level positions such as forensic science technician, evidence technician, or laboratory analyst and, with experience, advancement into mid-level analytical and supervisory roles.

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

The Integrated Science, B.S. Forensic Science Concentration currently enrolls 44 students, with three students having successfully completed the program to date. The Richard A. Henson School of Science and Technology anticipates that a significant number of these students will choose to transition into the newly established stand-alone Bachelor of Science in Forensic Science to continue and complete their course of study. In addition, there are 20 declared Integrated Science, Forensic Science Concentration majors for fall 2026, and it is expected that these students will also elect to pursue the new degree program upon its implementation.

As of November 2025, there are roughly 237 open forensic science positions nationwide, including 26 in Maryland, with most requiring a bachelor's degree in forensic science, chemistry, or biology and specialized skills in areas like DNA analysis and digital evidence. Maryland produces an average of 106 forensic science bachelor's graduates annually, 27 of whom are likely Maryland-based, leaving demand for trained graduates, especially on the Eastern Shore, high. While Maryland also has several master's programs producing about 52 graduates per year, our BS graduates are expected to fill entry- to mid-level roles and are not in direct competition with master's-prepared professionals.

D. Reasonableness of Program Duplication:

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

Salisbury University is one of only two USM institutions that serve the residents of the Eastern Shore of Maryland and the other, the University of Maryland Eastern Shore, does not offer an undergraduate degree in forensic science.

Under the proposed **CIP Code: 43.0406 (Forensic Science and Technology)**, the following institutions have been identified as having similar programs: University of Baltimore and Loyola University. While the programs may be similar, we believe there are several key differences that make our offering unique namely 1) it serves the Salisbury metro area and the southern Delmarva community, 2) we are mid-sized university that can offer an optimal balance of resources and individualized attention, 3) our Chemistry and Biology faculty are deeply engaged in undergraduate research, 4) our program's curriculum is quite flexible, and 5) our curriculum is focused specifically on the science of forensics. More details regarding each program offering may be found below.

	Salisbury University	University of Baltimore	Loyola University
Serves the Salisbury Metro Area?	X		
Mid-sized?	X		
Significant Research Opportunities?	X		
Flexible Program?	X		X
STEM Focused?	X		X

Salisbury University: Targeting students on Maryland's Eastern Shore who are interested in a mid-sized school environment, but with significant research experiences with faculty mentors and a more flexible program.

The Forensic Science program will provide a strong foundation in the natural and physical sciences in addition to coursework in forensic science and criminal justice, while preparing students to enter the forensics workforce after graduation in positions such as a drug chemist, DNA chemist, or forensic investigator.

In addition, students will be well prepared to enter graduate programs in Forensic Chemistry and Forensic Biology due to the significant research experiences available. The program is flexible enough to allow students to tailor their academic career to their individual career goals through three unique tracks while still completing their degree in 4 years. This program is designed to meet FBI and DEA training and coursework requirements for forensics professionals.

University of Baltimore: The Bachelor of Science in Forensic Studies program has a very specific emphasis on forensic investigation and the program does not offer any additional concentrations. Emphasis is placed on preparing students for careers in investigative practice. Partnership with the Baltimore Police Department is a key selling point. The program's curriculum is heavy on criminal justice and lighter on foundational STEM disciplines, making the degree pathway very focused.

Loyola University: Offers both a BA and a BS in Forensic Science, with the Bachelor of Science degree being quite similar to SU's proposed program. However, LU does not offer formal alternative pathways through the BS. The program does not appear to utilize the high-impact practice of engaging in undergraduate research as a motivator and student success tool, but rather focuses on internships in the Baltimore-Washington area.

Towson University: Offers a Bachelor of Science in Forensic Chemistry under CIP CODE: 40.0510.

2. Provide justification for the proposed program.

The proposed Bachelor of Science in Forensic Science is justified by demonstrated student demand, clear labor market growth, and strong alignment with state priorities. It expands educational access, supports regional workforce development, and advances Salisbury University's mission to serve Maryland's citizens through innovative and applied scientific education.

The program builds upon the success of the existing Integrated Science, B.S. Forensic Science Concentration, which currently enrolls 44 students, with three graduates to date. The Richard A. Henson School of Science and Technology anticipates that most of these students, along with an additional 20 declared Forensic Science majors for fall 2026, will transition into the new stand-alone degree to complete their studies. Establishing an independent degree program provides students with a more defined academic identity and a clearer career pathway in this rapidly expanding field.

Maryland ranks among the states with the highest employment of forensic professionals. Yet, state and local crime laboratories, law enforcement agencies, and judicial systems continue to report challenges in recruiting qualified forensic analysts and investigators. As of November 2025, Glassdoor lists approximately 237 forensic science positions nationwide, including 26 openings in Maryland on the Maryland Workforce Exchange, underscoring the ongoing regional need for well-trained forensic specialists.

Forensic science combines investigative techniques, knowledge of legal standards for evidence, and a strong foundation in biology and chemistry. The proposed Forensic Science program will equip students with the scientific expertise and analytical skills required for highly specialized positions that support the collection and interpretation of evidence admissible in criminal proceedings. Demand for these skills extends beyond law enforcement, as forensic methods are increasingly applied across research, environmental, and technology-

based industries. Nearly all positions requiring “forensic science” list a bachelor’s degree as the minimum qualification. Establishing this degree directly supports Salisbury University’s mission as a premier comprehensive Maryland public university to “empower students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning.” The creation of this program is a clear reflection of that mission in action.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

1. Discuss the program’s potential impact on the implementation or maintenance of high-demand programs at HBI’s.

Currently, there are no HBI’s in Maryland that offer a degree in forensic science, the proposed program is not anticipated to impact the institutional identified and missions of these institutions.

F. Relevance to the identity of Historically Black Institutions (HBIs)

1. Discuss the program’s potential impact on the uniqueness and institutional identities and missions of HBIs.

Currently, there are no HBI’s in Maryland that offer a degree in forensic science, The proposed program is not anticipated to impact the institutional identified and missions of these institutions.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR13B.02.03.10):

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

A complete listing of required courses, including titles and descriptions, is provided in **Appendix A**. The curriculum was intentionally designed to align with the 2021 standards of the Forensic Science Education Programs Accreditation Commission (FEPAC). While a final determination regarding pursuit of FEPAC accreditation will be made, the curriculum has been developed with these standards in mind for two primary reasons: (a) alignment with nationally recognized disciplinary standards is expected to enhance graduates’ professional preparation and employment prospects; and (b) the program will be well-positioned to pursue accreditation when appropriate.

The curriculum includes coursework in human anatomy and genetic analysis; organic and analytical chemistry; physics; law and morality; ethics; and the fundamentals of criminal justice, including introductory coursework in forensic science, criminal investigation, and crime scene investigation. Through the integration and application of knowledge across multiple scientific disciplines, students will develop strong critical thinking, communication, and leadership skills that are broadly applicable in a rapidly evolving technological environment and an increasingly interconnected society.

The proposed Forensic Science program requires 77–83 credits of major coursework. Salisbury University’s general education curriculum consists of 44 credits, of which 16 credits are satisfied through major

requirements. The total degree requirements for the program range from 105–111 credits, which allows students to pursue other elective courses or a minor of their choice.

The program will be administered by Dr. Stephen Habay, Chair of the Department of Chemistry at Salisbury University. Mr. John Moses, Director of Criminal Justice, will oversee the delivery of Criminal Justice courses offered through Wor-Wic Community College.

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

The Forensic Science program is grounded in Salisbury University's student-centered learning philosophy and emphasizes the principles, models, and techniques employed by professional forensic scientists. The curriculum is designed to prepare students to apply disciplinary knowledge effectively across a broad range of forensic science contexts and professional settings.

In alignment with the Forensic Science Education Programs Accreditation Commission (FEPAC) standards, the program has established the following objectives and curriculum components. Students will:

1. demonstrate knowledge of professional forensic science practice, including ethics, evidence identification, collection, and processing, criminal law, and quality assurance;
 2. complete a forensic science survey course that introduces the full range of scientific disciplines and functions represented within a crime laboratory;
 3. complete at least two advanced forensic science courses, at least one of which includes a laboratory component, that emphasize the methods, instrumentation, and analytical concepts central to forensic science practice;
 4. complete a capstone experience—through a course, internship, or independent research project—that culminates in a scholarly product such as a presentation or publication; and
 5. complete a breadth of foundational coursework in science and mathematics, including a minimum of two courses in biology, two courses in physics, four courses in chemistry, and two courses in mathematics, one in calculus and one in statistics.
3. Explain how the institution will:
 - a) provide for assessment of student achievement of learning outcomes in the program
 - b) document student achievement of learning outcomes in the program

The Henson School of Science & Technology has a long-standing tradition of assessment and accreditation. Within the school's departments, all faculty members are evaluated annually by their department chairs, and all degree programs undergo comprehensive review on a seven-year cycle. With guidance from Salisbury University's Office of University Analysis, Reporting, & Assessment, course- and program-level assessment measures are developed at the outset. As a result, the curriculum, program faculty and resources, and student learning outcomes are routinely evaluated through established annual and periodic assessment cycles.

The program and its courses, including those offered at Wor-Wic Community College, will be evaluated regularly through student surveys and program committee review. In addition, once the Forensic Science program has produced program graduates, Salisbury University intends to determine whether or not to seek accreditation from the Forensic Science Education Programs Accreditation Commission (FEPAC), which will require a comprehensive external evaluation of the program, including graduate career outcomes.

Assessment results will be shared with the Chemistry Department during the annual department retreat and archived in the department's assessment folder on Microsoft Teams. In addition, the standing Assessment Committees in the Departments of Chemistry and Biological Sciences will review assessment data for Academic Program Review (APR) reporting.

Assessment findings will be used to identify program strengths and areas for improvement and to inform decisions related to course structure, delivery, content revision, and, when appropriate, the development of new courses to enhance student learning outcomes.

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

See **Appendix A**

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

Salisbury University's General Education curriculum consists of 44–46 credit hours, of which 16 credit hours are fulfilled through program requirements. A full description of the General Education curriculum is provided in **Appendix B**. The following General Education requirements are satisfied through coursework in the major:

- Hands-On Science
- Quantitative Analysis
- Solutions Through Science
- Diversity and Inclusion
- Human Expression
- Environmental Sustainability
- Social Issues

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

N/A

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

The Forensic Science program is supported by a strategic partnership with **Wor-Wic Community College**, which offers an established Criminal Justice program that will provide essential coursework in criminal investigation. This collaboration strengthens the long-term viability of the program at Wor-Wic while allowing Salisbury University to avoid duplication of instructional resources.

Because forensic science is a field that supports multiple educational pathways—including completion of an associate degree leading to entry-level forensic technician employment followed by transfer to a four-year institution for career advancement—this partnership also facilitates transfer opportunities for students holding an Associate of Applied Science degree. The contract between Wor-Wic Community College and Salisbury University that formalize this partnership is included in **Appendix C**.

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

Upon approval, the program's academic requirements are clearly articulated on designated program pages that are located with the university's catalog. Each undergraduate program provides students with a suggested 4-year course of study (aka Curriculum Guide) that is easily accessible within the program page. Students will also have access to degree audits that are located in their student portal within Peoplesoft. Additionally, students will have access to professional academic advisors who will support the student in academic support.

Each course offered within the program will provide the student with a syllabus that outlines the expectations for faculty/student interaction, technical equipment requirements, and the learning management system. In addition, approval of the program will be communicated in a timely manner to the appropriate offices on campus. Information regarding financial aid resources and cost of payments policies are clearly communicated on the Accounts Receivable & Cashiers Office and Office of Financial Aid & Scholarships' webpages.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

All publications, including marketing, catalog and website admissions pages are vetted by the Marketing and Communications Department at SU, which fact-checks all submissions. Digital marketing, which will be a min strategy for marketing this program, also will rely on the presentation of facts and stories that are concise and accurate.

H. Adequacy of Articulation (as outlined in COMAR 13B.02.03.19)

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements. More information for Articulation Agreements may be found here.

The partnership with Wor-Wic Community College is essential to the success of the Forensic Science program. The articulation agreement between SU and Wor-Wic can be found in Appendix D.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of **faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.**

The Forensic Science program's core courses are taught by full-time faculty from the departments of Biological Sciences, Chemistry, Computer Science, Mathematical Sciences, Philosophy, and Physics. Specialized criminal justice courses will be taught by faculty within the Department of Criminal Justice at Wor-Wic Community College.

Faculty Member	Terminal Degree/Field	Academic Rank	Full- or Part-time	Course Overseen
Department of Art, Salisbury University				
Jeanne Anderton	MFA	Lecturer	Full-Time	ART 129
Cara Wade	MFA	Assistant Professor	Full-Time	ART 359
Department of Biological Sciences, Salisbury University				
Chelsea Berns	PhD in Ecology, Evolution, and Organismal Biology	Instructor	Full-Time	BIOL 202
Guney Boso	PhD in Molecular, Cellular, Developmental Biology and Genetics	Assistant Professor	Full-Time	BIOL 370
Noah Bressman	PhD in Biology	Assistant Professor	Full-Time	BIOL 215
Jocelyn Bunting	MS in Biology	Lecturer	Full-Time	BIOL 106, FSCS 307
Jeremy Corfield	PhD in Biology	Associate Professor	Full-Time	BIOL 215
Elizabeth Emmert	PhD in Bacteriology	Professor	Full-Time	BIOL 115, BIOL 350, BIOL 420
Angela Freeman	PhD in Biological Sciences	Associate Professor	Full-Time	BIOL 216
Kathryn Gill	PhD in Physiology and Pharmacology	Instructor	Full-Time	BIOL 205
Aaron Hogue	PhD in Biology	Associate Professor	Full-Time	BIOL 216
Kimberly Hunter	PhD in Biology	Professor	Full-Time	BIOL 360
Victor Miriel	PhD in Biomedical Sciences	Associate Professor	Full-Time	BIOL 214
Jennifer Nyland	PhD in Immunology	Associate Professor	Full-Time	BIOL 201, BIOL 425
Dana Price	PhD in Ecology and Evolution	Professor	Full-Time	BIOL 213, BIOL 413
Ryan Taylor	PhD in Ecology and Evolutionary Biology	Professor	Full-Time	BIOL 215

Department of Chemistry, Salisbury University				
Anita Brown	PhD in Chemistry	Associate Professor	Full-Time	CHEM 121, CHEM 341
Alison Dewald	PhD in Chemistry	Associate Professor	Full-Time	CHEM 207
Seth Friese	PhD in Chemistry	Professor	Full-Time	CHEM 122
Stephen Habay	PhD in Organic Chemistry	Professor	Full-Time	CHEM 310, CHEM 403, CHEM 410, CHEM 413
Jose Juncosa	PhD in Medicinal Chemistry	Associate Professor	Full-Time	CHEM 222, CHEM 420
David Keifer	PhD in Physical and Analytical Chemistry	Associate Professor	Full-Time	CHEM 321
Robert Luttrell	PhD in Analytic Chemistry	Professor	Full-Time	CHEM 333
Katherine Miller	PhD in Biomedical Research	Professor	Full-Time	CHEM 221, CHEM 301
Joshua Sokoloski	PhD in Chemistry	Associate Professor	Full-Time	CHEM 417, CHEM 418
Department of Mathematical Sciences, Salisbury University				
Erika Betterton	MS in Mathematics	Lecturer	Full-Time	MATH 201
Lori Carmack	PhD in Mathematics	Associate Professor	Full-Time	MATH 201
Robert Kantez	MBA	Lecturer	Full-Time	MATH 155
Kurt Ludwick	PhD in Mathematics	Associate Professor	Full-Time	MATH 201
Theresa Manns	MS in Mathematics	Lecturer	Full-Time	MATH 155
Ryan Shifler	PhD in Mathematics	Associate Professor	Full-Time	MATH 201
Brenda Short	MA in School Administration	Lecturer	Full-Time	MATH 155
Melissa Stoner	PhD in Mathematics	Professor	Full-Time	MATH 1989
Kyle Teller	PhD in Mathematics	Assistant Professor	Full-Time	DSCI 470, DSCI 490
Diana Verzi	PhD in Mathematics	Lecturer	Full-Time	MATH 155
Department of Philosophy, Salisbury University				
Joerg Tuske	PhD in Philosophy	Professor	Full-Time	PHIL 103
Department of Sociology, Salisbury University				
Timothy Dunn	PhD in Sociology	Professor	Full-Time	SOCI 313
Department of Physics, Salisbury University				

Steven Binz	PhD in Physics	Associate Professor	Full-Time	PHYS 221
Joseph Howard	PhD in Physics	Associate Professor	Full-Time	PHYS 121
Jeffery Emmert	PhD in Physics	Associate Professor	Full-Time	PHYS 123
Asif Shakur	PhD in Physics	Professor	Full-Time	PHYS 223
Nicholas Troup	PhD in Physics	Associate Professor	Full-Time	PHYS 121
Department of Criminal Justice, Wor-Wic Community College				
Kristin Ross	Juris Doctorate	Instructor	Full-Time	CMJ 102, CMJ 104, CMJ 201, CMJ 202
Nicole Ruggiero	MS in Forensic Science	Instructor	Part-time	CMJ 105, CMJ 256
Sharon Shultz	BS in Forensics	Instructor	Part-time	CMJ 105, CMJ 256
Mark Wilson	Masters in Education and Leadership	Instructor	Part-time	CMJ 155

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

- a) Pedagogy that meets the needs of the students

The Center for the Advancement of Faculty Excellence (CAFE) supports faculty in the areas of teaching, research, professional development, and personal wellness, and the office of Instructional Design & Delivery (ID&D) provides professional development for effective pedagogical practices and instructional support for faculty engaged in teaching and learning of online, hybrid and traditional courses. Collaboratively, these offices provide various webinars, workshops, faculty learning communities and initiatives around andragogical and pedagogical best practices (such as Universal Design for Learning; Diversity, Equity & Inclusion; High Impact Practices; Problem-Based Learning; Open Pedagogy, Open Educational Resources, etc.).

- b) The learning management system

Instructional Design & Delivery provides support for the campus-supported learning management system (Canvas) and other instructional software (such as lecture capture, audience response system) through various methods (e.g. workshops, video tips, how-to instructions).

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

Distance education is not being proposed at this time.

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

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

SU Libraries currently provides access to hundreds of periodicals and ebooks, numerous databases, and a steadily growing number of streaming videos. Students contact library staff via chat, emails, and/or phone. SU librarians and library staff answer chat questions whenever the Service Desk is open. SU Libraries' resources include extensive book, document, and periodical holdings, as well as a wide array of electronic resources and databases. The online catalog provides direct access and borrowing privileges to approximately eleven million items in the libraries of the University System of Maryland and Affiliated Institution libraries (USMAI).

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment

(as outlined in COMAR 13B.02.03.13)

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

Salisbury University can deliver the Forensic Science program using existing space, and the program's success is not contingent on additional resources. The Henson School has offered the current concentration within existing resources and has the capacity to support increased student enrollment as the program grows, using the infrastructure already in place.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:
 - a) An institutional electronic mailing system

SU uses an institutional electronic mailing system. All students and faculty are given an SU email to utilize for all university correspondence. The university's IT HelpDesk provides technical support to students who need assistance accessing e-mail.

- c) A learning management system that provides the necessary technological support for distance education

Distance education is not being proposed at this time.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR13B.02.03.14)

1. Complete **Table 1: Resources and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a

narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

2. Complete **Table 2: Program Expenditures and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	None	None	None	None	None
2. Tuition/Fee Revenue (c + g below)	\$727,020	\$853,614	\$978,656	\$1,096,120	\$1,217,979
a. Number of F/T Students	60	68	77	85	93
b. Annual Tuition/Fee Rate	\$11,532	\$11,763	\$11,998	\$12,238	\$12,483
c. Total F/T Revenue (a x b)	\$691,920	\$799,884	\$923,846	\$1,040,230	\$1,160,919
d. Number of P/T Students	4	6	6	6	6
e. Credit Hour Rate	\$585	\$597	\$609	\$621	\$634
f. Annual Credit Hour Rate	15	15	15	15	15
g. Total P/T Revenue (d x e x f)	\$35,100	\$53,730	\$54,810	\$55,890	\$57,060
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 4)	\$727,020	\$853,614	\$978,656	\$1,096,120	\$1,217,979

TABLE 2: EXPENDITURES – for the BS Forensic Science at Salisbury University					
Expenditure Categories	(Year 1-FY27)	(Year 2-FY28)	(Year 3-FY29)	(Year 4-FY30)	(Year 5-FY31)
1. Total Faculty Expenses (b + c below)	\$17,622	\$53,925	\$91,672	\$102,256	\$114,451
a. # FTE	2.04	2.34	2.64	2.90	3.16
b. Total Salary (plus 2% increase each year)	\$147,000	\$172,176	\$197,624	\$221,527	\$246,307
c. Total Benefits (33% of salary)	\$48,510	\$56,818	\$65,216	\$73,104	\$81,281
2. Total Administrative Staff Expenses (b + c below)	\$21,546	\$21,977	\$22,416	\$22,865	\$23,322
a. # FTE	0.15	0.15	0.15	0.15	0.15
b. Total Salary	\$16,200	\$16,524	\$16,854	\$17,192	\$17,535
c. Total Benefits	\$5,346	\$5,453	\$5,562	\$5,673	\$5,787
3. Total Support Staff Expenses (b + c Below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
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	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 7)	\$217,056	\$250,971	\$285,256	\$317,496	\$350,911

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

Course evaluations are completed by students at the end of each semester, which are used in annual faculty evaluation as well as in the tenure and promotions procedures to assess teaching. In addition, these evaluations are used for promotion.

3. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

Salisbury University follows an annual schedule for review of existing academic programs set by the University System of Maryland. Each new academic program is fully evaluated 5 years after the first enrollment; after that, programs are evaluated on a 7-year basis by an external reviewer as part of the Academic Program Review process. SU's University Analysis, Reporting & Assessment Office (UARA), provides a mid-point check-in with departments to assess their readiness to complete their Academic Program Review.

N. Consistency with the State's Minority Student Achievement Goals

(as outlined in COMAR 13B.02.03.05).

1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

Any student meeting the SU admissions requirements can choose to pursue the B.S. in Forensic Science. The program will work to help all accepted students improve their workplace competitiveness and reach their professional goals; an aim consistent with the State's minority student achievement goals. SU focuses on campus efforts to promote inclusion, diversity, opportunity, and equity, and cultivation of a sense of belonging. Recruiting a more racially diverse class, both at the undergraduate and graduate levels, is important for SU's student body to better represent the population within Maryland.

O. Relationship to Low Productivity Programs Identified by the Commission:

1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

The proposed program is not directly related to an identified low productivity program.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

Distance education is not being proposed at this time.

2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program. N/A – distance education is not proposed at this time.

Appendix A: Course List

Prefix	Code	Name	Hour(s) Credit	Description	Hours Per Week	Meets General Education
CHEM	121	General Chemistry I	4	Study of fundamental laws of chemistry and atomic structure emphasizing quantitative relationships.	Three hours lecture, three hours laboratory per week	Hands-on-Science (HOS), Solutions Through Science (STS)
CHEM	122	General Chemistry II	4	Continuation of CHEM 121, including chemical equilibrium, electrochemistry and organic chemistry.	Three hours lecture, three hours laboratory per	
MATH	155	Modern Statistics with Computer Analysis	3	Descriptive and inferential analysis of raw data, emphasizing appropriate assumptions, computer use and interpretation. Consideration of parametric and nonparametric methods and comparison of their powers. Intended for students in the social and natural sciences.	Three hours per week	Quantitative Analysis (QA)
ART	129	Introduction to Digital Photography	4	Introductory-level course designed to explore the fundamentals of seeing through digital photography and related post production technology. Stresses the application of the elements and principles of composition through a variety of photographic assignments and is appropriate for non-art majors and art students in all tracks (elective course for photography track). Camera phones or digital cameras	Six hours per week	Human Expression (HE)

ART	359	Advanced Digital Photography	4	Upper-level course that covers advanced projects in photography using digital technology. Students should have a basic understanding of photographic composition and of basic computer skills required for digital imaging. A digital camera is required. May be taken for a maximum of eight credits.	Six hours per week.	

BIOL	205	Fundamentals of Human Anatomy and Physiology	4	Gain a fundamental overview of human physiological systems and how the systems work together to maintain homeostasis. Understand how human systems relate to real-world health issues, including, but not limited to, disease states, genetics and blood typing, muscle and bone health and injury, addiction, and reproduction. Does not satisfy requirements within the	Three hours lecture, three hours laboratory per week.	Hands-on-Science (HOS)
BIOL	350	Cell Biology	4	Focuses on the structure and function of eukaryotic cells. Topics covered include enzyme kinetics, membrane transport, cell signaling, intercellular protein trafficking, cellular respiration, mitosis and meiosis, the cell cycle, and cancer.	Three hours lecture, three hours laboratory per week.	
BIOL	360	Genetic Analysis	4	Introduction to genetic analysis including Mendelian principles, population and quantitative genetics, cytogenetics and contributions to molecular biology. Satisfies Biology Department core requirements for genetics.	Three hours lecture, three hours laboratory per week.	
BIOL	370	Molecular Genetics	4	Study of mechanisms of heredity emphasizing organization of the genome, mutation and regulation of gene expression.	Three hours lecture, three hours laboratory per	

CHEM	207	Laboratory Safety	1	Development of skills and attitudes for working with chemicals in a confident and responsible way. Emphasis on safety precautions and emergency procedures in case of a chemical accident.	One hour per week.	
CHEM	221	Organic Chemistry I	4	An introduction to the structure, properties and reactivity of carbon compounds. Analysis of molecular structure, including bonding, conformation and isomerism, is applied to the mechanisms of organic chemical reactions. Emphasis is placed on problem solving and effective communication of chemical concepts	Three hours lecture, three hours laboratory per week.	

CHEM	222	Organic Chemistry II	4	A continued introduction to the structure, properties and reactivity of carbon compounds. A range of chemical reactions are applied to the development of synthetic methods for organic molecule construction, including functional group interconversion and carbon-carbon bond formation. Spectroscopic techniques for molecule identification also are discussed. Emphasis is placed on problem solving, effective communication and integration of chemical concepts.	Three hours lecture, three hours laboratory per week.	
CHEM	321	Analytical Chemistry	4	Study of the theory and applications of classical and modern analytical techniques. Includes volumetric, potentiometric, spectrophotometric and chromatographic methods.	Three hours lecture, three hours laboratory per week.	

CHEM	333	Instrumental Analysis	3	Study of the theoretical and practical aspects of modern instrumental analysis. Topics include information processing, spectroscopic, chromatographic and electrochemical methods.	Three hours per week.	
CHEM	417	Biochemistry I	4	Application of chemical principles to biological systems through study of the properties, analysis, functioning and relationship of proteins, carbohydrates, lipids and nucleic acids	Three hours lecture, three hours laboratory per week.	
MATH	160	Introduction to Applied Calculus	3	Introductory study of differential and integral calculus with emphasis on techniques and applications. For students in the biological, management, social and behavioral sciences.	Three hours per week	Quantitative Analysis (QA)
MATH	198	Calculus I For Biology and Medicine	4	Explore introductory calculus, including limits, continuity, derivatives of elementary functions and applications of the derivative, introduction to integrals, and the Fundamental Theorem of Calculus in a biological context.	Four hours per week	Quantitative Analysis (QA)

MATH	201	Calculus I	4	Introductory calculus including limits, continuity, derivatives of elementary functions, applications of the derivative, introduction to integrals and the Fundamental Theorem of Calculus.	Four hours per week	Quantitative Analysis (QA)
MATH	216	Statistical Thinking	4	Descriptive and inferential analysis of data, emphasizing appropriate assumptions, computer use and interpretation. Parametric and non-parametric methods are compared and contrasted. Includes a weekly laboratory.	Four hours per week.	
PHYS	121	General Physics I	4	Introduction to Newtonian mechanics and applications. Topics include kinematics, dynamics, gravitation, conservation laws, equilibrium and rotational motion. Not intended for physics majors.	Three hours lecture, two hours laboratory per week	Hands-On Science (HOS), Solutions Through Science (STS)
PHYS	123	General Physics II	4	Continuation of general physics. Topics include basic concepts of electricity and magnetism, wave motion, optics and modern physics.	Three hours lecture, two hours laboratory per	
PHYS	221	Physics I	4	Introduction to calculus-based Newtonian mechanics for students majoring in physics, engineering and chemistry. Topics include kinematics, Newton's laws, conservation laws and rotational motion.	Six hours lecture/activity per week	Hands-on Science (HOS), Solutions Through Science (STS)
PHYS	223	Physics II	4	Continuation of introductory calculus-based physics. Topics include electrostatics, current and resistance, DC and AC circuit analysis, magnetic fields, induction, electromagnetic waves, and geometrical and wave optics.	Six hours lecture/activity per week	

SOCI	313	Criminology and Penology	4	Consideration of crime and delinquency as forms of deviant behavior; examination of social causes, social reactions and applicable sociological theories.	Three hours per week with enhancement	Social Issues (SI), Diversity and Inclusion (DI)
CHEM	301	Chemistry Seminar	1	Learn to search the chemical literature, manage information, write scientific reports, create scientific presentations and present findings. Gain an introduction to scientific ethics & professional skills such as resume writing, job searching & networking.	One hour per week	
BIOL	201	Introduction to Biology: Molecular and Cellular Biology	4	Introduction to biological molecules, cellular anatomy and cellular function. Build fundamental understanding of molecular core concepts and skills that serve as a foundation for all more advanced coursework in biology. Emphasizes the chemistry of biology, properties of biological molecules, cellular composition, cellular function and diversity, metabolism, and genetics. One of two introductory courses (along with BIOL 202) required	Three hours lecture, three hours laboratory per week	Hands-on Science (HOS), Solutions Through Science (STS)
BIOL	202	Introduction to Biology: Evolution and Ecology	4	Provides a hands-on introduction to the study of evolution and ecology, including practice with the core concepts and skills that biologists use to study and preserve life. Explore several facets of biodiversity: its evolutionary origin, its ecological and societal importance, threats from human impacts, and solutions to preserve and restore biodiversity and ecosystem function to enable environmental sustainability.	Three hours lecture, three hours laboratory per week	Hands-on-Science (HOS), Solutions Through Science (STS), Environmental Sustainability (ES)

CHEM	420	Introduction to Medicinal Chemistry and Drug Design	4	Introduction to drugs and their mechanisms of action. Integrates chemical, biochemical and biological concepts for the analysis of various classes of pharmaceuticals, from administration to excretion. Emphasis is placed on the interaction of drugs with important biomolecules at the nanoscale. Includes a practical introduction to computer-assisted drug design.	Three hours per week with enhancement	
BIOL	106	Forensics	3	Forensics is where the fields of science and law meet, often to solve crimes. Gain a blended lecture and laboratory-based introduction to the study of forensics with an emphasis placed on crime scene processing as well as the evidence that is recovered during these investigations. While focusing on the science used in solving crimes, note that potentially sensitive matters such as violent crimes and death investigations are discussed.	Three hours and 20 minutes per week	Solutions Through Science (STS)
FSCS	307	Trace Evidence and Microscopy	3	A blended lecture and laboratory-based exploration of trace evidence as it relates to forensic science. Discuss the identification, collection and preservation of trace evidence from crime scenes. Explore a variety of methods for analysis and comparison of trace evidence, with particular emphasis on microscopy. Focus on the science used in solving crimes; please note, potentially sensitive matters such as violent crimes and death investigations are discussed.	Four hours lecture/ laboratory	Solutions Through Science (STS)

Wor-Wic Community College Courses						
CMJ	102	Introduction to Criminal Justice	3	This course examines the history, philosophy and social development of police, courts and corrections in a democratic society. Identification and operations of local, state and federal agencies are covered with a criminal justice career orientation.		
CMJ	104	Criminal Law	3	This course examines substantive criminal law as it is applied to local, state and federal systems. Crimes as prosecuted in a court of law are examined. Court decisions are used to address various sources and types of criminal laws		
CMJ	105	Introduction to Forensic Science	3	This course introduces the student to the scientific discipline directed at the recognition, identification and evaluation of physical evidence through the application of the natural sciences to criminal investigation. Emphasis is placed on the role of the forensic scientist. This course includes laboratory study designed to reinforce important forensic skills.		
CMJ	155	Ethics in Criminal Justice	3	This course examines the difficult decisions that criminal justice professionals make in an environment of competing interests. The decision making of criminal justice professionals can be impacted by ethical dilemmas. Emphasis is placed on addressing moral issues and concerns of our justice process in personal, social and criminal justice		

CMJ	201	Evidence and Procedure	3	This course examines the principles and techniques of criminal procedure employed during trials to determine the admissibility of physical and testimonial evidence. An analysis of laws and court decisions related to admissibility is emphasized.		
CMJ	251	Criminal Investigation	3	This course covers the fundamental principles and procedures employed in the investigation of a crime. Emphasis is placed on the investigation of specific crimes, the identification of sources of information and the procedures necessary for the proper handling of evidence. This course is designed to develop a working knowledge of the steps of investigation beginning with the initial security of the crime scene and concluding with the presentation of evidence and proper testimony in court. Laboratory experiences are designed to reinforce the material covered in class lectures.		
CMJ	256	Crime Scene Investigation	3	This course provides a practical hands-on approach to evidence identification, documentation, collection and handling, from the crime scene to the crime laboratory to presentation in court. This course includes laboratory study designed to reinforce important forensic and [...]		

Appendix B: General Education Curriculum

General Education Requirements

SU Signature Outcomes Requirements (3 Courses)

Complete 1 Course In Each Of The Following Areas (3 Courses):

- GENE CCE - Civic and Community Engagement **3-4 Hour(s) Credit**
- GENE DI - Diversity and Inclusion **3-4 Hour(s) Credit**
- GENE ES - Environmental Sustainability **3-4 Hour(s) Credit**

Additional General Education Requirements (11 Courses)

These courses may also meet SU Signature Outcomes and/or major requirements.

*To be taken in the first 24 credit hours of courses

Complete 1 Course In Each Of The Following (3 Courses):

- GENE FYS - First Year Seminar **4 Hour(s) Credit**
- GENE CTW - Communicating Through Writing **3-4 Hour(s) Credit ***
- GENE QA - Quantitative Analysis **3-4 Hour(s) Credit ***

Complete 1 Course In Each Of The Following - Must Be From Different Content Areas (2 Courses):

- GENE HE - Human Expression **3-4 Hour(s) Credit**
- GENE HIC - Humanity In Context **3-4 Hour(s) Credit**

Complete 1 Course In Each Of The Following - Must Be From Different Content Areas (2 Courses):

- GENE SC - Social Configurations **3-4 Hour(s) Credit**
- GENE SI - Social Issues **3-4 Hour(s) Credit**

Complete 1 Course In Each Of The Following - Must Be From Different Content Areas (2 Courses):

- GENE HOS - Hands-On Science **4 Hour(s) Credit**
- GENE STS - Solutions Through Science **3-4 Hour(s) Credit**

Complete 1 Course In Each Of The Following (2 Courses):

- GENE PW - Personal Wellness **4 Hour(s) Credit**
- GENE EL - Experiential Learning **Min. of 3 Hour(s) Credit**

Appendix C: Memorandum of Understanding with Wor-Wic Community College

**Memorandum of Understanding between
Wor-Wic Community College
and
Salisbury University
regarding
Articulation of the Courses in Criminal Justice
toward the
Bachelor of Science in Forensic Science**

This Memorandum of Understanding ("MOU") is effective this 31st day of May, 2026 between Wor-Wic Community College ("WWCC"), located at 32000 Campus Drive, Salisbury, Maryland, 21884 and Salisbury University ("SU"), a constituent institution of the University System of Maryland, an agency of the State of Maryland, located at 1101 Camden Ave, Salisbury, Maryland, 21801 (collectively the "Parties" or "Institutions").

Recitals

Whereas, WWCC and SU are committed to partnering to expand the educational opportunities and collaborative academic programming of their respective Institutions; and

Whereas, the intent of the Institutions is to avoid duplication of curricula, where appropriate, within articulated programs of studies; and

Whereas, the Institutions agree that the educational growth of students and the economic development of the community is better served through cooperative educational planning and optimal utilization of community resources.

Whereas, this MOU commits the Parties to full support of an articulation process to deliver certain coursework for students. This MOU will allow SU students to receive critical content knowledge in Criminal Justice toward completion of their Bachelor of Science degree in Forensic Science.

Now therefore, the Parties agree as follows:

I. Purpose

This MOU sets forth the conditions whereby SU students may take courses in Criminal Justice at WWCC as part of program requirements to earn a Bachelor of Science degree in Forensic Science.

II. Courses, instruction and academic support

- A. WWCC will permit SU students who have declared their major as Forensic Science to enroll in the following WWCC courses as part of their degree program:
CMJ 102-Introduction to Criminal Justice CMJ 104 - Criminal Law
CMJ 105 - Introduction to Forensic Science CMJ 155 - Ethics in Criminal Justice
CMJ 201- Evidence and Procedure
CMJ 202-Preliminary Investigations, Interviewing and Report Preparation CMJ 251- Criminal Investigation
CMJ 256 - Crime Scene Investigation
- B. Courses will be held on the campus of WWCC during the fall and spring semesters. If conditions necessitate moving the courses to an online or hybrid format, WWCC will notify SU as soon as is practical. If it becomes desirable for WWCC to deliver any of these courses on the campus of SU, SU and WWCC will collaborate to find appropriate space and scheduling.
- C. SU students will have access to all the academic support resources available to all non-degree seeking WWCC students including advising, tutoring, computing, and library resources. Additionally, the instructors at WWCC will make themselves available to SU students via in-person or virtual office hours, or by phone appointment for support outside of scheduled class times.

III. Admission to WWCC

- A. SU students seeking to enroll in criminal justice courses must first enroll in the Investigative Forensic Technology Certificate at WWCC. There is no fee to apply at WWCC. SU students only need to submit transcripts when applying for the certificate degree. SU students admitted to WWCC will be notified of their admission status via email.
- B. In accordance with the WWCC Policy on Student Classification for Admission and

Tuition Purposes, SU students seeking to enroll at WWCC must complete the residency portion of the application for admission to determine residency status for tuition and billing purposes. Students with questions about their residency status should contact the Admissions Office at WWCC.

IV. Enrollment/Registration

- A. Upon admission in the Investigative Forensic Technology Certificate, SU students are eligible to enroll in WWCC's Criminal Justice courses. Students will be enrolled in courses by the Academic Advising department following the same policies for all students.
- B. SU will provide the WWCC Criminal Justice Program with verification of good standing in the Bachelor of Science in Forensic Science program for SU students in this MOU; however, students will maintain their own academic standing within WWCC based on its catalog policies.
- C. SU students shall assume responsibility for their courses including all academic requirements

and any WWCC financial obligations that are not covered by this MOU. SU students are expected to comply with all WWCC policies and procedures including enrollment dates and deadlines for applicable courses, as noted in WWCC's academic calendar.
- D. SU students are expected to comply with the standards of conduct articulated in the WWCC Code of Conduct.

V. Payment of Tuition and Fees

- A. SU agrees to pay for WWCC tuition and mandatory fees associated with each SU student's registration in any course listed in Section II.A of this agreement SU will provide WWCC's Accounts Receivable & Cashiers Office with a list of all eligible SU students registered for WWCC classes and the classes in which they are enrolled at least one week before WWCC's billing deadline and again on the first day of WWCC's semester.

- B. Upon receipt of the list from SU, WWCC will place a hold on each student account to prevent the student from being dropped due to no payment. WWCC will review and confirm the accuracy of the list provided by SU and submit an invoice to SU for payment. WWCC will send an invoice to SU immediately after the deadline to receive payment. SU will pay the invoice within thirty (30) days of receipt. WWCC agrees not to charge SU late fees.
- C. SU students will be responsible for any costs incurred at WWCC not covered by this MOU, including costs related to course materials and laboratory fees.

VI. Grades/Transcripts/Credits

- A. A list of SU students expected to enroll in WWCC courses named in this MOU will be provided by SU to the records and registration and billing offices at WWCC. SU agrees to send transcripts requested by WWCC for students participating in this MOU to WWCC's Registrar as needed.
- B. Final grades will be posted to the student's official WWCC record (transcript) immediately after grades are submitted by the instructor and approved by WWCC's Office of the Registrar.
- C. At the end of each semester, WWCC will send the batch of transcripts for each student enrolled in WWCC courses named in this MOU directly to the Assistant Registrar at SU.
- D. In accordance with the Transfer with Success Act and COMAR 13B.06.01.04, as an exception to the standard 70-credit transfer limit from Maryland community colleges, Salisbury University will award credit for courses in this MOU taken by students to fulfill unmet program requirements, provided those courses are applicable to the student's degree plan. However, if a student has already reached the 70-credit transfer threshold and the additional course does not satisfy any remaining program requirement, no further transfer credit will be awarded.

- E. As an exception to Salisbury University's standard transfer credit policy, grades earned in courses taken under this MOU will be transferred and included in the student's SU cumulative GPA, using the university's standard GPA calculation.

VII. Administration of this MOU

- A. For SU, this MOU is being administered by Dr. Michael Scott, Dean of the Henson School of Science and Technology (msscott@salisbury.edu; 410-543-6489).
- B. For WWCC, this MOU is being administered by John Moses, Director of Criminal Justice (jmoses@worwic.edu; 410-572-8753).
- C. As administrators of this MOU, the respective designees of each Institution will facilitate any needed updates in collaboration with Institutional points of contact and ensure that any renewals are executed timely.
- D. The individuals listed below serve as points of contact for matters related to this MOU and for all official notices and correspondence, which shall be sent by U.S. mail or email.

Questions Regarding	Name	Title	Contact Info
MOU	Michael Scott John Moses	Dean of Science, SU Department Head CMJ, WWCC	msscott@salisbury.edu Umoses@worwic.edu
Courses and Instruction	John Moses	Director, Criminal Justice Prog, WWCC	umoses@worwic.edu
Admissions	Angie Hayden	Director of Admissions, WWCC	ahayden@worwic.edu
Billing	Tabitha Pilchard Stacey Reid	Bursar, SU Assistant Director of Finance, WWCC	twpilchard@salisbury.edu sreid@worwic.edu
Records and Registration	Elizabeth Kressin Rhoda Lukens	Registrar, SU Registrar, WWCC	emkressin@salisbury.edu rlukens@worwic.edu
Verification of Program Enrollment	Stephen Habay	Chair, Department of Chemistry	sahabay@salisbury.edu

VIII. Governing Law

The terms of this MOU shall be governed by the laws of the State of Maryland of the United States, without regard to its conflicts of laws principles.

IX. Term, Renewal and Termination of MOU

A. The initial term of this MOU is May 31, 2026 through June 30, 2027, but shall automatically renew for twelve (12) additional months each ensuing year unless one party gives the other written notice of its intention to terminate no later than the first day of classes of the beginning of the semester previous to the termination of the MOU.

B. The Parties agree to mutually address and resolve any concerns or disputes related to this MOU. Should the Parties be unable to resolve any dispute arising from this MOU, WWCC and

SU agree that termination of this MOU is the sole remedy.

C. Should termination occur, both Institutions agree to continue to carry out the terms of this MOU for any student currently participating in the program.

In witness whereof, the undersigned individuals represent and warrant that they are expressly and duly authorized to execute this MOU.

WOR-WIC COMMUNITY COLLEGE



Karie Solembrino, Ed.D
Vice President of Academic Affairs

SALISBURY UNIVERSITY



Jessica K. Clark, Ph.D.
Interim Provost

Appendix D: Wor-Wic Community College Articulation Agreement

Memorandum of Understanding Between

Wor-Wic Community College And

Salisbury University

Regarding

Associate of Applied Science in Criminal Justice, Forensic Science

Technology Concentration to

Bachelor of Science in Forensic Science

I. Identification of parties

- A. Wor-Wic Community College (WWCC) is a community college located at 32000 Campus Drive, Salisbury, Maryland, 21884.
- B. Salisbury University (SU) is a constituent institution of the University System of Maryland, an agency of the State of Maryland, located at 1101 Camden Ave, Salisbury, Maryland, 21801.

II. Preamble

This Memorandum of Understanding ("Agreement"), dated this 21st day of May 2026, is by and between WWCC and SU (collectively, the "Parties" or "Institutions"). This Agreement sets forth the joint curricula and program requirements for the completion of the Associate of Applied Science in Criminal Justice, Forensic Science Technology

Concentration from WWCC and the Bachelor of Science in Integrated Science, Forensic Science at Salisbury University.

Whereas, WWCC and SU are committed to partnering to expand the educational opportunities and collaborative academic programming of their respective institutions; and

Whereas, the two Institutions are committed to providing a smooth transition for students wishing to earn an associate of applied science degree and a baccalaureate degree; and

Whereas, the intent of the Institutions is to avoid duplication of curricula, where appropriate, within articulated programs of studies; and

Whereas, the Institutions agree that the educational growth of students and the economic development of the community is better served through cooperative educational planning and optimal utilization of community resources.

Therefore, this Agreement commits the Parties to full support of an articulation process to deliver coursework for students. For WWCC students, this Agreement will result in an Associate of Applied Science degree from WWCC and credit toward a Bachelor of Science degree at SU.

The Parties agree to the following:

III. Academic requirements

- A. The Institutions agree to follow the joint program curriculum and course by course articulation delineated in Appendix 1, which is attached hereto and made a part of this Agreement.
- B. Both Institutions will cooperate toward developing, disseminating, and presenting the articulated program information to students.
- C. Students who have graduated from WWCC must first apply to SU. Once a

completed application is received, WWCC graduates who have completed the associate's degree program in Associate of Applied Science in Criminal Justice, Forensic Science Technology concentration, with a cumulative grade point average of 2.0 or higher will be granted admission to SU as an Integrated Science major.

- D. All articulated course credits applied towards satisfying Bachelor of Science in Integrated Science major requirements earned with a C or better will be accepted for transfer according to the articulation matrix in Appendix 1.
- E. SU shall provide a Checklist for students as a planning tool for completing coursework required for the Bachelor of Science in Integrated Science in Appendix 2, attached hereto and made a part of this Agreement.
- F. Students intending to transfer should apply for admission by the priority deadline for the semester for which they intend to enroll.
- G. Students are subject to all specific policies pertaining to students admitted to the SU baccalaureate degree program in Bachelor of Science in Integrated Science.

IV. General Provisions

- A. Each Institution is responsible for the administration of its respective courses, including content, requirements, faculty and student services (to include, but not limited to, admissions, financial aid, class registration, etc.).
- B. When enrolled in a SU course, the student is subject to all policies and procedures applicable to SU students. When enrolled in a WWCC course, a student is subject to all policies and procedures applicable to WWCC students. Additional joint policies and procedures may be adopted and implemented at the discretion of both Parties.
- C. The Parties recognize that course scheduling beyond the associate's degree level resides exclusively with SU and will be coordinated with WWCC by the designated SU representative. Where academic calendars differ, the partners will work together to coordinate class offerings and class schedules.
- D. The disclosure of information about individual students is limited by the

federal Family Educational Rights and Privacy Act {FERPA). The Parties agree that release of student educational records to the other Party is conditioned upon the submission of a signed agreement by the student authorizing such release.

- E. The Parties shall publicize any joint offerings in their respective catalogs, website, and other materials as appropriate. Notwithstanding the foregoing, neither Party may use the names or marks of the other without the prior approval of the other Party.
- F. The Parties shall inform students in their respective programs of the complementary program opportunities available at each other's respective institution, support each other's marketing efforts toward the same, and encourage such students to apply to programs consistent with an individual student's interests.
- G. Notwithstanding anything in this Agreement to the contrary, both Parties retain full authority over their respective courses, programs, and requirements. Both Parties reserve the right to make changes to their respective courses, programs, and requirements. However, each Party shall give to the other reasonable notice and details of changes to this articulation Agreement and other changes in its courses, programs, and requirements that may affect this Agreement. Further, neither Party will terminate this Agreement at a time that would deter a "cohort-in-progress" from completing graduation within the originally designated timeframe
- H. For SU, this agreement is being administered by Dr. Michael Scott, Dean of the Henson School of Science and Technology (msscott@salisbury.edu; 410-543--6489). For WWCC, this agreement is being administered by John Moses, Director of Criminal Justice (jmoses@worwic.edu; 410-572-8753). As administrators of the agreement, the respective institutional designees will monitor the agreement, facilitate any needed updates in collaboration with institutional partners and ensure renewals are executed timely.
- I. The designated representatives shall meet as needed, at a mutually agreeable time and location, to discuss various collaborations and other topics of interest to either Institution. A Party may change its representative by giving notice to the

other party.

- J. Either institution may at any time recommend changes to this Agreement. Both Institutions reserve the right to modify the programs as deemed necessary and agree to inform the appropriate representatives of the other Institution of recommended changes. This Agreement may be modified only by a writing signed by both parties.
- K. All notices under this Agreement must be in writing; delivered in person, by U.S. mail or by email.
- L. Nothing in this Agreement is intended to form a joint venture between the Parties. Nothing in this Agreement is intended to create rights or benefits for any person or entity other than the Parties.
- M. This Agreement integrates the entire agreement of the Parties and supersedes any and all prior and/or contemporaneous agreements between the Parties, written or oral, with respect to the subject matter of this Agreement.

V. Term, Renewal and Termination of Agreement

- A. This Agreement is dated May 31, 2026 and will last until June 30, 2031. This agreement can be renewed with the consent of both parties.
- B. Either party may terminate this Agreement by providing the other party with written notice of its intention to terminate the Agreement, pursuant to Section IV.G above.
- C. Should termination occur, the Parties shall develop a process that will reasonably allow students admitted to and enrolled in joint programming to continue their studies.

VI. Required Signatures

The parties identified below agree to the provisions and terms of this Agreement.

APPROVED:

WWCC	DATE	SIGNATURE
Karie Solembrino, Ed.D., Vice President of Academic Affairs	2/17/26	

SU	DATE	SIGNATURE
Jessica K. Clark, Ph.D. Interim Provost & Senior VP of Academic Affairs	2/27/26	

APPENDIX 1

Articulation Pathway

The pathway includes a recommended student curricular pathway to complete the Associate of Applied Science degree and the Bachelor of Science degree requirements.

While the student is not required to take all courses in the precise order recommended in the articulation pathway, all course equivalencies described in the pathway at Salisbury University are binding.

Students are strongly advised to seek appropriate advising with regard to the completion of requirements for the Associate of Applied Science degree, transition to Salisbury University, and completion of all requirements for the Bachelor of Science in Forensic Science.

APPENDIX 2

Curriculum for the

Bachelor of Science in Forensic Science

The following document lists the full requirements for the Bachelor of Science degree in Forensic Science at Salisbury University.

Appendix 1: Articulation Pathways

Criminalistics Track

Transfer Guide: Wor-Wic Community College → Salisbury University

Semester 1

Wor-Wic Community College			Salisbury University	
Course	Cr.		Course	Cr.
CMJ 105 Introduction to Forensic Science	3	→	INSC 105 Introduction to Forensic Science	3
BIO 105 Principles of Biology I	4	→	Intro to Biology: Molec & Cell Biology	4
CHM 105 General Chemistry I	4	→	CHEM 121 General Chemistry I	4
SDV 100 Fundamentals of College Study	1	→	General Elective	1
MTH 121 Precalculus I	3	→	MATH 140 College Algebra and Trigonometry	3
Total Credits	15		Total Credits	15

Semester 2

Wor-Wic Community College			Salisbury University	
Course	Cr.		Course	Cr.
CMJ 102 Introduction to Forensic Science	3	→	INSC 102 Introduction to Criminal Justice	3
CMJ 155 Ethics in Criminal Justice	3	→	INSC 155 Ethics in Criminal Justice	3
CMJ 251 Criminal Investigation	3	→	INSC 251 Criminal Investigation	3
CHM 106 General Chemistry II	4	→	CHEM 123 General Chemistry II	4
ENG 101 Fundamentals of English I	3	→	ENGL 103 Composition and Research	3
Total Credits	16		Total Credits	16

Semester 3

Wor-Wic Community College			Salisbury University	
Course	Cr.		Course	Cr.
CMJ 104 Criminal Law	3	→	INSC 104 Criminal Law	3
CHM 201 Organic Chemistry I	4	→	CHEM 221 Organic Chemistry I	4
ENG 151 Fundamentals of English II	3	→	ENGL LIT English Literature Elective	3
SOC 101 Introduction to Sociology	3	→	SOC 101 Introduction to Sociology	3
Total Credits	13		Total Credits	13

Semester 4

Wor-Wic Community College			Salisbury University	
Course	Cr.		Course	Cr.
CMJ 201 Evidence and Procedure	3	→	INSC ELE Integrated Science Elective	3
CMJ 256 Crime Scene Investigation	3	→	INSC 256 Crime Scene Investigation	3
CHM 202 Organic Chemistry II	4	→	CHEM 223 Organic Chemistry II	4
COM 101 Introduction to Public Speaking	3	→	COMM 100 Fundamentals of Communication	3
PSY 101 Introduction to Psychology	3	→	PSYC 101 General Psychology	3
Total Credits	16		Total Credits	16

Courses Completed at Salisbury University (Post-Transfer)**Semester 5 (Salisbury University)**

Wor-Wic Community College			Salisbury University	
Course	Cr.		Course	Cr.
(Salisbury University only)			MATH 155 Modern Stats with Comp Analysis –or– MATH 216 Statistical Thinking	3/4

<i>(Salisbury University only)</i>	MDTC 101 Safety in Biological, Chemical & Clinical Lab –or– CHEM 207 Laboratory Safety	1
<i>(Salisbury University only)</i>	BIOL 106 Forensics	3
<i>(Salisbury University only)</i>	BIOL 202 Introduction to Biology: Evolution and Ecology	4
<i>(Salisbury University only)</i>	PHYS 121 General Physics II –or– PHYS 221 Physics I	4
Total Credits	Total Credits	15-16

Semester 6 (Salisbury University)

Wor-Wic Community College		Salisbury University	
Course	Cr.	Course	Cr.
<i>(Salisbury University only)</i>		ART 129 Introduction to Digital Photography	4
<i>(Salisbury University only)</i>		FSCS 307 Trace Evidence and Microscopy	3
<i>(Salisbury University only)</i>		BIOL 205 Fundamentals of Human Anatomy and Physiology	4
<i>(Salisbury University only)</i>		Free Elective	4
Total Credits		Total Credits	15

Semester 7 (Salisbury University)

Wor-Wic Community College		Salisbury University	
Course	Cr.	Course	Cr.
<i>(Salisbury University only)</i>		SOCI 313 Criminology and Penology	4
<i>(Salisbury University only)</i>		CHEM 321 Analytic Chemistry	4

<i>(Salisbury University only)</i>	ART 359 Advanced Digital Photography	4
Total Credits	Total Credits	12

Semester 8 (Salisbury University)

Wor-Wic Community College		Salisbury University	
Course	Cr.	Course	Cr.
<i>(Salisbury University only)</i>		BIOL/CHEM 3XX/4XX Elective	3–4
<i>(Salisbury University only)</i>		BIOL 400 Senior Seminar (or similar capstone)	4
<i>(Salisbury University only)</i>		FTWL 106 Lifelong Fitness and Wellness	4
<i>(Salisbury University only)</i>		HIST 201 History of the United States to 1865	4
Total Credits		Total Credits	15-16
		Total Credits	117-122

Note: Course equivalencies subject to change. Consult academic advisors at both institutions.

Forensic Chemistry Track

Transfer Guide: Wor-Wic Community College → Salisbury University

Semester 1

Wor-Wic Community College		Salisbury University	
Course	Cr.	Course	Cr.

CMJ 105 Introduction to Forensic Science	3	→	INSC 105 Introduction to Forensic Science	3
BIO 105 Principles of Biology I	4	→	Intro to Biology: Molec & Cell Biology	4
CHM 105 General Chemistry I	4	→	CHEM 121 General Chemistry I	4
SDV 100 Fundamentals of College Study	1	→	General Elective	1
MTH 121 Precalculus I	3	→	MATH 140 College Algebra and Trigonometry	3
Total Credits	15		Total Credits	15

Semester 2

Wor-Wic Community College			Salisbury University	
Course	Cr.		Course	Cr.
CMJ 102 Introduction to Forensic Science	3	→	INSC 102 Introduction to Criminal Justice	3
CMJ 155 Ethics in Criminal Justice	3	→	INSC 155 Ethics in Criminal Justice	3
CMJ 251 Criminal Investigation	3	→	INSC 251 Criminal Investigation	3
CHM 106 General Chemistry II	4	→	CHEM 123 General Chemistry II	4
ENG 101 Fundamentals of English I	3	→	ENGL 103 Composition and Research	3
Total Credits	16		Total Credits	16

Semester 3

Wor-Wic Community College			Salisbury University	
Course	Cr.		Course	Cr.
CMJ 104 Criminal Law	3	→	INSC 104 Criminal Law	3
CHM 201 Organic Chemistry I	4	→	CHEM 221 Organic Chemistry I	4
ENG 151 Fundamentals of English II	3	→	ENGL LIT English Literature Elective	3

SOC 101 Introduction to Sociology	3	→	SOC 101 Introduction to Sociology	3
Total Credits	13		Total Credits	13

Semester 4

Wor-Wic Community College			Salisbury University	
Course	Cr.		Course	Cr.
CMJ 201 Evidence and Procedure	3	→	INSC ELE Integrated Science Elective	3
CMJ 256 Crime Scene Investigation	3	→	INSC 256 Crime Scene Investigation	3
CHM 202 Organic Chemistry II	4	→	CHEM 223 Organic Chemistry II	4
COM 101 Introduction to Public Speaking	3	→	COMM 100 Fundamentals of Communication	3
PSY 101 Introduction to Psychology	3	→	PSYC 101 General Psychology	3
Total Credits	16		Total Credits	16

Courses Completed at Salisbury University (Post-Transfer)

Semester 5 (Salisbury University)

Wor-Wic Community College			Salisbury University	
Course	Cr.		Course	Cr.
(Salisbury University only)			MATH 155 Modern Stats with Comp Analysis –or– MATH 216 Statistical Thinking	3/4
(Salisbury University only)			MDTC 101 Safety in Biological, Chemical & Clinical Lab –or– CHEM 207 Laboratory Safety	1
(Salisbury University only)			BIOL 106 Forensics	3
(Salisbury University only)			BIOL 202 Introduction to Biology: Evolution and Ecology	4

<i>(Salisbury University only)</i>	PHYS 121 General Physics I –or– PHYS 221 Physics I	4
<i>(Salisbury University only)</i>	CHEM 301 Chemistry Seminar	1
Total Credits	Total Credits	15-16

Semester 6 (Salisbury University)

Wor-Wic Community College		Salisbury University	
Course	Cr.	Course	Cr.
<i>(Salisbury University only)</i>		MATH 160 Intro to Applied Calculus – or– MATH 198 Calculus I for Bio & Medicine –or– MATH 201 Calculus I	3/4
<i>(Salisbury University only)</i>		PHYS 123 General Physics II –or– PHYS 223 Physics II	4
<i>(Salisbury University only)</i>		FSCS 307 Trace Evidence and Microscopy	3
<i>(Salisbury University only)</i>		CHEM 333 Instrumental Analysis	3
Total Credits		Total Credits	13-14

Semester 7 (Salisbury University)

Wor-Wic Community College		Salisbury University	
Course	Cr.	Course	Cr.
<i>(Salisbury University only)</i>		SOCI 313 Criminology and Penology	4
<i>(Salisbury University only)</i>		CHEM 321 Analytic Chemistry	4
<i>(Salisbury University only)</i>		CHEM 417 Biochemistry I	4
<i>(Salisbury University only)</i>		CHEM 420 Introduction to Medicinal Chemistry and Drug Design	4
Total Credits		Total Credits	16

Semester 8 (Salisbury University)

Wor-Wic Community College			Salisbury University	
Course	Cr.		Course	Cr.
(Salisbury University only)			BIOL 400 Senior Seminar (or similar capstone)	4
(Salisbury University only)			FTWL 106 Lifelong Fitness and Wellness	4
(Salisbury University only)			HIST 201 History of the United States to 1865	4
(Salisbury University only)			Elective	3-4
Total Credits			Total Credits	12
			Total Credit	117-122

Note: Course equivalencies subject to change. Consult academic advisors at both institutions.

Forensic Biology Track

Transfer Guide: Wor-Wic Community College → Salisbury University

Semester 1

Wor-Wic Community College			Salisbury University	
Course	Cr.		Course	Cr.
CMJ 105 Introduction to Forensic Science	3	→	INSC 105 Introduction to Forensic Science	3
BIO 105 Principles of Biology I	4	→	Intro to Biology: Molec & Cell Biology	4
CHM 105 General Chemistry I	4	→	CHEM 121 General Chemistry I	4

SDV 100 Fundamentals of College Study	1	→	General Elective	1
MTH 121 Precalculus I	3	→	MATH 140 College Algebra and Trigonometry	3
Total Credits	15		Total Credits	15

Semester 2

Wor-Wic Community College			Salisbury University	
Course	Cr.		Course	Cr.
CMJ 102 Introduction to Forensic Science	3	→	INSC 102 Introduction to Criminal Justice	3
CMJ 155 Ethics in Criminal Justice	3	→	INSC 155 Ethics in Criminal Justice	3
CMJ 251 Criminal Investigation	3	→	INSC 251 Criminal Investigation	3
CHM 106 General Chemistry II	4	→	CHEM 123 General Chemistry II	4
ENG 101 Fundamentals of English I	3	→	ENGL 103 Composition and Research	3
Total Credits	16		Total Credits	16

Semester 3

Wor-Wic Community College			Salisbury University	
Course	Cr.		Course	Cr.
CMJ 104 Criminal Law	3	→	INSC 104 Criminal Law	3
CHM 201 Organic Chemistry I	4	→	CHEM 221 Organic Chemistry I	4
ENG 151 Fundamentals of English II	3	→	ENGL LIT English Literature Elective	3
SOC 101 Introduction to Sociology	3	→	SOC 101 Introduction to Sociology	3
Total Credits	13		Total Credits	13

Semester 4

Wor-Wic Community College			Salisbury University	
Course	Cr.		Course	Cr.
CMJ 201 Evidence and Procedure	3	→	INSC ELE Integrated Science Elective	3
CMJ 256 Crime Scene Investigation	3	→	INSC 256 Crime Scene Investigation	3
CHM 202 Organic Chemistry II	4	→	CHEM 223 Organic Chemistry II	4
COM 101 Introduction to Public Speaking	3	→	COMM 100 Fundamentals of Communication	3
PSY 101 Introduction to Psychology	3	→	PSYC 101 General Psychology	3
Total Credits	16		Total Credits	16

Courses Completed at Salisbury University (Post-Transfer)

Semester 5 (Salisbury University)

Wor-Wic Community College			Salisbury University	
Course	Cr.		Course	Cr.
<i>(Salisbury University only)</i>			MATH 155 Modern Stats with Comp Analysis –or– MATH 216 Statistical Thinking	3/4
<i>(Salisbury University only)</i>			MDTC 101 Safety in Biological, Chemical & Clinical Lab –or– CHEM 207 Laboratory Safety	1
<i>(Salisbury University only)</i>			BIOL 106 Forensics	3
<i>(Salisbury University only)</i>			BIOL 202 Introduction to Biology: Evolution and Ecology	4
<i>(Salisbury University only)</i>			PHYS 121 General Physics I –or– PHYS 221 Physics I	4
Total Credits			Total Credits	15-16

Semester 6 (Salisbury University)

Wor-Wic Community College		Salisbury University	
Course	Cr.	Course	Cr.
<i>(Salisbury University only)</i>		MATH 160 Intro to Applied Calculus – or– MATH 198 Calculus I for Bio & Medicine –or– MATH 201 Calculus I	3/4
<i>(Salisbury University only)</i>		BIOL 350 Cell Biology	4
<i>(Salisbury University only)</i>		FSCS 307 Trace Evidence and Microscopy	3
<i>(Salisbury University only)</i>		BIOL 360 Genetic Analysis	3
Total Credits		Total Credits	13- 14

Semester 7 (Salisbury University)

Wor-Wic Community College		Salisbury University	
Course	Cr.	Course	Cr.
<i>(Salisbury University only)</i>		SOCI 313 Criminology and Penology	4
<i>(Salisbury University only)</i>		CHEM 321 Analytic Chemistry	4
<i>(Salisbury University only)</i>		CHEM 417 Biochemistry I	4
<i>(Salisbury University only)</i>		Elective	3
Total Credits		Total Credits	15

Semester 8 (Salisbury University)

Wor-Wic Community College		Salisbury University	
Course	Cr.	Course	Cr.
<i>(Salisbury University only)</i>		BIOL 370 Molecular Genetics	4
<i>(Salisbury University only)</i>		BIOL 400 Senior Seminar (or similar capstone)	4

(Salisbury University only)	FTWL 106 Lifelong Fitness and Wellness	4
(Salisbury University only)	HIST 201 History of the United States to 1865	4
Total Credits	Total Credits	16
	Total Credits	116-121

Note: Course equivalencies subject to change. Consult academic advisors at both institutions.

Appendix B: Program Requirements

Student ID: _____	Catalog: 2026-2027 Undergraduate
& Graduate Catalog Student Name: _____	Program:
Forensic Science, B.S. Criminalistics Track Advisor	
Name: _____	

Forensic Science, B.S. Criminalistics Track

Advisement for the major is available from the Chemistry Department

Forensic science is an interdisciplinary field at the intersection of science and law, applying scientific principles and techniques to the investigation of criminal and civil matters. The program emphasizes the identification, collection, preservation, and analysis of physical evidence to support legal proceedings.

The Bachelor of Science in Forensic Science Program prepares students for entry into graduate programs in forensic studies or for immediate employment in the forensic science workforce. Graduates are qualified for positions in public and private laboratories, law enforcement agencies, and other investigative settings. Career opportunities include roles such as crime scene technician, forensic DNA analyst, and forensic drug chemist.

The curriculum integrates coursework in forensic science, biology, chemistry, criminal justice, and related disciplines. Students develop critical thinking, analytical, and communication skills essential for success in the field.

Students are advised during the first-year Academic Program Welcome that many internships and careers in forensic science require background checks as part of the hiring process. These checks may include review of academic records, employment or military history, driving records, criminal background, and drug screening. Some positions may also require physical, psychological, or polygraph examinations. These measures are intended to ensure candidates meet the ethical and professional standards required in forensic science careers.

The Criminalistics Track is specifically designed for students aspiring to pursue professional careers as crime scene Investigators (CSIs) or law enforcement officers (LEOs) at the local, state, or federal levels. This track provides a robust foundation by seamlessly integrating essential criminal justice coursework which is crucial for law enforcement roles with rigorous science classes that establish a solid foundation in forensic principles. This curriculum additionally incorporates courses in digital photography. This specialized skill is necessary for field-based CSIs and LEOs, enabling them to accurately document scenes and evidence through high-quality photography.

Checklist

This checklist is an unofficial tool for planning. Matriculated students and advisors should consult the Academic Requirements Report in GullNet before and after registering for classes each semester to track academic progress.

University Undergraduate Major Policies

- Refer to the program page for this major and the Courses section of this catalog for approved prerequisites and General Education courses.
- Program requirements may not equal 120 credit hours. Students must register for additional
- electives to complete 120 credits required for graduation.
- All graduates must have a minimum of 30 credits of 300/400-level courses with C grade or above; at least 15 of those credits must be taken at SU.
- Students must have a minimum cumulative GPA of 2.0 for graduation.
- Students must complete at least 30 credit hours by direct classroom instruction and/or laboratory experience.

Students must take 30 of the last 37 credit hours at SU.

It is the student's responsibility to satisfy graduation requirements. Please refer to the program page of this catalog for detailed major requirements.

Students must apply online for graduation by November 15 for May and by May 15 for December.

General Education Requirements

See which courses fulfill specific General Education requirements: General Education Courses

SU Signature Outcomes Requirements (3 Courses)

These courses may also meet additional General Education and/or major requirements.

Complete 1 Course In Each Of The Following Areas (3 Courses):

Course Name	Hour(s) Credit	Term Taken	Grade
GENE CCE - Civic and Community Engagement	3-4 Hour(s) Credit		
GENE DI - Diversity and Inclusion	3-4 Hour(s) Credit		
GENE ES - Environmental Sustainability	3-4 Hour(s) Credit		

Additional General Education Requirements (11 Courses)

These courses may also meet SU Signature Outcomes and/or major requirements.

* To be taken in the first 24 credit hours of courses

Complete 1 Course In Each Of The Following (3 Courses):

Course Name	Hour(s) Credit	Term Taken	Grade
GENE FYS - First Year Seminar	4 Hour(s) Credit		
GENE CTW - Communicating Through Writing *	3-4 Hour(s) Credit		
GENE QA - Quantitative Analysis *	3-4 Hour(s) Credit		

Complete 1 Course In Each Of The Following - Must Be From Different Content Areas (2 Courses):

Course Name	Hour(s) Credit	Term Taken	Grade
GENE HE - Human Expression	3-4 Hour(s) Credit		

GENE HIC - Humanity In Context	3-4 Hour(s) Credit		
Complete 1 Course In Each Of The Following - Must Be From Different Content Areas (2 Courses):			
Course Name	Hour(s) Credit	Term Taken	Grade
GENE SC - Social Configurations	3-4 Hour(s) Credit		
GENE SI - Social Issues	3-4 Hour(s) Credit		
Complete 1 Course In Each Of The Following - Must Be From Different Content Areas (2 Courses):			
Course Name	Hour(s) Credit	Term Taken	Grade
GENE HOS - Hands-On Science	4 Hour(s) Credit		
GENE STS - Solutions Through Science	3-4 Hour(s) Credit		
Complete 1 Course In Each Of The Following (2 Courses):			
Course Name	Hour(s) Credit	Term Taken	Grade
GENE PW - Personal Wellness	4 Hour(s) Credit		
GENE EL - Experiential Learning	Min. of 3 Hour(s) Credit		
Forensic Science Major Core			
Complete the Following (19 Courses)			
Course Name	Hour(s) Credit	Term Taken	Grade
MATH 155 - Modern Statistics with Computer Analysis	3 Hour(s) Credit		
OR			
MATH 216 - Statistical Thinking	4 Hour(s) Credit		
BIOL 106 - Forensics	3 Hour(s) Credit		
BIOL 201 - Introduction to Biology: Molecular and Cellular Biology	4 Hour(s) Credit		
BIOL 202 - Introduction to Biology: Evolution and Ecology	4 Hour(s) Credit		
CHEM 121 - General Chemistry I	4 Hour(s) Credit		
CHEM 122 - General Chemistry II	4 Hour(s) Credit		
PHYS 121 - General Physics I	4 Hour(s) Credit		
OR			
PHYS 221 - Physics I	4 Hour(s) Credit		

CHEM 221 - Organic Chemistry I	4 Hour(s) Credit		
CHEM 207 - Laboratory Safety	1 Hour(s) Credit		
OR			
MDTC 101 - Safety in the Biological, Chemical and Clinical Laboratory	1 Hour(s) Credit		
CHEM 321 - Analytical Chemistry	4 Hour(s) Credit		
CMJ 102: Analytical Chemistry 3 Hour(s) Credit CMJ 104: Criminal Law 3 Hour(s) Credit CMJ 105: Introduction to Forensic Science 3 Hour(s) Credit CMJ 155: Ethics in Criminal Justice 3 Hour(s) Credit CMJ 201: Evidence and Procedure 3 Hour(s) Credit CMJ 251: Criminal Investigation 3 Hour(s) Credit			
CMJ 256: Crime Scene Investigation 3 Hour(s) Credit			
FSCS 307 - Trace Evidence and Microscopy	3 Hour(s) Credit		
SOCI 313 - Criminology and Penology	4 Hour(s) Credit		
Criminalistics Track Requirements			
Complete the Following (4 Courses)			
Course Name	Hour(s) Credit	Term Taken	Grade
ART 129 - Introduction to Digital Photography	4 Hour(s) Credit		
ART 359 - Advanced Digital Photography	4 Hour(s) Credit		
BIOL 205 - Fundamentals of Human Anatomy and Physiology	4 Hour(s) Credit		
Elective BIOL or CHEM 300/400 Level Course 3-4 Hour(s) Credit			
Notes:			

Student ID: _____ **Catalog: 2026-2027 Undergraduate & Graduate Catalog**
Student Name: _____ **Program: Forensic Science, B.S. Forensic Chemistry Advisor Name:** _____ **Track**

Forensic Science, B.S. Forensic Chemistry Track

Advisement for the major is available from the Chemistry Department

Forensic chemists work at the interface of chemistry and the law, specializing in the chemical analysis of evidence to support civil and criminal investigations and judicial proceedings. They are employed by a variety of local, state, and federal entities and private companies, including police departments, crime labs, health or justice departments, and agencies like the DEA, FBI, and ATF. The Forensic Chemistry Track ensures that graduates meet the current DEA requirements for forensic chemists by incorporating additional math, physics, and chemistry courses to the strong foundation of forensics, criminal justice, and science courses provided by the forensic science major core. Forensic chemistry students gain theoretical and practical experience in areas such as analytical and instrumental chemistry, biochemistry, medicinal chemistry and drug design, which prepares graduates well for a future as a practicing forensic chemist or for additional graduate training.

Checklist

This checklist is an unofficial tool for planning. Matriculated students and advisors should consult the Academic Requirements Report in GullNet before and after registering for classes each semester to track academic progress.

University Undergraduate Major Policies

- Refer to the program page for this major and the Courses section of this catalog for approved prerequisites and General Education courses.
- Program requirements may not equal 120 credit hours. Students must register for additional
- electives to complete 120 credits required for graduation.
- All graduates must have a minimum of 30 credits of 300/400-level courses with C grade or
- above; at least 15 of those credits must be taken at SU.
- Students must have a minimum cumulative GPA of 2.0 for graduation.
- Students must complete at least 30 credit hours by direct classroom instruction and/or laboratory
- experience.

Students must take 30 of the last 37 credit hours at SU.

It is the student's responsibility to satisfy graduation requirements. Please refer to the program page of this catalog for detailed major requirements.

Students must apply online for graduation by November 15 for May and by May 15 for December.

General Education Requirements

See which courses fulfill specific General Education requirements: General Education Courses

SU Signature Outcomes Requirements (3 Courses)

These courses may also meet additional General Education and/or major requirements.

Complete 1 Course In Each Of The Following Areas (3 Courses):

Course Name	Hour(s) Credit	Term Taken	Grade
GENE CCE - Civic and Community Engagement	3-4 Hour(s) Credit		

GENE DI - Diversity and Inclusion	3-4 Hour(s) Credit		
GENE ES - Environmental Sustainability	3-4 Hour(s) Credit		

Additional General Education Requirements (11 Courses)

These courses may also meet SU Signature Outcomes and/or major requirements.

* To be taken in the first 24 credit hours of courses

Complete 1 Course In Each Of The Following (3 Courses):

Course Name	Hour(s) Credit	Term Taken	Grade
GENE FYS - First Year Seminar	4 Hour(s) Credit		
GENE CTW - Communicating Through Writing *	3-4 Hour(s) Credit		
GENE QA - Quantitative Analysis *	3-4 Hour(s) Credit		

Complete 1 Course In Each Of The Following - Must Be From Different Content Areas (2 Courses):

Course Name	Hour(s) Credit	Term Taken	Grade
GENE HE - Human Expression	3-4 Hour(s) Credit		
GENE HIC - Humanity In Context	3-4 Hour(s) Credit		

Complete 1 Course In Each Of The Following - Must Be From Different Content Areas (2 Courses):

Course Name	Hour(s) Credit	Term Taken	Grade
GENE SC - Social Configurations	3-4 Hour(s) Credit		
GENE SI - Social Issues	3-4 Hour(s) Credit		

Complete 1 Course In Each Of The Following - Must Be From Different Content Areas (2 Courses):

Course Name	Hour(s) Credit	Term Taken	Grade
GENE HOS - Hands-On Science	4 Hour(s) Credit		
GENE STS - Solutions Through Science	3-4 Hour(s) Credit		

Complete 1 Course In Each Of The Following (2 Courses):

Course Name	Hour(s) Credit	Term Taken	Grade
GENE PW - Personal Wellness	4 Hour(s) Credit		
GENE EL - Experiential Learning	Min. of 3 Hour(s) Credit		

Forensic Science Major Core

Complete the Following (19 Courses)

Course Name	Hour(s) Credit	Term Taken	Grade

MATH 155 - Modern Statistics with Computer Analysis	3 Hour(s) Credit		
OR			
MATH 216 - Statistical Thinking	4 Hour(s) Credit		
BIOL 106 - Forensics	3 Hour(s) Credit		
BIOL 201 - Introduction to Biology: Molecular and Cellular Biology	4 Hour(s) Credit		
BIOL 202 - Introduction to Biology: Evolution and Ecology	4 Hour(s) Credit		
CHEM 121 - General Chemistry I	4 Hour(s) Credit		
CHEM 122 - General Chemistry II	4 Hour(s) Credit		
PHYS 121 - General Physics I	4 Hour(s) Credit		
OR			
PHYS 221 - Physics I	4 Hour(s) Credit		
CHEM 221 - Organic Chemistry I	4 Hour(s) Credit		
CHEM 207 - Laboratory Safety	1 Hour(s) Credit		
OR			
MDTC 101 - Safety in the Biological, Chemical and Clinical Laboratory	1 Hour(s) Credit		
CHEM 321 - Analytical Chemistry	4 Hour(s) Credit		
CMJ 102: Analytical Chemistry 3 Hour(s) Credit CMJ 104: Criminal Law 3 Hour(s) Credit CMJ 105: Introduction to Forensic Science 3 Hour(s) Credit CMJ 155: Ethics in Criminal Justice 3 Hour(s) Credit CMJ 201: Evidence and Procedure 3 Hour(s) Credit CMJ 251: Criminal Investigation 3 Hour(s) Credit CMJ 256: Crime Scene Investigation 3 Hour(s) Credit			
FSCS 307 - Trace Evidence and Microscopy	3 Hour(s) Credit		
SOCI 313 - Criminology and Penology	4 Hour(s) Credit		
Chemistry Track Requirements			

Complete the Following (7 Courses)			
Course Name	Hour(s) Credit	Term Taken	Grade
CHEM 417 - Biochemistry I	4 Hour(s) Credit		
CHEM 420 - Introduction to Medicinal Chemistry and Drug Design	4 Hour(s) Credit		

CHEM 222 - Organic Chemistry II	4 Hour(s) Credit		
CHEM 301 - Chemistry Seminar	1 Hour(s) Credit		
CHEM 333 - Instrumental Analysis	3 Hour(s) Credit		
MATH 160 - Introduction to Applied Calculus	3 Hour(s) Credit		
OR			
MATH 198 - Calculus I For Biology and Medicine	4 Hour(s) Credit		
OR			
MATH 201 - Calculus I	4 Hour(s) Credit		
PHYS 123 - General Physics II	4 Hour(s) Credit		
OR			
PHYS 223 - Physics II	4 Hour(s) Credit		

Notes:

Student ID: _____ Student Name: _____ Biology Track Advisor Name: _____	Catalog: 2026-2027 Undergraduate & Graduate Catalog Program: Forensic Science, B.S. Forensic Biology

Forensic Science, B.S. Forensic Biology Track

Advisement for the major is available from the Chemistry Department

Forensic biology is the application of biology and biochemistry to evidence analysis and crime scene investigation. Forensic biologists analyze biological samples, especially DNA, to identify individuals or gain information about a crime or following a natural disaster. They may be employed by local or state crime laboratories, federal agencies such as the FBI, medical examiners' and coroners' offices, offices of prosecutors or public defenders, the Armed Forces DNA Identification Lab, or private forensic laboratories. Students on the forensic biology track gain classroom and laboratory experience in cell biology, biochemistry, genetic analysis, and molecular genetics, in addition to the forensic, criminal justice, and science core curriculum. The track provides a strong theoretical and practical foundation for a career in forensic biology or for additional post graduate study.

Checklist

This checklist is an unofficial tool for planning. Matriculated students and advisors should consult the Academic Requirements Report in GullNet before and after registering for classes each semester to track academic progress.

University Undergraduate Major Policies

- Refer to the program page for this major and the Courses section of this catalog for approved prerequisites and General Education courses.
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- above; at least 15 of those credits must be taken at SU.
- Students must have a minimum cumulative GPA of 2.0 for graduation.
- Students must complete at least 30 credit hours by direct classroom instruction and/or
- laboratory experience.

Students must take 30 of the last 37 credit hours at SU.

It is the student's responsibility to satisfy graduation requirements. Please refer to the program page of this catalog for detailed major requirements.

Students must apply online for graduation by November 15 for May and by May 15 for December.

General Education Requirements

See which courses fulfill specific General Education requirements: General Education Courses

SU Signature Outcomes Requirements (3 Courses)

These courses may also meet additional General Education and/or major requirements.

Complete 1 Course In Each Of The Following Areas (3 Courses):

Course Name	Hour(s) Credit	Term Taken	Grade
GENE CCE - Civic and Community Engagement	3-4 Hour(s) Credit		
GENE DI - Diversity and Inclusion	3-4 Hour(s) Credit		
GENE ES - Environmental Sustainability	3-4 Hour(s) Credit		

Additional General Education Requirements (11 Courses)*These courses may also meet SU Signature Outcomes and/or major requirements.*

* To be taken in the first 24 credit hours of courses

Complete 1 Course In Each Of The Following (3 Courses):

Course Name	Hour(s) Credit	Term Taken	Grade
GENE FYS - First Year Seminar	4 Hour(s) Credit		
GENE CTW - Communicating Through Writing *	3-4 Hour(s) Credit		
GENE QA - Quantitative Analysis *	3-4 Hour(s) Credit		

Complete 1 Course In Each Of The Following - Must Be From Different Content Areas (2 Courses):

Course Name	Hour(s) Credit	Term Taken	Grade
GENE HE - Human Expression	3-4 Hour(s) Credit		
GENE HIC - Humanity In Context	3-4 Hour(s) Credit		

Complete 1 Course In Each Of The Following - Must Be From Different Content Areas (2 Courses):

Course Name	Hour(s) Credit	Term Taken	Grade
GENE SC - Social Configurations	3-4 Hour(s) Credit		
GENE SI - Social Issues	3-4 Hour(s) Credit		

Complete 1 Course In Each Of The Following - Must Be From Different Content Areas (2 Courses):

Course Name	Hour(s) Credit	Term Taken	Grade
GENE HOS - Hands-On Science	4 Hour(s) Credit		
GENE STS - Solutions Through Science	3-4 Hour(s) Credit		

Complete 1 Course In Each Of The Following (2 Courses):

Course Name	Hour(s) Credit	Term Taken	Grade
GENE PW - Personal Wellness	4 Hour(s) Credit		
GENE EL - Experiential Learning	Min. of 3 Hour(s) Credit		

Forensic Science Major Core**Complete the Following (19 Courses)**

Course Name	Hour(s) Credit	Term Taken	Grade
MATH 155 - Modern Statistics with Computer Analysis	3 Hour(s) Credit		

OR			
MATH 216 - Statistical Thinking	4 Hour(s) Credit		
BIOL 106 - Forensics	3 Hour(s) Credit		
BIOL 201 - Introduction to Biology: Molecular and Cellular Biology	4 Hour(s) Credit		
BIOL 202 - Introduction to Biology: Evolution and Ecology	4 Hour(s) Credit		
CHEM 121 - General Chemistry I	4 Hour(s) Credit		
CHEM 122 - General Chemistry II	4 Hour(s) Credit		
PHYS 121 - General Physics I	4 Hour(s) Credit		
OR			
PHYS 221 - Physics I	4 Hour(s) Credit		
CHEM 221 - Organic Chemistry I	4 Hour(s) Credit		
CHEM 207 - Laboratory Safety	1 Hour(s) Credit		
OR			
MDTC 101 - Safety in the Biological, Chemical and Clinical Laboratory	1 Hour(s) Credit		
CHEM 321 - Analytical Chemistry	4 Hour(s) Credit		
CMJ 102: Analytical Chemistry 3 Hour(s) Credit CMJ 104: Criminal Law 3 Hour(s) Credit CMJ 105: Introduction to Forensic Science 3 Hour(s) Credit CMJ 155: Ethics in Criminal Justice 3 Hour(s) Credit CMJ 201: Evidence and Procedure 3 Hour(s) Credit CMJ 251: Criminal Investigation 3 Hour(s) Credit CMJ 256: Crime Scene Investigation 3 Hour(s) Credit			
FSCS 307 - Trace Evidence and Microscopy	3 Hour(s) Credit		
SOCI 313 - Criminology and Penology	4 Hour(s) Credit		
Biology Track Requirements			
Complete the Following (6 Courses)			

Course Name	Hour(s) Credit	Term Taken	Grade
BIOL 350 - Cell Biology	4 Hour(s) Credit		
BIOL 360 - Genetic Analysis	4 Hour(s) Credit		

BIOL 370 - Molecular Genetics	4 Hour(s) Credit		
CHEM 222 - Organic Chemistry II	4 Hour(s) Credit		
CHEM 417 - Biochemistry I	4 Hour(s) Credit		
MATH 160 - Introduction to Applied Calculus	3 Hour(s) Credit		
OR			
MATH 198 - Calculus I For Biology and Medicine	4 Hour(s) Credit		
OR			
MATH 201 - Calculus I	4 Hour(s) Credit		

Notes:



UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: University of Maryland, College Park (UMCP) proposal for a Bachelor of Science in Artificial Intelligence (AI): Computational Structures for AI Systems

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: April 8, 2026

SUMMARY: The University of Maryland, College Park (UMCP) proposes a Bachelor of Science (BS) in Artificial Intelligence: Computational Structures for AI Systems, a new undergraduate major housed in the Department of Computer Science and developed in partnership with the university's Artificial Intelligence Interdisciplinary Institute at Maryland (AIM). The program provides a highly technical, interdisciplinary education focused on building artificial intelligence (AI) systems from the ground up, connecting theory, algorithms, and systems design with real-world applications. The 66-69 credit major includes a technical core spanning programming, data structures, discrete mathematics, linear algebra, algorithms, statistical modeling, AI foundations, ethics, and fairness. Students then complete an 18-credit specialization. Five specializations are offered: (1) Generative AI; (2) AI Algorithms; (3) AI, Society, and Decision Making; (4) Accessibility; and (5) a general specialization that allows students to pursue a flexible and customizable pathway through advanced artificial intelligence coursework. The program addresses high student demand for AI education while aligning with Maryland's workforce needs and the Governor's executive order on responsible AI. Graduates will be prepared for careers in AI development, machine learning, data science, robotics, policy, and advanced graduate study.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fee revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the UMCP for a BS in Artificial Intelligence: Computational Structures for AI Systems.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn, 301-445-1992, awrynn@usmd.edu



UNIVERSITY OF
MARYLAND

OFFICE OF THE PRESIDENT

March 11, 2026

1101 Thomas V. Miller, Jr. Administration Building
College Park, Maryland 20742
301.405.5803 TEL
301.314.9560 FAX

Chancellor Jay A. Perman
University System of Maryland
3300 Metzgerott Road
Adelphi, MD 20783

Dear Chancellor Perman:

I am writing to request approval for a new Bachelor of Science program in Artificial Intelligence: Computational Structures for AI Systems. The proposal for the new program is attached. I am also submitting this proposal to the Maryland Higher Education Commission for approval.

The proposal was endorsed by the appropriate faculty and administrative committees. I also endorse this proposal and am pleased to submit it for your approval.

Sincerely,

A handwritten signature in black ink, reading "Darryll J. Pines".

Darryll J. Pines
President
Glenn L. Martin Professor of Aerospace Engineering

DJP/mdc

cc: Candace Caraco, Associate Vice Chancellor
Jennifer King Rice, Senior Vice President and Provost
Amitabh Varshney, Dean, College of Computer, Mathematical, and Natural Sciences

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, College Park
Institution Submitting Proposal

Artificial Intelligence: Computational Structures for AI Systems
Title of Proposed Program

Bachelor of Science
Award to be Offered

Fall 2026
Projected Implementation Date

079906
Proposed HEGIS Code

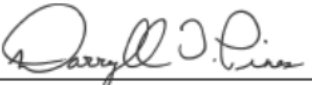
11.0102
Proposed CIP Code

Computer Science
Department in which program will be located

Jordan Boyd-Graber Ying
Department Contact

301-405-6766
Contact Phone Number

ying@umd.edu
Contact E-Mail Address


Signature of President or Designee

03-11-2026
Date

A. Centrality to the University's Mission and Planning Priorities

Description. Artificial Intelligence (AI) is the study of creating computer systems that learn from data and interactions to create systems that can reason, generate text and images, and interact in ways that resemble humans. The University of Maryland, College Park (UMD) proposes to establish a **Bachelor of Science in Artificial Intelligence: Computational Structures for AI Systems**, housed in the Department of Computer Science within the College of Computer, Mathematical, and Natural Sciences. The program will train students to build new AI systems and algorithms from the ground up, understand the training of models from both a data and systems perspective, and then use those techniques in interdisciplinary applications. The first two years of the program develop a strong technical foundation in programming and understanding the theory of statistical learning, symbolic reasoning, and optimization. The following two years focus on deploying those techniques in interdisciplinary applications enabling students to build state-of-the-art AI systems and also think critically about the effective and ethical application of AI.

Relation to Strategic Goals. The goal of the program is to train the next generation of innovators and builders of artificial intelligence technology to apply their expertise to help solve interdisciplinary problems in science and society. The program is strongly aligned with the University of Maryland's mission and strategic priorities, as it equips students to tackle complex global challenges through an interdisciplinary, applied, and inclusive curriculum. As called for in the [UMD Strategic Plan 2022–2032](#), the major “places interdisciplinary grand challenges at the center” of undergraduate education. The program teaches students the technical foundation required to design, implement, and scale AI systems capable of addressing society's most complex problems. Students will apply this technical knowledge to critical domains such as urban infrastructure, healthcare systems, environmental monitoring, and digital accessibility. Moreover, the curriculum ensures that students not only develop the technical expertise, but also the ethical framework to assess broader impacts. Students will examine issues of bias, accountability, transparency, and safety in AI through required coursework in ethics, law, fairness, and interdisciplinary applications such as urban planning, public health, and accessibility.

The University of Maryland is intent on becoming a leader in AI education. In Spring 2024, UMD launched the Artificial Intelligence Interdisciplinary Institute at Maryland (AIM), bringing together AI experts across campus to focus on responsible, ethical development, and use of the technology to advance public good in industry, government, and society. Given the rapid pace of AI development, a core part of AIM's mission is to reimagine learning in the face of these drastic changes through the introduction of new interdisciplinary programs, including this proposed Bachelor of Science program and a Bachelor of Arts degree in Human-Centered Artificial Intelligence, which will be proposed in a separate proposal.

Funding and Institutional Commitment. The program will utilize existing coursework for foundational and interdisciplinary applications and will develop new courses focused on the technical aspects of AI. The new major will be launched with a strategic reallocation of existing institutional resources, allowing for targeted new instructional and administrative hires without

requiring additional funding. The University of Maryland has prioritized this program as part of its broader investment in interdisciplinary education and responsible innovation, consistent with the goals of the *Fearlessly Forward* strategic plan. New instructional needs will be met through a combination of existing faculty capacity and planned hires within the Department of Computer Science and affiliated units, supported by internally reallocated funds. Similarly, administrative infrastructure, including an Assistant Program Director, academic advising staff, and technical support, will be added through strategic redeployment of resources. This funding model reflects the university's commitment to launching high-impact academic programs that advance institutional priorities while ensuring fiscal sustainability and cross-campus collaboration.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan

Need. The program directly aligns with Governor Wes Moore's Executive Order 01.01.2024.02, titled "Catalyzing the Responsible and Productive Use of Artificial Intelligence in Maryland State Government." This order emphasizes the need for the State to "ensure the use of AI in Maryland state government is responsible, ethical, beneficial, and trustworthy" and acknowledges that "AI is transforming society and work in myriad ways, and the pace of that change will continue to accelerate." By developing a curriculum that emphasizes responsible AI development and ethical considerations, the program will prepare technical graduates to contribute to the State's commitment to "fairness and equity" in AI applications. The program's focus on innovation and human-centered design will support the State's goal to "explore ways AI can be leveraged to improve State services and resident outcomes"—one of the many interdisciplinary applications of AI possible with the program. Furthermore, by educating students on privacy, safety, security, and the importance of transparency in AI systems, the program will help build a workforce capable of upholding the principles outlined in the Executive Order, ensuring that AI technologies are implemented in ways that are "valid and reliable" and that "preserve individuals' privacy rights." In summary, the program will play a pivotal role in fulfilling the directives of the Executive Order by cultivating a skilled workforce dedicated to the responsible and innovative use of AI, thereby supporting Maryland's mission to "Leave No One Behind" in the rapidly evolving technological landscape.

State Plan. The proposed program aligns with Priority 5 in the 2022 [Maryland State Plan for Postsecondary Education](#): "Maintain the commitment to high-quality postsecondary education in Maryland," specifically addressing the Action Item to "Identify innovative fields of study." Unlike traditional computer science programs that introduce artificial intelligence as an upper-level concentration, this program is designed from the ground up as a full undergraduate major focused on the computational foundations of AI. The curriculum provides early and sustained engagement with AI systems, including coursework in algorithms, systems optimization, machine learning, and programming languages, while also integrating interdisciplinary applications in linguistics, ethics, accessibility, and public policy. This structure reflects the State Plan's call for high-quality, innovative academic offerings that are responsive to workforce needs and grounded in emerging disciplines. By creating a technically rigorous and socially engaged degree in artificial intelligence, the program expands the educational landscape in Maryland and reinforces the state's leadership in next-generation STEM education.

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

According to the US Bureau of Labor Statistics, Computer Systems Design and Related Services is projected to be the fastest growing area of employment with an increase of 19.5% from 2023 to 2033: "Heightened demand for workers in this industry is expected due to outsourcing of IT functions to specialized firms, increased cybersecurity needs, and continued adoption of advanced technologies, such as artificial intelligence (AI)."¹ The state of Maryland data also projects that Computer and Mathematical Occupations will have the greatest increase, with 14.32% from 2023 to 2033.²

The establishment of this program is economically justified by the increasing market demand for AI professionals, particularly in the Washington, D.C. metropolitan region. While computer science (CS) provides a broad foundation in computing principles, AI concentrates on creating intelligent systems capable of tasks that typically require human intelligence, such as learning, reasoning, and problem-solving. This AI focus aligns with the distinct skill sets employers want in creating training data for models, evaluating AI models, and adapting existing AI models.

A white paper titled "From West to the Rest: AI Workforce Trends in the United States," authored by UMD scholars in the Robert H. Smith School of Business, provides critical insights into the rapidly expanding AI job market.³ The report highlights that "Stripping out the effects of sheer size, AI Jobs Intensity (ratio of AI to all job postings) yields a different picture. Compared to the aggregated US-level AI Jobs Intensity of 0.56%, Washington DC ranks #1 at 1.75%, followed by VA at 1.36%, with MD not too far behind at 0.83%" (p. 5). This is attributed to the region's strong emphasis on defense, public sector applications, and private industries increasingly incorporating AI into their operations. Moreover, the paper notes that "Driving this growth is an all-out embrace of AI by various agencies of the U.S. federal government, including the Department of Defense. As a direct correlate, many of the major equipment, software, and services suppliers to federal agencies and DoD are based in the MD-DC-VA region. These include, among others, Northrop Grumman, Lockheed Martin, Huntington Ingalls, Booz Allen Hamilton, Accenture, and Deloitte. The region is also home to Amazon HQ2 and Capital One's corporate HQ" (p. 15).

By situating the program in this unique economic landscape, UMD can address a clear market need. The program will prepare graduates with the specialized skills—natural language processing, generative AI, and how to train and adapt models—positioning them to thrive in industries that are rapidly adopting AI technologies. This alignment with workforce demands

¹ US Bureau of Labor Statistics Career Outlook. The fastest growing industry sector, 2023-33: Professional, Scientific, and Technical Services. <https://www.bls.gov/careeroutlook/2025/article/fastest-growing-industry-sector.htm>

² Maryland Department of Labor. Maryland Occupational Projections: 2023-2033-Workforce Information and Performance. <https://labor.maryland.gov/lmi/iandoproj/maryland.shtml>

³ Gupta, Anil and Norberg, Jon and Schnidman, Evan and Viswanathan, Siva and Zhang, Kunpeng and Shi, Hanwen, From West to the Rest: Growing Dispersion of AI Jobs in America (January 22, 2024). White Paper #1 January 2024, Available at SSRN: <https://ssrn.com/abstract=4703193> or <http://dx.doi.org/10.2139/ssrn.4703193>

underscores the strategic importance of the program in supporting the D.C. region's leadership in AI innovation and implementation.

D. Reasonableness of Program Duplication

Four institutions in the state have artificial intelligence-oriented bachelor's level programs. Capitol Technology University has programs in Artificial Intelligence and Artificial Intelligence and Autonomous Systems. The University of Maryland Global Campus has a bachelor's program in Artificial Intelligence. The University of Baltimore has a program in Artificial Intelligence for IT Operations. Bowie State University has a program in Artificial Intelligence that was recently approved in Fall 2025. Each of these programs serves distinct institutional missions, student populations, and applied workforce needs.

Given the tremendous growth and prevalence of artificial intelligence in a variety of applications and fields today, having multiple programs at various institutions that meet future demand for AI majors is not only reasonable but vital for the state's economic outlook. As the state's flagship public research university and a nationally ranked institution in computer science and artificial intelligence, UMD is uniquely positioned to offer a technically rigorous, research-driven AI curriculum that integrates systems design, model optimization, and interdisciplinary study of ethics and societal impact. Moreover, demand for AI-related education continues to grow substantially, and UMD's existing computer science enrollment—approaching 4,000 majors, including approximately 500 students specializing in machine learning—demonstrates both strong student interest and institutional capacity. Given the scale of workforce demand and the distinct research-intensive focus of UMD's program, the proposed degree does not represent unreasonable duplication but rather an essential expansion of high-level AI education within Maryland.

E. Relevance to Historically Black Institutions (HBIs)

As noted above, Bowie State University, a Historically Black Institution, has recently received approval for a bachelor's program in Artificial Intelligence (Fall 2025). The proposed program at UMD is not intended to compete with or supplant programs at Maryland's HBIs, but rather to contribute to the overall capacity of the state to prepare students in high-demand AI fields. Demand for computing and AI-related education is large and growing. UMD's existing computer science program enrolls approximately 4,000 majors, including roughly 500 students specializing in machine learning, reflecting strong and sustained student interest in AI-related fields. Given the rapid growth of artificial intelligence across industry, government, and research sectors, expanding access to AI education across multiple institutional contexts is essential to meeting workforce and innovation needs in Maryland.

F. Relevance to the identity of Historically Black Institutions (HBIs)

The proposed program will not diminish or alter the unique missions and institutional identities of Maryland's Historically Black Institutions. The B.S. in Artificial Intelligence: Computational Structures for AI Systems reflects UMD's established identity as the state's flagship public

research university with deep strengths in computer science, computing systems, and artificial intelligence research, including its existing Master of Science in Artificial Intelligence and nationally recognized research programs. The program's emphasis on computational systems, advanced technical foundations, and integration with large-scale research infrastructure is consistent with UMD's research-intensive mission.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes

Curricular Development. In the spring of 2024, UMD launched the Artificial Intelligence Interdisciplinary Institute at Maryland (AIM), bringing together AI experts across campus to focus on responsible, ethical development and use of the technology to advance public good in industry, government, and society. Given the rapid pace of AI development, a core part of AIM's mission is to reimagine learning in the face of these drastic changes through the introduction of new interdisciplinary programs.

The proposed Bachelor of Science program is designed from the outset as an interdisciplinary program, drawing on faculty with joint appointments in AIM and participating departments to develop new cross-cutting courses. Through this structure, the program not only integrates technical AI foundations with ethics, policy, and societal considerations, but also supports AIM's broader goal of fostering interdisciplinary research, innovation, and collaboration across the university.

While the proposed program shares several courses with UMD's existing Computer Science (CS) degree, it differs in three important ways: it is explicitly interdisciplinary, it introduces AI concepts early in the curriculum, and it provides an additional pathway for students interested in computational fields. Unlike the Computer Science major, which does not require coursework in ethics or social dimensions of technology, the proposed program embeds these elements as core components, preparing students to understand AI's broader societal impact. Additionally, AI coursework in the CS major is typically restricted to upper-level courses after long prerequisite chains, whereas the proposed program integrates AI from the introductory seminar and programming sequence onward.

Faculty Oversight. The proposed program will be administered by the Department of Computer Science in partnership with the Artificial Intelligence Interdisciplinary Institute at Maryland. A tenured faculty member in Computer Science with a joint appointment in AIM will serve as Academic Director and will be responsible for curricular coherence, faculty coordination, assessment oversight, and alignment with AIM's interdisciplinary mission. Faculty teaching in the program include tenured/tenure-track and professional-track faculty from Computer Science and participating departments, and program-level learning outcomes and effectiveness will be reviewed annually through existing departmental education and campus processes to ensure continuous improvement and alignment with evolving developments in artificial intelligence.

Educational Objectives and Learning Outcomes. The Bachelor of Science in Artificial Intelligence: Computational Structures for AI Systems is designed to prepare students to become technically

rigorous, systems-oriented, and ethically grounded AI practitioners. Graduates will develop strong foundations in computing systems, mathematics, algorithms, and machine learning, with particular emphasis on the computational structures that enable the design, optimization, and deployment of AI models at scale. Students will learn to build, evaluate, and implement AI systems across application domains while critically examining their societal, ethical, and policy implications. The program prepares graduates for careers in AI development, data science, systems engineering, and related computational fields, as well as for advanced study in graduate and professional programs.

The learning outcomes for the program are as follows:

1. Understand and apply core principles of modern and classic AI.
2. Design and build efficient, scalable, and effective algorithms and systems for real-world applications.
3. Configure, train and deploy existing models for real-world applications.
4. Critically assess AI tools and outputs to ensure reliability, efficiency, safety and alignment with intended goals.
5. Apply insights from ethics and social sciences to interdisciplinary applications of AI to address societal challenges and risks of AI such as bias, transparency, fairness and accountability.
6. Collaborate and communicate effectively in multidisciplinary teams to design AI solutions that address diverse perspectives and priorities.

Institutional assessment and documentation of learning outcomes. The curriculum will be evaluated using both direct and indirect measures, including assessment of student achievement of learning outcomes and long-term tracking of alumni career progress. Courses will be reviewed on a rotating basis, with a portion assessed each year and all courses evaluated within a four-year cycle, prioritizing those under the program's direct oversight while coordinating with other departments as needed. Student learning will be measured through exams, projects, or similar tools. Curriculum and course assessments will occur annually in the spring, and a comprehensive report summarizing findings and recommendations for improvement will be submitted each fall.

Course requirements. The curriculum provides a rigorous foundation in computing systems, mathematics, algorithms, and machine learning, with a distinctive emphasis on the computational structures that enable the efficient training, optimization, and deployment of AI systems. Students also take core courses in philosophy and ethics and designing fair systems. Students progress from this core coursework into specialized AI foundations and systems courses that connect theory to implementation. "Sampler" courses expose students to applications of AI across the curriculum, allowing them to explore new interests that might encourage them to explore new research paths or to help them pick a specialization. Upper-level specializations allow students to develop depth in areas such as generative AI, AI algorithms, AI and society, and accessibility, or develop their own pathway in a general specialization. The program culminates in a capstone experience that integrates technical, ethical, and interdisciplinary perspectives in the design of real-world AI systems.

Course Code	Course Title	Credits
CSAI101	The Current AI Moment	1
MATH140 or MATH340	Calculus I or Multivariable Calculus, Linear Algebra and Differential Equations I (Honors)	4
Introduction to Programming (one of the following):		3-4
CMSC141	Programming with Purpose I: Data-Centric Computing	
CMSC131	Object-Oriented Programming I	
INST326	Object-Oriented Programming for Information Science	
MATH141	Calculus II	4
Preferences and Rankings (one of the following):		3
CSAI220	Measuring Preferences and Rankings	
STAT400	Applied Probability and Statistics I	
PHIL211	AI & Ethics	3
INST204	Designing Fair Systems	3
Foundations of Artificial Intelligence Algorithms (one of the following):		3-4
CSAI221	Classical AI Algorithms	
CMSC421	Introduction to Artificial Intelligence	
Continuation of Programming (one of the following):		4
CMSC132	Object-Oriented Programming II	
CMSC142	Programming with Purpose II: Data Structures and Algorithms	
Sampler (one of the following):		3
CSAI102	Introduction to AI and the Law	
CSAI103	Introduction to AI and Food	
CSAI104	Introduction to AI and Creativity	
CMSC250 or DATA250	Discrete Structures or Discrete Mathematics	4
Linear Algebra (one of the following):		3-4
ENEE290	Introduction to Differential Equations and Linear Algebra for Engineers	
MATH240	Introduction to Linear Algebra	
MATH243	Introduction to Linear Algebra and Differential Equations	
MATH341	Multivariable Calculus, Linear Algebra, Differential Equations II (Honors)	
MATH461	Linear Algebra for Scientists and Engineers	
CMSC351	Algorithms	3
Classification/Data Science (one of the following):		3
INST414	Data Science Techniques	
CMSC320	Introduction to Data Science	
DATA320	Introduction to Data Science	
STAT426	Introduction to Data Science and Machine Learning	
CSAI216	Efficient Systems for AI Applications	4
Specialization (choose one of the following):		18
	General	

	Generative AI	
	AI, Society, and Decision Making	
	AI Algorithms	
	Accessibility	
Total Credits		66-69

See Appendix A for the Specialization course requirements. Appendix C provides a list of course descriptions. Please note that courses with the CSAI course prefix are new courses proposed for the program and have not yet been approved through the university's course review process and are therefore not listed in the university academic catalog.

General Education. All UMD students are required to complete [General Education requirements](#) in Fundamental Studies (Mathematics, Writing, and Analytic Reasoning) and Distributive Studies in the sciences, humanities, and social sciences. The Distributive Studies area includes a diversity requirement, two practice-based courses, and two “Big Question” courses that address societal grand challenges. Maryland community college students who complete the associate degree and are admitted to UMD are deemed to have completed their General Education requirements, except for Professional Writing (typically completed in the 3rd year of study). See Appendix D for how students in the program will fulfill their General Education requirements.

Accreditation or Certification Requirements. There are no specialized accreditation or certification requirements associated with this program.

Other Institutions or Organizations. The university is not planning to contract with another institution or non-collegiate organization for this program.

Student Support. Students enrolled in the Bachelor of Science in Artificial Intelligence: Computational Structures for AI Systems will receive clear, complete, and timely information regarding program requirements, course sequencing, specialization pathways, technology expectations, and available academic resources through the Undergraduate Catalog and program website. Dedicated advising will be provided through the Department of Computer Science advising office, supplemented by faculty mentorship from the Academic Director and affiliated faculty, particularly for research, capstone, and interdisciplinary experiences. Students will have access to university-wide academic support services including tutoring, writing assistance, career services, mental health resources, and financial aid counseling. Given the program's technical rigor, students will also receive guidance regarding required computing competencies and access to campus high-performance computing infrastructure and IT support.

Marketing and Admissions Information. The program will be clearly and accurately described in the university website and be marketed at university recruiting events. The University of Maryland's Office of Undergraduate Admissions markets nationally to a broad base of interested students who are admitted to the University as a whole. If the program is approved,

it will be included among the more than 100 possible undergraduate majors available to students.

H. Adequacy of Articulation

The University of Maryland respectfully requests a waiver of the requirement to provide a formal transfer pathway agreement for the Bachelor of Science in Artificial Intelligence: Computational Structures for AI Systems, based on the unique nature of this program.

Foundational coursework in mathematics and computing will continue to articulate, and transfer students will remain eligible for admission under established university transfer standards. The University remains committed to ongoing collaboration with Maryland community colleges as artificial intelligence curricula continue to evolve statewide.

I. Adequacy of Faculty Resources

Program faculty. Appendix B contains a list of faculty members who will teach in the program. The Bachelor of Science in Artificial Intelligence: Computational Structures for AI Systems will be supported by a robust cohort of tenured/tenure-track and professional-track faculty primarily housed in the Department of Computer Science, with additional participation from affiliated departments. Many participating faculty members hold joint or affiliated appointments with the Artificial Intelligence Interdisciplinary Institute at Maryland (AIM), ensuring both disciplinary depth and interdisciplinary integration. Faculty teaching in the program possess terminal degrees in relevant fields and demonstrated expertise in artificial intelligence, machine learning, computing systems, algorithms, ethics, and related areas. Existing faculty resources are sufficient to support the core and specialization courses, and the university anticipates strategic hiring in AI focus areas.

Faculty training. Faculty teaching in the program will use the university's learning management system along with its extensive electronic resources. They will have access to instructional development opportunities available across the College Park campus, including those offered as part of the Teaching and Learning Transformation Center, many of which are delivered in a virtual environment. Instructors will work with the learning design specialists on campus to incorporate best practices when teaching in the online environment.

J. Adequacy of Library Resources

The University of Maryland Libraries assessment concluded that the Libraries are able to meet, with current resources, the curricular and research needs of the program.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Resources

The university is not anticipating overall enrollment growth as a result of this major (we expect a shift in major selection by matriculating students); therefore, no new tuition revenue is assumed in identifying resources. Some core coursework is already offered by academic units

across campus. For new courses, reallocated resources will come from the redirection of tuition revenue at the campus level, redirection of instructional resources from the collaborating departments, and from other reallocated resources within the university. As enrollments grow, additional instructional support—including faculty lines and teaching assistantships—will be aligned with demand through ongoing coordination with the college, AIM, and university administration. The university affirms that physical facilities, computing infrastructure, and instructional equipment are adequate to initiate the program.

The program will be delivered primarily in existing facilities within the Brendan Iribe Center for Computer Science and Engineering and the Computer Science Instructional Center (CSIC), both of which are fully equipped to support technically intensive undergraduate instruction. These facilities provide modern classrooms, collaborative learning spaces, faculty offices, and specialized computing environments appropriate for AI and systems-focused coursework.

The program will be supported by established advising and administrative infrastructure within the Department of Computer Science and the Artificial Intelligence Interdisciplinary Institute at Maryland (AIM). Academic advising will be provided by a dedicated advising team under the leadership of the program's Academic Director to ensure coordinated degree planning and student success. A full-time Assistant Program Director will oversee program operations and student services. These resources are integrated within existing departmental and college structures and supported in coordination with the College of Computer, Mathematical, and Natural Sciences.

The proposed program will be in-person, but for the online components of the coursework, UMD maintains an Enterprise Learning Management System (ELMS). ELMS is a Web-based platform for sharing course content, tracking assignments and grades, and enabling virtual collaboration and interaction. All students and faculty have access to UMD's electronic mailing system.

L. Adequacy of Financial Resources

The budget tables reflect the reallocation of internal UMD resources to operate the program. Currently, UMD has approximately 4000 computer science majors. We expect that some of those students (between 500-700) will ultimately enroll in the proposed program. Several courses in the proposed program are already offered. In that regard, the budget reflects a redistribution of students into the new program without increasing the overall UMD enrollment. There will also be new courses taught for the program and this reallocation will come from funding reserved by the university specifically for new AI programs.

Resources (see Table 1):

This table assumes an enrollment of approximately 500 full-time students and 30 part-time students per year with increases over time. The reallocated resources reflect that some funds will be shifted from within the Department of Computer Science and collaborating departments and the remaining funds will be set aside by UMD leadership for developing AI programs.

1. Line 1 reflects the reallocated resources anticipated to support the program.

2. We assume no additional tuition revenue will be generated by this new major since we do not anticipate a significant change in the overall undergraduate population.
3. Our model assumes that most students will be full-time undergraduates enrolled at UMD.
4. A portion of the reallocation reflects the redistribution of existing students and courses from existing majors to the new program.
5. No external sources of funding are assumed.
6. No other sources of funding are assumed.

Expenditures (see Table 2):

Most faculty and staff are already in place to operate this program. Some new courses, alongside additional staff, advising, and GA support will be required for the major.

1. Line 1 reflects the faculty who will teach the new courses in the program as well as the faculty who will continue their course instruction within the Department of Computer Science and collaborating academic units.
2. Line 2 reflects the administrative support.
3. Line 3 reflects the staff support.
4. Line 4 reflects graduate student positions.
5. The additional equipment, library, and operational expenses will mainly be reserved for informational resource and technology related purchases.

M. Adequacy of Program Evaluation

Formal program review is carried out according to the University of Maryland's policy for Periodic Review of Academic Units, which includes a review of the academic programs offered by, and the research and administration of, the academic unit (<http://www.president.umd.edu/policies/2014-i-600a.html>). Program Review is also monitored following the guidelines of the campus-wide cycle of Learning Outcomes Assessment (https://irpa.umd.edu/Assessment/loa_overview.html). Faculty within the department are reviewed according to the University's Policy on Periodic Evaluation of Faculty Performance (<http://www.president.umd.edu/policies/2014-ii-120a.html>). Since 2005, the University has used an online survey instrument that standardizes student course feedback across campus. The survey has standard, university-wide questions and allows for supplemental, specialized questions from the academic unit offering the course.

N. Consistency with Minority Student Achievement goals

The program is committed to fostering a welcoming environment by integrating and expanding upon existing initiatives within the University of Maryland's computing and information sciences communities. Building upon successful Computer Science recruiting programs, the new major will actively participate in and promote activities such as the Mentoring Program, Conference Scholarships, and the Tech + Research initiative (many of the projects there are already AI-centered). These programs have a proven track record of supporting underrepresented students in computing fields by providing mentorship, professional development opportunities, and research experiences. By aligning with these initiatives, the

program aims to create a supportive network that encourages the recruitment and retention of a well-rounded and representational student body.

Furthermore, the program will collaborate with university recruiting efforts to ensure that the program's culture reflects a commitment to accessibility and the democratization of information. This collaboration includes participating in outreach programs targeting K-12 students, such as the TRAILS AI Summer Academy, which introduces high school students to artificial intelligence concepts and applications. By engaging with these outreach efforts, the program seeks to inspire a thriving pipeline of future students who are well-prepared and motivated to pursue studies in artificial intelligence.

The program will create an environment that not only attracts a group of students from varied backgrounds but also provides the necessary support and resources to ensure their success throughout their academic journey.

O. Relationship to Low Productivity Programs Identified by the Commission

N/A

P. Adequacy of Distance Education Programs

This program is not intended for distance education.

Table 1: Resources

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$1,500,000	\$1,500,000	\$1,600,000	\$1,600,000	\$1,650,000
2. Tuition/Fee Revenue (c+g below)	\$0	\$0	\$0	\$0	\$0
a. #FT Students	500	550	605	665	732
b. Annual Tuition/Fee Rate	\$23,994	\$24,714	\$25,456	\$26,219	\$27,006
c. Annual FT Revenue (a x b)	\$11,997,000	\$13,592,828	\$15,400,674	\$17,448,963	\$19,769,675
d. # PT Students	30	33	36	40	44
e. Credit Hour Rate	\$933.40	\$961.40	\$990.24	\$1,019.95	\$1,050.55
f. Annual Credit Hours	12	12	12	12	12
g. Total Part Time Revenue (d x e x f)	\$336,024	\$380,715	\$431,350	\$488,720	\$553,720
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$1,500,000	\$1,500,000	\$1,600,000	\$1,600,000	\$1,650,000

Table 2: Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$997,500	\$1,027,425	\$1,058,248	\$1,089,995	\$1,122,695
a. #FTE	5	5	5	5	5
b. Total Salary	\$750,000	\$772,500	\$795,675	\$819,545	\$844,132
c. Total Benefits	\$247,500	\$254,925	\$262,573	\$270,450	\$278,563
2. Admin. Staff (b+c below)	\$133,000	\$136,990	\$141,100	\$145,333	\$149,693
a. #FTE	1	1	1	1	1
b. Total Salary	\$100,000	\$103,000	\$106,090	\$109,273	\$112,551
c. Total Benefits	\$33,000	\$33,990	\$35,010	\$36,060	\$37,142
3. Total Support Staff (b+c below)	\$79,800	\$82,194	\$84,660	\$87,200	\$89,816
a. #FTE	1	1	1	1	1
b. Total Salary	\$60,000	\$61,800	\$63,654	\$65,564	\$67,531
c. Total Benefits	\$19,800	\$20,394	\$21,006	\$21,636	\$22,285
4. Graduate Assistants (b+c)	\$162,420	\$167,293	\$172,311	\$177,481	\$182,805
a. #FTE	3	3	3	3	3
b. Stipend	\$108,000	\$111,240	\$114,577	\$118,015	\$121,555
c. Tuition Remission	\$18,780	\$19,343	\$19,924	\$20,521	\$21,137
d. Benefits	\$35,640	\$36,709	\$37,810	\$38,945	\$40,113
5. Equipment	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
6. Library	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
7. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
8. Other Expenses: Operational Expenses	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
TOTAL (Add 1 - 8)	\$1,447,720	\$1,488,902	\$1,531,319	\$1,575,008	\$1,620,008

Appendix A Specialization Curricula

Each specialization is 18 credits.

General Specialization

The General specialization allows students to pursue a flexible pathway through advanced artificial intelligence coursework. Students have one required course, CSAI473 Capstone in Artificial Intelligence (3 credits), and then select 15 upper-level electives across technical and interdisciplinary domains.

Generative AI Specialization

The Generative AI Specialization prepares students to design, train, evaluate, and deploy systems that generate text, images, and multimodal content, combining advanced coursework in language, representation, and model architectures with interdisciplinary study of human language, creativity, and evaluation. Students have four required courses:

- CSAI370 Multilingual Text Processing and Evaluation (3 credits)
- LING200 Introductory Linguistics (3 credits)
- LING240 Language and Mind (3 credits)
- CSAI424 Multimodal Generation (3 credits)

Students also take 6 credits of electives that deepen expertise in generative modeling through advanced technical courses.

AI Algorithms Specialization

The AI Algorithms Specialization focuses on the theoretical and methodological foundations of artificial intelligence, preparing students to design, analyze, and optimize advanced AI models across domains and modalities. Students have four required courses:

- CMSC422 Introduction to Machine Learning (3 credits)
- CMSC472 Introduction to Deep Learning (3 credits)
- CSAI427 Reinforcement Learning (3 credits)
- CSAI461 Multiagent Systems (3 credits)

Students also take 6 credits of electives that expand technical depth in areas such as computer vision, natural language processing, robotics, computational game theory, and advanced AI systems.

AI, Society, and Decision-Making Specialization

The AI, Society, and Decision-Making Specialization prepares students to apply AI methods within social, civic, and policy contexts while critically examining the ethical, legal, and societal implications of intelligent systems. Students have four required courses:

- CMSC401 Algorithms for Geospatial Computing (3 credits)
- CSAI460 AI and the Life of Great Cities (3 credits)
- GEOG398E Special Topics in Geography: Introduction to Spatial Artificial Intelligence (3 credits)
- INST366 Privacy, Security and Ethics for Big Data (3 credits)

Students also take 6 credits of electives that explore topics such as AI governance, public policy, sociology of technology, equity, trust, and the social dimensions of digital systems.

Accessibility Specialization

The Accessibility Specialization prepares students to design and implement AI-enabled systems that promote equity, usability, and inclusive technology for individuals with diverse abilities and needs. Students have three required courses:

- CMSC434 Introduction to Human-Computer Interaction (3 credits)
- INST401 Design and Human Disability and Aging (3 credits)
- WGSS105 Introduction to Disability Studies (3 credits)

Students also take 9 credits of electives that emphasize user-centered design, assistive technologies, visualization, mobile systems, and the social and ethical dimensions of accessibility in AI systems.

Appendix B: Faculty Involved in Major

The chart below lists faculty members projected to regularly teach in the program. Some courses will be taught by graduate assistants, who are not listed here. All faculty are full-time unless otherwise indicated.

P/T indicates part-time status.

Name	Highest Degree Earned, Institution and Program	UMD Title	Courses
Neel Ahuja	Ph.D., University of San Diego; Cultural Studies	Professor	WGSS105
Tonia Bleam	Ph.D., University of Delaware; Linguistics	Senior Lecturer	LING200; LING240
Patrick Brosnan	Ph.D., University of Chicago; Mathematics	Professor	MATH141
Cody Buntain	Ph.D., University of Maryland, College Park; Computer Science	Assistant Professor	CSAI220; INST414
Nora Burkhauser	M.Ed., Lehigh University; Secondary Mathematics	Lecturer	CMSC141
Marine Carpuat	Ph.D., Hong Kong University of Science and Technology; Computer Science and Engineering	Assistant Professor	CSAI370
James Conway	Ph.D., Georgia Institute of Technology; Mathematics	Lecturer	MATH340; MATH341
Wojciech Czaja	Ph.D., Washington University in Saint Louis; Mathematics	Professor	DATA250
Susan Dwyer	Ph.D., Massachusetts Institute of Technology; Philosophy	Associate Professor	PHIL211
Roger Eastman	Ph.D., University of Maryland, College Park; Computer Science	Professor of the Practice	CMSC250
Anna Evtushenko	Ph.D., Cornell University; Information Science	Lecturer	DATA320
Jonathan Fernandes	Ph.D., University of Maryland, College Park; Mathematics	Senior Lecturer	MATH140; STAT426
Leila De Florian	Ph.D., Università degli Studi di Genova; Mathematics	Professor	CMSC401
Vanessa Frias-Martinez	Ph.D., Columbia University; Computer Science	Professor	CSAI460
Amin Gholampour	Ph.D., University of British Columbia; Mathematics	Professor	STAT400; MATH461
Jen Golbeck	Ph.D., University of Maryland; Computer Science	Professor	INST326; INST366

Evan Golub	Ph.D., University of Maryland, College Park; Computer Science	Principal Lecturer	CMSC131
Daniel Greene	Ph.D., University of Maryland, College Park; Information Science	Associate Professor	INST204
Ritwik Gupta	Ph.D., University of California, Berkeley; Artificial Intelligence	Assistant Professor	CSAI216
David Van Horn	Ph.D., Brandeis University; Computer Science	Associate Professor	CMSC142
Furong Huang	Ph.D., University of California, Irvine; Electrical and Computer Engineering	Associate Professor	CSAI461
Heng Huang	Ph.D., Dartmouth College; Computer Science	Professor	CMSC422
Jia-Bin Huang	Ph.D., University of Illinois, Urbana- Champaign; Electrical and Computer Engineering	Associate Professor	CSAI424
Sujeong Kim	Ph.D., University of North Carolina at Chapel Hill; Computer Science	Lecturer	CSAI221
Clyde Kruskal	Ph.D., New York University; Computer Science	Associate Professor	CMSC351
Jonathan Lazar	Ph.D., University of Maryland, Baltimore County; Information Systems	Professor	INST401
Terence Long	Ph.D., University of Maryland, College Park; Mathematics	Senior Lecturer	MATH240; MATH243
Anwar Mamat	Ph.D., University of Nebraska, Lincoln; Computer Science	Senior Lecturer	CMSC132
Nuno Miguel Martins	Ph.D., University of California, Berkeley; Electrical Engineering and Computer Sciences	Professor	ENEE290
Maksym Morawski	M.S., University of Maryland, Baltimore County; Computer Science	Lecturer	CMSC320
Jun Nishida	Ph.D., University of Tsukuba, Japan; Human Informatics	Assistant Professor	CMSC434
William Regli	Ph.D., University of Maryland; Computer Science	Professor	CMSC421
Abhinav Shrivastava	Ph.D., Carnegie Mellon University; Robotics and Artificial Intelligence	Associate Professor	CMSC472
Pratap Tokekar	Ph.D., University of Minnesota; Computer Science	Assistant Professor	CSAI427
Yiqun Xie	Ph.D., University of Minnesota; Computer Science	Assistant Professor	GEOG398E

Appendix C Course Descriptions

CSAI Courses

CSAI101 The Current AI Moment 1 Credit

This course introduces students to the current moment of artificial intelligence. It examines historical technological transformations—such as mechanized agriculture, assembly lines, and information technologies—and compares them to the present AI revolution. Students explore major AI developments of the past century and engage with societal, ethical, economic, and technical questions shaping today’s AI landscape. The course also introduces students to the effective and responsible use of contemporary AI tools.

CSAI102 Introduction to AI and the Law 3 Credits

This course examines artificial intelligence law and regulation from the perspective of U.S. law and industry self-regulation, with discussion of select international frameworks such as the EU AI Act and relevant ISO, UN, and OECD guidance. Topics may include administrative law for AI regulation, constitutional implications of AI, intellectual property (copyright, trademark, patent, trade secret), negligence and product liability, privacy law, contract law, and industry self-regulation. Students analyze how legal systems respond to emerging AI technologies and how governance structures shape AI development and deployment.

CSAI103 Introduction to AI and Food 3 Credits

This course examines the role of artificial intelligence in food systems across production, distribution, and consumption. Topics include AI-driven chemical synthesis for fertilizers and crop protection, computer vision for monitoring livestock, robotic harvesting systems, supply chain optimization, commodities markets, and AI-assisted food preparation and marketing. Students explore how AI tools influence agricultural productivity, sustainability, trade, and nutritional decision-making, while considering ethical and societal implications.

CSAI104 Introduction to AI and Creativity 3 Credits

This course explores the role of artificial intelligence in creative domains, particularly visual media. Students learn how to generate and edit images and videos using AI tools, examine the limitations and biases of these systems, and explore methods for incorporating new concepts into generative models. The course also addresses detection of AI-generated content and broader ethical implications. The final project involves the creation of a portfolio of artwork assisted by AI tools.

CSAI216 Efficient Systems for AI Applications 4 Credits

This course introduces students to the computer systems fundamentals that underpin artificial intelligence systems. Students learn how memory and parameters are organized in low-level systems and the programming techniques necessary to efficiently update those parameters on large datasets. The course also covers how the mathematical foundations of AI algorithms are

translated into learned parameters and how modern algorithms optimize those parameters efficiently at scale. Topics include memory hierarchy and latency, allocation and deallocation of memory, numerical representations and floating point operations, computation graphs, automatic differentiation, tensor layouts in memory, and efficient matrix multiplication on GPUs. Linear algebra is required but may be taken concurrently.

CSAI220 Measuring Preferences and Rankings 3 Credits

A key component of modern AI systems is determining when one AI system—or its output—is better than another. Many of the mathematical tools used to make these decisions originate in psychology and statistics. This course introduces the mathematical foundations underlying preference modeling and ranking systems, teaches students how to fit these models to data, and explains how they are used in AI evaluation and decision-making systems.

CSAI221 Classical AI Algorithms 4 Credits

This course introduces the foundational theory and practice of artificial intelligence. Students learn how to search over structured representations to find optimal solutions to planning problems, represent real-world problems using graph structures and game trees, and solve AI problems using first-order logic. The course provides a lower-division introduction to core AI methods and emphasizes conceptual understanding and problem-solving.

CSAI370 Multilingual Text Processing and Evaluation 3 Credits

This course covers the representation and manipulation of linguistic data on computers. Students examine byte-level representations of text, how different languages are encoded and processed, and the distinction between types and tokens in word usage. The course explores challenges of tokenization across languages, particularly in cases of implicit or ambiguous segmentation. Students apply large language models and related resources to novel tasks, learning how to adapt existing models to new domains, evaluate performance, and efficiently fine-tune systems.

CSAI424 Multimodal Generation 3 Credits

This course introduces the algorithms and models that enable the generation of images, audio, video, and other modalities from textual or structured inputs. Students study joint representation learning that bridges descriptive language and target media, iterative refinement techniques for generation, and methods for training and fine-tuning generative models to improve expressiveness and generalization. The course also addresses dataset curation, evaluation methodologies, detection of generated content, and broader social impacts of multimodal AI systems.

CSAI427 Reinforcement Learning 3 Credits

This course surveys the theory and practice of reinforcement learning, focusing on how agents learn to make decisions through interaction with an environment. Students study reward formulation, policy estimation, value function approximation, and foundational algorithms such as dynamic programming and Q-learning. Advanced topics include imitation learning, opponent modeling, and deep reinforcement learning. The course emphasizes both mathematical foundations and practical implementation of reinforcement learning systems.

CSAI460 AI and the Life of Great Cities 3 Credits

This course explores the transformative role of artificial intelligence and data science in urban environments. Students develop and apply AI algorithms and data science pipelines to challenges in mobility, sustainability, governance, infrastructure, and public services. Through case studies and hands-on projects, the course examines ethical, social, and equity implications of AI in cities, equipping students with technical and analytical skills to design data-driven urban solutions.

CSAI461 Multiagent Systems 3 Credits

This course examines the theory and practice of AI agents interacting in complex environments. Topics include coordination and communication protocols, consensus formation, security considerations, strategic behavior, and mechanisms for cooperation and competition among agents. Students explore models of distributed decision-making and analyze how multiagent systems operate in real-world settings. The course combines theoretical foundations with applied case studies.

CSAI473 Capstone in Artificial Intelligence 3 Credits

Students complete a semester-long project under the supervision of a faculty advisor or, where appropriate, an industry mentor. The capstone requires students to identify, design, and implement a substantial artificial intelligence project that integrates technical depth with applied or interdisciplinary impact. Projects may result in a research paper, software tool, prototype system, or applied solution, and students are encouraged to pursue work suitable for academic publication or real-world deployment.

CMSC Courses**CMSC131 Object-Oriented Programming I 4 Credits**

Introduction to programming and computer science. Emphasizes understanding and implementation of applications using object-oriented techniques. Develops skills such as program design and testing as well as implementation of programs using a graphical IDE. Programming done in Java.

CMSC132 Object-Oriented Programming II 4 Credits

Introduction to use of computers to solve problems using software engineering principles. Design, build, test, and debug medium-size software systems and learn to use relevant tools. Use object-oriented methods to create effective and efficient problem solutions. Use and implement application programming interfaces (APIs). Programming done in Java.

CMSC141 Programming with Purpose I: Data-Centric Computing 4 Credits

This course is an introduction to computing and programming through the lens of data. It aims to give you ways of thinking about solving problems using computation. Students will learn to write programs to process both tabular and structured data, to assess programs both experimentally and theoretically, to apply basic data science concepts, and to discuss big ideas

around the communication, use, and social impacts of digital information.

CMSC142 Programming with Purpose II: Data Structures and Algorithms 4 Credits

This course explains the concepts and techniques required to write programs that can handle large amounts of data efficiently. Project-oriented and classroom-tested, it presents a number of important algorithms—supported by motivating examples—that bring meaning to the problems faced by computer programmers. The idea of computational complexity is introduced, demonstrating what can and cannot be computed efficiently at scale, helping programmers make informed choices about the algorithms they use.

CMSC250 Discrete Structures 4 Credits

Fundamental mathematical concepts related to computer science, including finite and infinite sets, relations, functions, and propositional logic. Introduction to other techniques, modeling and solving problems in computer science. Introduction to permutations, combinations, graphs, and trees with selected applications.

CMSC320 Introduction to Data Science 3 Credits

An introduction to the data science pipeline, i.e., the end-to-end process of going from unstructured, messy data to knowledge and actionable insights. Provides a broad overview of several topics including statistical data analysis, basic data mining and machine learning algorithms, large-scale data management, cloud computing, and information visualization.

CMSC351 Algorithms 3 Credits

A systematic study of the complexity of some elementary algorithms related to sorting, graphs and trees, and combinatorics. Algorithms are analyzed using mathematical techniques to solve recurrences and summations.

CMSC401 Algorithms for Geospatial Computing 3 Credits

An introduction to fundamental geospatial objects and geometric algorithms for spatio-temporal data processing and analysis. Point data representation and analysis: spatial data models and data structures, algorithms for spatial queries, point clustering algorithms. Surface and scalar field modeling, such as terrains: raster and triangle-based models (TINs), algorithms for building and querying TINs. Algorithms for natural and urban terrain analysis: morphology computation and visibility analysis. Applications to processing and analysis of LiDAR (Light Detection and Ranging) data in the context of terrain reconstruction, urban modeling, forest management and bathymetry reconstruction for coastal data management. Road network computation and analysis: algorithms for route computation in road networks, and for road network reconstruction from GPS and satellite data.

CMSC421 Introduction to Artificial Intelligence 3 Credits

Introduces a range of ideas and methods in AI, varying semester to semester but chosen largely from: automated heuristic search, planning, games, knowledge representation, logical and statistical inference, learning, natural language processing, vision, robotics, cognitive modeling, and intelligent agents. Programming projects will help students obtain a hands-on feel for various topics.

CMSC422 Introduction to Machine Learning 3 Credits

Machine Learning studies representations and algorithms that allow machines to improve their performance on a task from experience. This is a broad overview of existing methods for machine learning and an introduction to adaptive systems in general. Emphasis is given to practical aspects of machine learning and data mining.

CMSC434 Introduction to Human-Computer Interaction 3 Credits

Assess usability by quantitative and qualitative methods. Conduct task analyses, usability tests, expert reviews, and continuing assessments of working products by interviews, surveys, and logging. Apply design processes and guidelines to develop professional quality user interfaces. Build low-fidelity paper mockups, and a high-fidelity prototype using contemporary tools such as graphic editors and a graphical programming environment (e.g., Visual Basic, Java).

CMSC472 Introduction to Deep Learning 3 Credits

An introduction to deep learning, a machine learning technique, as well as its applications to a variety of domains. Provides a broad overview of deep learning concepts including neural networks, convolutional neural networks, recurrent neural networks, generative models, and deep reinforcement learning, and an intuitive introduction to basics of machine learning such as simple models, learning paradigms, optimization, overfitting, importance of data, and training caveats.

MATH Courses**MATH140 Calculus I 4 Credits**

Introduction to calculus, including functions, limits, continuity, derivatives and applications of the derivative, sketching of graphs of functions, definite and indefinite integrals, and calculation of area. The course is especially recommended for science, engineering and mathematics majors.

MATH141 Calculus II 4 Credits

Continuation of MATH140, including techniques of integration, improper integrals, applications of integration (such as volumes, work, arc length, moments), inverse functions, exponential and logarithmic functions, sequences and series.

MATH240 Introduction to Linear Algebra 4 Credits

Basic concepts of linear algebra: vector spaces, applications to line and plane geometry, linear equations and matrices, similar matrices, linear transformations, eigenvalues, determinants and quadratic forms.

MATH243 Introduction to Linear Algebra and Differential Equations 4 Credits

The basics of linear algebra and differential equations, with an emphasis on general physical and engineering applications. Aimed at students who need the material for future coursework but do not need as much depth and rigor as provided by MATH240 and MATH246.

MATH340 Multivariable Calculus, Linear Algebra and Differential Equations I (Honors) 4 Credits

First semester of the MATH340-341 sequence which gives a unified and enriched treatment of multivariable calculus, linear algebra and ordinary differential equations, with supplementary material from subjects such as differential geometry, Fourier series and calculus of variations. Students completing MATH340-341 will have covered the material of MATH240, MATH241, and MATH246, and may not also receive credit for MATH240, MATH241 or MATH246.

MATH341 Multivariable Calculus, Linear Algebra, Differential Equations II (Honors) 4 Credits
A continuation of MATH340.**MATH461 Linear Algebra for Scientists and Engineers 3 Credits**

Basic concepts of linear algebra. This course is similar to MATH240, but with more extensive coverage of the topics needed in applied linear algebra: change of basis, complex eigenvalues, diagonalization, the Jordan canonical form.

INST Courses**INST204 Designing Fair Systems 3 Credits**

Reviews how specific values are built into different automated decision-making systems as an inevitable result of constructing mechanisms meant to produce specific outcomes. These values create differential outcomes for the different people enmeshed in these systems, but both these values and these systems can be changed to support different values and different outcomes. The class serves as an introduction to the emerging field of algorithmic bias that bridges the disciplines of information science, computer science, law, policy, philosophy, sociology, urban planning, and others.

INST326 Object-Oriented Programming for Information Science 3 Credits

An introduction to programming, emphasizing understanding and implementation of applications using object-oriented techniques. Topics to be covered include program design and testing as well as implementation of programs.

INST366 Privacy, Security and Ethics for Big Data 3 Credits

Evaluates major privacy and security questions raised by big data, Internet of Things (IoT), wearables, ubiquitous sensing, social sharing platforms, and other AI-driven systems. Covers history of research ethics and considers how ethical frameworks can and should be applied to digital data.

INST401 Design and Human Disability and Aging 3 Credits

Focuses on the design of consumer products and information systems to enable their use by persons with a wider range of physical, sensory, and cognitive abilities. Overviews aging and major types of impairment as they relate to resulting problems using consumer products and information systems. Focuses on principles of design of mass market products.

INST414 Data Science Techniques 3 Credits

An exploration of how to extract insights from large-scale datasets. The course will cover the complete analytical funnel from data extraction and cleaning to data analysis and insights interpretation and visualization. The data analysis component will focus on techniques in both supervised and unsupervised learning to extract information from datasets. Topics will include clustering, classification, and regression techniques. Through homework assignments, a project, exams and in-class activities, students will practice working with these techniques and tools to extract relevant information from structured and unstructured data.

DATA Courses

DATA250 Discrete Mathematics 4 Credits

Introduction to basic discrete mathematical and linear algebraic structures and use of these mathematical structures to solve programming problems. Logic, set theory, formal proof methodology, functions, combinatorics, advanced counting techniques, and elements of linear algebra.

DATA320 Introduction to Data Science 3 Credits

An introduction to data science i.e., the end-to-end process of going from unstructured, messy data to knowledge and actionable insights. Provides a broad overview of several topics including statistical data analysis, basic data mining and machine learning algorithms, large-scale data management, cloud computing, and information visualization.

STAT Courses

STAT400 Applied Probability and Statistics I 3 Credits

Random variables, standard distributions, moments, law of large numbers and central limit theorem. Sampling methods, estimation of parameters, testing of hypotheses.

STAT426 Introduction to Data Science and Machine Learning 3 Credits

An introductory course to the recent developments in the fields of data science and machine learning. Emphasis will be given to mathematical and statistical understanding of commonly used methods and processes.

ENEE Course

ENEE290 Introduction to Differential Equations and Linear Algebra for Engineers 4 Credits

First-order differential equations, matrices and systems of linear equations, finite-dimensional vector spaces, inner product spaces, eigenvalues and eigenvectors, linear differential equations of higher order, and systems of differential equations. This course covers important topics in mathematics for Electrical and Computer Engineers. Specifically, several topics are covered, including first-order differential equations, matrices and systems of linear equations, finite-dimensional vector spaces, inner product spaces, eigenvalues and eigenvectors, linear differential equations of higher order, and systems of differential equations. Theoretical topics presented in the lectures will be reinforced by laboratory exercises.

GEOG Course

GEOG398E Special Topics in Geography; Introduction to Spatial Artificial Intelligence 3 Credits

An introductory course to spatial artificial intelligence (AI), providing a broad overview of spatial AI applications such as Google Maps, Uber/Lyft, Earth observation, smart cities, and autonomous vehicles. The course covers foundational AI concepts and identifies challenges that arise when applying AI techniques to spatial data and applications. Topics include spatial data models and knowledge representation, pattern mining, machine learning, perception, planning, and spatial-aware AI methods. Students are expected to develop conceptual understanding of spatial AI, gain intuition about AI techniques in spatial contexts, and complete hands-on Python-based exercises.

LING Courses

LING200 Introductory Linguistics 3 Credits

An exploration of the nature of human language. Introduction to the basic concepts and methodology of modern linguistic analysis (sound systems, word formation, sentence structure). Examination of the factors that contribute to dialect differences and the social implications of language variation. Additional topics may include: semantics, pragmatics, language change, writing systems, typology, language universals, comparison with other communication systems.

LING240 Language and Mind 3 Credits

The study of language as a cognitive phenomenon. Ways of representing people's knowledge of their native language, ways in which that knowledge is attained naturally by children, and how it is used in speaking and listening. Additional topics may include: animal communication, language and the brain, language and thought.

PHIL Courses

PHIL211 AI & Ethics 3 Credits

An introduction to a major subfield of contemporary Philosophy, namely applied ethics, and the experience of using some major tools in the practice of philosophy more generally, namely, the construction and formal evaluation of arguments, conceptual analysis, the use of thought experiments, and clear, direct and persuasive writing. Learning how to execute the latter will involve an intense iterative process. The substantive focus of the course will be the ethical evaluation of Artificial Intelligence (AI) in some of its current and potentially future incarnations. We'll examine algorithmic opacity, algorithmic bias and decision-making, autonomous weapons systems, human-robot interaction, and artificial moral agents, in order to uncover what, if any, ethical issues they give rise to.

WGSS Course

WGSS105 Introduction to Disability Studies 3 Credits

Explores theories of disability justice as they intersect with feminist and antiracist struggles. Analyzing how disability has been an important aspect of institutions and social experience in

the United States and beyond, the course considers how disability activists have responded to ableism by developing art, political strategies, and subcultures that promote a more just society built for a wider variety of human bodies.

Appendix D: B.S. in Artificial Intelligence: Computational Structures for AI Systems (with General Education code)

Year 1	Fall		Spring	
	Course	Credit	Course	Credit
	CMSC141 or CMSC131	4	MATH141	4
	MATH140 (MA & AR)	4	CMSC142 or CMSC132	4
	ENGL101 (AW)	3	Humanities (HU, UP)	3
	PHIL211 (SP)	3	INST204 (HS, IS)	3
	CSAI101	1	CSAI102, 103, or 104	3
	Total	15	Total	17
Year 2	Fall		Spring	
	Course	Credit	Course	Credit
	CSAI216	4	Natural Science Lab (NL)	4
	DATA250	4	CMSC351	3
	CSAI220	3	CSAI221	4
	Oral Communication (OC)	3	Elective	3
	Total	14	Total	14
Year 3	Fall		Spring	
	Course	Credit	Course	Credit
	CMSC320	3	Specialization	3
	Specialization Course	3	Specialization	3
	Specialization Course	3	Scholarship in Practice (SP)	3
	Professional Writing (PW)	3	Natural Science (NS)	3
	History/Social Sciences (HS, CC)	3	Humanities (HU, IS)	3
	Total	15	Total	15
Year 4	Fall		Spring	
	Course	Credit	Course	Credit
	Specialization	3	Capstone/Research (SP)	3
	Specialization	3	Specialization	3
	Elective	3	Elective	3
	Elective	3	Elective	3
	Elective	3	Elective	3
	Total	15	Total	15
				Total Credits
				120

University of Maryland General Education Requirements Overview

Fundamental Studies: 15 Credits

Fundamental Studies Academic Writing	3	AW
Fundamental Studies Professional Writing	3	PW
Fundamental Studies Oral Communication	3	OC
Fundamental Studies Mathematics	3	MA
Fundamental Studies Analytic Reasoning ¹	3	AR

¹ If a student passes an Analytic Reasoning course that requires a Fundamental Studies Math course as a prerequisite, then the Fundamental Studies Math course is considered to be fulfilled (e.g., students who place into and pass a calculus course, which counts for FS-AR, do not need to take a less advanced Math course to fulfill the FS-MA requirement).

Distributive Studies: 25 Credits

Distributive Studies Natural Sciences	3	NS
Distributive Studies Natural Science Lab Course ²	4	NL
Distributive Studies History and Social Sciences	6	HS
Distributive Studies Humanities	6	HU
Distributive Studies Scholarship in Practice ³	6	SP

² A second DS-NL course can fulfill the DS-NS course requirement.

³ Students learn and practice skills of critical evaluation and participate in the process of applying knowledge in the pursuit of a tangible goal. At least one course must be outside of the major.

Big Question Courses: 6 Credits⁴

The signature courses of the UMD General Education program, Big Question courses investigate a significant issue in depth and demonstrate how particular disciplines and fields of study address problems.

Big Question Course	6	IS

⁴ Big Question credits may be double-counted with courses taken for the Distributive Studies requirement.

Diversity: 4-6 Credits⁵

Diversity Understanding Plural Societies ⁶		
Courses examine how diverse cultural and ethnic groups co-exist.	3-6	UP
Diversity Cultural Competence		
Courses help students develop skills to succeed in a diverse world.	0-3	CC

⁵ These credits may be double-counted with courses taken for the Distributive Studies requirement.

⁶ Students may take either two DV-UP courses or one DV-UP course and one DV-CC course.



BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: University of Maryland, College Park (UMCP) proposal for a Bachelor of Arts in Human-Centered Artificial Intelligence (AI)

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: April 8, 2026

SUMMARY: The University of Maryland proposes a B.A. in Human-Centered AI, an interdisciplinary major housed in the Department of Philosophy within the College of Arts and Humanities. The program is designed to make foundational AI concepts accessible to students from a wide range of backgrounds while integrating ethical, social, and humanistic perspectives. The major combines a streamlined technical core—including programming, formal methods, AI, and machine learning—with required coursework in ethics and social analysis. Students complete nine core courses, six courses within a chosen specialization, and a capstone seminar or internship. Seven initial specializations include Arts; Design and User Experience; Ethics; Language and Cognition; Logic, Epistemology, and Machine Learning; Law, Policy, and Governance; and Society, Culture, and Technology. Developed in coordination with the university's Artificial Intelligence Interdisciplinary Institute at Maryland (AIM), the program emphasizes responsible AI development and broad accessibility. It aligns with state workforce needs in technology, policy, and management and supports Maryland's goal of leadership in AI innovation. Graduates will be prepared for careers spanning government, industry, media, education, and public policy, bringing technical fluency together with critical, human-centered insight.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fee revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from UMCP for a BA in Human-Centered AI

COMMITTEE RECOMMENDATION:

BOARD ACTION:

SUBMITTED BY: Alison M. Wrynn, 301-445-1992, awrynn@usmd.edu

DATE:

DATE:



1101 Thomas V. Miller, Jr. Administration Building
College Park, Maryland 20742
301.405.5803 TEL
301.314.9560 FAX

March 11, 2026

Chancellor Jay A. Perman
University System of Maryland
3300 Metzgerott Road
Adelphi, MD 20783

Dear Chancellor Perman:

I am writing to request approval for a new Bachelor of Arts program in Human-Centered Artificial Intelligence. The proposal for the new program is attached. I am also submitting this proposal to the Maryland Higher Education Commission for approval.

The proposal was endorsed by the appropriate faculty and administrative committees. I also endorse this proposal and am pleased to submit it for your approval.

Sincerely,

A handwritten signature in black ink, which appears to read "Darryll J. Pines". The signature is written in a cursive, flowing style.

Darryll J. Pines
President
Glenn L. Martin Professor of Aerospace Engineering

DJP/mdc

cc: Candace Caraco, Associate Vice Chancellor
Jennifer King Rice, Senior Vice President and Provost
Stephanie Shonekan, Dean, College of Arts and Humanities

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, College Park

Institution Submitting Proposal

Human-Centered Artificial Intelligence

Title of Proposed Program

Bachelor of Arts

Award to be Offered

Fall 2026

Projected Implementation Date

30.3101

079905

Proposed HEGIS Code

Proposed CIP Code

Philosophy

Department in which program will be located

Eric Pacuit

Department Contact

301-405-0302

Contact Phone Number

epacuit@umd.edu

Contact E-Mail Address



Interim Provost & VP of Academic Affairs

3/11/26

Date

A. Centrality to the University's Mission and Planning Priorities

Description. Artificial Intelligence (AI) is transforming nearly every sector of society, reshaping how people work, create, govern, communicate, and make decisions. As AI technologies increasingly influence public life, democratic institutions, cultural production, healthcare, education, and the economy, there is a growing need for graduates who not only understand how AI systems function, but who are equipped to evaluate, design, and guide these systems in ways that align with human values and societal priorities.

The University of Maryland, College Park (UMD) proposes to establish a **Bachelor of Arts in Human-Centered Artificial Intelligence**, housed in the Department of Philosophy within the College of Arts and Humanities and developed in close collaboration with the Artificial Intelligence Interdisciplinary Institute at Maryland (AIM). The program is designed as an interdisciplinary major that integrates foundational technical knowledge in artificial intelligence with sustained engagement in the arts, humanities, social sciences, and other human-facing disciplines.

The program has two central objectives. First, it provides students—regardless of prior technical background—with accessible but rigorous training in the core computational and formal foundations of AI, including programming, machine learning, and formal methods. Second, it prepares students to critically assess and shape AI systems by drawing on disciplines such as ethics, philosophy, linguistics, design, public policy, law, communication, history, and cultural studies. Students will graduate with the capacity to analyze AI systems for fairness, transparency, accountability, and societal impact, and to contribute meaningfully to interdisciplinary teams developing or governing AI technologies.

Unlike traditional computer science pathways in which AI is introduced late in the curriculum and primarily from a technical perspective, the B.A. in Human-Centered Artificial Intelligence is structured from the outset to integrate technical and humanistic inquiry. The curriculum embeds ethical, social, and cultural analysis alongside programming and formal foundations, ensuring that students understand AI as both a computational and a societal phenomenon.

Relation to Strategic Goals. The proposed Bachelor of Arts in Human-Centered Artificial Intelligence directly advances [UMD's Strategic Plan 2022–2032](#), particularly its commitment to “reimagine learning” and to address humanity’s grand challenges. The program reimagines AI education as interdisciplinary, inclusive, and publicly engaged. By integrating technical foundations with sustained engagement in ethics, policy, culture, and design from the outset, the major moves beyond traditional computing models and reflects the Strategic Plan’s call for innovative, integrative approaches to teaching and learning. At the same time, the program prepares students to confront one of the defining challenges of our era: ensuring that artificial intelligence systems are developed and governed in ways that advance the public good. By embedding analysis of fairness, accountability, transparency, and democratic governance into the core curriculum, the program equips graduates to shape AI technologies in alignment with human values and societal priorities.

The University of Maryland is intent on becoming a leader in AI education. In Spring 2024, UMD launched the Artificial Intelligence Interdisciplinary Institute at Maryland (AIM), bringing together AI experts across campus to focus on responsible, ethical development and use of the technology to advance public good in industry, government and society. Given the rapid pace of AI development, a core part of AIM’s mission is to reimagine learning in the face of these drastic changes through the introduction of new interdisciplinary programs, including this proposed Bachelor of Arts program and a Bachelor of Science degree in Artificial Intelligence: Computing Structures for AI Systems, which will be proposed in a separate proposal.

Funding and Institutional Commitment. The program will utilize existing coursework for foundational and interdisciplinary applications and will develop new courses focused on the technical and human-facing aspects of AI. The new major will be launched with a strategic reallocation of existing institutional resources, allowing for targeted new instructional and administrative hires without requiring additional funding. The University of Maryland has prioritized this program as part of its broader investment in interdisciplinary education and responsible innovation, consistent with the goals of the *Fearlessly Forward* strategic plan. New instructional needs will be met through a combination of existing faculty capacity and planned hires within affiliated units, supported by internally reallocated funds. Similarly, administrative infrastructure, including an Assistant Program Director, academic advising staff, and technical support, will be added through strategic redeployment of resources. This funding model reflects the University’s commitment to launching high-impact academic programs that advance institutional priorities while ensuring fiscal sustainability and cross-campus collaboration.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan

Need. Artificial intelligence is transforming government operations, public services, business practices, media ecosystems, healthcare delivery, education systems, and democratic institutions. As AI systems are increasingly deployed in decision-making processes that affect employment, housing, policing, healthcare access, financial services, and information distribution, there is a growing societal need for professionals who understand not only how AI systems function, but how they affect individuals, communities, and public institutions.

The State of Maryland has formally recognized both the transformative potential and the risks associated with AI technologies. Governor Wes Moore’s Executive Order 01.01.2024.02, “Catalyzing the Responsible and Productive Use of Artificial Intelligence in Maryland State Government,” emphasizes the importance of ensuring that AI use in state government is responsible, ethical, beneficial, and trustworthy. The Order underscores the need for fairness, equity, transparency, privacy protections, and accountability in AI deployment.

The proposed Bachelor of Arts in Human-Centered Artificial Intelligence directly supports this statewide priority by preparing graduates who can critically evaluate AI systems, identify bias and risk, contribute to governance frameworks, and ensure that AI applications align with public values. Graduates will be equipped to serve in government agencies, regulatory bodies, nonprofit organizations, media institutions, and private industry—particularly within

Maryland's unique Washington, D.C.–Maryland–Virginia (DMV) ecosystem, where federal, state, and defense agencies are actively integrating AI technologies into public-facing systems.

In addition to workforce demand, there is a compelling educational need. AI education at research universities has been concentrated in enrollment-limited technical majors. This structure can unintentionally restrict access to students who lack prior technical preparation or who wish to engage AI from interdisciplinary or humanistic perspectives. The proposed B.A. program addresses this gap by creating an accessible, structured pathway into AI that integrates technical training with ethical, social, cultural, and policy analysis. In doing so, the program expands educational opportunity in a high-demand, emerging field.

State Plan. The proposed program aligns with Priority 5 in the 2022 [Maryland State Plan for Postsecondary Education](#): “Maintain the commitment to high-quality postsecondary education in Maryland,” specifically addressing the Action Item to “Identify innovative fields of study.” Artificial intelligence is reshaping government, industry, media, healthcare, and civic life across Maryland, creating a statewide need for graduates who understand not only how AI systems function, but how they affect individuals, communities, and public institutions. The Bachelor of Arts in Human-Centered Artificial Intelligence responds to this need by establishing an innovative interdisciplinary degree that integrates foundational technical AI training with sustained engagement in ethics, policy, culture, and societal impact. By creating an accessible pathway into AI that embeds fairness, accountability, and public responsibility into its core curriculum, the program advances Maryland's commitment to high-quality, forward-looking postsecondary education that prepares graduates to shape emerging technologies in service of the public good.

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

According to the US Bureau of Labor Statistics, Computer Systems Design and Related Services is projected to be the fastest growing area of employment with an increase of 19.5% from 2023 to 2033: “Heightened demand for workers in this industry is expected due to outsourcing of IT functions to specialized firms, increased cybersecurity needs, and continued adoption of advanced technologies, such as artificial intelligence (AI).”¹ The state of Maryland data also projects that Computer and Mathematical Occupations will have the greatest increase, with 14.32% from 2023 to 2033.²

The Washington, D.C.–Maryland–Virginia (DMV) region demonstrates particularly high concentration of AI-related employment activity due to the presence of federal agencies, defense contractors, technology firms, consulting organizations, financial institutions, media enterprises, and policy organizations integrating AI into operational and decision-making systems. As AI systems are incorporated into governance, regulatory oversight, public

¹ US Bureau of Labor Statistics Career Outlook. The fastest growing industry sector, 2023-33: Professional, Scientific, and Technical Services. <https://www.bls.gov/careeroutlook/2025/article/fastest-growing-industry-sector.htm>

² Maryland Department of Labor. Maryland Occupational Projections: 2023-2033-Workforce Information and Performance. <https://labor.maryland.gov/lmi/iandoproj/maryland.shtml>

communication, healthcare administration, infrastructure planning, and cultural production, there is growing need for professionals who possess both foundational AI literacy and the capacity to analyze its ethical, legal, and societal implications.

While Maryland institutions offer programs in computer science and applied artificial intelligence, there is currently no undergraduate program in the state specifically designed to integrate technical AI foundations with sustained training in ethics, governance, culture, and human-centered design. The proposed Bachelor of Arts in Human-Centered Artificial Intelligence addresses this gap by preparing graduates for interdisciplinary roles such as AI policy analyst, AI ethics consultant, technology strategist, user experience researcher, program manager, compliance analyst, and public-sector AI advisor. At steady state, the program anticipates graduating approximately 50-70 students annually, contributing responsibly to workforce capacity in an area of documented technological expansion.

D. Reasonableness of Program Duplication

There is currently no undergraduate Bachelor of Arts degree in Maryland specifically focused on Human-Centered Artificial Intelligence. While several institutions in the state offer programs in computer science, information technology, or applied artificial intelligence, these programs are primarily technical in orientation and focus on system development, programming, or IT operations. None integrates foundational AI training with sustained engagement in ethics, governance, culture, design, and public-facing disciplines as a core structural feature of the degree.

Four institutions in the state have artificial intelligence-oriented bachelor's level programs. Capitol Technology University has programs in Artificial Intelligence and Artificial Intelligence and Autonomous Systems. The University of Maryland Global Campus has a bachelor's program in Artificial Intelligence, and the University of Baltimore has a program in Artificial Intelligence for IT Operation. Bowie State University has a program in Artificial Intelligence that was recently approved in Fall 2025. These programs serve different student populations and institutional missions. As the state's flagship public research university, UMD is uniquely positioned to offer an interdisciplinary, research-informed, and humanities-integrated AI degree that reflects its land-grant mission and national leadership in both artificial intelligence research and public scholarship.

Given the rapid expansion of AI across sectors and the absence of a comparable human-centered AI undergraduate program in the state, the proposed degree does not represent unreasonable duplication. Rather, it constitutes a necessary and distinct expansion of high-quality AI education in Maryland.

E. Relevance to Historically Black Institutions (HBIs)

As noted above, Bowie State University, a Historically Black Institution, has recently received approval for a bachelor's program in Artificial Intelligence (Fall 2025). Bowie State's program is a technically oriented program with a different purpose than our proposed Bachelor of Arts

program. There are currently no undergraduate Bachelor of Arts programs in Human-Centered Artificial Intelligence offered by Maryland's Historically Black Institutions. The proposed degree expands statewide educational capacity in artificial intelligence without duplicating an existing HBI program.

Given the rapid growth of artificial intelligence across industry, government, media, healthcare, and public policy, increasing Maryland's overall capacity to educate students in AI—particularly in interdisciplinary and human-centered approaches—is essential to meeting workforce and civic needs. The proposed program does not draw away from HBIs nor diminish their academic offerings; rather, it contributes to the broader statewide ecosystem of AI education.

F. Relevance to the identity of Historically Black Institutions (HBIs)

The proposed Bachelor of Arts in Human-Centered Artificial Intelligence does not diminish or alter the unique missions or institutional identities of Maryland's Historically Black Institutions. The program reflects the University of Maryland's established identity as the state's flagship public research university, with nationally recognized strengths in philosophy, ethics, public policy, communication, linguistics, information studies, and artificial intelligence research. Its interdisciplinary design—integrating technical AI foundations with sustained engagement in the arts, humanities, and social sciences—is consistent with UMD's land-grant mission and research-intensive character.

The degree does not replicate or redirect distinctive academic programs at HBIs, nor does it interfere with their institutional priorities. Rather, it expands statewide capacity in artificial intelligence education within a framework that is uniquely aligned with UMD's research infrastructure, interdisciplinary institutes, and flagship mission.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes

Curricular Development. In the spring of 2024, UMD launched the Artificial Intelligence Interdisciplinary Institute at Maryland (AIM), bringing together AI experts across campus to focus on responsible, ethical development and use of the technology to advance public good in industry, government and society. Given the rapid pace of AI development, a core part of AIM's mission is to reimagine learning in the face of these drastic changes through the introduction of new interdisciplinary programs.

The curriculum for the Bachelor of Arts in Human-Centered Artificial Intelligence was developed in response to the following guiding considerations:

- Growing sophistication and societal impact of AI technologies, creating demand for AI education not only within computer science but across the arts, humanities, social sciences, and other non-technical disciplines.
- Limitations of existing “CS+X” models, such as interdisciplinary philosophy and computer science programs at Oxford, Illinois, Northeastern, Carnegie Mellon, University College London, and Purdue, which combine traditional computer science

and humanities coursework while retaining prerequisite structures that can restrict accessibility for students without prior technical preparation.

- UMD’s institutional strengths in philosophy and formal reasoning, including logic, epistemology, philosophy of language, philosophy of mind, and ethics, which enable the creation of a purpose-built technical sequence that provides an accessible “path to AI” while integrating ethical and social analysis from the outset.
- The success of interdisciplinary models such as Stanford’s Symbolic Systems program, whose structure (gateway course, core sequence, specializations, capstone) informs this degree, adapted to center artificial intelligence and require sustained engagement with its ethical and societal implications.

Faculty Oversight. The Bachelor of Arts in Human-Centered Artificial Intelligence will be administered by the Department of Philosophy in collaboration with the Artificial Intelligence Interdisciplinary Institute at Maryland (AIM). A tenure-track faculty member in Philosophy will serve as Director of the program and will be responsible for curricular coherence, coordination across participating units, assessment oversight, and ongoing program development. A Steering Committee composed of the Director and faculty representatives from AIM and participating departments will provide interdisciplinary guidance and review. This structure ensures that the program maintains both academic rigor and cross-campus collaboration while allowing governance to remain within the academic unit in which the degree is housed.

Faculty teaching in the program include tenured/tenure-track and professional-track faculty from Philosophy and collaborating departments. Graduate teaching assistants may be used for lower-level foundational courses in some specializations.

Educational Objectives and Learning Outcomes. The B.A. in Human-Centered Artificial Intelligence aims to: (1) provide students from a variety of backgrounds with the hands-on, technical skills necessary to engage with AI in a meaningful way; (2) provide students with training in disciplines from the arts, the humanities, the social sciences, along with other human-facing disciplines, allowing them to understand, evaluate, and contribute to work in AI; (3) equip students with the ability to write clearly and concisely, read and distill information carefully, and construct arguments in an organized and convincing manner; and (4) inspire a love of learning from a diverse array of scholarly disciplines.

The learning outcomes for the program are as follows:

1. Apply concepts and ideas from human-facing disciplines to critically evaluate the implications of current and emerging AI technologies.
2. Critically evaluate the ethical, social, and cultural implications of AI technologies and their applications.
3. Analyze AI systems for biases, transparency, and accountability to ensure fairness, accountability, and responsible outcomes.
4. Write technical reports explaining the implementation, challenges, and outcomes of AI projects.
5. Contribute to the design and development of AI applications with an understanding of their technical foundations while ensuring alignment with societal and human values.

Institutional assessment and documentation of learning outcomes. For more information on program and learning outcomes assessment, see Appendix A.

Course requirements. The curriculum for the Bachelor of Arts in Human-Centered Artificial Intelligence is structured to integrate foundational technical training with sustained ethical and interdisciplinary inquiry. Students complete a gateway course and a technical sequence in programming, formal methods, artificial intelligence, and machine learning, alongside required coursework in ethics and social analysis. They then pursue depth through a structured specialization and complete a capstone experience that synthesizes technical competence with human-centered evaluation and application.

Course Code	Course Title	Credits
Technical Core Courses (18 Credits)		
HCAI100	AI and the Human Experience	3
HCAI120	Programming for AI 1	3
HCAI121	Programming for AI 2	3
HCAI200	Formal Methods in AI	3
HCAI300	Artificial Intelligence	3
HCAI301	Machine Learning	3
Ethical and Social Core Courses (9 Credits)		
PHIL211	AI & Ethics	3
INST204	Designing Fair Systems	3
WGSS115	Gender, Race and Computing	3
Capstone (3 Credits)		
HCAI490	Human-Centered Artificial Intelligence Capstone	3
Specialization (choose one of the following):		18-21
	Arts	
	Design and User Experience	
	Ethics	
	Language and Cognition	
	Logic, Epistemology, and Machine Learning	
	Law, Policy, and Governance	
	Society, Culture, and Technology	
Total Credits		48-51

See Appendix B for the Specialization course requirements. Appendix D provides a list of course descriptions. Please note that courses with the HCAI course prefix are new courses proposed for the program and have not yet been approved through the university's course review process and are therefore not listed in the university academic catalog.

General Education. All UMD students are required to complete [General Education requirements](#) in Fundamental Studies (Mathematics, Writing, and Analytic Reasoning) and Distributive Studies in the sciences, humanities, and social sciences. The Distributive Studies area includes a diversity requirement, two practice-based courses, and two "Big Question"

courses that address societal grand challenges. Maryland community college students who complete the associate degree and are admitted to UMD are deemed to have completed their General Education requirements, except for Professional Writing (typically completed in the 3rd year of study). See Appendix E for how students in the program will fulfill their General Education requirements.

Accreditation or Certification Requirements. There are no specialized accreditation or certification requirements associated with this program.

Other Institutions or Organizations. The university is not planning to contract with another institution or non-collegiate organization for this program.

Student Support. Students enrolled in the Bachelor of Arts in Human-Centered Artificial Intelligence will receive clear, complete, and timely information regarding program requirements, course sequencing, specialization pathways, technology expectations, and available academic resources through the Undergraduate Catalog and program website. Dedicated advising will be provided through the Department of Philosophy advising office, supplemented by faculty mentorship from the Academic Director and affiliated faculty, particularly for research, capstone, and interdisciplinary experiences. Students will have access to university-wide academic support services including tutoring, writing assistance, career services, mental health resources, and financial aid counseling. Given the program's technical rigor, students will also receive guidance regarding required computing competencies and access to campus high-performance computing infrastructure and IT support.

Marketing and Admissions Information. The program will be clearly and accurately described in the university website and be marketed at university recruiting events. The University of Maryland's Office of Undergraduate Admissions markets nationally to a broad base of interested students who are admitted to the university as a whole. If the program is approved, it will be included among the more than 100 possible undergraduate majors available to students.

H. Adequacy of Articulation

The University of Maryland respectfully requests a waiver of the requirement to provide a formal transfer pathway agreement for the Bachelor of Arts in Human-Centered Artificial Intelligence based on the unique nature of this program.

Foundational coursework in mathematics and computing will continue to articulate, and transfer students will remain eligible for admission under established university transfer standards. The University remains committed to ongoing collaboration with Maryland community colleges as artificial intelligence curricula continue to evolve statewide.

I. Adequacy of Faculty Resources

Program faculty. Appendix C contains a list of faculty members who will teach in the program. The Bachelor of Arts in Human-Centered Artificial Intelligence will be supported by tenured/tenure-track and professional-track faculty from the Department of Philosophy and collaborating units across campus. Many participating faculty members hold joint or affiliated appointments with the Artificial Intelligence Interdisciplinary Institute at Maryland (AIM), ensuring both disciplinary depth and interdisciplinary integration. The Department of Philosophy provides particular strength in technical areas overlapping AI, including logic, epistemology, philosophy of language, philosophy of mind, and ethics, which support the program's integrated technical and human-centered approach. Existing faculty resources are sufficient to support the core and specialization courses, and the university anticipates strategic hiring in AI focus areas.

Faculty training. Faculty teaching in the program will use the university's learning management system along with its extensive electronic resources. They will have access to instructional development opportunities available across the College Park campus, including those offered as part of the Teaching and Learning Transformation Center, many of which are delivered in a virtual environment. Instructors will work with the learning design specialists on campus to incorporate best practices when teaching in the online environment.

J. Adequacy of Library Resources

The University of Maryland Libraries assessment concluded that the Libraries are able to meet, with current resources, the curricular and research needs of the program.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Resources

The university is not anticipating overall enrollment growth as a result of this major (we expect a shift in major selection by matriculating students); therefore, no new tuition revenue is assumed in identifying resources. Some core coursework is already offered by academic units across campus. For new courses, reallocated resources will come from redirection of tuition revenue at the campus level, redirection of instructional resources from the collaborating departments, and from other reallocated resources within the university. As enrollments grow, additional instructional support—including faculty lines and teaching assistantships—will be aligned with demand through ongoing coordination with the college, AIM, and university administration. The university affirms that physical facilities, computing infrastructure, and instructional equipment are adequate to initiate the program.

The program will be delivered primarily in existing classroom spaces within the College of Arts and Humanities and collaborating units across campus. The technical sequence requires access to standard computing environments for programming and machine learning instruction, which are supported through UMD's established IT infrastructure, enterprise learning management system, and campus-wide access to computing resources. Additional support for technical resources will be allocated to the program by the Provost's Office.

The program will be supported by established advising and administrative infrastructure within the Department of Philosophy and the Artificial Intelligence Interdisciplinary Institute at Maryland (AIM). Academic advising will be provided by a dedicated advising team under the leadership of the program's Academic Director to ensure coordinated degree planning and student success. These resources are integrated within existing departmental and college structures and supported in coordination with the College of Arts and Humanities.

The proposed program will be in-person, but for the online components of the coursework, UMD maintains an Enterprise Learning Management System (ELMS). ELMS is a Web-based platform for sharing course content, tracking assignments and grades, and enabling virtual collaboration and interaction. All students and faculty have access to UMD's electronic mailing system.

L. Adequacy of Financial Resources

The budget tables reflect the reallocation of internal UMD resources to operate the program. In particular, the budget tables reflect a redistribution of students into the new program without increasing the overall UMD enrollment. There will also be new courses taught for the program and this reallocation will come from funding reserved by the university specifically for new AI programs.

Resources (see Table 1):

This table assumes an enrollment of approximately 250 full-time students and 15 part-time students per year with increases over time. The reallocated resources reflect that some funds will be shifted from within the Department of Philosophy and collaborating departments and the remaining funds will be set aside by UMD leadership for developing AI programs.

1. Line 1 reflects the reallocated resources anticipated to support the program.
2. We assume no additional tuition revenue will be generated by this new major since we do not anticipate a significant change in the overall undergraduate population.
3. Our model assumes that most students will be full-time undergraduates enrolled at UMD.
4. A portion of the reallocation reflects the redistribution of existing students and courses from existing majors to the new program.
5. No external sources of funding are assumed.
6. No other sources of funding are assumed.

Expenditures (see Table 2):

Most faculty and staff are already in place to operate this program. Some new courses, alongside additional staff, advising, and graduate assistant support will be required for the major.

1. Line 1 reflects the faculty who will teach the new courses in the program as well as the faculty who will continue their course instruction within collaborating academic units.
2. Line 2 reflects the administrative support.
3. Line 3 reflects the staff support.
4. Line 4 reflects graduate student positions.

5. The additional equipment, library, and operational expenses will mainly be reserved for informational resource and technology related purchases.

M. Adequacy of Program Evaluation

Formal program review is carried out according to the University of Maryland's policy for Periodic Review of Academic Units, which includes a review of the academic programs offered by, and the research and administration of, the academic unit (<http://www.president.umd.edu/policies/2014-i-600a.html>). Program Review is also monitored following the guidelines of the campus-wide cycle of Learning Outcomes Assessment (https://irpa.umd.edu/Assessment/loa_overview.html). Faculty within the department are reviewed according to the University's Policy on Periodic Evaluation of Faculty Performance (<http://www.president.umd.edu/policies/2014-ii-120a.html>). Since 2005, the University has used an online survey instrument that standardizes student course feedback across campus. The survey has standard, university-wide questions and allows for supplemental, specialized questions from the academic unit offering the course.

N. Consistency with Minority Student Achievement goals

The Bachelor of Arts in Human-Centered Artificial Intelligence supports expanding access to education in artificial intelligence, a high-demand and rapidly evolving field. Unlike enrollment-limited technical majors, the B.A. is designed to provide an accessible pathway into AI for students from different academic and socioeconomic backgrounds, including those who may not enter traditional computer science tracks. The curriculum embeds sustained engagement with issues of bias, fairness, equity, and accountability in AI systems through required coursework in ethics, gender, race, and computing, and designing fair systems, ensuring that questions of social justice are foundational rather than peripheral to the degree.

The program will collaborate with existing campus initiatives that promote inclusion in computing and interdisciplinary education, including partnerships with AIM and recruitment programs across the College of Arts and Humanities and related units, and will support recruitment efforts targeting internal transfer students, community college pathways, and underrepresented populations. Through its structure and content, the program advances UMD's commitment to broadening participation in emerging technology fields while promoting student success across a variety of communities.

O. Relationship to Low Productivity Programs Identified by the Commission

N/A

P. Adequacy of Distance Education Programs

This program is not intended for distance education.

Table 1: Resources

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$1,000,000	\$1,050,000	\$1,075,000	\$1,100,000	\$1,125,000
2. Tuition/Fee Revenue (c+g below)	\$0	\$0	\$0	\$0	\$0
a. #FT Students	250	275	303	333	366
b. Annual Tuition/Fee Rate	\$23,994	\$24,714	\$25,456	\$26,219	\$27,006
c. Annual FT Revenue (a x b)	\$5,998,500	\$6,796,350	\$7,713,168	\$8,730,927	\$9,884,196
d. # PT Students	15	17	18	20	22
e. Credit Hour Rate	\$933.40	\$961.40	\$990.24	\$1,019.95	\$1,050.55
f. Annual Credit Hours	12	12	12	12	12
g. Total Part Time Revenue (d x e x f)	\$168,012	\$196,126	\$215,675	\$244,360	\$276,860
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$1,000,000	\$1,050,000	\$1,075,000	\$1,100,000	\$1,125,000

Table 2: Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$598,500	\$616,455	\$634,949	\$653,997	\$673,617
a. #FTE	3	3	3	3	3
b. Total Salary	\$450,000	\$463,500	\$477,405	\$491,727	\$506,479
c. Total Benefits	\$148,500	\$152,955	\$157,544	\$162,270	\$167,138
2. Admin. Staff (b+c below)	\$133,000	\$136,990	\$141,100	\$145,333	\$149,693
a. #FTE	1	1	1	1	1
b. Total Salary	\$100,000	\$103,000	\$106,090	\$109,273	\$112,551
c. Total Benefits	\$33,000	\$33,990	\$35,010	\$36,060	\$37,142
3. Total Support Staff (b+c below)	\$59,850	\$61,646	\$63,495	\$65,400	\$67,362
a. #FTE	0.75	0.75	0.75	0.75	0.75
b. Total Salary	\$45,000	\$46,350	\$47,741	\$49,173	\$50,648
c. Total Benefits	\$14,850	\$15,296	\$15,754	\$16,227	\$16,714
4. Graduate Assistants (b+c)	\$114,540	\$117,976	\$121,515	\$125,161	\$128,916
a. #FTE	2	2	2	2	2
b. Stipend	\$72,000	\$74,160	\$76,385	\$78,676	\$81,037
c. Tuition Remission	\$18,780	\$19,343	\$19,924	\$20,521	\$21,137
d. Benefits	\$23,760	\$24,473	\$25,207	\$25,963	\$26,742
5. Equipment	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
6. Library	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
7. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
8. Other Expenses: Operational Expenses	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
TOTAL (Add 1 - 8)	\$980,890	\$1,008,067	\$1,036,059	\$1,064,890	\$1,094,587

Appendix A: Program and Learning Outcomes Assessment

The B.A. in Human-Centered Artificial Intelligence is committed to establishing, monitoring, and maintaining high standards to deliver an exceptional student learning experience and achieve outstanding educational outcomes. These standards will be applied across all aspects of the program, including courses, activities, advising, faculty effectiveness, administrative services, and technical support. Regular assessments will guide the development and improvement of the curriculum to ensure continuous enhancement.

The program's goals, outcomes, courses, and services will be evaluated regularly under an Assessment Plan developed and overseen by the Director in consultation with the Steering Committee and the Department of Philosophy. This plan will align with the UMD Undergraduate Program Learning Outcomes Assessment Plan and will outline responsibilities, metrics, timelines, and procedures for evaluation.

The overall performance of the curriculum will be assessed through two primary measures: direct evaluation of student mastery of the learning outcomes and indirect evaluation by tracking alumni career trajectories over time. To assess alumni success, the Director will collaborate with the Career Center to track initial job placement, mid-career achievements, and conduct surveys of graduates and employers.

Individual courses and their outcomes will be assessed on a rotating schedule, with a subset of courses reviewed in detail each year and all courses evaluated every four years. Priority will be given to courses directly overseen by the program, with coordination for courses supported by other departments. Mastery of course material will be assessed through examinations, projects, or other appropriate measures.

The curriculum and course assessments will take place annually during the Spring semester. An annual assessment report will be submitted to the Provost each fall, summarizing assessment results and providing recommendations for program improvements based on those findings.

Appendix B: Specialization Curricula

Each specialization is 18 credits, except for the Law, Policy, and Governance Specialization, which requires GVPT170 and 18 additional elective credits.

Arts Specialization

Course	Course Title	Credits
AMST260	American Culture in the Information Age	3
ARCH418J	Artificial Intelligence and Architecture: Background, Applications, and the Design Process	3
ARTT255	Introduction to Digital Art and Design Processes	3
ARTT370	Elements of Digital Media	3
COMM371	Communication and Digital Media	3
COMM373	Communication and Digital Visual Narrative	3
COMM449A	Artificial Intelligence in the Information Age	3
THET116	Fundamentals of Theatrical Design	3
THET385	Media Design	3
THET475	History of Art, Architecture, and Decor for the Theatre	3
CINE319	Special Topics in Documentary, Animation, Experimental, and Other Visual Media	3

Design and User Experience Specialization

Course	Course Title	Credits
INST430	User Experience Research	3
INST431	AI and UX	3
INST432	AI and Human Creativity	3
INST433	Trust, Design, and AI	3
INST436	User Modeling and Personalization	3
INST480	Technology Design Ethics	3
INST435	Are Robots Taking Our Jobs?	3
INST434	AI and Search Mastery	3

Ethics Specialization

Course	Course Title	Credits
INST366	Privacy, Security and Ethics for Big Data	3
PHIL341	Ethical Theory	3
PHIL344	Philosophy of Race	3
PHIL347	Philosophy of Law	3
PHIL438	Topics in Value Theory	3
PHIL440	Contemporary Ethical Theory	3
PHPE308	Special Topics in Philosophy, Politics, and Economics	3
HCAI410	Fairness	3

WGSS441	Feminism, AI and Health	3

Language and Cognition Specialization

Course	Course Title	Credits
LING311	Syntax I	3
LING312	Syntax II	3
LING440	Grammars and Cognition	3
LING449	Topics in Psycholinguistics	3
PHIL202	Know Thyself: Wisdom Through Cognitive Science	3
PHIL360	Philosophy of Language	3
PHIL366	Philosophy of Mind	3
PHIL408	Topics in Contemporary Philosophy	3
PHIL488	Topics in Philosophy of Cognitive Studies	3

Law, Policy, and Governance Specialization

Course	Course Title	Credits
Required		
GVPT170	American Government	3
Choose Remaining Courses from Below (18 Credits)		
COMM330	Argumentation and Public Policy	3
GVPT331	Courts, Law and Justice	3
GVPT431	Introduction to Constitutional Law	3
GVPT432	Civil Rights and the Constitution	3
HIST338F	What Does Government Do?: Rethinking American Political History	3
HIST454	Constitutional History of the United States: From Colonial Origins to 1865	3
HIST455	Constitutional History of the United States: Since 1865	3
PHIL347	Philosophy of Law	3
PHIL438	Topics in Value Theory (Philosophy and Law)	3
PHIL445	Contemporary Political Philosophy	3
PLCY100	Foundations of Public Policy	3
PLCY313	Advocacy in the American Political System	3
WGSS200	Introduction to WGSS: Gender, Power, and Society	3

Logic, Epistemology, and Machine Learning Specialization

Course	Course Title	Credits
PHIL362	Theory of Knowledge	3
PHIL366	Philosophy of Mind	3
PHIL370	Logical Theory I: Metatheory	3
PHIL470	Logical Theory II: Incompleteness and Undecidability	3
PHIL478	Topics in Philosophical Logic	3
HCAI410	Fairness	3
CMSC422	Introduction to Machine Learning	3

Society, Culture, and Technology Specialization

Course	Course Title	Credits
AMST260	American Culture in the Information Age	3
ENGL318	Special Topics in Digital and New Media Studies	3
ENGL467	Creative Approaches to Digital Textuality	3
HIST206	Introduction to the History of Technology	3
HIST407	Technology and Social Change in History	3
IMDM150	Digital Media Theory and Culture	3
JOUR389W	News Alchemy: Journalism and Artificial Intelligence	3
JOUR458A	Machine Editors: Search Engines, Social Media, AI and The News	3
PHIL344	Philosophy of Race	3
WGSS280	Gender and Science in Film and Media	3

Appendix C: Faculty Involved in Major

The chart below lists faculty members are projected to regularly teach in the program. Some courses will be taught by graduate assistants, who are not listed here. All faculty are full-time unless otherwise indicated.

P/T indicates part-time status.

Name	Highest Degree Earned, Institution and Program	UMD Title	Courses
Omer Agha	PhD, New York University; Linguistics	Assistant Professor	LING312
Tonia Bleam	PhD, University of Delaware; Linguistics	Senior Lecturer	LING311
Beth Bonsignore	PhD, University of Maryland; Information Studies	Associate Research Professor	INST432
Tom Brinck	M.S., University of Michigan; Cognitive Psychology	Instructor (P/T)	INST431
Ilaria Canavotto	PhD, University of Amsterdam; Logic	Assistant Professor	HCAI100; HCAI300
Fabrizio Cariani	PhD, University of California, Berkeley; Logic & Methodology of Science	Professor & Chair	HCAI121; PHIL408; PHIL478
Peter Carruthers	D. Phil, University of Oxford; Philosophy	Distinguished University Professor	PHIL220
Alexandra Colburn	MFA, University of Maryland, College Park; Theatre	Lecturer (P/T)	THET385
Toby Egan	PhD, University of Minnesota; Human Resource Development	Associate Professor	PLCY100
Gerard Evans	JD, University of Baltimore; Law	Lecturer	PLCY313
Jason Farman	PhD, University of California, Los Angeles; Theatre	Professor	AMST260

Ilse Genovese	M.A., Czech Republic; Interpreting and Translation (English & German)	Lecturer	COMM371
Kenneth Glazer	JD, Stanford University; Law	Lecturer	PHIL347
Jen Golbeck	PhD, University of Maryland; Computer Science	Professor	INST436
Caroline Hickman	PhD, University of North Carolina; Art History	Lecturer	THET475
John F. Horty	PhD, University of Pittsburgh; Philosophy	Distinguished University Professor	HCAI200
John Horty	PhD, University of Pittsburgh; Philosophy	Professor	PHIL370
Samuel Kerstein	PhD, Columbia University; Philosophy	Professor	PHIL438
Martin Kobren	PhD, University of Maryland; Political Science	Senior Lecturer	GVPT170
Hooman Koliji	PhD, Virginia Tech; Architecture and Design Research	Associate Clinical Professor	ARCH418J
Kari Kraus	PhD, Rochester; Textual and Digital Studies	Associate Professor	ENGL467
Nick Laskowski	PhD, University of Southern California; Philosophy	Assistant Professor	PHIL211; PHIL341
Ellen Lau	PhD, University of Maryland, College Park; Linguistics	Associate Professor	LING440
Nathan Lauffer	PhD, Northwestern University; Philosophy	Lecturer	PHIL362
Sydney Lewis	PhD, University of Washington; African-American Culture, Black Feminisms, and Queer and Gender Studies	Senior Lecturer	WGSS200
Hallie Liberto	PhD, University of Wisconsin- Madison; Philosophy	Associate Professor	PHIL438

Alexis Lothian	PhD, University of Southern California; English, Gender Studies	Associate Professor	ENGL318; WGSS115
Wayne Lutters	PhD, University of California-Irvine; Computer and Information Science	Professor	INST366
Jessica Mathiason	PhD, University of Minnesota; Comparative Studies in Discourse and Society	Assistant Research Professor	WGSS280
Dan Moller	PhD, Princeton University; Philosophy	Professor	PHIL445; PHPE308
Adam Nixon	PhD, University of Maryland; Theatre and Performance Studies	Senior Lecturer	COMM373
Jade Olson	PhD, University of Maryland, College Park; Communication	Associate Clinical Professor	COMM330
Eric Pacuit	PhD, CUNY; Computer Science	Professor	HCAI120; HCAI410; PHIL470
Stefano Passeri	M.Arch, Southern California Institute of Architecture; Architecture	Lecturer	ARTT370; IMDM150
Narendra Ratnapala	MFA, University of Maryland, College Park; Art	Lecturer	ARTT255
Michael Ross	PhD, University of North Carolina Chapel Hill; History	Professor	HIST454; HIST455
Elizabeth Schechter	PhD, University of Maryland; Philosophy	Associate Professor	PHIL366; PHIL488
Katie Shilton	PhD, University of California, Los Angeles; Information Studies	Professor	INST480
Michael Spivey	PhD, University of Maryland; Government and Politics	Principal Lecturer	GVPT331; GVPT441; GVPT432
Daniel Trielli	PhD, Northwestern University; Media Technology and Society	Assistant Professor	JOUR458A
Alexander Williams	PhD, Linguistics, University of Pennsylvania; Linguistics	Associate Professor	PHIL360

Caro Williams-Pierce	PhD, University of Wisconsin-Madison; Curriculum & Instruction (Mathematics Education)	Assistant Professor	INST430; INST433
Derek Willis	B.A., University of Pittsburgh; Communication and Rhetoric	Lecturer	JOUR389W
Thomas Zeller	PhD, University of Munich; Modern History	Professor	HIST407
Lamia Zia	MA, University of Iowa; Journalism	Lecturer	COMM449A

Appendix D: Course Descriptions

AMST Courses

AMST260 American Culture in the Information Age 3 Credits

Examines the ways in which content and form of public information interact with the culture, families and individuals.

ARCH Courses

ARCH418J Artificial Intelligence and Architecture: Background, Applications, and the Design Process 3 Credits

A study of architecture and AI.

ARTT Courses

ARTT255 Introduction to Digital Art and Design Processes 3 Credits

Introduction to basic software and principles of digital imaging, and how they are applied to art and design. Topics covered: Digital image construction and manipulation, Vector-Based digital techniques (layout, typography, etc), time-based digital techniques (video and audio composition and manipulation), and basic interactivity (web-design). Digital media used to explore visual principles established in ARTT100.

ARTT370 Elements of Digital Media 3 Credits

Exploration of image creation and manipulation, interactivity, and linkages between digital audio and video. Emphasis on issues in contemporary digital art.

CINE Courses

CINE319 Special Topics in Documentary, Animation, Experimental Cinema, and Other Visual Media 3 Credits

Examine the possibilities of non-narrative cinema, or cinema that is structured differently from the fiction feature film, as well as other media (television, digital imagery, and photography) that entertain a close relationship with cinema in terms of form, content, and audience. Content varies.

CMSC Courses

CMSC422 Introduction to Machine Learning 3 Credits

Machine Learning studies representations and algorithms that allow machines to improve their performance on a task from experience. This is a broad overview of existing methods for

machine learning and an introduction to adaptive systems in general. Emphasis is given to practical aspects of machine learning and data mining.

COMM Courses

COMM330 Argumentation and Public Policy 3 Credits

Contemporary theories of argumentation with special emphasis on methods of formulating and critiquing public policy argument.

COMM371 Communication and Digital Media 3 Credits

A basic introduction to communication in the digital age. Through class lectures, assignments and projects, students will learn to effectively use new media for the purpose of strategic message creation and management used in the field of communication. Students will apply the basics of visual layout skills and the principles of visual design to create messages using words and images.

COMM373 Communication and Digital Visual Narrative 3 Credits

Examination of the traditional style of visual communication, its practices and theoretical underpinnings juxtaposed against contemporary digital media aesthetics and techniques. Utilizing a variety of communication skills and new media tools, students will plan, write, shoot, edit, and upload digital visual narratives.

COMM449A Artificial Intelligence in the Information Age 3 Credits

Artificial Intelligence and communication in the information age.

ENGL Courses

ENGL318 Special Topics in Digital and New Media Studies 3 Credits

Explore digital and new media culture, narrative, poetics, and rhetoric. Topics may include creative expression in new media platforms and analytical approaches to electronic literature, social media, interactive fiction, literary datasets, digital writing, and artificial intelligence.

ENGL467 Creative Approaches to Digital Textuality 3 Credits

Examines electronic literature and other aspects of the literary world online with a focus on experimental writing with computers. Topics may include digital fiction and storytelling, bots, book hacking, flash fiction, narrative in games, and artificial-intelligence-generated fiction, poetry, and art. No programming experience required.

GVPT Courses

GVPT170 American Government 3 Credits

A comprehensive study of national government in the United States.

GVPT331 Courts, Law and Justice 3 Credits

An introductory course to the study of law with emphasis on how lawyers and judges think and argue. Topics include, contract law, property, family law, torts, and criminal procedure.

GVPT431 Introduction to Constitutional Law 3 Credits

A systematic inquiry into the general principles of the American constitutional system, with special reference to the role of the judiciary in the interpretation and enforcement of the federal constitution.

GVPT432 Civil Rights and the Constitution 3 Credits

A study of civil rights in the American constitutional context, emphasizing freedom of religion, freedom of expression, minority discrimination, and the rights of defendants.

HCAI Courses**HCAI100 AI and the Human Experience 3 Credits**

A non-technical survey course introducing foundational concepts in artificial intelligence and examining their historical development and societal implications. Students explore major AI applications such as recommender systems, large language models, facial recognition, and predictive analytics, alongside questions about ethics, bias, governance, and human impact. The course provides a conceptual framework for understanding AI as both a technological and social phenomenon.

HCAI120 Programming for AI 1 3 Credits

Introduces core programming concepts tailored to artificial intelligence applications. Students learn variables, data types, conditionals, loops, functions, input/output operations, and introductory object-oriented programming using Python. The course emphasizes hands-on coding, debugging, and problem-solving to build foundational programming skills necessary for AI development.

HCAI121 Programming for AI 2 3 Credits

Builds on foundational programming skills and introduces libraries essential for AI applications, including tools for numerical computation, data manipulation, and visualization. Students explore key mathematical concepts relevant to AI, including logic, graph theory, linear algebra, probability, and statistics, applying these concepts through programming exercises.

HCAI200 Formal Methods in AI 3 Credits

Provides foundational mathematical and logical tools essential for understanding artificial intelligence systems. Topics include propositional and predicate logic, sets, functions, relations, graph theory, recursion, linear algebra, and probability. Students learn how these formal methods support reasoning, modeling uncertainty, and the development of reliable AI systems.

HCAI300 Artificial Intelligence 3 Credits

Introduces core principles and techniques in artificial intelligence, including symbolic methods, probabilistic reasoning, and data-driven approaches. Topics may include search strategies,

constraint satisfaction, automated planning, Bayesian networks, hidden Markov models, and foundational machine learning methods. Students develop both conceptual understanding and practical experience applying AI techniques.

HCAI301 Machine Learning 3 Credits

Provides a comprehensive introduction to machine learning paradigms, including supervised learning, unsupervised learning, and deep learning. Students study algorithms for classification, regression, pattern recognition, and neural networks, and gain practical experience building and evaluating models. The course also considers the strengths, limitations, and ethical implications of machine learning systems.

HCAI410 Fairness 3 Credits

Examines theories of fairness in philosophy, social choice theory, and algorithmic decision-making, and explores how these concepts apply to artificial intelligence systems. Students analyze bias, equity, distributive justice, and accountability in automated systems and study formal approaches to fairness in machine learning and data-driven decision processes.

HCAI490 Human-Centered Artificial Intelligence Capstone 3 Credits

A culminating seminar in which students integrate technical knowledge and human-centered analysis to examine a significant problem involving artificial intelligence. Students complete a substantial project, research paper, or applied experience that demonstrates their ability to evaluate, design, or critique AI systems in light of ethical, social, and disciplinary considerations.

HIST Courses

HIST206 Introduction to the History of Technology 3 Credits

Introduction to the history of major technological changes and innovations; examination of the revolutionizing potential of technology.

HIST338F What Does Government Do?: Rethinking American Political History 3 Credits

Historical study of US political history.

HIST407 Technology and Inequality 3 Credits

How are social inequality and technology related? Have technologies exacerbated social tensions or have they ameliorated them? In the age of climate change, pandemics, and economic transformations, this class looks at technology in history to examine previous transitions in production, infrastructures, computing, and pollution. The emphasis is on the interplay between society and technology in the 19th and 20th centuries.

HIST454 Constitutional History of the United States: From Colonial Origins to 1865 3 Credits

The interaction of government, law, and politics in the constitutional system. The nature and purpose of constitutions and constitutionalism; the relationship between the constitution and social forces and influences, the way in which constitutional principles, rules, ideas, and institutions affect events and are in turn affected by events. The origins of American politics and constitutionalism through the Constitutional Convention of 1787. Major constitutional

problems such as the origins of judicial review, democratization of government, slavery in the territories, secession, and civil war.

HIST455 Constitutional History of the United States: Since 1865 3 Credits

American public law and government, with emphasis on the interaction of government, law, and politics, and the relationship between the constitution and social forces and influences, the way in which constitutional principles, rules, ideas, and institutions affect events and are in turn affected by events. Major crises in American government and politics such as Reconstruction, the rise of corporate power, civil liberties during wartime, the New Deal era, the civil disorders of the 1960s.

IMDM Courses

IMDM150 Digital Media Theory and Culture 3 Credits

An introduction to the fundamental structures and themes of digital culture in contemporary society. This course will provide you with a theoretical grounding in which to understand the current landscape of digital media culture, design and art. As an introductory course for the Immersive Media Design major, the focus will be on contextualizing immersive digital media such as virtual reality, augmented reality, immersive projection, and electronic art installation through reading, writing and discussion. Students will have opportunities to experience a range of these technologies first hand.

INST Courses

INST204 Designing Fair Systems 3 Credits

Examines the design of sociotechnical systems with attention to fairness, accountability, transparency, and equity. Students explore how data-driven and algorithmic systems can reproduce or mitigate structural inequalities, and develop strategies for designing systems that promote inclusive and responsible outcomes.

INST366 Privacy, Security and Ethics for Big Data 3 Credits

Evaluates major privacy and security questions raised by big data, Internet of Things (IoT), wearables, ubiquitous sensing, social sharing platforms, and other AI-driven systems. Covers the history of research ethics and considers how ethical frameworks can and should be applied to digital data practices and emerging technologies.

INST430 User Experience Research 3 Credits

Introduces research methods for understanding user needs and behaviors in technology design. Examines qualitative, quantitative, and mixed-method approaches to user-centered design and prepares students to conduct systematic research to inform the development and evaluation of AI-enabled systems.

INST431 AI and UX 3 Credits

Explores how generative AI is transforming user experience practice and human-computer interaction. Students examine how AI tools can augment design workflows, generate

prototypes, expand design spaces, and reshape interaction models while critically evaluating long-term implications for UX methodology.

INST432 AI and Human Creativity 3 Credits

Investigates the interaction between generative AI systems and human creativity across domains such as art, design, and scientific discovery. Students examine the capabilities and limitations of generative models alongside cognitive and social theories of creative production.

INST433 Trust, Design, and AI 3 Credits

Analyzes how the design of user interfaces for AI systems shapes perceptions of usability, reliability, and trust. Students evaluate contemporary AI interfaces and develop design strategies that promote transparency, responsible use, and informed interaction.

INST434 AI and Search Mastery 3 Credits

How AI can enhance searching for information in a variety of contexts.

INST435 Are Robots Taking Our Jobs? 3 Credits

The effects of AI and other technologies on employment.

INST436 User Modeling and Personalization 3 Credits

Examines recommender systems, personalization algorithms, and adaptive interfaces that tailor content and services to individual users. Covers technical foundations alongside ethical considerations related to bias, autonomy, and user agency.

INST480 Technology Design Ethics 3 Credits

Explores ethical approaches to technology design in contemporary workplaces. Students evaluate tools, frameworks, and interventions intended to embed human values, rights, and social responsibility into the development of AI and digital systems.

JOUR courses

JOUR389W News Coverage of Special Topics: News Alchemy: Journalism and Artificial Intelligence 3 Credits

Advanced training and practice in writing and reporting news in one specialized field of interest. This course focuses on the role of Artificial Intelligence in journalism.

JOUR458A Special Topics in Journalism: Machine Editors: Search Engines, Social Media, AI and The News (3 Credits)

Issues of special concerns and current interest. This course focuses on automated systems and their interactions with journalism.

LING Courses

LING200 Introductory Linguistics 3 Credits

An exploration of the nature of human language. Introduction to the basic concepts and methodology of modern linguistic analysis (sound systems, word formation, sentence structure). Examination of the factors that contribute to dialect differences and the social implications of language variation. Additional topics may include: semantics, pragmatics, language change, writing systems, typology, language universals, comparison with other communication systems.

LING240 Language and Mind 3 Credits

The study of language as a cognitive phenomenon. Ways of representing people's knowledge of their native language, ways in which that knowledge is attained naturally by children, and how it is used in speaking and listening. Additional topics may include: animal communication, language and the brain, language and thought.

LING311 Syntax I 3 Credits

Basic concepts, analytical techniques of generative syntax, relation to empirical limits imposed by viewing grammars as representations of a component of human mind. Aspects of current theories.

LING312 Syntax II 3 Credits

Continuation of LING311. Development of theories of syntax. Criteria for revising theories. Methods and strategies of scientific efforts to explain natural phenomena.

LING440 Grammars and Cognition 3 Credits

Relationship between the structure, development and functioning of grammars and the structure, development and functioning of other mental systems. Interpretations of experimental and observational work on children's language, aphasia, speech production and comprehension.

LING444 Child Language Acquisition 3 Credits

Examines language acquisition in infancy and early childhood: the nature of children's linguistic representations and how these develop naturally. Role of (possible) innate linguistic structure and interaction of such structure with experience. Evaluation of methods and results of current and classic research leading to contemporary models of language development.

LING449 Topics in Psycholinguistics 3 Credits

Critical evaluation of primary research in psycholinguistics. Relating theoretical hypotheses to experimental hypotheses and predictions. Evaluation of experimental results. Emphasis on hands-on experience and experimental methodologies. Specific topics vary.

PHIL Courses

PHIL202 Know Thyself: Wisdom Through Cognitive Science 3 Credits

How do we improve our decision making? Cognitive science demonstrates that self-knowledge isn't as easy as we think, and that there are numerous biases and fallacies that impact our decision-making in ways that are hard for us to be aware of. In this course you will learn what

some of these are and how they have been discovered, and you will explore potential strategies for avoiding these fallacies and for making wiser choices.

PHIL211 AI & ETHICS 3 Credits

An introduction to a major subfield of contemporary Philosophy, namely applied ethics, and the experience of using some major tools in the practice of philosophy more generally, namely, the construction and formal evaluation of arguments, conceptual analysis, the use of thought experiments, and clear, direct and persuasive writing. Learning how to execute the latter will involve an intense iterative process. The substantive focus of the course will be the ethical evaluation of Artificial Intelligence (AI) in some of its current and potentially future incarnations. We'll examine algorithmic opacity, algorithmic bias and decision-making, autonomous weapons systems, human-robot interaction, and artificial moral agents, in order to uncover what, if any, ethical issues they give rise to.

PHIL341 Ethical Theory 3 Credits

A critical examination of classical and contemporary systems of ethics, such as those of Aristotle, Kant, Mill, and Rawls.

PHIL344 Philosophy of Race 3 Credits

A survey of philosophical arguments involving race and racism. Guiding questions will include: How have philosophers and scientists conceived of the concept of race? Is race a coherent concept? Does it help us explain differences in performance and behavior? What makes racism, racial prejudice, and discrimination wrong? What is the point of equality? Do we owe reparations to victims of racism?

PHIL347 Philosophy of Law 3 Credits

Examination of fundamental concepts related to law, e.g. legal systems, law and morality, justice, legal reasoning, responsibility.

PHIL360 Philosophy of Language 3 Credits

The nature and function of language and other forms of symbolism from a philosophical perspective.

PHIL362 Theory of Knowledge 3 Credits

Some central topics in the theory of knowledge, such as perception, memory, knowledge, and belief, skepticism, other minds, truth, and the problems of induction.

PHIL366 Philosophy of Mind 3 Credits

An introduction to core issues in the philosophy of mind, focusing especially on the basic metaphysical question of dualism versus physicalism.

PHIL370 Logical Theory I: Metatheory 3 Credits

This course is an introduction to logical "metatheory", that is, to logical reasoning about logic systems themselves. Topics include alternative proof-theoretic presentations of logical systems as well as soundness and completeness theorems for propositional and first-order logic. Along

the way, we will deepen our understanding of the elementary set-theoretic concepts underlying first order logic. Other topics may include basic results in the semantics of first order logic (such as the Craig interpolation theorem, the Beth definability theorem, or the Lowenheim-Skolem theorem).

PHIL408 Topics in Contemporary Philosophy 3 Credits

An intensive examination of contemporary problems and issues. Source material will be selected from recent books and articles.

PHIL438 Topics in Value Theory 3 Credits

An intensive examination of contemporary problems and issues in ethics, aesthetics, political philosophy and related areas. Source material will be selected from recent books and articles.

PHIL440 Contemporary Ethical Theory 3 Credits

Contemporary work on fundamental problems in ethical theory, such as whether there are moral truths, whether and how our moral claims can be justified, what exactly makes an act right or wrong, the nature of moral language, and the role of reason and emotion in moral judgment.

PHIL445 Contemporary Political Philosophy 3 Credits

Major trends in contemporary political philosophy: liberal, libertarian, communitarian, socialist, feminist.

PHIL470 Logical Theory II: Incompleteness and Undecidability 3 Credits

Introduces the formal theory of computation, and then presents the central limitative results of modern first-order logic: Church's undecidability theorem and Godel's first and second incompleteness theorems. The primary focus of the course is a thorough technical study of these fundamental results, but we will also discuss some of the philosophical issues they raise. Further topics may include second-order logic.

PHIL478 Topics in Philosophical Logic 3 Credits

Philosophical logics result from the application of formal techniques to problems of philosophical interest; these logics often have applications in other areas as well, such as AI, linguistics, psychology, economics, and law. This course will either concentrate on a particular family of philosophical logics (such as modal or temporal or defeasible logics) or else survey a number different logical systems.

PHIL488 Topics in Philosophy of Cognitive Studies 3 Credits

Examination of a particular topic or problem in philosophy of cognitive studies.

PHPE Courses

PHPE308 Special Topics in Philosophy, Politics, and Economics 3 Credits

A sustained investigation of a topic at the intersection of philosophy, politics and economics.

PLCY Courses

PLCY100 Foundations of Public Policy 3 Credits

A survey course, focusing on public policy institutions and analytical issues as well as on overview of key public policy problems. Students will be introduced to public policy as a discipline, with a brief overview of the actors and institutions involved in the process, and familiarize themselves with the kinds of problems typically requiring public action. The course will examine these problems from a multijurisdictional and multisectoral perspective. Specific policy areas examined include education policy, health policy, economic and budgetary policy, criminal justice policy, environmental policy, and national and homeland security policy. The course should permit students to have broad foundational exposure to the field that will give them a solid base for more advanced courses.

PLCY313 Advocacy in the American Political System 3 Credits

Introduces students to the creation of law through the legislative process with a special focus on the Maryland General Assembly.

THET Courses

THET116 Fundamentals of Theatrical Design 3 Credits

Examines theatre as an environmental art that is realized through collaboration between set, costume, and lighting designers.

THET385 Media Design 3 Credits

Focuses on learning the grammar and conceptual thinking behind multimedia design for live performance. Students will learn how our new multimedia tools can enhance the sense of liveness as well as explore the different ways in which technology can be implemented into preproduction thinking, rehearsal experimenting, and ultimately, effective use in performance.

THET475 History of Art, Architecture, and Decor for the Theatre 3 Credits

Study of Western art, architecture, and decor and their practical application to theatrical production.

WGSS Courses

WGSS115 Gender, Race and Computing 3 Credits

Race and gender have shaped computing from its earliest histories to contemporary debates over bias in search algorithms, surveillance, and AI. As computational processes shape ever more dimensions of everyday life from the personal to the global scale, understanding how they operate and how power operates within them grows ever more important. Combating racism and sexism is not as simple as ensuring the pool of programmers and engineers is more diverse; structures of power are embedded in digital technologies as they are in all aspects of our society, and we must learn to perceive their operation if we hope to transform them. We will examine how racism and sexism operate in the field of computer science and in everyday

uses of digital technologies, while studying how feminist and racial justice movements have created alternative approaches. This class is for anyone who wishes to better understand the relationships between digital technology, structural power, and social justice.

WGSS200 Introduction to WGSS: Gender, Power, and Society 3 Credits

Examines constructions of race, class, sexuality, ability, and gender relations from a social science multi-disciplinary perspective. The course interrogates the ways that systems of hierarchy and privilege are created, enforced, and intersect through the language of race, class, sexuality, and national belonging. The course will provide students with the skills to examine how systems of power manifest in areas such as poverty, division of labor, health disparities, policing, violence. In addition to examining the impact of systems of power, students will reflect on their own location within the exercise of racialized, and gendered power relations. This course encourages students to understand and critique these systems both personally and politically.

WGSS280 Gender and Science in Film and Media (3 Credits)

Isaac Azimov once said of science fiction that it is the genre that "deals with the reaction of human beings to changes in science and technology." With this definition in mind, we will embark on a critical exploration of sci-fi film and other media, using it as a lens for analyzing society's deepest fears and most furtive hopes. Our investigation will center on the liminal space between hegemonic culture and its prescribed excesses. These liminal spaces--between self and other, disability and enhancement, cultural hybridization, and gender crossing--shift in response to real-world sociopolitical tensions. We will consider feminist and anti-racist media scholars' concerns over representation, authorship and ideology alongside questions of technological change. Students will use analytical and creative assignments to explore not only how the scientific imaginary serves as fertile ground for feminist, disability, and anti-racist critique, but also provides a locus for alternative futures.

WGSS441 Feminism, AI, and Health 3 Credits

Situated at the intersection of feminist theory, AI, and health care, this interdisciplinary course will investigate the sociopolitical and ethical implications of emerging technologies in medical contexts. Drawing on feminist critiques of technology, we will explore how systems of oppression—including sexism, racism, ableism, and colonialism—shape the design, deployment, and impact of AI in health care. Students will engage with scholarly texts, discussions, and activities to analyze the historical entanglement of gender, race, and health care; the epistemic foundations of feminist knowledge production; the ethics of datafication and surveillance; and the transformative potential of feminist praxis. Coursework will include case studies, debates, and a final project envisioning inclusive, justice-oriented futures for AI in health care.

Appendix E: B.A. in Human-Centered Artificial Intelligence (with General Education code)

Year 1	Fall		Spring	
Oral?	Course	Credit	Course	Credit
	ENGL101 (AW)	3	Natural Science (NS)	3
	MATH115 (MA)	3	Analytic Reasoning (AR)	3
	HCAI100	3	Humanities (HU, UP)	3
	HCAI120	3	HCAI121	3
	ARHU158	3	WGSS115	3
	Total	15	Total	15
Year 2	Fall		Spring	
	Course	Credit	Course	Credit
	Humanities (HU)	3	Oral Communication (OC)	3
	History/Social Sciences (HS, CC)	3	Scholarship in Practice (SP)	3
	*College Global Engagement #1	3	*College Global Engagement #1	3
	HCAI200	3	HCAI300	3
	PHIL211 (SP)	3	INST204	3
	Total	15	Total	15
Year 3	Fall		Spring	
	Course	Credit	Course	Credit
	Natural Science Lab (NL)	4	History/Social Sciences (HS)	3
	HCAI301	3	Specialization	3
	Specialization Course	3	Specialization	3
	Elective	3	Specialization	3
	Elective	3	Elective	3
	Total	16	Total	15
Year 4	Fall		Spring	
	Course	Credit	Course	Credit
	Professional Writing (PW)	3	HCAI490	3
	Specialization	3	Elective	3
	Specialization	3	Elective	3
	Elective	3	Elective	3
	Elective	3	Elective	2
	Total	15	Total	14
				Total Credits 120

University of Maryland General Education Requirements Overview

Fundamental Studies: 15 Credits

Fundamental Studies Academic Writing	3	AW
Fundamental Studies Professional Writing	3	PW
Fundamental Studies Oral Communication	3	OC
Fundamental Studies Mathematics	3	MA
Fundamental Studies Analytic Reasoning ¹	3	AR

¹ If a student passes an Analytic Reasoning course that requires a Fundamental Studies Math course as a prerequisite, then the Fundamental Studies Math course is considered to be fulfilled (e.g., students who place into and pass a calculus course, which counts for FS-AR, do not need to take a less advanced Math course to fulfill the FS-MA requirement).

Distributive Studies: 25 Credits

Distributive Studies Natural Sciences	3	NS
Distributive Studies Natural Science Lab Course ²	4	NL
Distributive Studies History and Social Sciences	6	HS
Distributive Studies Humanities	6	HU
Distributive Studies Scholarship in Practice ³	6	SP

² A second DS-NL course can fulfill the DS-NS course requirement.

³ Students learn and practice skills of critical evaluation and participate in the process of applying knowledge in the pursuit of a tangible goal. At least one course must be outside of the major.

Big Question Courses: 6 Credits⁴

The signature courses of the UMD General Education program, Big Question courses investigate a significant issue in depth and demonstrate how particular disciplines and fields of study address problems.

Big Question Course	6	IS

⁴ Big Question credits may be double-counted with courses taken for the Distributive Studies requirement.

Diversity: 4-6 Credits⁵

Diversity Understanding Plural Societies ⁶		
Courses examine how diverse cultural and ethnic groups co-exist.	3-6	UP
Diversity Cultural Competence		
Courses help students develop skills to succeed in a diverse world.	0-3	CC

⁵ These credits may be double-counted with courses taken for the Distributive Studies requirement.

⁶ Students may take either two DV-UP courses or one DV-UP course and one DV-CC course.

***College of Arts and Humanities (ARHU) Global Engagement Requirement**

To expand ARHU students' understanding of other cultures and languages in an increasingly global society, ARHU students must complete the "Global Engagement Requirement" (GE requirement). Learning another language produces deep knowledge of cultural and linguistic differences while opening pathways for common understanding.

Students who are proficient in a world language other than English will have the opportunity to demonstrate that in order to fulfill the GE requirement. Students who earn a Seal of Biliteracy through the State of Maryland will automatically fulfill the requirement; students who are native speakers will be able to take the World Language Placement in a proctored setting to complete the requirement. Students whose native language is not offered at UMD will also have the opportunity to demonstrate proficiency through an outside agency, either ACTFL or Avant.

Students who need to complete the GE requirement can do so in one of three ways:

Option 1: Study of a World Language

Requirement: Students will take world language coursework at UMD according to their score on the World Language Placement. Please consult the ARHU website or an ARHU advisor for a list of the approved course sequences.

All courses in the sequence can be taken under the Pass-Fail grading method (standard registration deadlines and policies will apply). Notes: (a) First semester students and students on academic probation/dismissal are not eligible to take classes under the Pass-Fail grading method. (b) Students pursuing a major or minor in a language cannot take a class to be applied to the major/minor under the Pass-Fail grading method.

Options:

1. Students can take courses to the designated level of one language (i.e. GERS103 and GERS203).
2. Students can take one level of two different languages (i.e. ARAB101 and FREN103).

Option 2: Cultural Immersion through Study Abroad

Requirement: Students will participate in a semester-long study abroad experience in a country where English is not the primary language. A learning contract is required prior to departure.

The study abroad experience must include:

1. At least the first year/elementary level language of the host country before or during the experience (or equivalent as determined by the ARHU World Language Placement policy);

2. A reflection component that will challenge students to assess their pre-departure, in-country and post-study abroad experience;
3. Depending on the location, students will need to participate in one of the following pre-approved engagement experiences:
 - a. Internship (45 hours on site during the semester abroad)
 - b. Service Learning (45 hours of participation during the semester abroad)
 - c. A living situation involving daily interaction with host nationals during the term (e.g., a pre-approved home stay with a host national family)
 - d. Completion of a series of ELMS modules throughout the study abroad experience
 - e. Other - an engagement experience approved in advance of departure

NOTE: Past study abroad experiences will not be considered retroactively.

Option 3: Individually-designed Engagement Experience

Requirement: Students may also create an individually-designed experience that achieves the learning outcomes of the Global Engagement requirement.

This option must include at least a first year/elementary level language course before or during the experience (or equivalent as determined by the ARHU World Language Placement policy).

Options:

1. A pre-approved short- or long-term study abroad program that has been deemed appropriate for inclusion in this option by ARHU in conjunction with the Education Abroad Office (a learning contract is required prior to departure). Students proposing study abroad in an English-speaking country must choose to study a language that has significance to the historical or current culture of the host country (i.e. studying Gaelic in Scotland), in addition to finding an appropriate engagement activity where the language is emphasized. Students will need to research and discuss the intersection of the chosen language and culture in their learning contract.
2. Participation in/completion of the UMD Global Fellows Program.

SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: Panel: USM's International Community: The Impacts of Policies, Laws, and Events

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: Thursday, April 8, 2026

SUMMARY: International students and scholars play a vital role at our institutions, within our communities, within the workforce, and beyond. Evolving immigration policies and practices, global conflict, and growing concerns about safety, cost, and stability are reshaping their experiences. This panel will explore how international events and policy decisions affect enrollment, student well-being, faculty recruitment, research, and long-term institutional strategy.

Panelists are:

- Allison Boyle, Assistant Attorney General, Maryland Office of Attorney General, University System of Maryland
- Susan-Ellis Dougherty, University of Maryland College Park, Director, International Student Scholar Services
- Christopher Powers, Towson University, Assistant Vice-President for International Initiatives

ALTERNATIVE(S): Information Only

FISCAL IMPACT: Information Only

CHANCELLOR'S RECOMMENDATION: Information Only

COMMITTEE ACTION: Information Only

DATE: April 8, 2026

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn

301-445-1992

awrynn@usmd.edu

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Amendment of Policy on Professional Conduct and Workplace Bullying

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: April 9, 2026

SUMMARY: The are proposed to the “Policy on Professional Conduct and Workplace Bullying” to expand its application to include faculty as well as exempt and non-exempt staff.

This policy was initially amended by the Board on June 17, 2021, to define and prohibit workplace bullying and was applicable to exempt and non-exempt staff. Following the adoption of this policy, a subcommittee of the Council of University System Faculty reviewed the need for a system wide policy for faculty to prohibit bullying behavior and ultimately recommended broadening the scope of the policy to include faculty. The wording of the policy has been updated to clarify that employees are prohibited from exhibiting bullying behavior not only toward other employees, but also towards students, contracts, or other persons where there is a nexus between the conduct, the individual, and the employee’s work.

As some institutions have already adopted anti-bullying policies applicable to faculty, the implementation recommendation affirms that universities may maintain those policies, to the extent those policies are consistent with the substantive requirements of this policy or adopt procedures locally to implement the policy.

The proposed changes to this policy has been reviewed through the shared governance process and approved for legal form and sufficiency by the Maryland Office of the Attorney General.

A red-lined version is attached that shows the proposed revisions.

This is coming to the Committee on Education Policy and Student Life and Safety as an information item. It will go to the Committee on Finance for action on April 9, 2026.

ALTERNATIVE(S): Information only

FISCAL IMPACT: Information only

CHANCELLOR’S RECOMMENDATION: Information only

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923
Alison Wrynn (301) 445-1992

VII-8.05 – POLICY ON PROFESSIONAL CONDUCT AND WORKPLACE BULLYING

(Approved by the Board of Regents on October 9, 2015; Amended June 16, 2017; Amended June 17, 2021); Amended _____)

I. PURPOSE AND ~~APPLICABILITY~~SCOPE

A. ~~This policy establishes expectations for the~~Purpose: To establish general standards of professional and ethical conduct of Regular and Contingent Nonexempt and Exempt staff to foster working environments in which employees. Failure to comply treat others with these expectations may result in disciplinary actiondignity, respect, and professionalism.

B. Scope: Applies to all regular and contractual faculty and regular and contingent staff, student employees (including students in federal and other work-study programs), and applicants for employment.

II. GENERAL STANDARDS OF PROFESSIONAL CONDUCT

A. Employees shall exhibit exemplary conduct and use honest efforts in the performance of their duties.

B. Employees shall not knowingly make unauthorized commitments or promises of any kind purporting to bind the Institution or the University System of Maryland Office (USMO).

C. Employees shall act impartially and not give preferential treatment to any private organization or individual.

D. Employees shall protect and conserve State property and shall not use it for other than authorized activities.

E. Employees shall satisfy in good faith their civic and legal obligations including federal, state, or local taxes that are imposed by law.

F. Employees shall adhere to all applicable laws and regulations that provide equal opportunity regardless of race, ethnicity, color, religion, sex, national origin, age, disability, gender identity or expression, sexual orientation, marital status, genetic information, veteran's status or any other applicable legally-protected characteristic.

G. Employees shall conduct intra-agency and interagency relations with civility, collaboration, and cooperation. These same principles shall apply to interactions with officials and employees of the legislative and judicial branches.

III. CONFLICTS OF INTEREST

Consistent with Maryland Public Ethics Laws, Annotated Code of Maryland, General Provisions Article, Title 5:

- A. Employees shall not hold financial interests that conflict with the conscientious performance of their duties.
- B. Employees shall not, except as permitted by applicable law or regulation, solicit or accept any gift or other item of monetary value from any person or entity seeking official action from, doing business with, or conducting activities regulated by their Institution, another University System of Maryland (USM) Institution, or the USMO, or whose interests may be substantially affected by the performance or nonperformance of the employee's duties.
- C. Employees shall not engage in financial transactions using nonpublic ~~Government~~government information or allow the improper use of such information to further any private interest.
- D. Employees shall not engage in outside employment or activities, including seeking or negotiating for employment, which conflict with the duties and responsibilities of their position.
- E. Employees shall endeavor to avoid any actions creating the appearance of any impropriety or violating applicable law or the ethical standards in applicable regulations.
- F. Upon leaving State service, USM employees shall be bound by the restrictions of the Annotated Code of Maryland, General Provisions Article, Section ~~5-504~~5504, with respect to lobbying and other forms of representation.

~~Each Institution~~ _____

- G. USM and ~~the USMO~~each USM institution, shall provide training regarding all applicable provisions of the Maryland Public Ethics Law to all staff and administrators appointed at the level of director or above within six months of such appointment and at least once every five years. Online training provided by the Maryland State Ethics Commission for individuals who file financial disclosure statements may be substituted for the initial training required under this policy.

IV. BULLYING IN THE WORKPLACE OR IN THE COURSE OF EMPLOYMENT

~~Employees~~The USM requires that employees shall not intentionally engage in ~~persistent, unwelcome~~ severe, or pervasive behavior toward another ~~employee~~individual, including other employees, students, contractors or other persons where there is a nexus between the conduct, the individual and the employee's work, that a reasonable ~~employee~~person would find objectively malicious, degrading, intimidating, or threatening. Failure to comply with these expectations may result in disciplinary action.

Below Determining whether conduct is bullying under this Policy is fact-specific and will be assessed based on a totality of the circumstances. Factors which may be relevant in considering whether conduct constitutes bullying include: the severity of the conduct, the frequency of the conduct, whether the conduct is personal or business-related, and any actual or perceived power imbalance between the parties.

A. The following are examples of conduct that ~~would~~may be considered bullying when this standard is met. ~~A manager's legitimate, justified conduct related to supervising a subordinate shall not be considered bullying.;~~

~~A. Employees shall treat others with dignity, respect and professionalism and shall not promote or create working environments that foster workplace bullying.~~

~~Employees shall not personally attack or insult~~

1. Attacking or insulting an individual through angry outbursts, ~~repeated~~ use of profanity, name-calling, or offensive nicknames.;

~~2. Employees shall not publicly humiliate other~~ Publicly humiliating individuals.;

~~Employees shall not encourage~~ _____

3. Encouraging other individuals to intimidate, insult, humiliate, defame, or otherwise ostracize another individual.;

~~Employees shall not sabotage, undermine~~ _____

4. Sabotaging, undermining, or intentionally ~~interfere~~interfering with the work of another individual in bad faith, including knowingly making false statements about another ~~employee's individual's work product or performance of their duties.;~~

~~Employees shall not make threats to abuse~~

5. Threatening another individual or ~~an individual's~~ their property with harm or intentionally ~~cause harm or damage to that~~ harming or damaging another individual or their property.;

~~Employees shall not make repeated~~ _____

6. Making unsupported threats about an individual's job security without a valid basis or foundation for doing so. ~~Employees shall not repeatedly taunt another, or taunting an~~ employee about their job performance or job security.;

~~Employees shall not engage~~ _____

7. Engaging in "cyberbullying." Cyberbullying includes, including sending, posting, or sharing defamatory or threatening content or engaging in unlawful harassment, which targets another employee via social media or ~~through the use of~~using digital devices. ~~This includes, including but not limited to~~ publicly sharing via social media or digital devices private information about another employee, ~~obtained through employment,~~ to cause harm, humiliation, and/or embarrassment to that employee.

B. The following examples shall not be considered bullying ~~behavior.;~~

1. An isolated or singular incident of conduct which is neither severe nor pervasive;

2. Disciplinary action taken in accordance with applicable law or policy;

- 2.3. Routine employee coaching ~~or~~ counseling, or mentoring, including feedback about and correction of work performance or conduct;
- Exercising
- 3.4. Exercise of management's prerogative authority to appoint, promote, transfer, or reassign an employee, to direct or assign work, and to determine the methods and means by which the unit's functions will be carried out;
5. Assignment of work, including course scheduling and modality (i.e., in-person or virtual) for faculty;
- 4.6. Individual differences in style of personal expression, provided that the expression is ~~not intended to intimidate~~ neither hostile, intimidating nor threatening, and is otherwise lawful; and
- 5.7. Differences of opinion on substantive professional issues or work-related concerns.

V. POLITICAL ACTIVITY

Consistent with the Annotated Code of Maryland, State Personnel and Pensions Article, Section 2-304:

- A. Subject to the limitations set forth in subsection C, Employees have the right to participate freely in any political activity and express any political opinion.
- B. Employees may not be required to provide any political service or make a political contribution.
- C. Employees may not:
1. Engage in political activity on the job during working hours;
 2. Use Institution or USMO resources to advance their political activities; or
 3. Advocate the overthrow of the government by unconstitutional or violent means.

VI. REPORTING REQUIREMENTS

- A. Employees shall disclose waste, fraud, abuse, and corruption to appropriate authorities. To make such reports, employees may access the resources and procedures for confidential disclosure of misconduct set forth in the following USM BOR policies:
1. VII-2.30 – Policy on Employee and Applicant Disclosure of Misconduct for Nonexempt and Exempt Staff Employees and Applicants for USM Staff Positions;
 2. VIII-7.10 – Policy on Reporting Suspected or Known Fiscal Irregularities; and

3. VIII-7.11 – Policy on the Communication of Suspected Fraud, Unethical & Illegal Business Activity.

- B. All Institutions ~~and~~, including the USMO, shall immediately refer to the Institution's or the USMO's Assistant Attorney General or to the Deputy Attorney General with supervisory responsibility for the Attorney General's Criminal Investigations Division, any instance of possible criminal or unethical conduct by any employee or contractor of this State, for such actions as the Office of the Attorney General deems appropriate. The Institution or USMO shall advise the Chief Legal Counsel to the Governor of any such referrals.
- C. Employees are required to report to their department or unit head: (1) any arrest of the employee; and (2) any legal proceeding in which an employee is involved, as a party or otherwise, if the arrest or legal proceeding ~~affects~~may affect, or ~~reflects~~reflect on, the employee's job fitness or performance, or the institution.

IMPLEMENTATION PROCEDURES:

Each President and the Chancellor shall identify ~~his/her~~their designee(s) as appropriate for this policy; and shall either ensure that existing policies and procedures satisfy the substantive requirements of this policy or develop procedures as necessary to implement this policy; communicate this policy and applicable procedures to the USMO or ~~his/her~~their Institutional community; and post it on ~~its~~the institutional ~~and the USMO's~~ website.

REFERENCE:

Governor's Executive Order 01.01.2015.08 Standards of Conduct for Executive Branch Employees and Reporting of Misconduct.

VII-8.05 – POLICY ON PROFESSIONAL CONDUCT AND WORKPLACE BULLYING

(Approved by the Board of Regents on October 9, 2015; Amended June 16, 2017; Amended June 17, 2021; [Amended _____](#))

I. PURPOSE AND SCOPE

- A. Purpose: To establish general standards of professional and ethical conduct and to foster working environments in which employees treat others with dignity, respect, and professionalism.
- B. Scope: Applies to all regular and contractual faculty and regular and contingent staff, student employees (including students in federal and other work-study programs), and applicants for employment.

II. GENERAL STANDARDS OF PROFESSIONAL CONDUCT

- A. Employees shall exhibit exemplary conduct and use honest efforts in the performance of their duties.
- B. Employees shall not knowingly make unauthorized commitments or promises of any kind purporting to bind the Institution or the University System of Maryland Office (USMO).
- C. Employees shall act impartially and not give preferential treatment to any private organization or individual.
- D. Employees shall protect and conserve State property and shall not use it for other than authorized activities.
- E. Employees shall satisfy in good faith their civic and legal obligations including federal, state, or local taxes that are imposed by law.
- F. Employees shall adhere to all applicable laws and regulations that provide equal opportunity regardless of race, ethnicity, color, religion, sex, national origin, age, disability, gender identity or expression, sexual orientation, marital status, genetic information, veteran's status or any other applicable legally-protected characteristic.
- G. Employees shall conduct intra-agency and interagency relations with civility, collaboration, and cooperation. These same principles shall apply to interactions with officials and employees of the legislative and judicial branches.

III. CONFLICTS OF INTEREST

Consistent with Maryland Public Ethics Laws, Annotated Code of Maryland, General Provisions Article, Title 5:

- A. Employees shall not hold financial interests that conflict with the conscientious performance of their duties.
- B. Employees shall not, except as permitted by applicable law or regulation, solicit or accept any gift or other item of monetary value from any person or entity seeking official action from, doing business with, or conducting activities regulated by their Institution, another University System of Maryland (USM) Institution, or the USMO, or whose interests may be substantially affected by the performance or nonperformance of the employee's duties.
- C. Employees shall not engage in financial transactions using nonpublic government information or allow the improper use of such information to further any private interest.
- D. Employees shall not engage in outside employment or activities, including seeking or negotiating for employment, which conflict with the duties and responsibilities of their position.
- E. Employees shall endeavor to avoid any actions creating the appearance of any impropriety or violating applicable law or the ethical standards in applicable regulations.
- F. Upon leaving State service, USM employees shall be bound by the restrictions of the Annotated Code of Maryland, General Provisions Article, Section 5504, with respect to lobbying and other forms of representation.
- G. USM and each USM institution, shall provide training regarding all applicable provisions of the Maryland Public Ethics Law to all staff and administrators appointed at the level of director or above within six months of such appointment and at least once every five years. Online training provided by the Maryland State Ethics Commission for individuals who file financial disclosure statements may be substituted for the initial training required under this policy.

IV. BULLYING IN THE WORKPLACE OR IN THE COURSE OF EMPLOYMENT

The USM requires that employees shall not intentionally engage in unwelcome severe or pervasive behavior toward another individual, including other employees, students, contractors or other persons where there is a nexus between the conduct, the individual and the employee's work, that a reasonable person would find objectively malicious, degrading, intimidating, or threatening. Failure to comply with these expectations may result in disciplinary action.

Determining whether conduct is bullying under this Policy is fact-specific and will be assessed based on a totality of the circumstances. Factors which may be relevant in considering whether conduct constitutes bullying include: the severity of the conduct, the frequency of the conduct, whether the conduct is personal or business-related, and any actual or perceived power imbalance between the parties.

A. The following are examples of conduct that may be considered bullying when this standard is met:

1. Attacking or insulting an individual through angry outbursts, use of profanity, name-calling, or offensive nicknames;
2. Publicly humiliating individuals;
3. Encouraging other individuals to intimidate, insult, humiliate, defame, or otherwise ostracize another individual;
4. Sabotaging, undermining, or intentionally interfering with the work of another individual in bad faith, including knowingly making false statements about another individual's work product or performance;
5. Threatening another individual or their property with harm or intentionally harming or damaging another individual or their property;
6. Making unsupported threats about an individual's job security without a valid basis or foundation for doing so, or taunting an employee about their job performance or job security;
7. Engaging in cyberbullying, including sending, posting, or sharing defamatory or threatening content or engaging in unlawful harassment, which targets another employee via social media or using digital devices, including but not limited to publicly sharing via social media or digital devices private information about another employee, to cause harm, humiliation, and/or embarrassment to that employee.

B. The following examples shall not be considered bullying:

1. An isolated or singular incident of conduct which is neither severe nor pervasive;
2. Disciplinary action taken in accordance with applicable law or policy;
3. Routine employee coaching; counseling, or mentoring, including feedback about and correction of work performance or conduct;

4. Exercise of management's authority to appoint, promote, transfer, or reassign an employee, to direct or assign work, and to determine the methods and means by which the unit's functions will be carried out;
5. Assignment of work, including course scheduling and modality (i.e., in-person or virtual) for faculty;
6. Individual differences in style of personal expression, provided that the expression is neither hostile, intimidating nor threatening, and is otherwise lawful; and
7. Differences of opinion on substantive professional issues or work-related concerns.

V. POLITICAL ACTIVITY

Consistent with the Annotated Code of Maryland, State Personnel and Pensions Article, Section 2-304:

- A. Subject to the limitations set forth in subsection C, Employees have the right to participate freely in any political activity and express any political opinion.
- B. Employees may not be required to provide any political service or make a political contribution.
- C. Employees may not:
 1. Engage in political activity on the job during working hours;
 2. Use Institution or USMO resources to advance their political activities; or
 3. Advocate the overthrow of the government by unconstitutional or violent means.

VI. REPORTING REQUIREMENTS

- A. Employees shall disclose waste, fraud, abuse, and corruption to appropriate authorities. To make such reports, employees may access the resources and procedures for confidential disclosure of misconduct set forth in the following USM BOR policies:
 1. VII-2.30 – Policy on Employee and Applicant Disclosure of Misconduct for Nonexempt and Exempt Staff Employees and Applicants for USM Staff Positions;
 2. VIII-7.10 – Policy on Reporting Suspected or Known Fiscal Irregularities; and
 3. VIII-7.11 – Policy on the Communication of Suspected Fraud, Unethical & Illegal Business Activity.

- B. All Institutions, including the USMO, shall immediately refer to the Institution's or the USMO's Assistant Attorney General or to the Deputy Attorney General with supervisory responsibility for the Attorney General's Criminal Investigations Division, any instance of possible criminal or unethical conduct by any employee or contractor of this State, for such actions as the Office of the Attorney General deems appropriate. The Institution or USMO shall advise the Chief Legal Counsel to the Governor of any such referrals.
- C. Employees are required to report to their department or unit head: (1) any arrest of the employee; and (2) any legal proceeding in which an employee is involved, as a party or otherwise, if the arrest or legal proceeding may affect, or reflect on, the employee's job fitness or performance, or the institution.

IMPLEMENTATION PROCEDURES:

Each President and the Chancellor shall identify their designee(s) as appropriate for this policy; and shall either ensure that existing policies and procedures satisfy the substantive requirements of this policy or develop procedures as necessary to implement this policy; communicate this policy and applicable procedures to the USMO or their Institutional community; and post it on the institutional website.

REFERENCE:

Governor's Executive Order 01.01.2015.08 Standards of Conduct for Executive Branch Employees and Reporting of Misconduct.