UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
University of Maryland, College Park
The Hotel, Crossland Ballroom
April 17, 2026

AGENDA FOR PUBLIC SESSION **8:30 A.M.**

Call to Order — Chair Gooden

PUBLIC COMMENT

Welcome from the University of Maryland, College Park — President Pines

Educational Forum: Internal Audit and Risk Management — VC for Accountability Mosca

Chancellor's Report — Chancellor Perman

1. Report of Councils

   a. Council of University System Faculty — Dr. King-White
   b. Council of University System Staff — Ms. Carpenter
   c. Council of University System Presidents — President Breaux
   d. University System of Maryland Student Council — Mr. Vasquez-Reyes

2. Consent Agenda — Chair Gooden

   a. Committee of the Whole
      i. Approval of meeting minutes from February 13, 2026, Public and Closed Sessions (action)

   b. Committee on Advancement
      i. Approval of meeting minutes from February 18, 2026, Public and Closed sessions (information)
      ii. Approval of meeting minutes from April 1, 2026, Public and Closed sessions (information)
      iii. Fundraising Updates (information)
      iv. Shared Services (information)
      v. USM Quasi-Endowment Summary Report for CY25 (information)
      vi. Advancement-Related Board of Regents Policies (information)
      vii. Gift Agreement Amendment Request from the University of Maryland, College Park (action)

   c. Committee on Audit

i. Approval of meeting minutes from December 17, 2025, Public and Closed sessions (information)
ii. USM's Half Year (12/31/2025) Financial Statements & Financial Comparison Analysis to Peer Institutions and Financial Dashboard (information)
iii. Affiliated Foundation and Business Entity Policy Compliance Status (information)
iv. Update Regarding FY 2025 Single Audit & Enrollment Reporting (information)
v. Update of USM Enterprise Risk and Crisis Management (information)
vi. Office of Legislative Audit Activity – Published Audit Reports (information)
vii. Activity Follow-up of Action Items from Previous Meetings (information)

d. Committee on Education Policy & Student Life
   i. Approval of meeting minutes from January 29, 2026, Public and Closed Session Meetings (information)
   ii. Program Proposals (action)
      1. Salisbury University: Bachelor of Science in Forensic Science
      2. Towson University: Bachelor of Science in Business Analytics
      3. Towson University: Bachelor of Science in Business Economics
      4. Towson University: Bachelor of Science in Finance
      5. Towson University: Bachelor of Science in Financial Planning
      6. Towson University: Bachelor of Science in Marketing
      7. Towson University: Bachelor of Science in Project Management
      8. University of Baltimore: Bachelor of Science in Accounting
      9. University of Maryland, College Park: Bachelor of Arts in Human-Centered Artificial Intelligence
      10. University of Maryland, College Park: Bachelor of Science in Artificial Intelligence: Computational Structures of AI Systems
      11. University of Maryland Eastern Shore: Master of Science in Mechanical and Biomedical Engineering
      12. University of Maryland Global Campus: Bachelor of Science in Integrative Health and Wellness
      13. University of Maryland Global Campus: Master of Science in Integrative Health and Wellness
   iii. International Students Panel (information)
   iv. Alternative Teacher Certification Update (information)
   v. VII-8.05 – Policy on Professional Conduct and Workplace Bullying (information)

e. Committee on Finance
   i. Meeting Minutes from January 28, 2026, Public and Closed Sessions (information)
   ii. Proposed Amendment to VII-8.05 – Policy on Professional Conduct and Workplace Bullying (action)
   iii. Establishment of New Paid Family Medical Leave Policy in Compliance with Statutory Changes and Proposed Amendments to Existing Impacted Policies (action)
   iv. Salisbury University Facilities Master Plan (action)

v. University of Maryland Eastern Shore: Authorization for Renovations in support of School of Veterinary Medicine – Foundational Facilities (action)
vi. Towson University: Central Utility Plant Fire Restoration Update (information)
vii. University System of Maryland: Review of Capital Improvement Projects (information)
viii. USM Enrollment Projections: FY 2027-2036 (action)
ix. Financial Condition and Financial Results of Intercollegiate Athletics Programs (information)

f. Committee on Governance & Compensation
   i. Approval of meeting minutes from January 27, 2026, Public and Closed Sessions (information)

g. Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
   i. Approval of meeting minutes from November 19, 2025, Public Session (information)
   ii. Presentation on Gambling Trends and Compliance Issues by NCAA Representatives (information)
   iii. Mid-year Athletic Director Updates – Rotating – CSU, FSU (information)
   iv. Internal Audit Summary of Intercollegiate Athletics (information)
   v. Financial Condition and Results of Intercollegiate Athletic Programs (information)

h. Committee on Research & Economic Development
   i. Approval of meeting minutes from January 9, 2026, Public Session (information)
   ii. Highlights on Research Excellence Across the USM (information)
   iii. Metrics for Research and Economic Development (information)
   iv. Metrics as a Driver of Impact (information)

3. Review of Items Removed from Consent Agenda

4. Committee Reports

a. Committee on Finance
   i. University System of Maryland: FY 2027 Self-Support Charges and Fees (action)
   ii. University System of Maryland: Fiscal Year 2027 Schedule of Tuition and Mandatory Fees (action)
   iii. Frostburg State University: Expansion and Restructuring of Regional Tuition Program (action)
   iv. Towson University: Implementation of Pilot Undergraduate Regional Tuition Rate Program (action)

b. Committee on Governance & Compensation
   i. Review of USM BOR Policy Workgroup Phase I Progress (information)

c. Committee on Research & Economic Development
    i. Report on Symposium on Trust in Science (information)

d. Committee of the Whole
    i. Resolution of Appreciation for Vice Chancellor Mosca

5. Reconvene to Closed Session (action) Chair Gooden

University System of Maryland

Update on Enterprise Risk Management

Board of Regents Audit Committee

March 24, 2026

ERM Program Maturity

- **USM ERM Program Highlights**
  - More dedicated ERM staff being hired at several institutions
  - Institutions engaging USM Office for support in maturing programs
  - Automation efforts underway to use a systemwide tool for ERM program management

University Risk Management and Insurance Association (URMIA) Conference

- URMIA is the leading trade association for ERM professionals in Higher Ed
- UMB hosted a national URMIA event on March 16-17
  - Placeholder for 1-2 highlights from the event
- URMIA recently recognized UMB's Victoria Meadows with their 2025 "Emerging Risk Professionals" honor

Follow-up Master Risk List

- **Regent Hasan asked about a master list of risks**
  - We do not maintain a risk register of ALL USM institution risks
  - Many institutions use URMIA's master risk list
    - Published annually
    - Higher Ed specific
    - Used for assessing new risks and identifying emerging risks

Next Update – June, 2026

- Top University Risk Inventory
- Substantive Program Enhancements per Institution
- *Updated ERM Policy*



UNIVERSITY SYSTEM
of MARYLAND

Questions

COUNCIL of UNIVERSITY SYSTEM FACULTY

Regents Report April 17, 2026

Although I was unable to attend Advocacy Day in Annapolis all reports from faculty, students, staff and administration were that the USM was represented well. As we wind down the year and await next year's budget the faculty are looking to prepare for the future. On CUSF, we are working hard to, at the very least, progress through our vote for the 2026-7 Executive Committee. The roster of willing candidates is robust and representative of many institutions in the system. Therefore, I would like to report to the Board of Regents, Chancellor and Presidents that this is indeed an active counsel with faculty who are excited about taking part in leadership roles. As the faculty member representing the Counsel I want to share that with USM administrative leadership so that you are aware that my colleagues are taking their roles seriously.

On that note, several of us in leadership positions are up for reelection and many are contested. Given that we are guaranteed to have new members of the Executive Committee, I wanted to take a moment to thank my colleagues on CUSF in general and the Executive Committee this year, individually, in front of the Board and USM leadership:

Dr. Maida Finch of Salisbury University has been steadfast as our Vice Chair, helpful throughout, and always willing to step in if/when I was absent or could not attend a meeting. This year would not have gone as it did without her.

Dr. Miroslaw Janowski of the University of Maryland – Baltimore, served as secretary constantly improving on taking meeting minutes and incessantly driving us forward with passion and challenging the rest of ExCom to think of alternative positions on a variety of topics.

Dr. Lorenda Naylor of the University of Baltimore serving as member-at-large, took on the unenviable role as Awards Committee Chairperson and ran the process efficiently and without complaint.

Dr. Weiwei Zhu-Stone of the University of Maryland – Eastern Shore, also serving as member-at-large, brought fresh perspectives and a refreshing sense of purpose to her role. Unfortunately, Dr. Zhu-Stone shared with us that she will not be seeking reelection.

Dr. Heather Haverback of Towson University served as Past-Chairperson, and we bonded over our similar working-class roots and College Park graduate school education, as she guided me through difficult decisions and various challenges that come with being the Chairperson of CUSF.

Kelsey Beckett, USM representative, for her technical expertise, scheduling, communication and insider knowledge and advice.

Dr. Alison Wrynn, Senior Vice Chancellor and liaison to the Chancellor's office. Dr. Wrynn and I share academic fields that are closely related. In short, I realized very quickly that her people are my people and mine hers as it pertains to our scholarly pursuits. Her guidance and suggestions as Senior Vice Chancellor were almost always right even if I did not always follow along. Although, I am humbled to be on the search committee for her replacement currently, it is bittersweet, because her candor and frankness about a variety of situations fits my personality well. I hope she can enjoy those new TaylorMade's in California as she takes needed time with her family.

I know this might seem like a meeting too early, but at the next gathering we will have a new team for CUSF to move forward with, and it seemed more appropriate to celebrate the work that each of these individuals put in to have such a productive year with the Council of University System Faculty. If I am fortunate enough to return to lead the Council for one more year, I hope to continue making progress with the faculty and guiding us to cooperative methods of communication with administration in the USM. We will not always agree with one another, but it is imperative that we have these difficult discussions in an uncertain world so that we may best serve our students – those who truly are the future of this state.

CUSF Meetings

The CUSF General Body met via zoom on February 11, 2026 and March 11, 2026 respectively predated by ExCom meetings on February 2, 2026 and March 2, 2026 and are what will be reported this session.

Our February meetings were somewhat abbreviated because several on the committee were giving their time in Annapolis later in the month and largely centered around planning for two things – (1) Advocacy Day in Annapolis and (2) Voting for CUSF 2026-7 Executive Committee. There was also a resolution focused on the reminding administrators that faculty senate chairs should be part of administrative search committees that passed by a vote of 24-0-2 and responded to by the USM Chancellor's office. Informational presentation about Policy on Professional Conduct and Workplace Bullying by Dan Chanen, Associate Vice Chancellor for Human Resources.

Our March 11, 2026 meeting was highlighted with presentations by President Aminta Breaux and Senate Chair Dr. Tyesha Burks where they described the leadership vision and accomplishments that have taken place on campus over the past few years as well as some of the challenges and cooperative compromises the faculty and administration have made during that time. Dr. Candace Caraco followed with a discussion on the Policy on Student Classification for Admission and Tuition Purposes.

As the focus moved from administrative and system level issues the Rules Committee reviewed the process for 2026-2027 ExCom Voting, Dr. Sabrina Fu (UMGC) and Dr. Jordan Sly (UMD) agreed to oversee the process in April, and Maida Finch (SU) co-led a review of Advocacy Day with Dr. Holly Brewer (UMD). The consensus was that it was productive and that faculty

represented themselves well at this year's event. Then there was a Joint Resolution on Policy Regarding Faculty Search Process (Brewer and Dr. Doris Santamaria-Makang) that was supported unanimously by the general body and we await response from the USM. Finally, Dr. Mary Crowley-Farrell led a unanimous motion to affirm the USM Bullying Policy.

Committee Accomplishments

Awards Committee

Chairperson- Lorenda Naylor, University of Baltimore

Lorenda Naylor is officially serving as CUSF Awards Committee Chairperson and detailed that the committee has completed its work for the year and forwarded names of nominees for the awards to the BOR.

Education Policy Committee

Chairperson- Mary Crowley, University of Maryland Global Campus

The Education Policy Committee reported that it had finished its review and revision work on the proposed USM VII-8.05 – POLICY ON PROFESSIONAL CONDUCT AND WORKPLACE BULLYING, and sent it to the Faculty Concerns Committee for input. It was reviewed an unanimously supported by the general body for affirmation in March. Ed Policy continues its work on the AI Unscripted podcast.

Faculty Affairs Committee

Chairperson- Doris Santamaria-Makang

Reviewed the USM Bullying Policy for Education Policy and helped garner unanimous affirmation for the policy in March. Co-Sponsored a Joint Resolution on Policy Regarding Faculty Search Process that passed unanimously in the General Body. Is also working on a white paper regarding campus safety to presented later this year.

Legislative Affairs Committee

Chairperson- Holly Brewer, University of Maryland, College Park

The legislative affairs committee created resolutions focused on Faculty Senate Chairs being included in upper administrative hiring searches and the Faculty Search process in February and March respectively. Both passed unanimously. Legislative affairs also led faculty representation in Annapolis at Advocacy Day.

Research Committee

Chairperson- Miroslaw Janowski, University of Maryland, Baltimore

The research committee is undergoing leadership change and Dr. Janowski is at a conference out of the country. He was unable to send an update for this meeting.

Rules and Membership Committee

Chairperson- Maida Finch

Established a clear process for EXCOM nominations and elections, as well as secured a parliamentarian, backup parliamentarian and trainer for the vote. They will work on establishing a process for virtual meetings and revising bylaws.

I look forward to updating you as we develop CUSF's priorities for the year and continue to work cooperatively with the USM and BOR.

Respectfully submitted,

Dr. Ryan King-White
CUSF Chair

COUNCIL OF UNIVERSITY SYSTEM STAFF

Council of University System Staff Report
Board of Regents Meeting
April 17, 2026

Bowie State University
14000 Jericho Park Rd
Bowie, MD 20715

Coppin State University
2500 W. North Ave
Baltimore, MD 21216

Frostburg State University
101 Braddock Rd
Frostburg, MD 21532

Salisbury University
1101 Camden Ave
Salisbury, MD 21801

Towson University
8000 York Rd
Towson, MD 21204

University of Baltimore
1420 North Charles St
Baltimore, MD 21201

University of Maryland, Baltimore
220 N Arch St
Baltimore, MD 21201

University of Maryland, Baltimore County
1000 Hilltop Circle
Baltimore, MD 21250

University of Maryland Center for Environmental Science
P.O. Box 775
Cambridge, MD 21613

University of Maryland, College Park
7950 Baltimore Ave
College Park, MD 20742

University of Maryland Eastern Shore
11868 College Backbone Rd
Princess Anne, MD 21853

University of Maryland Global Campus
3501 University Blvd. East,
Adelphi, MD 20783

University System of Maryland Office
3300 Metzerott Rd
Adelphi, MD 20783

The Council of University System Staff held two meetings since the last report. First on March 10, 2026 virtually at UMCES. Related to this meeting, I would like to thank the Vice Chancellor for Environmental Sustainability and President of UMCES, Fernando Miralles-Wilhelm for his time and remarks at this meeting. Second, CUSS met on April 14, 2026 in person at UMBC. Many thanks to President Sheares-Ashby for her remarks and welcome to campus. Our next meeting will be Tuesday May 12, held virtually at UMES.

Between now and our next meeting, the Council of University System Staff will be participating in the USM Board of Regents Faculty & Staff Awards Celebration in late April.

In other news, the Council has concluded the administration of the 2025-2026 State of Staff Shared Governance Survey. Individualized reports for each campus have been delivered to each president and the Chancellor, and we will work to make the summary results available publicly in the coming days.

In campus relations, while competitive wages, clear workplace policies, and access to benefits is always top-of-mind for system staff – a general lack of awareness concerning our universities' budgets, and impacts on staff and units, is playing a larger and larger role in conversations on our campuses. System staff understand that right-sizing, reorganizations, and position removals are sometimes a necessity, but unannounced staff reductions generate anxiety. When there are not regular and clear budget updates, rumors can fill the void. As we have mentioned in these reports and addresses to the Board, we believe that a lack of clear conversation can do more damage to morale or retention than outright bad news.

Many system staff are eager to understand, contextualize, and share the various realities on our campuses. The Council continues to urge the system presidents and Chancellor to help resolve this lack of information. It is our hope this suggestion to create space for informative conversations around how university budgets are built and administered at each campus is acted on.

The Council remains eager to resolve issues around duplicative fees, access to ombuds services, and the compression of wage rates between staffing levels we are seeing more and more on our campuses.

I hope we can continue to improve practices that include staff in decision making, keep staff informed of changes, and provide opportunities for staff growth throughout the system.

Respectfully,

Roy Prouty (UMBC)
Chair

Meredith Carpenter (UMCP)
Vice Chair

Kevin Bruce (UMCES)
Secretary

Trish Johnson (BSU)
Member-at-Large

Kelly Cowger (SU)
Member-at-Large

Dr. Kalia Patricio (UMCP)
Past Chair

UNIVERSITY SYSTEM of MARYLAND

COUNCIL OF UNIVERSITY SYSTEM PRESIDENTS
April 17, 2026

Since the last Board of Regents meeting, the Chancellor's Council and the Council of University System Presidents (CUSP) met on March 2, 2026, and March 30, 2026, via Zoom.

On March 2, 2026, the presidents heard from Vice Chancellor for Communications & Marketing Sandler and Assistant Attorney General Boyle, who led a discussion on "Know Your Rights" resources and guidance related to interactions with ICE. Vice Chancellor for Research & Economic Development Masucci presented on the Governor's Economic Competitiveness Subcabinet. The presidents received a presentation on advancing the system's investment strategy and long-term value creation from USM Foundation leadership and system staff. Senior Vice Chancellor for Administration and Finance Herbst and Associate Vice Chancellor/CIO Eismeier presented findings from the shared services benchmark study. Associate Vice Chancellor for Academic Affairs Caraco led a discussion on a shared academic calendar. The presidents also received a legislative update from Vice Chancellor for Legislative Affairs Lawrence.

At the March 30, 2026, meeting, Vice Chancellor for Marketing & Communications Sandler, who presented on a student social media campaign. Associate Vice Chancellor for Human Resources Chanen presented proposed amendments to Policy VII-8.05 on Professional Conduct and Workplace Bullying. Vice Chancellor Lawrence provided a legislative update, and President Pines led a discussion on presidential priorities and actions for the remainder of the legislative session.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Approval of Meeting Minutes (action)

COMMITTEE: Committee of the Whole

DATE OF MEETING: April 17, 2026

SUMMARY: The Board will take action to approve meeting minutes from the February 13, 2026 public and closed sessions.

ALTERNATIVE(S): No alternative is suggested

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION:

COMMITTEE ACTION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 410-576-5734	

BOARD OF REGENTS
Virtual Meeting
February 13, 2026

MINUTES FOR PUBLIC SESSION **8:30 A.M.**

Call to Order Chair Gooden

Chair Linda Gooden called the public meeting of the University System of Maryland Board of Regents to order at 8:32 a.m. on Friday, February 13, 2026. The meeting was conducted virtually. Those in attendance were: Chair Gooden; Regents Atticks, Blount, Coker, Edwards, Fish, Gonella, Gourdine, Hasan, Leggett, Lewis, McMillen, Mirani, Rivera-Forbes, Smarick, Speaks, Stebbins, Wood; Chancellor Perman; Presidents Anderson, Breaux, Fowler, Ginsberg, Jenkins, Lepre, Miralles-Wilhelm, Pines, Schmoke, Sheares Ashby, and Smith; Provost Ward; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Lawrence, Masucci, Minor, and Sandler; Ms. Mulqueen, Ms. Wilkerson, and AAG Boyle.

Chair Gooden opened the first meeting of 2026 by welcoming Regents, system and institutional leaders, and members of the public, and noted appreciation for participation in the virtual format. Chair Gooden also announced and congratulated the Board's 2026 executive officers, expressing appreciation for their leadership and partnership in the year ahead. Chair Gooden acknowledged that the state's legislative session is underway and noted that the weeks ahead will bring policy discussions and budget deliberations with meaningful implications for the System.

Public Comment: Chair Gooden opened the period for public comment. Three public comments were provided. The comments addressed the USM Board of Regents Policy Workgroup Charge. In consideration of the virtual nature of the meeting, the speakers submitted written comments in advance, which were read by Chief of Staff Wilkerson. Speakers were also given the option to submit a pre-recorded video. The written comments were submitted by Amira Abujuma (Student – UMCP), Sabhee Rehman (Student -TU), and Jasmine Alrayes (Student – TU).

Educational Forum: The Board held an educational forum on the Higher Education Sector Financial Outlook, featuring presentations from Michael Osborn and Emily Raimes of Moody's Ratings. Presenters shared insights on the evolving financial landscape and key factors affecting higher education institutions. The forum included a robust period of questions from the Board and provided context to inform the Board's understanding of current sector trends and challenges.

Chancellor's Report: Chancellor Perman reported that seven USM universities earned the 2026 Carnegie Elective Classification for Community Engagement, reflecting the System's strong commitment to civic engagement, community partnerships, and public impact. He also highlighted institutional initiatives advancing workforce development, community investment, research innovation, student success pathways, and notable faculty, student, and athletic achievements across the System. With regard to budget, Chancellor Perman provided a state

budget update, noting the Governor's FY27 proposal maintains overall System funding while supporting key priorities, including research, HBCUs, and employee cost-of-living adjustments. Finally, he gave an update on the federal research landscape, including grant cancellations and funding uncertainty, alongside ongoing efforts to sustain and strengthen USM's research enterprise. The written report is available at [LINK-Page 19].

1. Report of Councils

Council of University System Faculty: Dr. King-White summarized the Council of University System Faculty (CUSF) activities. Key events included recent Executive Committee and General Body meetings, advocacy efforts, policy work on professional conduct and workplace bullying, and continued collaboration with USM leadership. Discussions included budget and legislative priorities, campus updates, faculty concerns such as safety and shared governance, and progress on initiatives related to artificial intelligence and faculty engagement. CUSF will continue meeting through spring 2026 to finalize leadership rosters, advance policy work, and report future updates to the Board. The written report is available at [LINK-Page 26].

Council of University System Staff: Mr. Roy Prouty summarized the Council of University System Staff (CUSS) activities. CUSS met January 13, 2026, and received legislative updates, reviewed draft Paid Family/Medical Leave policies, and formed an ad-hoc committee on tuition remission exemption policies. CUSS also advanced staff initiatives including the Board of Regents Staff Awards process, a forthcoming shared governance survey, and ongoing review of staff benefits, tuition remission practices, and ombuds services. Staff concerns were noted regarding wage compression for non-bargaining employees and the need for clearer campus guidance on immigration enforcement policies and communications. The written report is available at [LINK-Page 32].

Council of University System Presidents: President Aminta Breaux summarized the Council of University System Presidents (CUSP) activities. The presidents met January 12, 2026 and February 2, 2026. The presidents reviewed revisions to family leave and support policies, received budget and legislative updates, and discussed system initiatives including a potential USM common application. They also participated in presentations on topics such as Coppin State University's "No One Goes Hungry" initiative, expressive activities, and digital accessibility and reporting requirements. Additional discussions included collective bargaining legislation, capital and operating budgets, and the biennial review of the exempt salary structure. The written report is available at [LINK-Page 33].

University System of Maryland Student Council: Mr. Jefferson Vasquez-Reyes summarized the University System of Maryland Student Council (USMSC) activities. USMSC met February 1, 2026, with Graduate and Undergraduate Councils and discussed student concerns, including anxiety related to federal law enforcement presence on campuses. Student leaders reported ongoing advocacy efforts, scholarship review preparations, and initiatives to expand representation, support graduate students, and enhance student resources. The written report is available at [LINK-Page 34].

2. Consent Agenda — Chair Gooden

The Consent Agenda was presented to the Regents by Chair Gooden. (Moved by Regent Gooden; seconded by Regent Fish; unanimously approved). The items included were:

a. Committee of the Whole
    i. Approval of meeting minutes from December 12, 2025, Public and Closed Sessions (action)

b. Committee on Audit
    i. Audited Financial Statements FY 2025 (information)
    ii. FY 2025 Independent Audit of USM's Financial Statements, SB & Co, LLC (information)
    iii. Completed Office of Legislative Audit Activity (information)
    iv. Follow-up of Action Items from Prior Meetings (information)
    v. Meeting Minutes from December 17, 2025 (information)

c. Committee on Education Policy & Student Life
    i. Program Proposals (action)
        1. University of Baltimore: Bachelor of Arts in Multimedia Storytelling
        2. University of Baltimore: Master of Science in Social-Organizational Psychology
        3. University of Maryland Global Campus: Bachelor of Science in Extended Reality Design
        4. University of Maryland, Baltimore County: Master of Science in Artificial Intelligence
        5. University of Maryland, Baltimore County Proposal for School of Education (action)
    ii. Federal Regulations: Data and Metrics for Completion, Debt, and Earnings (information)
    iii. Report: Workload of the USM Faculty – Academic Year 2024-2025 (information)
    iv. Meeting Minutes from December 3, 2025 (information)

d. Committee on Finance
    i. University of Maryland, Baltimore: North Campus Vibrancy Initiative – West Lexington Corridor Development Project (action)
    ii. University of Maryland, College Park: General Purpose Classroom Renovations (action)
    iii. Salisbury University: Facilities Master Plan (information)
    iv. FY 2025 Audited Financial Statements and USM Financial Planning (information)
    v. University System of Maryland: Educational Overview of Procurement (information)
    vi. University System of Maryland: FY 2027 Operating Budget Update (information)
    vii. University System of Maryland: FY 2027 Capital Budget Update (information)
    viii. Meeting Minutes from December 3, 2025 (information)

e. Committee on Governance & Compensation
    i. Review of USM Board of Regents Expectations of Conduct (action)
    ii. Meeting Minutes from December 3, 2025 (information)

f. Committee on Research & Economic Development
    i. Research Report for Frostburg State University (information)
    ii. Research Report for Bowie State University (information)
    iii. Salisbury University Innovation (information)
    iv. Meeting Minutes from November 21, 2025 (information)

3. Committee Reports

a. Committee on Governance and Compensation — Regent Leggett
    i. Review of USM Board of Regents Policy Workgroup Charge (information) — Regent Stebbins

Chair Gooden introduced an update on the Policy Workgroup launched in December, which is charged with reviewing and modernizing Board policies to reflect the evolving higher education landscape and current governance expectations. Chair Gooden emphasized that the effort responds to significant changes since the System's founding and is intended to ensure policies provide clear guidance for effective governance. Regent Stebbins, who chairs the workgroup, presented the charge and structure of the workgroup, which will review the current policies and recommend updates to ensure policies remain clear, contemporary, and aligned with the Board's responsibilities and long-term System interests. The workgroup will follow a phased process including foundational planning, policy assessment, review and revision, and identification of emerging policy needs. Upon completion, ongoing policy review will become a regular responsibility of the Governance & Compensation Committee.

b. Committee of the Whole
    i. Update on FSU Presidential Search (information) — Regent Smarick, Chancellor Perman

Chair Gooden reviewed the presidential search process, which included national outreach, campus listening sessions, and a structured review that advanced four finalists from an initial pool of applicants. Following interviews by the Chancellor and Board, one candidate was selected. Regent Smarick serves as chair of this search and emphasized the Board's responsibility to select institutional leaders. Regent Smarick noted a thorough, inclusive process that engaged campus and regional stakeholders. Regent Smarick expressed appreciation to the search committee and participants. Chancellor Perman first expressed gratitude for Interim President Darlene Smith. Chancellor Perman then announced Shadow Robinson as the next president of Frostburg State University, beginning his appointment on July 1, 2026. Chancellor Perman noted that Dr. Robinson is recognized as a scholar-leader with strong experience in enrollment growth, student success, workforce alignment, and community engagement. The announcement highlighted his Appalachian background, academic leadership accomplishments, and commitment to expanding educational opportunity and regional impact.

    ii. Affirmation of Selection of Frostburg State University President (action) — Chancellor Perman

The Board of Regents celebrated the conclusion of a thorough search process to select the next president of Frostburg State University. Chair Gooden concluded by offering the Board's gratitude for Interim President Smith's service to FSU. The Board voted to affirm its selection of Dr. Shadow Robinson as Frostburg State University's next president.
(Moved by Chair Gooden, seconded by Regent Smarick; unanimously approved.)

4. **Reconvene to Closed Session (action)** Chair Gooden

Reconvene to Closed Session Reconvene to Closed Session. Chair Gooden read the "convene to close" statement citing the topics for the closed session and the relevant statutory authority for closing the meeting under 3-305(b) and 3-103(a)(1)(i). (Moved by Regent Wood, seconded by Regent Speaks; unanimously approved.)

Meeting adjourned at 10:31 a.m.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
Virtual Meeting
February 13, 2026

Closed Minutes

Chair Linda Gooden called the closed meeting of the University System of Maryland Board of Regents to order at 10:45 a.m. on Friday, February 13, 2026. The meeting was conducted virtually. Those in attendance were: Chair Gooden; Regents Atticks, Blount, Coker, Edwards, Fish, Gonella, Gourdine, Hasan, Leggett, Lewis, McMillen, Mirani, Rivera-Forbes, Smarick, Speaks, Stebbins, Wood; Chancellor Perman; Presidents Miralles-Wilhelm and Sheares Ashby; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Lawrence, Masucci, Minor, and Sandler; Ms. Mulqueen, Ms. Wilkerson, and AAG Boyle; Mr. Chanen, Ms. Horrigan, and Ms. Roxas.

Call to Order.

1. **Consent Agenda (action)**
   Chair Gooden asked if there were items the Regents wished to remove from the consent agenda. (Moved by Chair Gooden; Seconded by Regent Wood; unanimously approved.)

   a. Committee on Audit
      i. Cybersecurity Threat Profile (information)
      ii. Update of USM Legal Matters for OAG (information)
      iii. Office of Legislative Audit Activity in Process (information)
      iv. CY 2025 Office of Internal Audit Plan Update (information)
      v. Calendar Year 2026 – Internal Audit Plan of Activity (information)
      vi. Update – Allegations Reported to Internal Audit (information)

   b. Committee on Education Policy & Student Life and Safety
      i. Board of Regents Faculty Awards Recommendations (action)
      ii. Honorary Degree Nominations (action)

   c. Committee on Finance
      i. University of Maryland, Baltimore: Employer of Record Services Contract Award (action)
      ii. Towson University: Marketing and Advertising Contract Award (action)
      iii. University of Maryland Global Campus: IT Service Center Services Contract Award (action)
      iv. University of Maryland Global Campus: IT Staff Augmentation Services Contract Award (action)

v. Office of the Attorney General: Legal Briefing on Paid Family and Medical Leave and Related Board Policies (information)

d. Committee on Governance & Compensation
   i. Collective Bargaining Update (information)
   ii. University of Maryland, College Park Ratification of MOU with Fraternal Order of Police (action)
   iii. Review of Certain Contracts and Employment Agreements (information)
      1. Brent (Buzz) Williams, UMCP – Head Coach, Men's Basketball

e. Committee of the Whole
   i. Council of System Staff Awards 2025-2026 (action)

2. **Meeting with the Presidents (information)**
   As part of their performance reviews, the Board met individually with Presidents Sheares-Ashby and Miralles-Wilhelm. (§3-305(b)(1)).

3. **Review of Certain Contracts and Employment Agreements (information)**
   The Regents reviewed a personnel contract, subject to review under Policy VII-10.0. This item was presented for information purposes; there were no votes on this item. (§3-305(b)(1))

4. **Update Related to Security (information)**
   The Board discussed an administrative matter related to the security of Hidden Waters. (§3-103(a)(1)(i))

5. **Consult with Legal Counsel on Recent Federal Actions (information)**
   The Regents consulted with counsel on litigation related to recent Federal actions. (§3-305(b)(7) and (8))

The meeting adjourned at 1:28 p.m.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Year-to-date Fundraising Report and Recent Accomplishments by USM Institutions

COMMITTEE: Advancement Committee

DATE OF MEETING: February 18, 2026

SUMMARY: Fundraising progress for January FY26 (as compared to FY25).
A short report highlighting advancement accomplishments on each campus.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE ACTION: Information item DATE: 2.18.26

BOARD ACTION: DATE:

SUBMITTED BY: Timothy A. Minor, Vice Chancellor for Advancement, tminor@usmd.edu / 301-445-1941

UNIVERSITY SYSTEM of MARYLAND

FY26 FUNDRAISING

Institution	FY25 Results	FY25 Goal	Percentage to Goal		FY26 Results	FY26 Goal	Percentage to Goal
	30-Jan		FY25		30-Jan		FY26
Bowie State University	$3,565,813	$8,000,000	44.57%		$60,505,603	$5,000,000	1210.11%
Coppin State University	$7,430,281	$3,500,000	212.29%		$1,391,868	$3,000,000	46.40%
Frostburg State University	$3,312,423	$4,300,000	77.03%		$3,555,609	$4,600,000	77.30%
Salisbury University	$11,073,539	$12,000,000	92.28%		$9,540,740	$10,000,000	95.41%
Towson University	$1,643,434	$12,000,000	13.70%		$12,384,105	$16,000,000	77.40%
University of Baltimore*	$2,080,573	$6,500,000	32.01%		$2,206,956	$5,500,000	40.13%
University of Maryland, Baltimore	$63,583,627	$85,000,000	74.80%		$101,505,012	$96,500,000	105.19%
University of Maryland Baltimore County	$6,377,284	$10,000,000	63.77%		$3,010,941	$10,000,000	30.11%
University of Maryland Center for Environmental Sciences	$2,640,262	$1,250,000	211.22%		$973,452	$2,500,000	38.94%
University of Maryland, College Park	$110,996,008	$200,000,000	55.50%		$164,234,099	$225,000,000	72.99%
University of Maryland Eastern Shore	$1,064,206	$5,000,000	21.28%		$42,771,120	$3,000,000	1425.70%
University of Maryland Global Campus	$2,707,262	$4,500,000	60.16%		$2,705,490	$4,000,000	67.64%
University System of Maryland	$699,739				$681,768		
TOTAL	**$217,220,503**	**$352,050,000**	**61.70%**		**$405,466,763**	**$385,100,000**	**105.29%**

**UBalt as of December 31, 2025*

UNIVERSITY SYSTEM of MARYLAND

Recent Advancement Program Accomplishments by USM Institutions

Bowie State University

BSU announced a $50 million gift from MacKenzie Scott in November 2025, following a $25 million from Scott in 2020. This $50 million gift is BSU's largest gift in history. Additionally, in December 2025, BSU announced a $6.5 million unrestricted gift from Elior Collegiate Dining that aims to transform student experience and drive campus innovation and modernization. At the end of January, BSU was approximately 1,100% above their FY26 fundraising goal.

Coppin State University

Coppin State University has completed its groundbreaking BE More Capital Campaign, raising over $26+million, surpassing the initial $25 million goal. This success has led to a 126% increase in the university's endowment and a 400%+ growth in fundraising. Additionally, Coppin State welcomed its largest freshman class in decades, marking its status as the 1# fastest-growing university in the greater Baltimore area.

Frostburg State University

Frostburg State University recently announced the successful conclusion of its comprehensive campaign, Forging Futures: The Campaign for Frostburg State University, a historic, record-breaking fundraising effort that officially ended on Dec. 31, 2025. Despite launching the public phase of the campaign during the global pandemic with an ambitious goal of raising $25 million, the generosity of FSU alumni and other friends of the University helped it to surpass that goal, raising $36,755,628 in gifts and commitments. This is significantly more than the last campaign which raised $16.7 million.

Salisbury University

Salisbury University is poised to follow up our record-breaking fundraising total in FY25 ($14.3M), with another solid effort in FY26 ($10M goal). Back-to-back 8-figure fundraising totals would be a first in Salisbury University history. Anchored by our 100th anniversary celebration culminating this Spring, investments have been made in student scholarships and program endowments along with much needed capital projects like our upcoming Performing Arts Center, Arboretum and enhancements to our athletic facilities. We launched an initiative for the Centennial of creating 100 new endowed student funds (scholarship and program) and are about 20 away from a successful completion.

Towson University

Towson is building momentum across all aspects of its advancement program:

- FY 2026 YTD Fundraising stands at $12,541,810 (as of 02/02/2026) as compared to $5,744,279 FY 2025 YTD Fundraising. This represents 78% of TU's FY 2026 Fundraising Goal.
- TU received its largest gift from an individual in university history ($6.65 M) in November 2025, which will support the creation of the following funds: Museum Endowment Fund, Research Lab Endowment Fund, Faculty Research Grants Endowment, and a Strategic Sales Center Fund.
- YTD Alumni Dollars ($2,404,133) stand at 95% of total Alumni Dollars for FY 2025.
- YTD Unrestricted Giving ($231,661) is up 260% over FY 2025 YTD.

University of Baltimore

The University of Baltimore capped 2025 with its Centennial Grand Celebration, welcoming nearly 400 guests to commemorate the closing of its 100th anniversary. In honor of the milestone, UBalt established The Kurt L. Schmoke Scholarship Fund—an endowed fund supporting UBalt students pursuing careers in public service. This is the first time President Schmoke has agreed to have something named in his honor, and we are pleased to report $1,120,500 has been raised for the initiative. During the same period, UBalt also received a $1 million grant from Carnegie Corporation of New York to expand the Near Completers program, helping students who are close to graduation finish their degrees.

University of Maryland, Baltimore

UMB is working on an increased level of alumni engagement through events, including a wonderful event at the Universities at Shady Grove, highlighting the SAFE Center for Human Trafficking Survivors. We also held events in New York, Chicago, Florida and on the Eastern Shore. This grass roots engagement lays the foundation of a stronger philanthropy program. At the other end of the continuum, we celebrate the $50 Million commitment from Tom Golisano to name the Children's Hospital at the University of Maryland Medical Center. This gift developed because UMB and the University of Maryland Medical System worked in partnership to create an environment where investments of this magnitude are possible and can lead to lasting impact.

University of Maryland, Baltimore County

UMBC is entering a transformative era of advancement. While we continue to build momentum toward our current $10MM annual goal, the Office of Institutional Advancement (OIA) is strategically pivoting to sustainably double our philanthropic attainment. In alignment with our upcoming Strategic Plan, we are moving away from traditional campaign models in favor of Presidential Imperatives. These branded initiatives will target 8- and 9-figure support through an innovative public/private hybrid model.

To support this growth, we are intensifying our focus on Principal Gifts and Planned Giving, recently highlighted by a landmark $800K bequest. We are simultaneously elevating our leadership annual giving through the Hilltop Society and increasing our external market presence. This spring, we launch the Corporate and Foundation Engagement (CAFE) initiative to position OIA as a campus-wide convener and lead strategist. Finally, we are embracing the digital frontier by deploying 'Sam,' our first virtual engagement officer, alongside AI-driven utilities designed to maximize the efficacy of our frontline gift officers.

University of Maryland Center for Environmental Science

First established at the Institute of Marine and Environmental Science (IMET) as the IMET Angel Investors, and now additionally as The Appalachian Lab Investor Network (TALIN) at UMCES' lab in Frostburg, two visionary **philanthropic investor groups** pool their funds to support vital early-stage environmental research. Where the return on investment is the potential for solution-oriented discovery, these gifts, more than $1.2 million since 2024 alone, have enabled our scientists to answer key questions and obtain critical proof-of-concept results that are in turn leveraged for support from traditional funding agencies. UMCES is grateful to these donors who recognize the challenge of funding high risk/high reward environmental research.

University of Maryland, College Park

Off the heels of their public launch of Forward: The University of Maryland Campaign for the Fearless on October 30, 2025, UMCP is on track to meet and even exceed numerous FY26 fundraising targets (as of 2.7.26):

- $170M raised towards $225M total fundraising goal
- $38M raised towards $56M planned gift goal
- $89M raised towards $120M principal-level gifts goal (gifts $1M+)
- $35M raised towards $28M research goal, already well exceeding goal

UMCP had a strong start to the kickoff of a new President-level university-wide giving society, Maryland Women's Society, with 103 members (toward a 100-member goal) in its first year and counting. This program acknowledges and stewards annual giving level donors and builds new demographic base. This society will also provide a mechanism for Unit-based priorities to be showcased.

University of Maryland Eastern Shore

In late October, UMES announced a $38 million unrestricted gift from MacKenzie Scott, who previously gifted the university $20 million in 2020. This gift is the single largest gift in UMES's history. The institution plans to use the gift to advance high-impact priorities that sustain long-term excellence and student opportunity. As of the end of January, UMES is 1,300% over their FY26 fundraising goal.

University of Maryland Global Campus

Philanthropic Impact Advancing Military- and Veteran-Focused Student Success

- UMGC received a $750,000 grant from the Kahlert Foundation in support of the *Pillars of Strength Scholarship Program*, expanding need-based scholarships for Maryland students who serve as caregivers to wounded warriors.
- UMGC also received $593,603 from the Estate of John "Jack" Milton, a distinguished UMGC graduate and decorated veteran whose military service spanned World War II, Korea, and Vietnam. Milton and his late wife, Samantha, were long-standing supporters of UMGC, contributing to arts and scholarship programs that benefit military and veteran students. In recognition of their enduring generosity and national service, UMGC named the Executive Conference Room in their honor.

These philanthropic investments strengthen UMGC's leadership in serving military-affiliated learners and reinforce our mission of expanding access and opportunity for those who serve.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Shared Services (information)

COMMITTEE: Advancement Committee

DATE OF COMMITTEE MEETING: February 18, 2026

SUMMARY: The Committee will hear an update about efforts to expand key services to advancement programs throughout the USM.

ALTERNATIVE(S): None.

FISCAL IMPACT: None.

CHANCELLOR'S RECOMMENDATION:

COMMITTEE ACTION: DATE: 2.18.26

BOARD ACTION: DATE:

SUBMITTED BY: Timothy A. Minor, Vice Chancellor for Advancement, tminor@usmd.edu
301-445-1941

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Quasi Endowment Grant Award Summary Report

COMMITTEE: Advancement Committee

DATE OF MEETING: February 18, 2026

SUMMARY: The Quasi-Endowment Fund was established with $50 million committed by USM institutions and the USM Office. Spendable income from this quasi-endowment funds two components: a competitive grant program administered through the USM Office of Advancement, and direct funding of institution fundraising programs.

The expenditure summary report provides an overview of activities in progress made because of funding from USM's quasi endowment fund for CY25.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE ACTION: Information DATE: 2.18.26

BOARD ACTION: DATE:

SUBMITTED BY: Timothy A. Minor, Vice Chancellor for Advancement, tminor@usmd.edu
301-445-1941

USM Quasi-Endowment Grant Program

Expenditure Summary Report for 2025

INSTITUTION	DESCRIPTION	STAFF RECOMMENDATION
Bowie State University	Bowie State University used its FY25 USM Quasi-Endowment grant to strengthen and expand the Nelson Wells Legacy Society and the university's overall planned giving program, primarily by funding a Legacy Giving Officer and supporting related engagement activities. The funds were applied toward donor cultivation, community and foundation partnerships, staff cross training, marketing, data analysis, and event-based outreach such as informational webinars, Founders Day programming, Alumni Weekend recognition activities, and collaborative planned-giving presentations. These investments directly contributed to increasing planned giving awareness, securing six new NWLS members, generating the largest bequest in the Society's history, and deepening engagement with alumni, faculty, staff, and legacy families, thereby advancing BSU's long term philanthropic pipeline.	$45,000
Coppin State University	In 2025, CSU awarded a grant to support a Development Associate role focused on alumni engagement, prospect research, and fundraising; however, due to internal staffing transitions, the position remained vacant during FY25, resulting in no personnel expenditures being charged to the grant. Despite the vacancy, the Institutional Advancement team redistributed responsibilities internally, enabling CSU to achieve its strongest fundraising year in history, including securing a record $6.225 million gift, raising over $8.5 million total, and successfully completing the BE MORE Capital Campaign at $25.7 million. Because the position was unfilled, unspent funds remain, and CSU proposes reallocating them toward implementing the DXO platform—an automated system that supports the same functions originally intended for the Development Associate, such as prospect research, alumni engagement tracking, and donor stewardship—thus keeping the use of funds aligned with the grant's purpose.	$40,000
Frostburg State University	Frostburg State University received a $50,000 quasi endowment grant to support graphic design needs associated with its fundraising and alumni engagement work, particularly as it concluded its Forging Futures campaign. The university hired two contractual graphic designers in August 2025 who produced new and redesigned materials—such as stewardship holiday cards, Bobcat Giving Day branding, and updated post campaign materials. Although the grant originally budgeted for printing and postage, those expenses were absorbed elsewhere, allowing the full award to be dedicated entirely to graphic design support. As a result, FSU has seen strong donor renewals through the Clocktower Circle and the creation of 14 new endowed funds. All funds remain allocated to design contracts and are expected to be fully spent by December 31, 2026.	$50,000
Salisbury University	Salisbury University received a $50,000 Quasi Endowment Grant to support centennial aligned fundraising efforts, donor engagement, and endowment growth initiatives. The funds helped launch the university's centennial fundraising plan, expand a pilot endowment matching program into the new Next Century Match, and support outreach such as a 200 attendee centennial gala that raised $200,000. Progress included creating 20 new endowments in 2025 totaling $520,000, establishing additional endowments in 2026, increasing alumni and donor engagement events, and expanding visibility through a new quarterly donor newsletter. The grant funding was allocated to priority needs: $4,500 for printed materials, $1,000 for postage, and $44,500 toward matching funds and technology—primarily supporting the endowment matching incentive and efficiency building tools.	$50,000
Towson University	Towson University used their $50,000 grant to conduct a comprehensive two phase campaign readiness assessment and feasibility study, engaging the external consulting firm Graham Pelton to evaluate TU's internal advancement capacity and external philanthropic potential. The funds supported activities such as consultant selection, stakeholder interviews, focus groups, data analysis, alumni and donor surveys, peer benchmarking, and the development of early campaign themes and prospect lists. This work helped TU assess staffing, systems, leadership readiness, and donor interest, yielding data driven recommendations to guide the planning of its next major fundraising campaign. All activities remained aligned with the original proposal and are on schedule for completion by April 2026.	$50,000
University of Baltimore	The University of Baltimore used their $50,000 Quasi-Endowment Grant to strengthen and expand its planned giving program during its Centennial Year by partnering with Stelter Inc. to enhance digital outreach, update planned giving messaging, increase educational email communications, and sustain an online endowment giving platform. Grant-funded efforts generated over 57,000 constituent contact touches, produced more than 650 active donor leads, supported nearly 90 new planned giving society members, and drove significant traffic to the "Giving Docs" estate planning tool while also supporting mailings tied to the university's 1925 Fund. Of the awarded funds, $46,000 had been spent by year-end on planned giving marketing, digital tools, and donor outreach, with final expenses expected to align with the full $50,000 budget.	$50,000
University of Maryland, Baltimore	UMB used the funds to support a 10 month contract writer and accompanying videography/photography services to strengthen endowment focused philanthropy through donor storytelling and multimedia content. Funds were used to develop donor and alumni narratives, create campaign messaging templates, coordinate interviews across UMB's schools, and partner with Communications & Public Affairs to plan and begin production of a donor impact video series, including completing a prototype donor interview in January 2026. The grant enabled significant groundwork for future campaign communications, including story drafts, messaging frameworks, and video pre production. Remaining unspent funds are proposed for post production of the prototype video, creation of additional donor impact videos, and finalization and distribution of communication toolkits for campuswide use.	$35,000
University of Maryland Center for Environmental Science	UMCES used their grant to develop and launch a comprehensive centennial year marketing and branding campaign. Funds were used to hire Caxton LLC to create a cohesive suite of centennial branding materials, design the public facing website umces100.org, produce digital and print graphics, and support outreach efforts such as public signage, social media content, and a co production sponsorship with Maryland Public Television. This branding supported UMCES's goals of increasing visibility among existing supporters, reaching new audiences—particularly potential donors—strengthening legacy giving messaging, and deepening engagement through 10 public events held throughout the centennial year. The campaign generated strong internal unity across UMCES's six statewide locations and created lasting momentum for future advancement and fundraising initiatives.	$40,000
University of Maryland College Park	UMCP used the Quasi Endowment Grant to continue campus wide implementation of the Scholarship Universe platform, which centralizes scholarship management, enhances donor stewardship, and improves student access to funding. Grant supported work enabled the full onboarding of remaining academic units, auditing and configuring hundreds of funds, coordinating campus training, and managing scholarship cycles and donor communications. As a result, scholarship administration expanded significantly—nearly 1,700 funds now run through the system, more than $13.7 million in student aid and $8.8 million in endowment funding were disbursed, thousands of student thank you messages were collected for donor stewardship, and over 1,400 donors received scholarship binders. The funds were fully expended to support staffing and operational needs that drive these improvements, contributing directly to more efficient data management, stronger campus partnerships, and increased donor engagement.	$35,000
University of Maryland Eastern Shore	Seeking to double the number of athletic endowments, funds were to support a junior development officer to support fundraising efforts in intercollegiate athletics. UMES has a new Assistant Athletic Director and will utilize these funds in 2026.	$45,000
The Universities at Shady Grove	USG utilized the grant to advance the creation of an endowed internship scholarship fund aimed at helping students reduce work burdens and pursue meaningful experiential learning opportunities. Although organizational restructuring shifted priorities toward "immediate use" scholarship support rather than building an endowment, the Quasi Endowment funds successfully catalyzed donor engagement—most notably inspiring a past Board of Advisors (BOA) chair to pledge $15,000 (later redirected to immediate use scholarships) and motivating another BOA member to contribute $20,000 toward the Community Farmshare Internship Program, which supported paid internships for eight students. The $15,000 grant itself has not yet been spent but is being placed into a new BOA Internship Scholarship endowed account, where it will help meet the $25,000 minimum to activate the endowment.	$15,000
USM Hagerstown	USMH received a $20,000 quasi grant in 2025 to support growth of its scholarship endowment by requiring a $40,000 matching contribution. USMH launched the "Cheers to 20" campaign and successfully met the match through historical donors, new sponsors, and a major local foundation gift. The funds allowed USMH to grow its endowment by $40,000 while still awarding seventeen $3,000 scholarships from its existing fund. To meet structural requirements, the grant was used to cover scholarships awarded to Frostburg State University at USMH students, which freed $20,000 in USMH's scholarship fund to transfer into the endowment project. Additionally, USMH received unexpected contributions, including $20,000 from the Alice Virginia & David W. Fletcher Foundation and $5,000 from an anonymous donor.	$20,000
TOTAL AWARDED		**$475,000**

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Advancement-Related Board of Regents Policies (information)

COMMITTEE: Advancement Committee

DATE OF MEETING: February 18, 2026

SUMMARY: The Regents Advancement Committee is responsible for reviewing all advancement-related Board of Regents' policies. USM staff are currently reviewing two policies: (a) IX-5.00 Policy on Ethical Practices and Charitable Giving, and (b) IX-6.00 Policy on the Use of Foundation and Alumni Association Funds to Provide Economic Benefits to USM Employees.

ALTERNATIVE(S): None.

FISCAL IMPACT: None.

CHANCELLOR'S RECOMMENDATION:

COMMITTEE ACTION:	DATE: 2.18.26
BOARD ACTION:	DATE:

SUBMITTED BY: Timothy A. Minor, Vice Chancellor for Advancement, tminor@usmd.edu
301-445-1941

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Gift Agreement Amendment Request (action)

COMMITTEE: Advancement Committee

DATE OF COMMITTEE MEETING: February 18, 2026

SUMMARY: The members of the Advancement Committee will review and discuss an outdated Memorandum of Understanding from the University of Maryland, College Park.

The University of Maryland, College Park is seeking to amend an outdated MOU from 1965 for the KEA Student Loan Fund. They are requesting it be a regular scholarship fund and not a loan fund, which requires a vote from the Board of Regents.

ALTERNATIVE(S): None

FISCAL IMPACT: There is no anticipated fiscal impact.

CHANCELLOR'S RECOMMENDATION:

COMMITTEE ACTION: DATE: 2.18.26

BOARD ACTION: DATE:

SUBMITTED BY: Timothy A. Minor, Vice Chancellor for Advancement, tminor@usmd.edu / 301-445-1941

UNIVERSITY OF MARYLAND
OFFICE OF THE PRESIDENT

1101 Thomas V. Miller, Jr. Administration Building
College Park, Maryland 20742
301.405.5803 TEL
301.314.9560 FAX

February 5, 2026

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

Dear Chancellor Perman:

Please find enclosed a request to amend the Kea Student Loan Fund, a fund currently held and managed by the Common Trust for the benefit of the University of Maryland, College Park. The Kea Student Loan Fund was established in 1965 to provide emergency financial assistance to students at the University of Maryland, with the original intention of the fund to provide non-interest bearing loans to students, with repayment collected by the University. Now, it is the current preference of the University to make awards for financial assistance in the form of grants and scholarships, with no expectation of repayment on the part of recipients. We respectfully request your approval to amend the Kea Student Loan Fund to become a need-based scholarship to be administered by the Office of Student Financial Aid.

The original documentation for the Kea Student Loan Fund states that *"The University shall be authorized, upon determination by the Board of Regents, that [if] utilization of [the Kea Student Loan Fund] is no longer adequate to justify its continuance, to apply the remaining balance to such a purpose as they shall deem to most consistent with the objectives of the donors."* It is under this provision that we request this amendment.

Enclosed is a copy of the proposed amendment.

Sincerely,

Darryll J. Pines

Darryll J. Pines (Feb 5, 2026 07:15:19 EST)

Darryll J. Pines
President
Glenn L. Martin Professor of Aerospace Engineering

cc: Marianne Horrigan, Associate Vice Chancellor for Advancement, Vice President for Board Relations, USMF
Mr. James F. Harris, Vice President, University Relations
Ms. Shannon R. Gundy, Associate Vice President, Enrollment Management

INTERNAL MEMORANDUM OF UNDERSTANDING CONCERNING THE AMENDMENT TO THE KEA STUDENT LOAN FUND

In 1965, Paul H. Kea and Grace F. Kea (Donors) established the Kea Student Loan Fund (Account No. CP 0048) through the Common Trust of the University System of Maryland to provide financial loans to students at the University of Maryland, College Park. In recent years, the nature of the fund which require repayment of such awards, has become unsustainable for the University, and not in line with the University's standard practices around providing financial aid as grants and scholarships. The University requests an amendment to this fund so that the original intent of the fund can be achieved, and also be in alignment with campus financial aid practices.

1. **NAME**: The name of the fund will be updated to be the:

KEA ENDOWED SCHOLARSHIP FOR THE UNIVERSITY OF MARYLAND

2. **PURPOSE**: The purpose of this endowed fund will be to provide need-based scholarships for undergraduate students at the University of Maryland.

3. **ADMINISTRATION**: The annual spendable income generated by the principal shall be used to support the purpose detailed in Section 2 of this document. The fund will be administered by Office of Student Financial Aid.

4. **RECOGNITION, PROMOTION, AND REPORTING:** To express the appreciation of the University, to enhance the fund, and to help attract gifts for similar purposes, the University, and the University System of Maryland may make appropriate announcements through internal and external publications and to the media and give other recognition as suitable.

5. **FORMAL ACCEPTANCE:** The foregoing terms and conditions shall become effective upon the acceptance thereof by the University and the University System of Maryland.

(signatures appear on the following page)

DRAFT

ACCEPTED FOR THE UNIVERSITY SYSTEM OF MARYLAND:

_____ _____

Celeste Denson
Associate Vice Chancellor for Financial Affairs
University System of Maryland

Date

ACCEPTED FOR THE UNIVERSITY OF MARYLAND, COLLEGE PARK:

_____ _____

James F. Harris
Vice President University Relations

Date

ACCEPTED FOR THE OFFICE OF STUDENT FINANCIAL AID:

_____ _____

Shannon R. Gundy
Associate Vice President
Enrollment Management

Date

DRAFT

COPY

MEMORANDUM OF UNDERSTANDING FOR THE KEA STUDENT LOAN FUND

Paul H. Kea and Grace F. Kea (called the donors herein), 4004 Clagett Road, College Heights Estates, Hyattsville, Maryland, are establishing at the University of Maryland a Student Loan Fund on the following terms and conditions:

1. The name of the Fund shall be the

KEA STUDENT LOAN FUND.

2. The University will accept from the donors and others deposits (including deposits of securities) to such Fund from time to time and shall issue appropriate receipts therefor.

The initial deposit being made by the donors herewith shall be $10,000.

3. The University shall make loans and advances to its students in such amounts and at such times and on such conditions as shall be duly determined by its authorized officials, provided, however, that the donors are specifically interested in non-interest bearing loans of an emergency nature to students who are helping to earn the expenses of their education. The donors particularly direct that such loans shall be made by the University officials responsible for the administration of student aid with maximum flexibility and dispatch. Any and all normal procedures to assure repayment shall be subordinated to these considerations, and such officials of the University shall be protected in all respects in carrying out the policy.

It is expected that the maximum amount of any loans to any one student shall be not more than approximately half of his or her established annual expenses.

4. Following the end of each fiscal year of the University the officials administering such Fund for the University shall furnish the donors during their lifetime with a written report of the number of loans made from such Fund during such year and the number and amounts of loans outstanding at the end of such fiscal year.

5. The University shall be authorized, upon determination by the Board of Regents that utilization of such Fund is no longer adequate to justify its continuance, to apply the remaining balance to such purposes as they shall deem to be most consistent with the objectives of the donors.

6. This Memorandum of Understanding shall become effective on approval of the Board of Regents of the University and its proper execution by the parties.

Accepted for the University of Maryland:

Dated: March 13, 1965

Accepted for the Donors:

Paul H. Kea, F.A.I.A.

Grace F. Kea

Approval of meeting minutes from December 17, 2025, Public and Closed sessions (information)

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Approval of Prior Audit Committee Minutes (action)

COMMITTEE: Committee on Audit

DATE OF COMMITTEE MEETING: March 24, 2026

SUMMARY: The Audit Committee will review the public and closed meeting minutes from its December 17, 2025, meeting and determine whether they accurately reflect the meeting and actions taken.

ALTERNATIVE(S): The committee may defer approval or suggest corrections.

FISCAL IMPACT: none

CHANCELLOR'S RECOMMENDATION: Approve the meeting minutes.

COMMITTEE RECOMMENDATION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: David Mosca (443) 367-0035	

BOARD OF REGENTS
COMMITTEE ON AUDIT
Minutes from Open Session
December 17, 2025

Regent McMillen called the meeting of the Committee on Audit of the University System of Maryland Board of Regents to order at approximately 10:00 a.m. This meeting was conducted via videoconference.

Regents in attendance included**:** Mr. McMillen (Chair), Ms. Gooden, Mr. Hasan, Mr. Hur, Ms. Lewis, and Ms. Stebbins. Also present were: USM Staff –Mr. Acton, Mr. Brown, Mr. Cather, Ms. Clark, Ms. Denson, Mr. Eismeier, Mr. Hayes (phone – open session only), Ms. Herbst, Dr. Masucci, Mr. Mosca, Mr. Sandler, Ms. Wilkenson and Dr. Wrynn; Office of the Attorney General - Ms. Boyle; SB & Co. (USM's Independent Auditor) – Ms. Booker, Mr. Mackall, Mr, Mark, and Mr. Smith.

The following agenda items were discussed:

1. Approval of Prior Committee Minutes (action)

   The Regents approved the minutes from the prior meeting. [Moved by Ms. Stebbins, seconded by Ms. Gooden, unanimously approved.]

2. USM Audited Financial Statements FY 2025 (information)

   USM's Director of Financial Reporting/Comptroller presented:

   - Key Points Associated with FY 2025 Financial Statements
   - The Financial Snapshot
   - The Financial Dashboards

3. FY 2025 Independent Audit of USM's Financial Statements, SB & Co, LLC (information)

   USM's independent auditor (SB & Co, LLC) presented a summary of the deliverables of the independent audit and an summary of the process.

4. Completed Office of Legislative Audit Activity

   USM's Vice Chancellor for Accountability presented an update on audits presently conducted at USM institutions by the Office of Legislative Audit.

5. Follow up of Action Items from Prior Meetings

   USM's Vice Chancellor for Accountability presented a status update of action items from prior audit committee meetings.

6. Convene to Closed Session

   Mr. McMillen read aloud and reference the Open Meetings Act Subtitle 5, §3-305(b) which permits public bodies to close their meetings to the public in special circumstances.
   [Moved by Mr. Hur, seconded by Ms. Gooden, unanimously approved.]

   The closed session convened at approximately 11:03 a.m.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON AUDIT
Minutes from Closed Session
December 17, 2025

Mr. McMillen read aloud and referenced the Open Meetings Act Subtitle 5, §3-305(b) which permits public bodies to close their meetings to the public in special circumstances. [Moved by Mr. Hur, seconded by Ms. Gooden; unanimously approved.] The closed session commenced at approximately 11:03 a.m. This meeting was conducted via videoconference.

Regents in attendance included**:** Mr. McMillen (Chair), Ms. Gooden, Mr. Hasan, Mr. Hur, Ms. Lewis, and Ms. Stebbins. Also present were: USM Staff –Mr. Acton, Mr. Brown, Mr. Cather, Ms. Clark, Ms. Denson, Mr. Eismeier, Ms. Herbst, Dr. Masucci, Mr. Mosca, Mr. Sandler, Ms. Wilkenson and Dr. Wrynn; Office of the Attorney General - Ms. Boyle; SB & Co. (USM's Independent Auditor) – Ms. Booker, Mr. Mackall, Mr. Mark, and Mr. Smith.

The following agenda items were discussed:

1. Third Party provider, Mandiant, provided a summary of the Cybersecurity Threat Profile. (§3-305(b)(10)).

2. Chief of the Higher Education Division of OAG provided an update of USM Legal Matters from OAG. (§3-305(b)(12)).

3. USM's Vice Chancellor for Accountability provided an update of the Office of Legislative Audits' activity currently in process. (§3-305(b)(13)).

4. USM's Vice Chancellor for Accountability provided an update of engagement additions, cancellations, and completions to the Office of Internal Audit's Audit Plan of Activity for Calendar Year 2024. (§3-103(a)(1)(i)).

5. USM's Vice Chancellor for Accountability presented the Proposed Internal Audit Plan of Activity for Calendar year 2025. [Moved by Mr. Hur, seconded by Ms. Gooden; unanimously approved.] (§3-103(a)(1)(i)).

6. USM's Vice Chancellor for Accountability discussed reported criminal allegations received by the Office of Internal Audit. (§3-305(b)(12)).

7. The Committee members met separately with the Independent Auditors and the Vice Chancellor for Accountability. (§3-103(a)(1)(i)).

Closed session adjourned at 11:56 a.m.

USM's Half Year (12/31/2025) Financial Statements & Financial Comparison Analysis to Peer Institutions and Financial Dashboard (information)

TOPIC: Information – Interim Financial Statements

COMMITTEE: Audit

DATE OF COMMITTEE MEETING: March 24, 2026

SUMMARY: Attached is a set of ***unaudited University System of Maryland interim financial statements for the six-month period ended December 31, 2025, the year ended June 30, 2025, and the six- month period ended December 31, 2024.***

A set of key points to consider in reviewing the interim financial statements is provided to help focus the user on the information most relevant in understanding the System's financial health.

Also included are the ***'University System of Maryland Financial Dashboard Indicators for the year ended and as of June 30, 2025'*** – a set of indicators and ratios visually summarizes financial health and performance against benchmarks, highlighting areas of improvement or decline compared to the previous year.

Also included is the ***'Public College & University Financial Ratio Comparison on June 30, 2025'*** – a comparison of key financial ratios for universities and university systems with a Aa1 rating from Moody's Investor Services.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: Information item

COMMITTEE RECOMMENDATION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

University System of Maryland
Interim Financial Statements
Six-month period ended December 31, 2025, fiscal year ended June 30, 2025, and the six-month period ended December 31, 2024

Points to consider:

1. Per the USM Statement of Net Position (or Balance Sheet) on page 3, ***unrestricted net position*** shows a $140M increase from June 30, 2025 levels, growing from $1,548 to $1,689. As a point of comparison, the interim financial statements as of December 31, 2024, showed an increase for the first six months of fiscal year 2025 of $74M.

2. Operating revenues for the six months ended December 31, 2025, increased $35M compared to December 31, 2024, $26M of which pertains to tuition and fees. Operating revenues for the six-month period ended December 31, 2024, compared to December 31, 2023, increased $46M.

3. Cash spending on System and Board approved capital projects for the six months ended December 31, 2025, totaled $40.5M, compared to $50.3M for the six-month period ended December 31, 2024. As of December 31, 2025, there remains a total of $228M in System-approved cash-funded projects authorized and approved that are remaining to be spent, and an additional $123M and $84M in Board- and State-approved cash-funded projects, respectively, representing a claim against ***unrestricted net position***.

4. Investment income for the period ending December 31, 2025 is $90M compared to $190M and $76M for the periods ending June 30, 2025, and December 31, 2024, respectively. Investment income is comprised primarily of investment income earned on cash held by the State Treasurer and investment returns earned on endowments.

   Investment returns on the USM Foundation managed investments associated with the System's pool of endowment funds called the Common Trust Fund for the six months ended December 31, 2024, was 3%, compared to 9% and 4% for the year ended June 30, 2024, and six months ended December 31, 2023, respectively.

   Investment returns on cash held by the state treasurer as of December 31, 2025, were 3.74% compared to 4.10% for June 30, 2025, and 4.12% for the period December 31, 2024.

5. Page 8, Operating Expenses by Object report shows an increase in expenses of $57M or 2% from December 31, 2024. $24M of the increase is attributable to operations and maintenance of plant and $17M of the increase is attributable to instruction. $16M was attributable to support activities, such as academic and student services and auxiliary expenses offset by a $17M decrease in research expenses.

6. Page 9 is a set of definitions for the financial measures used as dashboard indicators. The measures used are ratios and standards that in the past have been developed and used in nation-wide studies and reviews of public higher education institutions by consulting firms and bond rating agencies.

   The top half of the dashboard indicators reflect each institution's ratio or statistic compared with a standard for the year or at the balance sheet date. The bottom half of the dashboard indicators displays whether the institution has improved or deteriorated in terms of the measure or statistic over the past fiscal year.

7. Page 16 is the report of Public College & University Financial Ratios as of June 30, 2025, a comparison of key balance sheet and financing metrics with other public universities with the same bond rating. The University System of Maryland continues to maintain its strong Aa1 rating, resulting in low financing costs reflected in the effective interest rate, thanks to a strong financial position and leadership. USM is joined by thirteen other public universities.

   The effective interest rate on debt outstanding for USM is 2.14%, the lowest amongst peers with the same bond rating. The effective interest rates for other public universities with the same bond rating range up to 4.37%, with the median and average rate being 3.45% and 3.40%, respectively.

University System of Maryland
Statements of Net Position
December 31, 2025, June 30, 2025, and December 31, 2024

	December 31, 2025	June 30, 2025	December 31, 2024
ASSETS			
Current assets:			
Cash and cash equivalents	$3,175,551,631	$3,203,868,430	$3,187,056,782
Accounts receivable, net	1,026,337,609	485,812,199	953,906,233
Notes receivable, current portion, net	2,459,953	877,383	1,496,379
Leases receivable, net	2,585,485	5,133,757	5,305,146
Inventories	9,961,973	9,521,175	10,293,616
Prepaid expenses and other	23,651,321	26,145,773	23,215,792
Total current assets	4,240,547,972	3,731,358,717	4,181,273,948
Noncurrent assets:			
Restricted cash and cash equivalents	12,069,833	33,966,925	56,403,751
Endowment investments	571,766,070	543,310,419	534,734,796
Other investments	55,569,112	51,674,585	53,666,891
Leases receivable, net	16,745,689	18,386,752	18,320,733
Notes receivable, net	6,907,802	7,031,214	6,697,338
Capital assets, net	8,092,220,262	7,995,043,262	7,784,881,688
Total noncurrent assets	8,755,278,768	8,649,413,157	8,454,705,197
Total assets	12,995,826,740	12,380,771,874	12,635,979,145
DEFERRED OUTFLOWS OF RESOURCES			
Unamortized loss on refundings of debt	2,231,549	2,231,549	1,172,673
Asset retirement obligations	9,944,394	10,073,104	10,356,571
Deferred changes, pension expense	637,434,619	637,434,619	473,869,714
Total deferred outflows of resources	649,610,562	649,739,272	485,398,958
Total assets and deferred outflows of resources	$13,645,437,302	$13,030,511,146	$13,121,378,103
LIABILITIES			
Current liabilities:			
Accounts payable and accrued liabilities	$415,890,612	$544,873,945	$454,603,739
Accrued workers' compensation, current portion	4,093,800	4,093,800	4,196,550
Accrued vacation costs, current portion	160,291,871	170,528,882	147,139,436
Revenue bonds and notes payable, current portion	89,053,034	88,805,848	82,612,646
Obligations under subscription arrangements, current portion	19,141,944	23,212,205	14,089,652
Obligations under lease arrangements, current portion	16,634,168	17,156,611	18,010,189
Unearned revenue	894,688,765	378,304,242	858,562,222
Total current liabilities	1,599,794,194	1,226,975,533	1,579,214,434
Noncurrent liabilities:			
Accrued workers' compensation	23,198,200	23,198,200	23,780,450
Accrued vacation costs	200,989,428	200,989,429	187,649,883
Revenue bonds and notes payable	1,025,117,300	1,032,040,613	1,100,803,296
Obligations under subscription arrangements	70,801,136	75,596,907	21,038,961
Obligations under lease arrangements	89,167,684	87,226,587	101,339,126
Net pension liability	1,785,983,033	1,785,983,033	1,499,173,353
Noncurrent liabilities	3,195,256,781	3,205,034,769	2,933,785,069
Total liabilities	4,795,050,975	4,432,010,302	4,512,999,503
DEFERRED INFLOWS OF RESOURCES			
Deferred service concession arrangement receipts	183,500,062	192,567,467	216,975,577
Deferred inflows from lease arrangements	23,318,715	21,938,808	22,588,922
Deferred changes, pension expense	50,063,832	50,063,832	74,145,765
Total deferred inflows of resources	256,882,609	264,570,107	313,710,264

UNAUDITED

University System of Maryland
Statements of Net Position
December 31, 2025, June 30, 2025, and December 31, 2024

	December 31, 2025	June 30, 2025	December 31, 2024
NET POSITION			
Unrestricted net position	1,688,510,264	1,547,932,980	1,732,747,210
Net investment in capital assets	6,609,771,978	6,508,729,560	6,288,964,206
Restricted:			
Nonexpendable:			
Scholarships and fellowships	21,646,705	21,539,187	21,532,412
Research	7,794,286	7,768,341	7,713,241
Other	16,930,614	16,929,964	16,929,964
Expendable:			
Scholarships and fellowships	51,671,890	50,003,190	50,743,416
Research	138,972,692	122,307,612	118,724,061
Loans	16,482,581	16,881,568	20,393,613
Capital projects	2,893,803	5,101,810	3,182,329
Other	38,828,905	36,736,525	33,737,884
Total net position	8,593,503,718	8,333,930,737	8,294,668,336
Total liabilities, deferred inflows of resources and net position	$13,645,437,302	$13,030,511,146	$13,121,378,103

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University System of Maryland
Statement of Revenues, Expenses and Changes in Net Position
For the Six Months Ended December 31, 2024, Year Ended June 30, 2024 and Six Months Ended December 31, 2023

	Six Months Ended December 31, 2025	Year Ended June 30, 2025	Six Months Ended December 31, 2024
OPERATING REVENUES			
Tuition and fees	$947,889,276	$1,474,553,788	$921,709,106
Federal grants and contracts	452,131,849	1,037,488,100	475,324,100
State and local grants and contracts	142,566,280	307,244,619	136,550,258
Nongovernmental grants and contracts	150,867,235	295,414,781	160,901,587
Sales and services of educational departments	213,243,199	459,651,787	209,357,926
Auxiliary enterprises:			
Residential facilities	117,754,894	204,659,701	111,743,499
Dining facilities	90,956,241	141,557,513	103,744,798
Intercollegiate athletics	66,124,111	161,550,620	67,732,577
Bookstore	9,359,425	12,964,919	8,990,387
Parking facilities	37,980,067	57,975,599	23,992,628
Other auxiliary enterprises revenues	94,875,719	179,278,536	81,837,914
Other operating revenues	65,323,018	106,298,498	52,473,614
Total operating revenues	2,389,071,314	4,438,638,461	2,354,358,394
OPERATING EXPENSES			
Instruction	875,332,593	1,790,376,951	857,981,280
Research	667,018,625	1,412,183,028	684,744,574
Public service	311,399,882	629,804,833	304,933,184
Academic support	321,917,321	707,137,056	318,850,242
Student services	202,770,545	486,039,015	201,538,962
Institutional support	379,165,866	842,031,420	378,671,413
Operation and maintenance of plant	255,271,035	521,623,029	230,693,474
Scholarships and fellowships	279,784,300	228,499,727	280,161,001
Auxiliary enterprises:			
Residential Facilities	113,282,661	220,431,110	112,898,275
Dining Facilities	88,144,897	169,362,313	81,498,154
Intercollegiate athletics	99,892,801	189,035,193	89,743,899
Bookstore	7,365,763	16,130,228	8,080,308
Parking Facilities	14,228,980	39,059,847	13,474,759
Other auxiliary enterprises expenses	98,807,699	195,629,869	93,719,449
Total operating expenses	3,714,382,968	7,447,343,619	3,656,988,974
Operating income	(1,325,311,654)	(3,008,705,158)	(1,302,630,580)

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University System of Maryland
Statement of Revenues, Expenses and Changes in Net Position
For the Six Months Ended December 31, 2024, Year Ended June 30, 2024 and Six Months Ended December 31, 2023

	Six Months Ended December 31, 2025	Year Ended June 30, 2025	Six Months Ended December 31, 2024
NONOPERATING REVENUES (EXPENSES)			
State appropriations	1,130,035,721	2,316,759,553	1,101,185,156
Pell grants	125,459,164	273,260,879	122,209,077
Other nonoperating grants	-	1,268,401	1,435,347
Gifts	53,293,276	149,484,202	19,919,134
Investment income (loss)	90,098,436	190,288,637	75,555,499
Less: Investment expense	(1,945,017)	(1,943,756)	(1,984,192)
Interest on indebtedness	(21,793,738)	(28,359,909)	(19,091,157)
Other revenues (expenses) gains (losses)	3,807,808	(5,474,639)	(22,123,421)
Total nonoperating revenue (expenses)	1,378,955,650	2,895,283,368	1,277,105,443
Income before other revenues (expenses)	53,643,996	(113,421,790)	(25,525,137)
OTHER REVENUES (EXPENSES)			
Capital appropriations	162,572,526	253,886,594	127,211,325
Capital gifts and grants	43,222,346	848,678	426,768
Additions to permanent endowments	134,113	174,578	112,703
Total other revenues (expenses)	205,928,985	254,909,850	127,750,796
Increase in net position	259,572,981	141,488,060	102,225,659
Net position, beginning	8,333,930,737	8,192,442,677	8,192,442,677
Net position, ending	$8,593,503,718	$8,333,930,737	8,294,668,336

UNAUDITED

University System of Maryland
Operating Expenses by Object
For the Six Month Periods Ended December 31, 2025 and 2024

	2025				2024			
	Payments to Employees	Payments to Suppliers and Contractors	Depreciation	Total	Payments to Employees	Payments to Suppliers and Contractors	Depreciation	Total
Instruction	$745,188,281	$84,375,897	$45,768,415	$875,332,593	$746,276,395	$66,626,419	$45,078,466	$857,981,280
Research	438,772,170	207,747,929	20,498,526	667,018,625	444,403,843	219,194,877	21,145,854	684,744,574
Public service	240,721,397	67,182,711	3,495,774	311,399,882	247,035,443	54,410,198	3,487,543	304,933,184
Academic support	235,224,096	68,815,906	17,877,319	321,917,321	232,153,216	69,394,206	17,302,820	318,850,242
Student services	141,039,907	56,267,143	5,463,495	202,770,545	137,773,887	58,457,906	5,307,169	201,538,962
Institutional support	281,912,185	78,897,853	18,355,828	379,165,866	256,930,129	103,647,202	18,094,082	378,671,413
Operation and maintenance of plant	98,198,258	112,469,924	44,602,853	255,271,035	99,195,471	90,544,243	40,953,760	230,693,474
Scholarships and fellowships	15,219,496	264,564,804		279,784,300	5,609,113	274,551,888		280,161,001
Auxiliary enterprises:								
Residential facilities	32,065,112	42,363,455	38,854,094	113,282,661	32,336,630	43,050,062	37,511,583	112,898,275
Dining facilities	30,897,394	52,237,552	5,009,951	88,144,897	31,902,745	44,705,460	4,889,949	81,498,154
Intercollegiate athletics	52,593,862	39,807,098	7,491,841	99,892,801	49,884,548	32,563,125	7,296,226	89,743,899
Bookstore	1,792,919	5,572,276	568	7,365,763	1,946,879	6,133,429		8,080,308
Parking facilities	8,743,655	2,245,181	3,240,144	14,228,980	8,811,001	1,713,709	2,950,049	13,474,759
Other auxiliary enterprises expenses	39,993,879	38,710,768	20,103,052	98,807,699	39,185,757	35,521,897	19,011,795	93,719,449
Total operating expenses	$2,362,362,611	$1,121,258,497	$230,761,860	$3,714,382,968	$2,333,445,057	$1,100,514,621	$223,029,296	$3,656,988,974

UNAUDITED

UNIVERSITY SYSTEM of MARYLAND

Financial Dashboards Overview and Descriptions

The intent of financial dashboards is to highlight how each institution is performing and trending relative to the System's primary financial planning parameters (fund balance goal and debt authorizations annually), and to give regents a visual display of whether or not institutions are financially healthy and whether the institution is improving or not, financially.

Fall below the standards, and it is either a balance sheet stress (meaning that liquidity, or debt outstanding, or fund balance levels, are or are becoming an issue) or an operating efficiency stress (the lack of an operating margin means that the institution is out of step with the rest of the USM institutions in keeping pace financially to support the capital program System-wide).

Recognizing the subjectivity of applying the standards and measures at an institution-level, the bottom part of the analysis, which shows directional movements rather than whether the institution met some standard, may be more important and useful.

Financial Strength Indicators (statement of net position)

- **Unrestricted net position to debt**
  A ratio that shows the institution's ability to cover their debt with available net assets. The higher the ratio, the better. Unrestricted net position is adjusted for the impact of recording the pension liability.

- **Primary reserve ratio (expendable net position/operating expenses)**
  This measure shows how long an institution could operate solely using reserves, without relying on new additional revenues from operations. The higher the ratio, the better

- **Ratio of current assets to current liabilities**
  A standard and widely used ratio that suggests the institution's ability to pay current obligations while maintaining a measure of financial safety. The higher the ratio, the better

Operational Financial Performance Indicators (statement of activities)

- **Net operating revenues ratio**
  Meant to show the percentage of operating revenues saved and added to the net position after all operational spending for the year are accounted for. The higher the ratio, the better

- **Ratio of debt service payments to operating spending**
  This ratio shows the proportion of operating spending committed to paying off principal and interest obligations. A high ratio suggests that the institution will have a more difficult time responding to revenue or state general fund reductions. The lower the ratio, the more flexibility the institution has to make spending cuts in periods of declining revenues.

- **Ratio of net accounts receivables to tuition revenue**
  This ratio measures the proportion of student-related receivables, including auxiliary services and the net realizable value of accounts transferred to the State Collections Unit, relative to the total tuition revenue. A lower ratio indicates better financial health, as it suggests that a smaller

portion of tuition revenue is tied up in outstanding receivables, meaning the institution is more effective at collecting payments.

Enrollment performance indicators

- **Net tuition per FTE**
  A measure that reflects the average amount of actual tuition revenue, net of scholarships, on a per-student basis. An increase in this ratio is considered a positive trend.

- **Net tuition dependency ratio**
  A measure that captures the institution's dependence on tuition as a proportion of the institution's total revenues. In periods of stable enrollment and tuition levels, a downward trend is considered positive because it usually indicates the institution is increasing its diversity of funding sources, as long as it is not caused by solely a decrease in the tuition revenue.

Data Source

All data comes directly from the audited financial statements and supporting schedules (in the case of debt service and collections). FTE data is pulled from the enrollment reports available on the USM website, which are prepared by the Office of Institutional Research.

University System of Maryland

University System of Maryland Financial Dashboard Indicators - for the year ended and as of June 30, 2025

Is performance ***ADEQUATE*** *on the Dashboard Indicators* — Meets or exceeds benchmark — Does not meet benchmark

	#	Indicator	System Wide	UMB	UMCP	BSU	TU	UMES	FSU	CSU	UBalt	SU	UMGC	UMBC	UMCES
Financial Strength indicators	1	Ratio of unrestricted net position to debt (>50%)	207.8%	●	●	●	●	○	●	●	●	●	●	●	●
	2	Primary reserve ratio (>25%)	40.0%	●	●	●	●	○	●	○	●	●	●	●	●
	3	Ratio of current assets to current liabilities (>200%)	304.1%	●	●	●	●	○	●	○	●	●	●	●	●
Operational performance indicators	4	Net operating revenues ratio (>1%)	-0.3%	○	○	○	●	○	○	○	●	●	○	●	○
	5	Ratio of debt service payments to operating spending (<4.5%)	2.3%	●	●	●	○	●	○	●	●	●	●	●	●
	6	Ratio of net student receivables to tuition revenue (<5%)	5.9%	●	●	○	○	●	○	○	●	●	○	●	N/A
	7	Met fund balance goal for FY 2025		●	●	○	●	○	●	○	●	●	●	●	●
	FY25	Meets benchmark		6	6	4	5	2	4	2	7	7	5	7	5
	FY25	Does not meet benchmark		1	1	3	2	5	3	5	0	0	2	0	1
	FY24	Meets benchmark		7	6	5	5	2	5	4	7	7	5	7	6
	FY24	Does not meet benchmark		0	1	2	2	5	2	3	0	0	2	0	0

Is performance ***IMPROVING*** *on the Dashboard Indicators* — As compared to PY, ratio: ↑ Improved — ⟷ Maintained — ↓ Worsened

	#	Indicator	System Wide Changes	UMB	UMCP	BSU	TU	UMES	FSU	CSU	UBalt	SU	UMGC	UMBC	UMCES
Financial Strength indicators	1	Ratio of unrestricted net position to debt	-3.4%	↓	↓	↓	↓	↑	↑	↓	↑	↓	N/A	↓	↓
	2	Primary reserve ratio	-3.7%	↓	↓	↓	↓	↓	↓	↓	↑	↑	↓	↓	↓
	3	Ratio of current assets to current liabilities	-3.6%	↓	↓	↑	↓	↓	↑	↓	↑	↑	↓	↓	↑
Operational performance indicators	4	Net operating revenues ratio	-2.5%	↓	↑	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
	5	Ratio of debt service payments to operating spending	0.1%	↑	↓	↑	↑	↓	↓	↑	↑	↑	↑	↑	↑
	6	Ratio of net student receivables to tuition revenue	-0.7%	↑	↑	↑	↓	↑	↓	↓	↓	↓	↑	↓	N/A
Enrollment Performance Indicators	7	Net tuition per FTE	6.0%	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↓	N/A
	8	Net tuition dependency ratio	-2.0%	↓	↓	↑	↓	↓	↓	↓	↓	↓	↓	↑	N/A
	FY25	Has improved or maintained		4	4	5	2	3	3	2	4	4	3	2	2
	FY25	Has not improved		4	4	3	6	5	5	6	4	4	4	6	3
		Overall trend since PY		⟷	⟷	⇧	⇩	⇩	⇩	⇩	⟷	⟷	⇩	⇩	⇩
	FY24	Has improved or maintained		4	4	4	6	4	8	6	4	7	1	8	3
	FY24	Has not improved		4	4	4	2	4	0	2	4	1	6	0	2

University System of Maryland
Financial Performance Dashboard Indicators
Year ended June 30, 2025

(% indicates change from prior year)

	UMB	UMCP	BSU	TU	UMES	FSU	CSU	UBalt	SU	UMGC	UMBC	UMCES	Total USM
Financial strength indicators													
Ratio of unrestricted net position to debt	257.59%	6.83%	-6.96%	-3.40%	30.88%	0.88%	-3.74%	55.57%	-53.37%	236.91%	-24.26%	-47.50%	-3.43%
Primary reserve ratio	-0.88%	-2.82%	-11.19%	-4.52%	-5.71%	-4.85%	-4.52%	2.76%	1.35%	-12.51%	-2.11%	-10.96%	-3.71%
Ratio of current assets to current liabilities	-1.92%	-5.29%	61.54%	-1.43%	-26.69%	2.48%	-10.49%	27.14%	5.28%	-26.09%	-11.38%	172.98%	-3.60%
Operational performance indicators													
Net operating revenues ratio	-3.11%	0.76%	-3.82%	-6.43%	-11.77%	-4.60%	-29.53%	-1.93%	-0.07%	-1.48%	-6.80%	-20.36%	-2.55%
Ratio of debt service payments to operating spending	-0.19%	0.95%	-0.61%	-1.68%	2.23%	0.74%	-5.18%	-1.41%	-0.46%	-0.24%	-1.10%	-0.78%	0.10%
Ratio of net student receivables to tuition revenue	-0.04%	-0.37%	-11.48%	0.22%	-2.45%	1.71%	1.18%	1.15%	0.36%	-2.16%	0.39%	N/A	-0.66%
Enrollment performance indicators													
Net tuition per FTE	0.8%	4.6%	16.0%	3.9%	8.3%	4.4%	13.5%	5.4%	2.1%	14.5%	-2.5%	N/A	6.0%
Net tuition dependency ratio	-0.3%	-1.4%	6.9%	-0.6%	-5.3%	-11.3%	-1.8%	-0.5%	-2.1%	-7.2%	3.3%	N/A	-2.0%

University System of Maryland
Financial Performance Dashboard Indicators Data
Year ended June 30, 2025
(in thousands)

	UMB	UMCP	BSU	TU	UMES	FSU	CSU	UBalt	SU	UMGC	UMBC	UMCES	Total USM
Financial Strength indicators													
Ratio of unrestricted net assets to debt: >50%													
Fiscal year ended June 30, 2025													
Unrestricted net position(adjusted for pension liability)	461,948	768,922	82,451	235,405	(20,175)	29,178	19,696	80,763	141,666	383,172	277,025	26,910	2,746,545
Debt outstanding(including loss on refunding)	84,351	497,932	26,232	346,098	30,414	46,174	21,838	21,567	51,731	7,692	130,940	3,157	1,321,807
Ratio	**547.65%**	**154.42%**	**314.31%**	**68.02%**	**-66.33%**	**63.19%**	**90.19%**	**374.47%**	**273.85%**	**4981.44%**	**211.57%**	**852.39%**	**207.79%**
Fiscal year ended June 30, 2024													
Unrestricted net position(adjusted for pension liability)	461,233	765,682	88,289	232,206	(8,982)	31,778	21,786	72,114	131,201	397,638	259,975	30,441	2,758,056
Debt outstanding(including loss on refunding)	57,279	474,841	28,725	359,339	25,336	49,594	25,201	16,769	59,506	7,620	138,796	3,782	1,349,593
Ratio	**805.24%**	**161.25%**	**307.36%**	**64.62%**	**-35.45%**	**64.08%**	**86.45%**	**430.04%**	**220.48%**	**5218.35%**	**187.31%**	**804.89%**	**204.36%**
Fiscal year ended June 30, 2023													
Unrestricted net position(adjusted for pension liability)	425,513	775,470	89,844	211,393	(6,648)	32,399	16,592	62,418	120,620	405,201	217,558	28,009	2,660,337
Debt outstanding(including loss on refunding)	69,106	494,884	31,230	375,756	20,317	53,006	28,953	13,991	66,398	6,226	146,180	4,343	1,367,980
Ratio	**615.74%**	**156.70%**	**287.68%**	**56.26%**	**-32.72%**	**61.12%**	**57.31%**	**446.13%**	**181.66%**	**6508.21%**	**148.83%**	**644.92%**	**194.47%**
Primary reserve ratio: >25%													
Fiscal year ended June 30, 2025													
Expendable net position	536,140	892,450	82,696	242,275	(10,024)	39,140	20,065	80,826	141,666	383,210	277,025	26,910	2,977,576
Operating expenses	1,529,103	2,922,871	222,682	573,059	193,502	129,471	122,201	137,141	225,350	590,537	661,161	67,510	7,447,344
Ratio	**35.06%**	**30.53%**	**37.14%**	**42.28%**	**-5.18%**	**30.23%**	**16.42%**	**58.94%**	**62.86%**	**64.89%**	**41.90%**	**39.86%**	**39.98%**
Fiscal year ended June 30, 2024													
Expendable net position	532,043	903,257	88,566	238,955	956	42,453	22,299	72,119	131,201	397,681	259,975	30,441	2,997,825
Operating expenses	1,480,070	2,707,837	183,270	510,596	178,868	121,022	106,495	128,378	213,292	513,796	590,737	59,901	6,860,549
Ratio	**35.95%**	**33.36%**	**48.33%**	**46.80%**	**0.53%**	**35.08%**	**20.94%**	**56.18%**	**61.51%**	**77.40%**	**44.01%**	**50.82%**	**43.70%**
Fiscal year ended June 30, 2023													
Expendable net position	496,886	895,493	90,234	218,773	3,801	35,568	17,193	62,503	120,663	405,247	217,558	28,009	2,878,789
Operating expenses	1,391,968	2,391,947	190,367	492,344	152,623	114,685	100,174	119,235	199,361	452,568	556,532	52,208	6,262,627
Ratio	**35.70%**	**37.44%**	**47.40%**	**44.43%**	**2.49%**	**31.01%**	**17.16%**	**52.42%**	**60.52%**	**89.54%**	**39.09%**	**53.65%**	**45.97%**
Ratio of current assets to current liabilities: >200%													
Fiscal year ended June 30, 2025													
Current assets	735,595	1,092,813	106,917	311,295	22,687	59,836	42,575	108,569	171,542	463,593	338,031	35,840	3,731,359
Current liabilities	275,774	411,667	27,134	113,236	38,327	28,819	26,089	27,096	37,347	109,476	93,619	7,705	1,226,976
Ratio	**266.74%**	**265.46%**	**394.03%**	**274.91%**	**59.19%**	**207.63%**	**163.19%**	**400.68%**	**459.32%**	**423.47%**	**361.07%**	**465.15%**	**304.11%**
Fiscal year ended June 30, 2024													
Current assets	731,053	1,120,800	120,477	306,854	33,280	67,942	43,730	96,957	157,821	469,708	311,889	48,027	3,763,665
Current liabilities	272,111	413,962	36,234	111,043	38,751	33,118	25,179	25,956	34,759	104,482	83,740	16,438	1,223,114
Ratio	**268.66%**	**270.75%**	**332.50%**	**276.34%**	**85.88%**	**205.15%**	**173.68%**	**373.54%**	**454.04%**	**449.56%**	**372.45%**	**292.17%**	**307.71%**
Fiscal year ended June 30, 2023													
Current assets	688,230	1,154,064	142,088	346,310	22,652	74,644	44,974	86,335	146,831	461,626	277,728	45,231	3,752,238
Current liabilities	253,310	434,525	54,353	159,913	25,849	45,870	31,769	23,326	33,227	82,083	75,861	16,081	1,253,782
Ratio	**271.69%**	**265.59%**	**261.42%**	**216.56%**	**87.63%**	**162.73%**	**141.57%**	**370.12%**	**441.90%**	**562.39%**	**366.10%**	**281.27%**	**299.27%**
Operational performance indicators													
Net operating revenues ratio: >1%													
Fiscal year ended June 30, 2025													
Change in unrestricted net position	715	3,241	(5,837)	3,199	(11,193)	(2,600)	(2,090)	8,649	10,465	(14,466)	17,050	(3,530)	(11,510)
Operating revenues	1,124,586	1,769,826	99,097	282,411	75,258	44,936	27,329	68,340	111,832	390,807	411,338	29,692	4,438,638
Ratio	**0.06%**	**0.18%**	**-5.89%**	**1.13%**	**-14.87%**	**-5.79%**	**-7.65%**	**12.66%**	**9.36%**	**-3.70%**	**4.15%**	**-11.89%**	**-0.26%**

University System of Maryland
Financial Performance Dashboard Indicators Data
Year ended June 30, 2025
(in thousands)

	UMB	UMCP	BSU	TU	UMES	FSU	CSU	UBalt	SU	UMGC	UMBC	UMCES	Total USM
Fiscal year ended June 30, 2024													
Change in unrestricted net position	35,720	(9,788)	(1,555)	20,813	(2,334)	(621)	5,194	9,695	10,581	(7,563)	42,417	2,432	97,718
Operating revenues	1,123,894	1,708,268	75,053	275,362	75,259	52,389	23,732	66,465	112,243	340,108	387,561	28,699	4,270,398
Ratio	**3.18%**	**-0.57%**	**-2.07%**	**7.56%**	**-3.10%**	**-1.19%**	**21.89%**	**14.59%**	**9.43%**	**-2.22%**	**10.94%**	**8.47%**	**2.29%**
Fiscal year ended June 30, 2023													
Change in unrestricted net position	47,407	48,918	4,319	(14,151)	(2,571)	(2,797)	2,800	13,235	2,057	75,665	36,545	5,404	230,828
Operating revenues	1,087,238	1,675,237	77,066	273,556	66,888	43,360	22,481	65,240	110,253	321,073	363,345	26,731	4,134,279
Ratio	**4.36%**	**2.92%**	**5.60%**	**-5.17%**	**-3.84%**	**-6.45%**	**12.45%**	**20.29%**	**1.87%**	**23.57%**	**10.06%**	**20.22%**	**5.58%**
Ratio of debt service payments to operating spending: < 4.5%													
Fiscal year ended June 30, 2025													
Debt service payments	14,245	75,267	3,622	32,349	2,049	6,971	(1,904)	2,632	8,626	5,569	9,970	608	169,767
Operating expenses	1,529,103	2,922,871	222,682	573,059	193,502	129,471	122,201	137,141	225,350	590,537	661,161	67,510	7,447,344
Ratio	**0.93%**	**2.58%**	**1.63%**	**5.64%**	**1.06%**	**5.38%**	**-1.56%**	**1.92%**	**3.83%**	**0.94%**	**1.51%**	**0.90%**	**2.28%**
Fiscal year ended June 30, 2024													
Debt service payments	16,610	44,108	4,104	37,399	(2,103)	5,620	3,860	4,276	9,145	6,059	15,413	1,009	149,380
Operating expenses	1,480,070	2,707,837	183,270	510,596	178,868	121,022	106,495	128,378	213,292	513,796	590,737	59,901	6,860,549
Ratio	**1.12%**	**1.63%**	**2.24%**	**7.32%**	**-1.18%**	**4.64%**	**3.62%**	**3.33%**	**4.29%**	**1.18%**	**2.61%**	**1.68%**	**2.18%**
Fiscal year ended June 30, 2023													
Debt service payments	15,429	59,486	3,986	45,402	3,321	5,518	3,740	3,575	9,160	1,456	22,115	974	183,817
Operating expenses	1,391,968	2,391,947	190,367	492,344	152,623	114,685	100,174	119,235	199,361	452,568	556,532	52,208	6,262,627
Ratio	**1.11%**	**2.49%**	**2.09%**	**9.22%**	**2.18%**	**4.81%**	**3.73%**	**3.00%**	**4.59%**	**0.32%**	**3.97%**	**1.87%**	**2.94%**
Ratio of net receivables to tuition revenue: < 5%													
Fiscal year ended June 30, 2025													
Net student receivables	1,047	23,397	8,864	14,353	767	1,975	2,028	2,032	3,647	49,819	7,410	N/A	115,339
Tuition and fees	181,867	748,378	47,009	181,224	30,250	34,492	13,230	48,362	73,858	427,678	158,718	N/A	1,945,065
Ratio	**0.58%**	**3.13%**	**18.86%**	**7.92%**	**2.54%**	**5.73%**	**15.33%**	**4.20%**	**4.94%**	**11.65%**	**4.67%**	**N/A**	**5.93%**
Fiscal year ended June 30, 2024													
Net student receivables	1,101	24,877	14,154	13,722	1,382	1,318	1,784	1,441	3,231	51,313	7,022	N/A	121,344
Tuition and fees	177,862	710,693	46,664	178,237	27,704	32,789	12,613	47,295	70,606	371,670	164,149	N/A	1,840,281
Ratio	**0.62%**	**3.50%**	**30.33%**	**7.70%**	**4.99%**	**4.02%**	**14.14%**	**3.05%**	**4.58%**	**13.81%**	**4.28%**	**N/A**	**6.59%**
Fiscal year ended June 30, 2023													
Net student receivables	610	21,965	8,484	12,003	2,497	1,909	1,143	1,365	2,766	67,399	7,430	N/A	127,573
Tuition and fees	174,954	688,490	47,368	175,105	25,327	31,115	12,440	48,489	69,430	343,357	160,588	N/A	1,776,663
Ratio	**0.35%**	**3.19%**	**17.91%**	**6.85%**	**9.86%**	**6.14%**	**9.19%**	**2.82%**	**3.98%**	**19.63%**	**4.63%**	**N/A**	**7.18%**
Enrollment Performance Indicators													
Net Tuition per FTE													
Fall 2024 (FY 2025) Enrollment													
Net Tuition and Fees	140,942	637,917	44,569	158,910	25,563	25,643	6,817	37,199	57,491	464,953	147,810	N/A	1,747,815
FTE	6,873	35,133	5,063	16,068	2,829	3,090	1,887	2,166	6,365	41,189	11,345	N/A	132,008
Net Tuition per FTE	**$ 20,507**	**$ 18,157**	**$ 8,803**	**$ 9,890**	**$ 9,036**	**$ 8,299**	**$ 3,613**	**$ 17,174**	**$ 9,032**	**$ 11,288**	**$ 13,029**	**N/A**	**$ 13,240**
Fall 2023 (FY 2024) Enrollment													
Net Tuition and Fees	137,877	591,883	38,930	153,429	21,546	23,978	5,501	35,856	55,313	380,125	151,991	N/A	1,596,430
FTE	6,775	34,087	5,129	16,117	2,582	3,016	1,729	2,201	6,253	38,547	11,378	N/A	127,814
Net Tuition per FTE	**$ 20,351**	**$ 17,364**	**$ 7,590**	**$ 9,520**	**$ 8,345**	**$ 7,950**	**$ 3,182**	**$ 16,291**	**$ 8,846**	**$ 9,861**	**$ 13,358**	**N/A**	**$ 12,490**
Fall 2022 (FY 2023) Enrollment													
Net Tuition and Fees	136,878	587,609	40,414	150,387	19,403	23,142	6,937	36,094	54,946	350,777	147,413	N/A	1,554,001
FTE	7,170	33,483	5,036	16,170	2,305	3,005	1,598	2,261	6,335	35,292	11,319	N/A	123,974
Net Tuition per FTE	**$ 19,090**	**$ 17,549**	**$ 8,025**	**$ 9,300**	**$ 8,418**	**$ 7,701**	**$ 4,341**	**$ 15,964**	**$ 8,673**	**$ 9,939**	**$ 13,024**	**N/A**	**$ 12,535**

University System of Maryland
Financial Performance Dashboard Indicators Data
Year ended June 30, 2025
(in thousands)

	UMB	UMCP	BSU	TU	UMES	FSU	CSU	UBalt	SU	UMGC	UMBC	UMCES	Total USM
Net Tuition Dependency Ratio													
Fiscal year ended June 30, 2025													
Net Tuition and Fees	140,942	637,917	44,569	158,910	25,563	25,643	6,817	37,199	57,491	464,953	147,810	N/A	1,747,815
Operating revenues	1,124,586	1,769,826	99,097	282,411	75,258	44,936	27,329	68,340	111,832	390,807	411,338	N/A	4,438,638
Ratio	**12.53%**	**36.04%**	**44.98%**	**56.27%**	**33.97%**	**57.07%**	**24.94%**	**54.43%**	**51.41%**	**118.97%**	**35.93%**	**N/A**	**39.38%**
Fiscal year ended June 30, 2024													
Net Tuition and Fees	137,877	591,883	38,930	153,429	21,546	23,978	5,501	35,856	55,313	380,125	151,991	**N/A**	1,596,430
Operating revenues	1,123,894	1,708,268	75,053	275,362	75,259	52,389	23,732	66,465	112,243	340,108	387,561	**N/A**	4,270,398
Ratio	**12.27%**	**34.65%**	**51.87%**	**55.72%**	**28.63%**	**45.77%**	**23.18%**	**53.95%**	**49.28%**	**111.77%**	**39.22%**	**N/A**	**37.38%**
Fiscal year ended June 30, 2023													
Net Tuition and Fees	136,878	587,609	40,414	150,387	19,403	23,142	6,937	36,094	54,946	350,777	147,413	N/A	1,554,001
Operating revenues	1,087,238	1,675,237	77,066	273,556	66,888	43,360	22,481	65,240	110,253	321,073	363,345	N/A	4,134,279
Ratio	**12.59%**	**35.08%**	**52.44%**	**54.97%**	**29.01%**	**53.37%**	**30.86%**	**55.32%**	**49.84%**	**109.25%**	**40.57%**	**N/A**	**37.59%**

UNIVERSITY SYSTEM of MARYLAND

Public College & University Financial Ratio Comparison
Moody's Aa1 Rating Category
June 30, 2025*

Institution	Total Debt[9]	Unrestricted Net Assets	Primary Reserve Ratio	Debt Service[6]	Operating Expenses	Operating Expense Leverage	Market Value of Endowment	Number of Students[1,2]	Total FTE[2]	Endowment per Student	Endowment per FTE	Effective Interest Rate	Increase in Unrestricted Net Assets FY2025	FY2024	FY2023
University System of Maryland	**1,321,807,222**	**1,547,932,980**	**117.11%**	**199,936,756**	**7,447,343,619**	**2.68%**	**2,394,030,000**	**108,894**	**89,917**	**21,985**	**26,625**	**2.14%**	**N**	**Y**	Y
North Carolina State University at Raleigh[3]	604,698,820	(697,097,306)	-115.28%	74,866,412	2,173,244,449	3.44%	2,540,000,000	39,256	36,110	64,703	70,341	3.48%	**Y**	**Y**	Y
Ohio State University[5]	3,849,507,000	3,217,845,126	83.59%	278,194,000	10,595,121,000	2.63%	3,268,013,345	67,255	58,202	48,591	56,150	4.37%	**Y**	**Y**	Y
Pennsylvania State University (FASB)	4,303,444,000	6,173,136,000	143.45%	268,702,000	9,141,804,000	2.94%	5,220,000,000	86,557	80,045	60,307	65,213	2.81%	**N**	**Y**	N
State University of Iowa[5]	2,048,719,000	3,955,411,000	193.07%	224,482,000	5,617,041,000	4.00%	3,817,000,000	31,105	30,501	122,713	125,143	3.41%	**Y**	**Y**	Y
Texas Tech University System[4,5]	1,221,977,621	1,176,611,257	96.29%	150,492,656	2,732,668,393	5.51%	3,300,000,000	42,455	37,938	77,729	86,984	3.43%	**Y**	**Y**	Y
University of Colorado	1,850,291,000	1,743,913,000	94.25%	160,932,000	6,253,699,000	2.57%	2,500,000,000	68,238	60,790	36,636	41,125	2.34%	**Y**	**Y**	Y
University of Delaware (FASB)	643,507,000	1,602,492,000	249.02%	39,352,000	1,311,572,000	3.00%	2,200,000,000	24,564	22,755	89,562	96,681	4.25%	**Y**	**Y**	Y
University of Minnesota	1,845,292,000	1,879,818,000	101.87%	195,541,000	4,595,596,000	4.25%	2,491,000,000	72,010	60,115	34,592	101,409	3.47%	**Y**	**Y**	Y
University of Missouri System[5]	1,864,925,000	2,917,781,000	156.46%	217,407,000	4,897,422,000	4.44%	2,551,592,000	53,674	46,031	47,539	55,432	3.87%	**Y**	**Y**	Y
University of Nebraska[5]	1,102,582,000	2,024,914,000	183.65%	88,154,000	2,725,100,000	3.23%	2,300,000,000	49,638	43,058	46,335	53,416	4.19%	**Y**	**Y**	Y
University of Pittsburgh (FASB)	1,640,470,000	3,679,579,000	224.30%	121,756,000	3,143,426,000	3.87%	1,836,982,000	35,528	33,660	51,705	54,575	3.58%	**Y**	**N**	N
University of Utah	2,283,057,000	3,894,248,000	170.57%	210,823,000	8,591,388,000	2.45%	2,093,468,204	38,261	34,620	54,715	60,470	3.24%	**Y**	**Y**	Y
Virginia Tech[5]	531,400,000	587,766,000	110.61%	93,658,000	2,144,617,000	4.37%	2,087,300,000	38,995	36,391	53,527	57,358	2.99%	**Y**	**Y**	Y
Average for group- 2025	**1,793,691,262**	**2,407,453,575**	**134.22%**	**166,021,202**	**5,097,860,176**	**3.26%**	**2,757,098,968**	**54,031**	**47,867**	**51,028**	**57,600**				
Average for group- 2024	**1,746,298,470**	**2,157,701,350**	**123.56%**	**201,127,087**	**4,678,622,949**	**4.30%**	**2,536,472,981**	**54,489**	**47,724**	**46,550**	**53,148**				

Source: most recent available audited financial statements

NOTES

[1] UMGC students are not included in the total enrollment count for University System of Maryland.

[2] Enrollment statistics as reported for Fall 2025 by the institutional research departments, FTE estimates were used when not available.

Affiliated Foundation and Business Entity Policy Compliance Status (information)

TOPIC: Affiliated Foundation and Business Entity Policy compliance status

COMMITTEE: Audit

DATE OF COMMITTEE MEETING: March 24, 2026

SUMMARY: Board of Regents Policy IX-2.00 on Affiliated Philanthropic Foundations and Policy VII-13.00 on Business Entities outline the reporting and compliance requirements for foundations formally affiliated with a USM institution or the entire System, as well as for not-for-profit and other entities with a formal business relationship with a USM institution or the System as a whole.

These policies mandate that audited financial statements and other required reports be submitted to the System Office by October 31 each year. The Office of Administration and Finance reviews these submissions to identify any unusual items or events requiring follow-up.

In cases of significant noncompliance or reporting issues, the initial step is a review with the Vice Chancellor for Advancement or the Senior Vice Chancellor for Administration and Finance, followed by a discussion between the relevant executive at the entity and the institution with which it has a relationship.

If noncompliance persists, the Board of Regents may revoke the foundation's affiliation status or terminate the business relationship with the entity.

Remaining compliance issues will be addressed with the affiliated foundation or business entity, along with the appropriate institution, ensuring that necessary controls are implemented moving forward.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

UNIVERSITY SYSTEM of MARYLAND

Affiliated Philanthropic Foundations Compliance Checklist
BOR Policy IX-2.00
FY25

			COMPLIANCE REPORTING										
			Policy Section:	III.B	IX.B1(a)	IX.B1(b)	IX.B1(c)	IX.B1(d)	IX.B1(e)	IX.B1(f)	IX.B1(g)	IX.B1(h)	IX.B5
Institution	Affiliated Foundation	Net Assets (in Millions)	Certification of compliance signed by Responsible Official	Annual operating agreement	Annual financial audit report	Annual audit report of transfers made to the USM and/or Institution	Annual audit report of unrestricted funds available to Chancellor and/or President	List of foundation officers and directors	List of USM employees who received compensation or other payments	IRS Form 990	List of all state and federal contracts and grants managed by the foundation	Written Affirmation	Annual Affiliated Foundation Operations Report
BSU	Bowie State University Foundation, Inc.	$61.7	Yes	Yes	Yes	Yes (not audited)	None reported	Yes	None reported	FY24	None reported	Yes	Yes
CSU	Coppin State University Development Foundation, Inc.	$27.3	Pending	Pending	Pending	Pending	Pending	Pending	Pending	Pending	Pending	Pending	Yes
FSU	Frostburg State University Foundation	$53.3	Yes	Yes	Yes	Yes	Yes	Yes	Yes	FY25	None Reported	Yes	Yes
SU	Salisbury University Foundation, Inc.	$143.2	Yes	Yes	Yes	Yes	Yes	Yes	Yes	FY24	None reported	Yes	Yes
TU	Towson University Foundation, Inc.	$131.7	Yes	Yes	Yes	Yes	Yes	Yes	Yes	FY24	None reported	Yes	Yes
UBalt	University of Baltimore Foundation, Inc.	$114.7	Yes	Yes	Yes	Yes	Yes	Yes	None reported	FY24	Yes	Yes	Yes
UMB	The University of Maryland Baltimore Foundation, Inc.	$526.9	Yes	Yes	Yes	Yes	Yes	Yes	None reported	FY24	Yes	Yes	Yes
UMCP	University of Maryland College Park Foundation, Inc.	$1,247.4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	FY24	None reported	Yes	Yes
USMO	The University System of Maryland Foundation, Inc.	$596.4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	FY24	None Reported	Yes	Yes

UNIVERSITY SYSTEM of MARYLAND

Business Entity Compliance Reporting Checklist - BOR Policy VIII-13
FY2025

Institution	Business entity	Total Assets (In Millions)	COMPLIANCE REPORTING								
			Certification of compliance sheet signed by Institution President	VIII-13.00 (J.1.b) Report of fund invested in, or financing provided by the institution or any affiliated foundation to business entity	VIII-13.00 (J.1.c) Ownership interest acquired by the institution or any affiliated foundation to business entity	VIII-13.00 (J.1.d) Current status of business entity	VIII-13.00 (J.1.e) Annual financial audit report or Compilation of FS	VIII-13.00 (J.1.f) List of Officers and Directors	VIII-13.00 (J.1.g) List of USM employees who received compensation or other payments	VIII-13.00 (J.1.h) List of all State and Federal contracts and grants managed by business entity	VIII-13.00 (J.3) President's evaluation of business entity performance
FULL COMPLIANCE											
FSU	Research Foundation of Frostburg State University, Inc. (RF2)	$0.06	Yes	Yes	Yes	Active	Small Financial Activities	Yes	None Reported	None Reported	Small Financial Activities
UMB	Maryland Global Initiatives Corporation (MGIC)	FY24 - $1.7	Yes	Yes	Yes	Active	Extension requested	Yes	None Reported	Yes	Yes
UMB	University of Maryland Oral - Maxillofacial Surgery Associates, P.A. (UMOMSA)	FY24 - $0.4	Yes	Yes	Yes	Active	Extension requested	Yes	Yes	None Reported	Extension requested
UMB	University of Maryland Faculty Dental Service Plan Associates, P.A. (UM FDSP)	FY24 - $6.1	Yes	Yes	Yes	Active	Extension requested	Yes	Yes	None Reported	Extension requested
UMB	UMB Heath Sciences Research Park Corporation	$22.30	Yes	Yes	Yes	Active	Yes	Yes	None Reported	Yes	Yes
UMB	University Medicines International, LLC	No Financial Activities	Yes	Yes	Yes	Active	No Financial Activities	Yes	None Reported	None Reported	No Financial Activities
UMB	Uplift Alliance Inc. FSHO Entity	FY24 - $0.5	Yes	Yes	Yes	Active	Extension requested	Yes	None Reported	Yes	Yes
UMBC	UMBC Research Park Corporation	$22.20	Yes	Yes	Yes	Active	Yes	Yes	None Reported	Yes	Yes
UMCP	Terrapin Development Company, LLC	$73.10	Yes	Yes	Yes	Active	Yes	Yes	None Reported	none reported	Yes
PARTIAL COMPLIANCE											
BSU	The Maryland Center at Bowie State University, Inc.	$0.86	**No**	Yes	Yes	Active	Yes	Yes	Yes	Yes	**No**
UMB	Medical Alumni Association of the University of Maryland, Inc.	$5.14	Yes	Yes	Yes	Active	Yes	Yes	None Reported	None Reported	**No**
UMB	MSP - University of Maryland Faculty Physicians, Inc and Subsidiaries	$434.80	**No**	Yes	Yes	Active	Yes	Yes	**No**	**No**	Yes
UMB	MSP - University of Maryland Faculty Physicians Enterprises, Inc	No Financial Activities	**No**	**No**	**No**	Active	**No**	**No**	**No**	**No**	**No**
UMB	MSP - Pediatric Associates, P.A.	$35.40	**No**	Yes	Yes	Active	Yes	Yes	Yes	**No**	Yes
UMB	MSP - University of Maryland Anesthesiology Associates, P.A.	FY24 - $15.5	**No**	Yes	Yes	Active	Extension requested	Yes	Yes	**No**	Yes
UMB	MSP - University of Maryland Eye Associates, P.A.	$2.90	**No**	Yes	Yes	Active	Extension requested	Yes	Yes	**No**	Yes
UMB	MSP - University of Maryland OBGYN Associates, P.A.	FY24 - $17.9	**No**	Yes	Yes	Active	Extension requested	Yes	Yes	Yes	Yes
UMB	MSP - University of Maryland Emergency Medicine Associates, P.A.	FY24 - $10.6	**No**	**No**	**No**	Active	Extension requested	Yes	Yes	**No**	**No**
UMB	MSP - University of Maryland Dermatologists, P.A.	$1.98	**No**	Yes	Yes	Active	Extension requested	Yes	Yes	**No**	Yes
UMB	MSP - Diagnostic Imaging Specialists, P.A.	FY24 - $5.9	**No**	Yes	Yes	Active	Extension requested	Yes	Yes	**No**	Yes
UMB	MSP - University of Maryland Neurosurgery Associates, P.A.	FY24 - $3.6	**No**	Yes	Yes	Active	Extension requested	Yes	Yes	**No**	**No**
UMB	MSP - University of Maryland Oncology Associates, P.A.	FY24 - $4.5	**No**	**No**	**No**	Active	Extension requested	**No**	Yes	**No**	**No**
UMB	MSP - University of Maryland Physicians, P.A.	FY24 - $23.2	**No**	**No**	**No**	Active	Extension requested	Yes	Yes	**No**	**No**
UMB	MSP - University of Maryland Family Medicine Associates, P.A.	FY24 - $3.6	**No**	Yes	Yes	Active	Extension requested	Yes	Yes	**No**	Yes
UMB	MSP - University of Maryland Neurology Associates, P.A.	FY24 - $13.5	**No**	Yes	Yes	Active	Extension requested	Yes	Yes	**No**	Yes

UNIVERSITY SYSTEM of MARYLAND

Business Entity Compliance Reporting Checklist - BOR Policy VIII-13
FY2025

Institution	Business entity	Total Assets (In Millions)	COMPLIANCE REPORTING								
			Certification of compliance sheet signed by Institution President	VIII-13.00 (J.1.b) Report of fund invested in, or financing provided by the institution or any affiliated foundation to business entity	VIII-13.00 (J.1.c) Ownership interest acquired by the institution or any affiliated foundation to business entity	VIII-13.00 (J.1.d) Current status of business entity	VIII-13.00 (J.1.e) Annual financial audit report or Compilation of FS	VIII-13.00 (J.1.f) List of Officers and Directors	VIII-13.00 (J.1.g) List of USM employees who received compensation or other payments	VIII-13.00 (J.1.h) List of all State and Federal contracts and grants managed by business entity	VIII-13.00 (J.3) President's evaluation of business entity performance
UMB	MSP - University of Maryland Otorhinolaryngology, P.A.	FY24 - $6.1	No	No	No	Active	Extension requested	Yes	Yes	No	No
UMB	MSP - University of Maryland Pathology Associates, P.A.	FY24 - $4.0	No	No	No	Active	Extension requested	Yes	Yes	No	No
UMB	MSP - University of Maryland Psychiatry Associates, P.A.	FY24 - $11.1	No	No	No	Active	Extension requested	Yes	Yes	No	No
UMB	MSP - Radiation Oncology Associates, P.A.	FY24 - $4.5	No	No	No	Active	Extension requested	No	Yes	No	No
UMB	MSP - Shock Trauma Associates, P.A.	FY24 - $12.5	No	Yes	Yes	Active	Extension requested	Yes	Yes	No	Yes
UMB	MSP - University of Maryland Orthopaedic Associates, P.A.	$31.90	No	Yes	Yes	Active	Yes	Yes	Yes	No	No
UMB	MSP - University of Maryland Orthopaedic Trauma Associates, P.A.	Reported under Orthopaedic Associates, P.A.	No	Yes	Yes	Active	Yes	Yes	Yes	No	No
UMB	MSP - University of Maryland Surgical Associates, P.A.	FY24 - $11.1	No	Yes	Yes	Active	Extension requested	Yes	Yes	No	Yes
UMBC	UMBC Training Centers	FY24 - $5.4	No	No	No	Active	No	No	No	No	No
UMCP	The Robert H. Smith School of Business Foundation, Inc.	$13.50	Yes	Yes	Yes	Active	Yes	Yes	None Reported	none reported	No
UMCP	The Maryland 4-H Foundation, Inc.	$9.50	Yes	Yes	Yes	Active	Yes	Yes	None Reported	None Reported	No
UMCP	M Club Foundation, University of Maryland, Inc.	$2.70	Yes	Yes	Yes	Active	Yes	Yes	None Reported	none reported	No
UMCP	The Harry R Hughes Center for Agro-Ecology, Inc.	$0.08	No	Yes	Yes	Active	Draft FS	Yes	No	No	No

Update of USM Enterprise Risk and Crisis Management (information)

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Update on USM's Enterprise Risk and Crisis Management

COMMITTEE: Committee on Audit

DATE OF COMMITTEE MEETING: March 24, 2026

SUMMARY:

See attached material.

ALTERNATIVE(S): none

FISCAL IMPACT: none

CHANCELLOR'S RECOMMENDATION: none

COMMITTEE RECOMMENDATION: DATE:

BOARD ACTION: DATE:

SUBMITTED BY: David Mosca (443) 367-0035

University System of Maryland

Update on Enterprise Risk Management

Board of Regents Audit Committee

March 24, 2026

ERM Program Maturity

- **USM ERM Program Highlights**
  - More dedicated ERM staff being hired at several institutions
  - Institutions engaging USM Office for support in maturing programs
  - Automation efforts underway to use a systemwide tool for ERM program management

University Risk Management and Insurance Association (URMIA) Conference

- URMIA is the leading trade association for ERM professionals in Higher Ed
- UMB hosted a national URMIA event on March 16-17
  - Placeholder for 1-2 highlights from the event
- URMIA recently recognized UMB's Victoria Meadows with their 2025 "Emerging Risk Professionals" honor

Follow-up Master Risk List

- **Regent Hasan asked about a master list of risks**
  - We do not maintain a risk register of ALL USM institution risks
  - Many institutions use URMIA's master risk list
    - Published annually
    - Higher Ed specific
    - Used for assessing new risks and identifying emerging risks

Next Update – June, 2026

- Top University Risk Inventory
- Substantive Program Enhancements per Institution
- *Updated ERM Policy*



UNIVERSITY SYSTEM
of MARYLAND

Questions

Office of Legislative Audit Activity – Published Audit Reports (information)

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Update of Office of Legislative Audit Activity (information)

COMMITTEE: Committee on Audit

DATE OF COMMITTEE MEETING: March 24, 2026

SUMMARY:

Since the Committee's December 2025 meeting, the Office of Legislative Audits (OLA) has not issued any audit reports on University System of Maryland institutions.

OLA has begun its audit of UMES. There a no other active OLA audits of USM institutions.

Attachment.

ALTERNATIVE(S): none

FISCAL IMPACT: none

CHANCELLOR'S RECOMMENDATION: none

COMMITTEE RECOMMENDATION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: David Mosca (443) 367-0035	

Activity Follow-up of Action Items from Previous Meetings (information)

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Follow up of Action Items from Prior Meetings (information)

COMMITTEE: Committee on Audit

DATE OF COMMITTEE MEETING: March 24, 2026

SUMMARY:

Register of Open Action Items from Prior Audit Committee Meetings is attached.

ALTERNATIVE(S): none

FISCAL IMPACT: none

CHANCELLOR'S RECOMMENDATION: none

COMMITTEE RECOMMENDATION: DATE:

BOARD ACTION: DATE:

SUBMITTED BY: David Mosca (443) 367-0035

USM Board of Regents
Action Items From Prior Audit Committee Meetings

17-Oct-25

From December 2025 Audit Committee Meeting

	Action Item	Status
1.	At the next IT security update to the Audit Committee, provide an assessment of where Institutions are regarding these three best practices: (1) vulnerability patch management. Having a standard and efficient process to keep track of and identify vulnerabilities within your systems and software as they emerge. (2) Social engineering awareness and training. Improve that human weakest link since it's the vast majority of where compromises happen. Threat actors are using valid credentials that they get from users and are able to install information, stealing malware, often on someone's personal device. Teaching users and having a higher level of security awareness and training is important. (3) Examining cloud resources and data repositories and identifying and reviewing the configurations that you currently have to ensure that data is not exposed to the open web or to the public that is not meant to be. Perform a review of your cloud resources and data repositories to make sure that they're sufficiently locked down the way they should be with least privilege access.	In process. USMO Cybersecurity

From October 2025 Audit Committee Meeting

1.	Provide detailed Office of Legislative Audit Report to Committee members when published.	Added to Audit Committee Work Plan Template. Closed.
2.	Provide Mandiant Report to Audit Committee members.	Completed in December 2025 Audit Committee Meeting. Closed.

From June 2025 Audit Committee Meeting

1.	Suggestion that a centralized system be created to capture various incidents related to campus safety, cybersecurity, etc. the data can then be reviewed to identify trends so you can make a decision where investment should be made to minimize those incidents that are happening.	To Be taken back to the Universities ERM Group. In process.
2.	Request that next year's ERM report provide an update as to how the institutions are handling privacy (PII) issues.	USMO ERM

From March 2025 Audit Committee Meeting

1.	Monitor BSU's student accounts receivables.	Ongoing.

From June 2024 Audit Committee Meeting

1.	Monitor Progress of UMGC's OLA audit results.	Update provided at October 2024, December 2024, and June 2025 Audit Committee meetings. Ongoing.

From April 2024 Audit Committee Meeting

1.	Invite Mandiant to make a presentation to audit committee at a future meeting. Include discussion regarding vulnerability trends.	Included in December 2025 Audit Committee Meeting. Closed.

Note: Action items concluded prior to the December 2025 BOR Audit Committee meeting are not included in this schedule.

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 committee 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 Sprin 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

UNIVERSITY SYSTEM of MARYLAND

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: DATE:
BOARD ACTION: DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992 awrynn@usmd.edu

Salisbury UNIVERSITY
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March 2, 2026

Dr. Jay A. Perman, Chancellor
University System of Maryland
3300 Metzerott 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 Clark

Jessica K. Clark, Ph.D.
Interim Provost and Senior Vice President of Academic Affairs

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

Salisbury University

Institution Submitting Proposal

Bachelor of Science in Forensic Science

Title of Proposed Program

Bachelor of Science	**Fall 2026**
Award to be Offered	Projected Implementation Date
1999.06	**43.0406**
Proposed HEGIS Code	Proposed CIP Code
Chemistry	**Michael Scott**
Department in which program will be located	Department Contact
410-543-6489	**msscott@salisbury.edu**
Contact Phone Number	Contact E-Mail Address
Jessica Clark	**3/2/26**
Interim Provost & VP of Academic Affairs	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, 20184 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-lntroduction 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.

Ill. 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, 20184.

B. Salisbury University (SU) is a constituent institution of the University System of Maryland, an agency of the State of Maryland, located at 1101Camden 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:

Ill. 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 pa rt 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

(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
(Salisbury University only)		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.**
(Salisbury University only)			ART 129 Introduction to Digital Photography	4
(Salisbury University only)			FSCS 307 Trace Evidence and Microscopy	3
(Salisbury University only)			BIOL 205 Fundamentals of Human Anatomy and Physiology	4
(Salisbury University only)			Free Elective	4
Total Credits			**Total Credits**	**15**

Semester 7 (Salisbury University)

Wor-Wic Community College			Salisbury University	
Course	**Cr.**		**Course**	**Cr.**
(Salisbury University only)			SOCI 313 Criminology and Penology	4
(Salisbury University only)			CHEM 321 Analytic Chemistry	4

(Salisbury University only)		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.**
(Salisbury University only)			BIOL/CHEM 3XX/4XX Elective	3–4
(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
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

(Salisbury University only)		PHYS 121 General Physics I –or– PHYS 221 Physics I	4
(Salisbury University only)		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.**
(Salisbury University only)			MATH 160 Intro to Applied Calculus –or– MATH 198 Calculus I for Bio & Medicine –or– MATH 201 Calculus I	3/4
(Salisbury University only)			PHYS 123 General Physics II –or– PHYS 223 Physics II	4
(Salisbury University only)			FSCS 307 Trace Evidence and Microscopy	3
(Salisbury University only)			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.**
(Salisbury University only)			SOCI 313 Criminology and Penology	4
(Salisbury University only)			CHEM 321 Analytic Chemistry	4
(Salisbury University only)			CHEM 417 Biochemistry I	4
(Salisbury University only)			CHEM 420 Introduction to Medicinal Chemistry and Drug Design	4
Total Credits			**Total Credits**	**16**

5(

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.**
(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
(Salisbury University only)			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.**
(Salisbury University only)			MATH 160 Intro to Applied Calculus –or– MATH 198 Calculus I for Bio & Medicine –or– MATH 201 Calculus I	3/4
(Salisbury University only)			BIOL 350 Cell Biology	4
(Salisbury University only)			FSCS 307 Trace Evidence and Microscopy	3
(Salisbury University only)			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.**
(Salisbury University only)			SOCI 313 Criminology and Penology	4
(Salisbury University only)			CHEM 321 Analytic Chemistry	4
(Salisbury University only)			CHEM 417 Biochemistry I	4
(Salisbury University only)			Elective	3
Total Credits			**Total Credits**	**15**

Semester 8 (Salisbury University)

Wor-Wic Community College			Salisbury University	
Course	**Cr.**		**Course**	**Cr.**
(Salisbury University only)			BIOL 370 Molecular Genetics	4
(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
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		
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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:_____ Catalog: 2026-2027 Undergraduate & Graduate Catalog
Student Name:_____ Program: Forensic Science, B.S. Forensic Biology Track Advisor Name:_____

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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Students must take 30 of the last 37 credit hours at SU.

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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
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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		
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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: 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

TOWSON UNIVERSITY

Mark R. Ginsberg, Ph.D.
President

Office of the President
8000 York Road
Towson, MD 21252-0001

March 10, 2026

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.

O 410.704.2356 F 410.704.3488
presidentsoffice@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,



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

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

Towson University
Institution Submitting Proposal

Business Analytics
Title of Proposed Program

Bachelor of Science
Award to be Offered

Fall 2026
Projected Implementation Date

0503.01
Proposed HEGIS Code

30.7102
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

3/11/2026

Date

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 Research[5]

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 Research[6]

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, Koushikee	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, 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

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)
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
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

I.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
ECON 201* (Core 6)	3	ECON 202*	3
Prerequisite for MATH 211 if necessary*	3	MATH 211*	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
ACCT 201*	3	ACCT 202*	3
ECON 205 or MATH 231* (Core 3)	3	Core 8*	3
LEGL 225 (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
EBTM 250	1	FIN 331	3
EBTM 251	1	MNGT 361	3
MKTG 341	3	EBTM 350	3

BUSX 301 (Core 9)	4	EBTM 365	3
EBTM 337	3	EBTM 455	3
EBTM 320	3		
	15		**15**

Senior

TERM 1	**UNITS**	**TERM 2**	**UNITS**
MNGT 282 (Recommended Core 14)	3	BUSX 460	3
EBTM 446	3	MNGT 481	3
EBTM 456	3	EBTM 400	3
Business Analytics Elective	3	EBTM 457	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 Analytics**[11]	**Loyola University Information Systems and Data Analytics**[12]
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/department/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 Analytics**[11]	**Loyola University Information Systems and Data Analytics**[12]
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

University System of Maryland

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

TOWSON UNIVERSITY

Mark R. Ginsberg, Ph.D.
President

Office of the President
8000 York Road
Towson, MD 21252-0001

March 10, 2026

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.

O 410.704.2356 F 410.704.3488
presidentsoffice@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,



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

X	New Instructional Program
	Substantial Expansion/Major Modification
	Cooperative Degree Program
X	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

3/11/2026
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 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 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 $91,290[2], demand for Budget Analysts is growing at 1%, with a median 2024 salary of $87,930[3], and demand for Management Analysts is growing at 9% with a median 2024 salary of $101,190[4]

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 Research[6]

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 Research[7]

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 equivalent[11]. 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, 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, 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
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, ECON 339
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
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

I.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
ECON 201* (Core 6)	3	ECON 202*	3
Prerequisite for MATH 211 if necessary*	3	MATH 211*	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
ACCT 201*	3	ACCT 202*	3
ECON 205 or MATH 231* (Core 3)	3	Core 8*	3
LEGL 225 (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
EBTM 250	1	FIN 331	3
EBTM 251	1	MNGT 361	3
MKTG 341	3	ECON 306	3

BUSX 301 (Core 9)	4	ECON 310	3
EBTM 337	3	ECON 313	3
ECON 309	3		
	15		15

Senior

TERM 1	**UNITS**	**TERM 2**	**UNITS**
MNGT 282 (Recommended Core 14)	3	BUSX 460	3
ECON Elective 1	3	MNGT 481	3
ECON Elective 2	3	ECON Elective 3	3
EBTM 365	3	Elective	3
EBTM 350	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 Economics**[14]	**Loyola University BBA in Economics**[15]	**Bowie State University (Concentration)**[16]	**Morgan State University -- Economics**[17]	**University of Maryland College Park -- Economics**[18]
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 Economics[14]**	**Loyola University BBA in Economics[15]**	**Bowie State University (Concentration)[16]**	**Morgan State University -- Economics[17]**	**University of Maryland College Park -- Economics[18]**
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 Economics**[14]	**Loyola University BBA in Economics**[15]	**Bowie State University (Concentration)**[16]	**Morgan State University -- Economics**[17]	**University of Maryland College Park -- Economics**[18]
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 Economics[14]**	**Loyola University BBA in Economics[15]**	**Bowie State University (Concentration)[16]**	**Morgan State University -- Economics[17]**	**University of Maryland College Park -- Economics[18]**
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 Economics[14]	Loyola University BBA in Economics[15]	Bowie State University (Concentration)[16]	Morgan State University -- Economics[17]	University of Maryland College Park -- Economics[18]
	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 Economics[14]	Loyola University BBA in Economics[15]	Bowie State University (Concentration)[16]	Morgan State University -- Economics[17]	University of Maryland College Park -- Economics[18]
			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

UNIVERSITY SYSTEM of MARYLAND

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

TOWSON UNIVERSITY

Mark R. Ginsberg, Ph.D.
President

Office of the President
8000 York Road
Towson, MD 21252-0001

March 10, 2026

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.

O 410.704.2356 F 410.704.3488
presidentsoffice@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,



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

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

Towson University
Institution Submitting Proposal

Finance
Title of Proposed Program

Bachelor of Science	**Fall 2026**
Award to be Offered	Projected Implementation Date
0504.01	**52.0801**
Proposed HEGIS Code	Proposed CIP Code
Department of Finance	**Dr. Susan Flaherty**
Department in which program will be located	Department Contact
410-704-3838	**sflaherty@towson.edu**
Contact Phone Number	Contact E-Mail Address
	3/11/2026
Signature of President or Designee	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 Research[4]

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 Research[5]

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, 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, 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 Mathmatics, 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

I.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 restricting 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
ECON 201* (Core 6)	3	ECON 202*	3
Prerequisite for MATH 211 if necessary*	3	MATH 211*	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
ACCT 201*	3	ACCT 202*	3
ECON 205 or MATH 231* (Core 3)	3	Core 8*	3
LEGL 225 (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
EBTM 250	1	EBTM 350	3
EBTM 251	1	MNGT 361	3
MKTG 341	3	FIN 333	3

BUSX 301 (Core 9)	4	FIN 350	3
EBTM 337	3	Required Finance Elective	3
FIN 331	3		
	15		**15**

Senior

TERM 1	**UNITS**	**TERM 2**	**UNITS**
FIN 351	3	BUSX 460	3
FIN 436	3	FIN 430	3
MNGT 282 (Recommended Core 14)	3	FIN 439	3
Required Finance Elective	3	MNGT 481	3
EBTM 365	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 University**[12]	**Morgan State University**[13]	**University of Maryland**[14]	**Bowie State University -- Concentration**[15]
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 University[12]**	**Morgan State University[13]**	**University of Maryland[14]**	**Bowie State University -- Concentration[15]**
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 University[12]	Morgan State University[13]	University of Maryland[14]	Bowie State University -- Concentration[15]
		Introduction to Financial Planning		
		International Financial Management		
				Managerial Accounting
				Business Elective
				Business Elective

Appendix D — Articulation Agreement

UNIVERSITY SYSTEM of MARYLAND

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

TOWSON UNIVERSITY

Mark R. Ginsberg, Ph.D.
President

Office of the President
8000 York Road
Towson, MD 21252-0001

March 10, 2026

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.

O 410.704.2356 F 410.704.3488
presidentsoffice@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,



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

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

Towson University
Institution Submitting Proposal

Financial Planning
Title of Proposed Program

Bachelor of Science
Award to be Offered

Fall 2026
Projected Implementation Date

0504.02
Proposed HEGIS Code

52.0804
Proposed CIP Code

Department of Finance
Department in which program will be located

Dr. Susan Flaherty
Department Contact

410-704-3838
Contact Phone Number

sflaherty@towson.edu
Contact E-Mail Address


Signature of President or Designee

3/11/2026
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 Registered[1] 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 Research[7]

[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 Research[8]

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, 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
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
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

I.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
ECON 201* (Core 6)	3	ECON 202*	3
Prerequisite for MATH 211 if necessary*	3	MATH 211*	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
ACCT 201*	3	ACCT 202*	3
ECON 205 or MATH 231* (Core 3)	3	Core 8*	3
LEGL 225 (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
EBTM 250	1	MNGT 361	3
EBTM 251	1	EBTM 337	3
MKTG 341	3	FIN 333	3

BUSX 301 (Core 9)	4	FIN 350	3
FIN 331	3	ACCT 361	3
FPLN 341	3		
	15		15

Senior

TERM 1	**UNITS**	**TERM 2**	**UNITS**
MNGT 282 (Recommended Core 14)	3	BUSX 460	3
EBTM 365	3	FPLN 450	3
EBTM 350	3	MNGT 481	3
FPLN 441	3	Elective	3
FPLN 443	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

TOWSON UNIVERSITY

Mark R. Ginsberg, Ph.D.
President

Office of the President
8000 York Road
Towson, MD 21252-0001

March 10, 2026

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.

O 410.704.2356 F 410.704.3488
presidentsoffice@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,



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

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

Towson University
Institution Submitting Proposal

Marketing
Title of Proposed Program

Bachelor of Science
Award to be Offered

Fall 2026
Projected Implementation Date

0509.02
Proposed HEGIS Code

52.1401
Proposed CIP Code

Department of Marketing
Department in which program will be located

Dr. Erin Steffes
Department Contact

410-704-3334
Contact Phone Number

esteffes@towson.edu
Contact E-Mail Address



Signature of President or Designee

3/11/2026

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 Research[4]

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 Research[5]

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 equivalent[9]. 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, 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
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, Gwyneed 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

I.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
ECON 201* (Core 6)	3	ECON 202*	3
Prerequisite for MATH 211 if necessary*	3	MATH 211*	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
ACCT 201*	3	ACCT 202*	3
ECON 205 or MATH 231* (Core 3)	3	Core 8*	3
LEGL 225 (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
EBTM 250	1	EBTM 350	3
EBTM 251	1	MNGT 361	3
MKTG 341	3	MKTG 425	3

BUSX 301 (Core 9)	4	MKTG 451	3
EBTM 337	3	MNGT 282 (Recommended Core 14)	3
FIN 331	3		
	15		**15**

Senior

TERM 1	**UNITS**	**TERM 2**	**UNITS**
MKTG 431	3	BUSX 460	3
MKTG 411	3	MKTG 485	3
MKTG 441	3	MKTG Elective	3
MKTG Elective	3	MNGT 481	3
EBTM 365	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 University**[12]	**Morgan State University**[13]	**University of Maryland**[14]	**University of Maryland Global Campus**[15]	**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 University**[12]	**Morgan State University**[13]	**University of Maryland**[14]	**University of Maryland Global Campus**[15]	**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

UNIVERSITY SYSTEM of MARYLAND

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

TOWSON UNIVERSITY

Mark R. Ginsberg, Ph.D.
President

Office of the President
8000 York Road
Towson, MD 21252-0001

March 10, 2026

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.

O 410.704.2356 F 410.704.3488
presidentsoffice@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,



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

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

3/11/2026

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 Research[4]

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 Research[5]

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, 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

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, 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
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

I.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
ECON 201* (Core 6)	3	ECON 202*	3
Prerequisite for MATH 211 if necessary*	3	MATH 211*	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
ACCT 201*	3	ACCT 202*	3
ECON 205 or MATH 231* (Core 3)	3	Core 8*	3
LEGL 225 (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
EBTM 250	1	FIN 331	3
EBTM 251	1	MNGT 361	3
MKTG 341	3	EBTM 350	3

BUSX 301 (Core 9)	4	EBTM 365	3
EBTM 337	3	EBTM 425	3
EBTM 343	3		
	15		15

Senior

TERM 1	**UNITS**	**TERM 2**	**UNITS**
MNGT 282 (Recommended Core 14)	3	BUSX 460	3
EBTM 446	3	MNGT 481	3
EBTM 454	3	EBTM 450	3
Project Management Elective	3	Project Management Elective	3
EBTM 462	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

University System of Maryland

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: DATE: April 8, 2026
BOARD ACTION: DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992 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

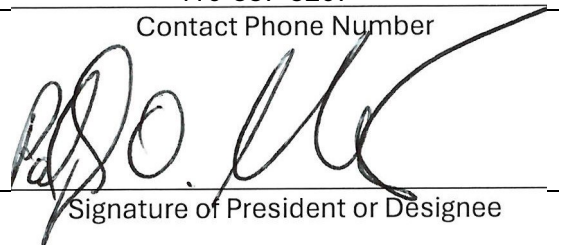
1420 N. Charles St.
Baltimore, MD 21201

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

X	New Instructional Program
	Substantial Expansion/Major Modification
	Cooperative Degree Program
X	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	**Fall 2026**
Award to be Offered	Projected Implementation Date
0502.00	**52.0301**
Proposed HEGIS Code	Proposed CIP Code
Merrick School of Business	Kathryn Demarest
Department in which program will be located	Department Contact
410-837-5207	kdemarest@ubalt.edu
Contact Phone Number	Contact E-Mail Address
	2/4/2026
Signature of President or Designee	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 is 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

		Employment			
Occ Code	**Occupational Title**	**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.

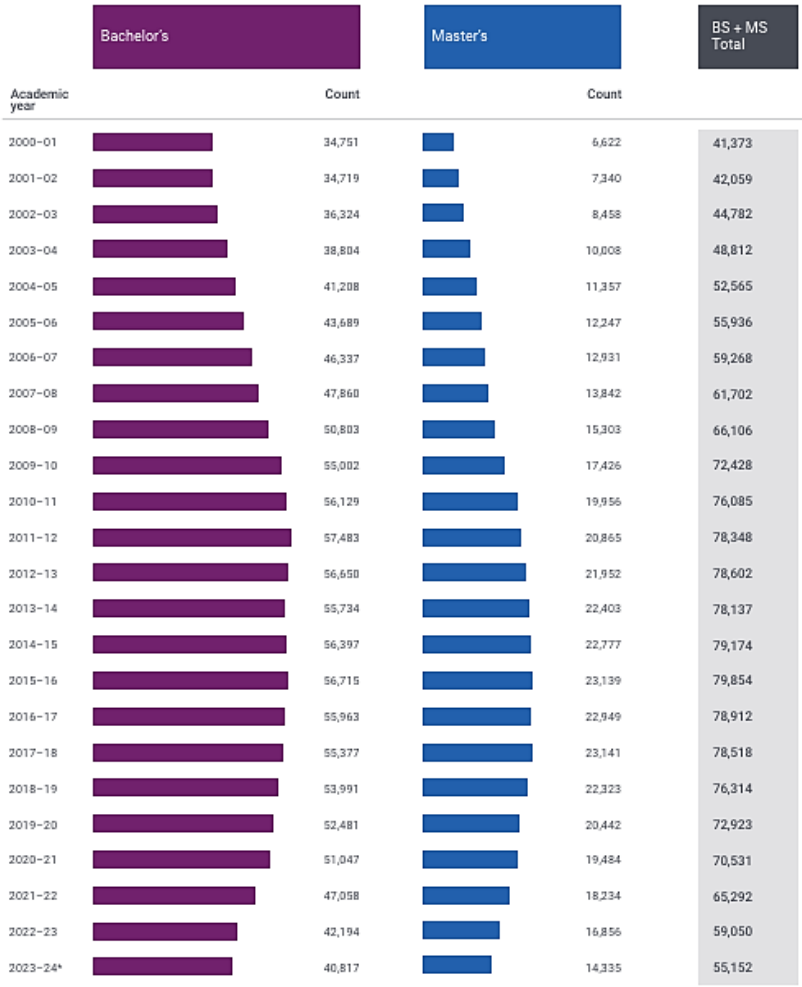
4. **Provide data showing the current and projected supply of prospective graduates.**

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 or accounting graduates.

1.1 Trends in accounting degree completions — bachelor's and master's | 2001–2023



Academic year	Count	Count	BS + MS Total
2000–01	34,751	6,622	41,373
2001–02	34,719	7,340	42,059
2002–03	36,324	8,458	44,782
2003–04	38,804	10,008	48,812
2004–05	41,208	11,357	52,565
2005–06	43,689	12,247	55,936
2006–07	46,337	12,931	59,268
2007–08	47,860	13,842	61,702
2008–09	50,803	15,303	66,106
2009–10	55,002	17,426	72,428
2010–11	56,129	19,956	76,085
2011–12	57,483	20,865	78,348
2012–13	56,650	21,952	78,602
2013–14	55,734	22,403	78,137
2014–15	56,397	22,777	79,174
2015–16	56,715	23,139	79,854
2016–17	55,963	22,949	78,912
2017–18	55,377	23,141	78,518
2018–19	53,991	22,323	76,314
2019–20	52,481	20,442	72,923
2020–21	51,047	19,484	70,531
2021–22	47,058	18,234	65,292
2022–23	42,194	16,856	59,050
2023–24*	40,817	14,335	55,152

*Provisional numbers reported by IPEDS.

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 *[PT tuition & mandatory fees – see note]*	$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.

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

UNIVERSITY OF MARYLAND
OFFICE OF THE PRESIDENT

1101 Thomas V. Miller, Jr. Administration Building
College Park, Maryland 20742
301.405.5803 TEL
301.314.9560 FAX

March 11, 2026

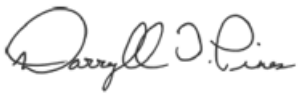
Chancellor Jay A. Perman
University System of Maryland
3300 Metzerott Road
Adelphi, MD 20783

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,



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

X	New Instructional Program
	Substantial Expansion/Major Modification
	Cooperative Degree Program
X	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	**Fall 2026**
Award to be Offered	Projected Implementation Date
	30.3101
079905	
Proposed HEGIS Code	Proposed CIP Code
	Eric Pacuit
Philosophy	
Department in which program will be located	Department Contact
301-405-0302	**epacuit@umd.edu**
Contact Phone Number	Contact E-Mail Address
	
	3/11/26
Interim Provost & VP of Academic Affairs	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 tastes 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 Lowenhein-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 Credits [4]		
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 Credits[5]		
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.

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

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 Metzerott 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,

Darryll J. Pines
President
Glenn L. Martin Professor of Aerospace Engineering

DJP/mdc

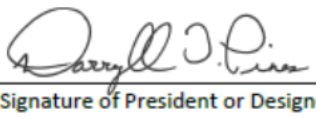
cc: Candace Caraco, Associate Vice Chancellor
Jennifer King Rice, Senior Vice President and Provost
Amitabh Varshney, Dean, College of Computer, Mathematical, and Natural Sciences

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

x	New Instructional Program
	Substantial Expansion/Major Modification
	Cooperative Degree Program
x	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	**Fall 2026**
Award to be Offered	Projected Implementation Date
079906	**11.0102**
Proposed HEGIS Code	Proposed CIP Code
Computer Science	Jordan Boyd-Graber Ying
Department in which program will be located	Department Contact
301-405-6766	ying@umd.edu
Contact Phone Number	Contact E-Mail Address
	03-11-2026
Signature of President or Designee	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 tastes 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 Floriani	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 Credits [4]		
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 Credits[5]		
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.		

University System of Maryland

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: DATE:
BOARD ACTION: DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992 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.

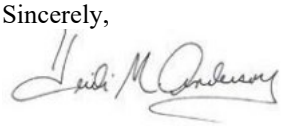
The proposed degree program will position UMES at the forefront of educational innovation in STEM-related academic programs. It aligns with UMES's strategic priorities by advancing academic excellence, workforce development, innovation, and equitable access to STEM graduate education. Maryland's biotechnology, 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,



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	Fall 2026
Award to be Offered	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 PIEDS 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

	Course Description	Credit Hours
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

	Course Description	Credit Hours
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

	Course Description	Credit Hours
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

	Course Description	**Credit Hours**
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://wwwcp.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 faulty 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). 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.

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 leaning 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.

UNIVERSITY SYSTEM of MARYLAND

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: DATE: April 8, 2026
BOARD ACTION: DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992 awrynn@usmd.edu

UNIVERSITY OF MARYLAND
GLOBAL CAMPUS
OFFICE OF THE CHIEF ACADEMIC OFFICER

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,

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
Kimberly D. Whitehead	**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

		Employment			
SOC Code	**Occupational Title**	**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

		Employment				
SOC Code	**Occupational Title**	**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 - Skil

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

Job Title	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 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 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.**

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

Consistent with our existing practices, a newly developed Degree Map between Prince George's Community College's AAS in Health Promotion and Wellness and UMGC'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 faulty 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, 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 UMGC'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 fields(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.PH., 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

90.2.1.001

cc: LEL
BOD 5.

MHEC
Creating a state of achievement

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

Office of the Provost
UMUC
JAN 10 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

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 Faulty 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: Dr. files

Forward if appropriate for action VCAA Comm. or Ed Policy

RECEIVED
APR 30 1996
By VCAA

April 23, 1996

RECEIVED
APR 29 1996
OFFICE OF THE CHANCELLOR
THE UNIVERSITY OF MARYLAND SYSTEM

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 Metzerott Road
Adelphi, MD 20783

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. (ET)

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

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

DEGREE MAP TRANSFER GUIDE

Transforming lives. PRINCE GEORGE'S COMMUNITY COLLEGE

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; *must be completed with C- or better*)
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 / **UL**[5] = 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

PRINCE GEORGE'S COMMUNITY COLLEGE

ADVANCED CURRICULUM ADMINISTRATOR

Credly CREDLY ESSENTIALS

[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 OF MARYLAND
GLOBAL CAMPUS
Formerly UMUC

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

UNIVERSITY OF MARYLAND
GLOBAL CAMPUS
OFFICE OF THE CHIEF ACADEMIC OFFICER

March 15, 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 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,

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
Kimberly D. Whitehead	**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 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 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

		Employment			
SOC Code	**Occupational Title**	**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 faulty 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

90.2.1.001

cc: LEL
Bob S.

MHEC
Creating a state of achievement

Robert L. Ehrlich, Jr.
Governor

Michael S. Steele
Lt. Governor

John J. Oliver, Jr.
Chairman

Calvin W. Burnett
Secretary of Higher Education

MEMORANDUM

Office of the Provost
UMUC
JAN 10 2005

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

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 Faulty 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: Dr. files

Forward through for appropriate action VCAA Comm. re Ed. Policy

RECEIVED
APR 30 1996
By VCAA

April 23, 1996

RECEIVED
APR 29 1996
OFFICE OF THE CHANCELLOR
THE UNIVERSITY OF MARYLAND SYSTEM

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 Metzerott Road
Adelphi, MD 20783

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. (ET)

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

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 Doughtery, 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

UNIVERSITY SYSTEM of MARYLAND

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: DATE: April 8, 2026
BOARD ACTION: DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992 awrynn@usmd.edu

USM CONSORTIUM

ALTERNATIVE TEACHER PREPARATION PROGRAMS

JENNIFER LYNCH

UNIVERSITY SYSTEM of MARYLAND

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

University System of Maryland

How to Become a Teacher



Undergraduate Degree

Graduate Program

Traditional Education Pathway



Alternative Licensure Program

A Complementary Pathway,
— Not a Replacement —



No Matter the Path Chosen



Dedicated Professionals Have a Pathway to Teaching

University System of Maryland

ADDRESSING THE PROBLEM

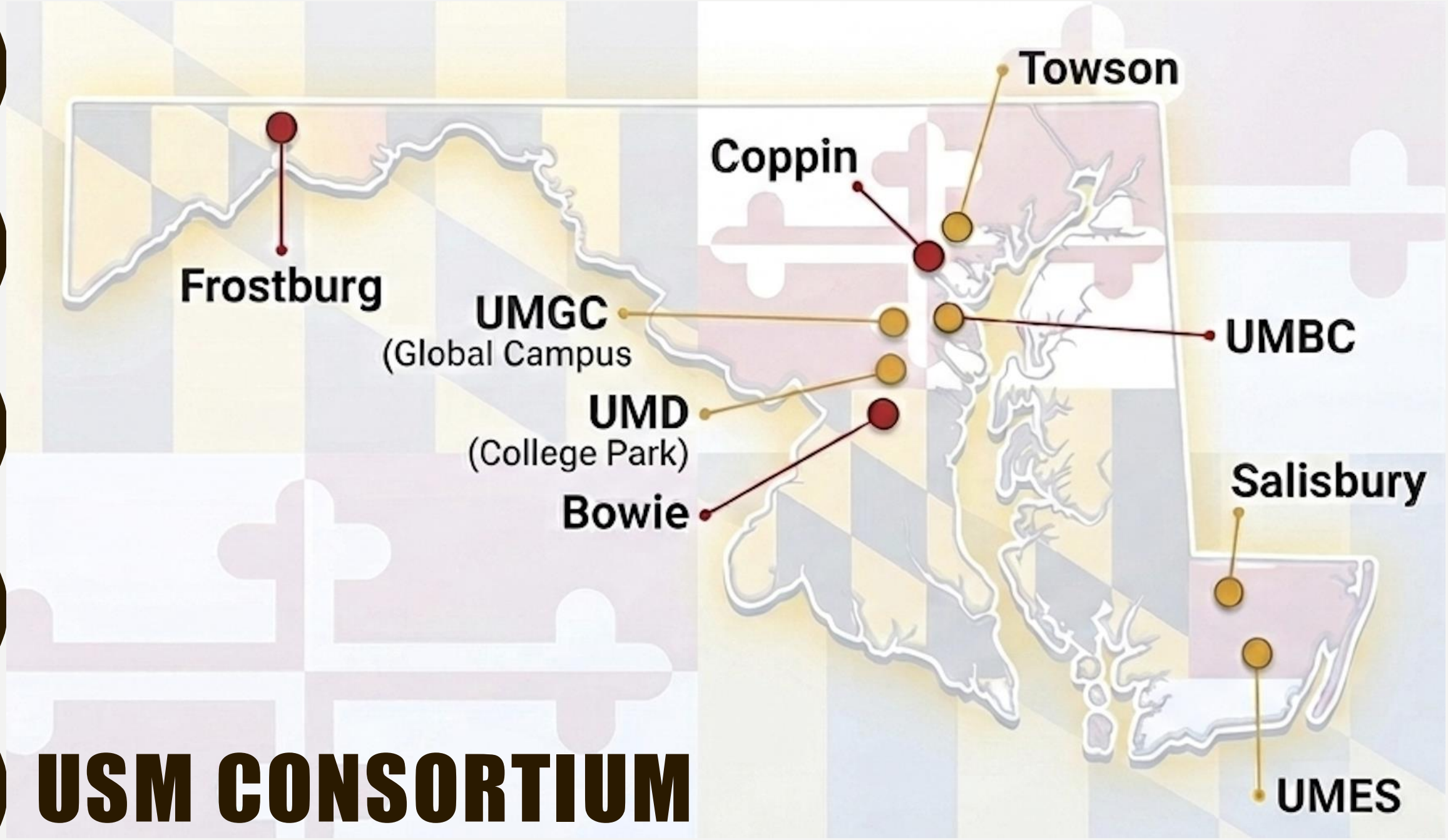
University System of Maryland

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

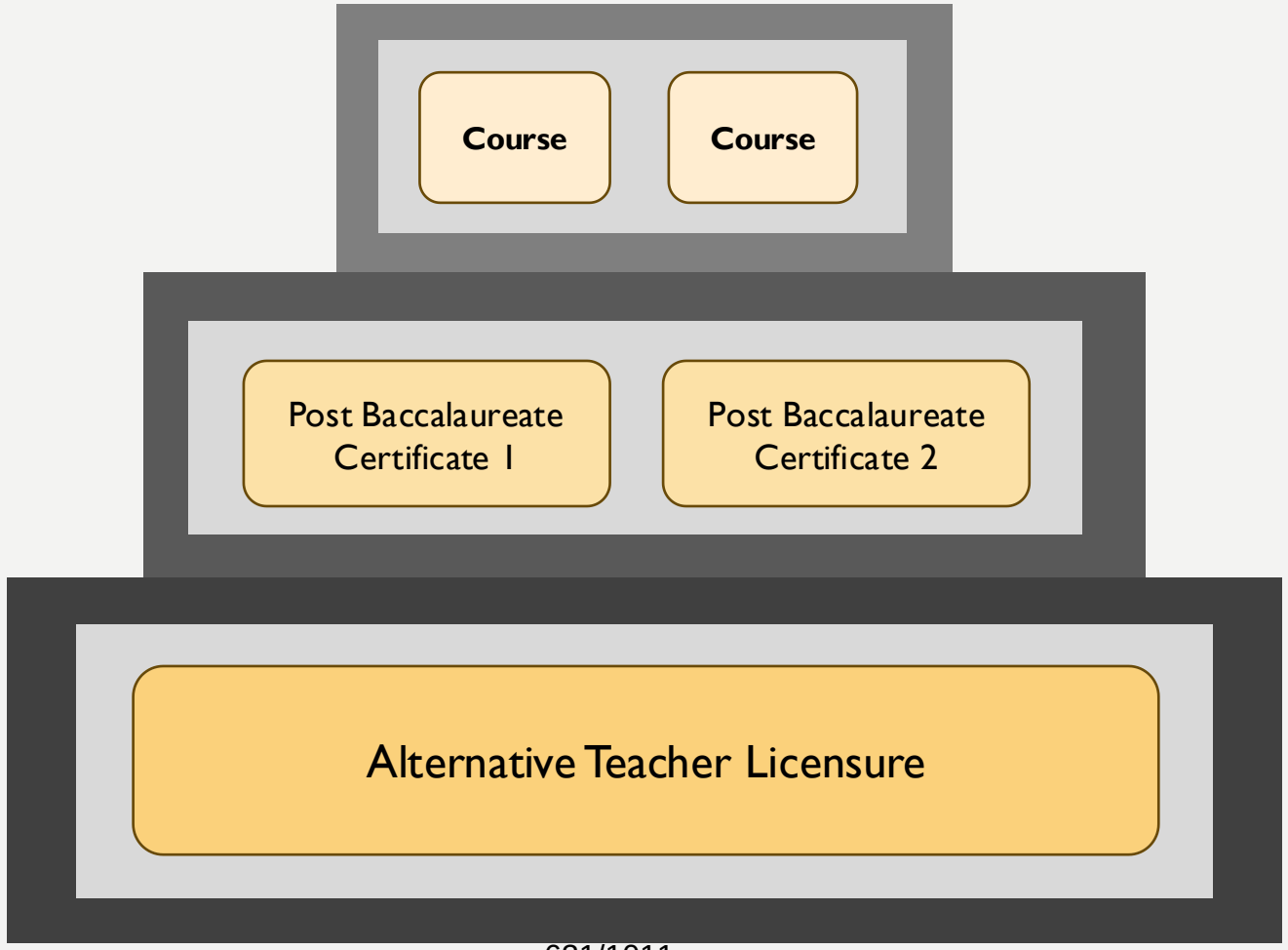


USM CONSORTIUM

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



University System of Maryland


TIMELINE FOR ALTERNATIVE TEACHER LICENSURE CONSORTIUM INITIATIVE
Nov 2024
Nov 2024 - Nov 2025
CONSORTIUM BUILT THE PILOT FRAMEWORK
Nov 2024 - Nov 2025
Nov 2025
Jan 2026
Spring 2026
YOU ARE HERE
Milestone
Nov 1, 2026
USM DEANS LAUNCH CONSORTIUM
DESIGN SUMMIT
LAUNCHED INSTRUCTIONAL DESIGN
DESIGN WILL BE COMPLETE
MSDE APPROVAL
Spring/Summer 2026
LAUNCH FIRST PILOT

QUESTIONS



University System of Maryland

JENNIFER LYNCH

ASSOCIATE VICE CHANCELLOR FOR EDUCATION AND ENGAGEMENT

JLYNCH@USMD.EDU

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 action~~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~~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;

~~1.~~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 i~~s~~olated 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.

TOPIC: Approval of Meeting Minutes from January 28, 2026 (information)

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: April 9, 2026

SUMMARY: The Finance Committee will review the minutes from its January 28, 2026, public and closed sessions and determine whether they accurately reflect the meeting and the actions taken.

ALTERNATIVE(S): The Committee may defer approval or request corrections.

FISCAL IMPACT: No fiscal impact is anticipated.

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends approval of the minutes.

COMMITTEE RECOMMENDATION: APPROVED	DATE: 4/9/26
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON FINANCE
January 28, 2026
Meeting via Video and Conference Call

Minutes of the Public Session

Regent Fish called to order the meeting of the Finance Committee of the University System of Maryland Board of Regents at 3:01 p.m., with participants joining by video conference and teleconference.

Regents participating in the session included: Ms. Fish, Ms. Gooden, Mr. Gonella, Mr. Hasan, Mr. McMillen, Mr. Mirani, Ms. Speaks, and Mr. Wood. Also participating were: Chancellor Perman, Ms. Herbst, Ms. Lawrence, Mr. Minor, Dr. Masucci, Mr. Sandler, Dr. Wrynn, Ms. Wilkerson, Assistant Attorney General Boyle, Assistant Attorney General Langrill, Assistant Attorney General Palkovitz, Assistant Attorney General Stover, Assistant Attorney General Marek, President Jarrell, President Lepre, Ms. Aughenbaugh, Mr. Bitner, Mr. Donoway, Ms. Edenhart-Pepe, Mr. Henley, Mr. Lockett, Mr. Namazie, Mr. Palmer, Mr. Petree, Mr. Reuning, Dr. Rhodes, Mr. Sergi, Mr. Berkheimer, Mr. Modlin, Mr. Hughes, Mr. Mowbray, Mr. Grooms, Mr. Olen, Mr. Phillips, Ms. Borgerding, Ms. Latimore, Ms. Monger, Ms. Iacobellis, Mr. Gagnon, Mr. Eshleman, Mr. Bak, Mr. Welsh, Mr. Webb, Mr. Patel, Mr. Anasagasti, Ms. Auburger, Mr. Beck, Mr. Chanen, Ms. Denson, Mr. Eismeier, Mr. Hickey, Mr. Li, Mr. Muntz, Ms. Norris, Ms. Sule, Mr. Acton, Mr. Brown, Ms. Bucko, Ms. McMann, and other members of the USM community and the public.

Regent Fish welcomed all participants to the January meeting of the Finance Committee.

1. Salisbury University: Facilities Master Plan (information and presentation)

Regent Fish welcomed President Lepre, accompanied by Mr. Modlin, chief of staff; Ms. Edenhart-Pepe, vice president of administration and finance; and Mr. Berkheimer, associate vice president of facilities and capital management, to present an overview of Salisbury University's Facilities Master Plan. The chair noted that facilities master plans provide a long-range, flexible framework to guide how campuses develop, renew, and utilize their physical assets in alignment with institutional mission, academic priorities, and projected needs, typically over a 10- to 20-year horizon.

President Lepre described Salisbury University's proactive approach to aligning its facilities with institutional goals and future growth. She noted the university's strong commitment to on-campus student housing, with current occupancy rates at approximately 98 to 99%. The plan includes the development of an expanded student hub and upgrades to athletics and recreation facilities to improve access for all users. Sustainability is a central focus, with planned improvements along the Route 13 corridor to enhance pedestrian and bicycle connectivity, strengthen links to campus, and promote a more accessible, walkable, and cohesive environment. Projects within the plan are intentionally sequenced to support phased implementation. In closing, President Lepre emphasized that the university is planning proactively to align facilities with its mission, prepare for future generations, and establish a shared vision for the campus.

During the discussion, Regent Fish commented on the facilities condition information presented and encouraged continued attention to facilities renewal, noting the importance of addressing needs before they become critical. Regent Wood thanked the president for a clear and well-organized presentation and asked whether funds are set aside for facilities renewal. President Lepre confirmed that the university has dedicated funding, and Mr. Berkheimer added that the institution targets at least 2% of replacement value annually within its operating budget, supplemented by plant funds, much of which is already committed to ongoing projects. Regent McMillen noted potential opportunities for federal earmarks, particularly for STEM laboratories and technology upgrades, and suggested the Salisbury team engage with Representative Harris's staff. Regent Hasan asked about stakeholder engagement in the development of the plan. Mr. Berkheimer responded that the process included multiple town halls, tabling sessions, and open work sessions, providing broad opportunities for campus and public input. In response to several additional questions, the Salisbury University team agreed to provide written follow-up to USM Office staff.

The chair thanked President Lepre and the Salisbury University team for the presentation and reminded the committee that the item was presented for information only. She noted that the Facilities Master Plan will return to the Finance Committee at a future meeting for consideration and recommendation to the full Board, consistent with the Board's two-step review process. She further emphasized that approval of a facilities master plan does not constitute approval of specific projects or funding, which will continue to be reviewed and approved separately through the Board's capital and operating budget processes. Regent Fish invited committee members to share any additional feedback or concerns following the meeting so that the institution and USM Office staff may provide appropriate follow-up.

The Finance Committee received the item for information purposes.

2. University of Maryland, Baltimore: North Campus Vibrancy Initiative – West Lexington Corridor Development Project (action)

Turning to the next item, the chair welcomed President Jarrell, accompanied by Dr. Rhodes, chief business and finance officer and senior vice president; Mr. Hughes, chief enterprise and economic development officer and vice president; Mr. Bitner, deputy chief financial officer and vice president for finance and auxiliary services; Mr. Mowbray, director of real estate, planning, and space management; and Mr. Grooms, real estate project manager, to present a request for approval of the North Campus Vibrancy Initiative – West Lexington Corridor Development Project.

The chair noted that the request includes approval to proceed with a proposed development in the West Lexington Corridor through three related actions: entering into up to three 99-year ground leases with a private developer for the construction of market-based rental residential projects; master leasing up to 25,000 square feet of space from the developer to support future retail tenants and create a more vibrant, college-town environment; and contributing up to $18.4 million in institutional funds toward the project. The university indicated that this institutional contribution is intended to incentivize and leverage at least $263 million in private investment in support of broader placemaking and strategic priorities. The chair also noted that the proposed ground leases will require approval by the Board of Public Works. President Jarrell provided an overview of the initiative, noting that the university's facilities master plan identifies the need for additional development on the north end of campus. He briefly reviewed the project area before turning to members of his team. Mr. Hughes and Dr. Rhodes discussed the project's placemaking goals and development approach, including the university's partnership with a private developer and the shared responsibilities for infrastructure and site improvements. They explained that the university will reimburse Wexford for certain work while also directly undertaking portions of the project.

As reflected in the presentation, the project is designed to transform underutilized university parcels into a vibrant, mixed-use district, combining residential, retail, and public realm improvements and leveraging significant private investment to support long-term campus and community goals.

During the discussion, Regent McMillen asked about the risk to the university and the system if the project does not perform as anticipated. Dr. Rhodes explained that the university is not backstopping apartment leases and that Wexford will bear that responsibility. She stated that the university's risk is limited to the planned $18.4 million contribution, much of which would likely have been invested in streetscape and related improvements in any event. She also noted that approximately $17 million in deferred maintenance will be eliminated through the transfer of Pascault Row to Wexford.

Regent Hasan expressed support for the project and commented that it would be beneficial for the city to have a stake in the effort as well. He encouraged continued coordination and communication with the city regarding project impacts. Dr. Rhodes responded that the university has been in contact with the city. Regent Speaks remarked that the proposal is an exciting project for Baltimore and emphasized the importance of ensuring that the surrounding community benefits as well, including through minority business enterprise participation. Dr. Rhodes responded that the university always requires MBE participation and does not anticipate issues in that regard. She also noted that the housing will not be restricted to university affiliates and that the project is intended to create open and inviting spaces for the broader community, including recreation and athletic spaces.

Regent Mirani asked about parking, noting that the recreation area would be constructed on an existing surface parking lot and asking whether the project would create additional parking challenges. Mr. Mowbray responded that the project is planned with a 0.5 parking space ratio per two beds. He added that more than 50% of the units are anticipated to be occupied by members of the UMB community and that existing parking capacity, including post-pandemic vacancies, is expected to accommodate demand.

The Finance Committee recommended that the Board of Regents approve the West Lexington Corridor Development Project as outlined in the item, including UMB's contributions in the form of ground leases, infrastructure, public realm improvements and public art funding, and master lease obligations for ground floor retail spaces. It is further recommended that authority to execute the ground leases, retail space leases, development agreements, and all required documentation remain with the Chancellor following appropriate legal review, consistent with the University System of Maryland Policy on "Acquisition and Disposition of Real Property."

(Regent Fish moved recommendation, seconded by Regent Mirani; approved)
Vote Count = Yeas: 8 Nays: 0 Abstentions: 0

3. University of Maryland, College Park: General Purpose Classroom Renovations (action)

The Finance Committee considered a request from the University of Maryland, College Park for approval of a $5 million project to renovate 16 general purpose classrooms located across multiple academic buildings on campus.

The chair welcomed Mr. Reuning, interim vice president and chief administrative officer, accompanied by Mr. Phillips, director of facilities planning; and Mr. Olen, executive director of the College Park service center, to present the item.

The chair noted that the project is intended to address existing deficiencies and modernize instructional spaces through updated finishes, energy-efficient lighting, new furniture, and replacement of outdated audiovisual equipment to meet current teaching standards. The classrooms collectively serve approximately 875 seats and have not undergone significant renovation in more than 15 years. The project is scheduled to begin in the summer and be completed in time for the start of the fall semester.

During the discussion, Regent Mirani asked whether the renovations would impact student access to classrooms. Mr. Phillips explained that the work is being coordinated to minimize disruption and is part of a broader effort to improve general purpose classrooms across campus. Regent Mirani noted that, based on student experience, many classrooms available to students are outdated. Mr. Phillips acknowledged this concern and indicated that the university is undertaking improvements across its inventory of general purpose classrooms. Regent Hasan asked about the use of rounded cost estimates in the project budget. Mr. Phillips explained that the estimates are based on recent project data, generally ranging from approximately $160 to $200 per square foot, and have been escalated to reflect current market conditions.

The Finance Committee recommended that the Board of Regents approve the University of Maryland, College Park General Purpose Classroom Renovations project as described in the item.

(Regent Wood moved recommendation, seconded by Regent Gonella; approved)
Vote Count = Yeas: 8 Nays: 0 Abstentions: 0

4. FY 2025 Audited Financial Statements and USM Financial Planning (information and presentation)

The Finance Committee received a presentation on the USM's audited financial statements for the fiscal year ended June 30, 2025, and an overview of systemwide financial planning.

The chair recognized Ms. Denson, associate vice chancellor for financial affairs; Ms. Norris, director of financial planning and analysis; and Mr. Acton, director of financial reporting and comptroller, to present the item. The chair noted that the System received an unmodified, or clean, audit opinion.

Ms. Denson thanked the institutions for their collaboration in completing the audit on schedule. Mr. Acton provided an overview of the financial statements and supporting schedules included in the Finance Committee materials, including the implementation of new accounting standards and key balance sheet and operating results. He noted that, based on established financial metrics, the System remains in a strong financial position. As reflected in the materials, the System reported a decrease in unrestricted net position for fiscal year 2025, driven in part by state funding reductions, salary increases, and capital spending, while maintaining solid underlying financial strength and liquidity.

During the discussion, Regent Hasan asked about the increase in accounts receivable and whether those balances are expected to be recoverable. Mr. Acton responded that the majority of the reported accounts receivable is considered collectible. Regent Hasan also asked about the increase in pension-related liabilities. Mr. Acton explained that the reported net pension liability reflects the System's share of the State's pension liability as calculated under required accounting standards and increases annually as part of that methodology, while the System's cash contribution remains relatively stable.

Ms. Norris provided an update on the System's upcoming bond issuance and noted that additional information would be available by the time of the full Board meeting. Regent Fish asked whether rating agency considerations have shifted in the current environment. Ms. Norris indicated that recent discussions with the credit rating agencies focused on federal funding considerations, including research funding. Chancellor Perman added that leadership stability is also an important factor in rating agency evaluations. Ms. Norris noted that overall evaluation factors remain consistent. Regent McMillen asked about the minimum and maximum debt service ratios used in financial planning. Ms. Norris explained how the ratio is calculated and how it is evaluated by rating agencies, noting that current levels remain within Board policy guidelines.

The Finance Committee received the item for information purposes.

5. University System of Maryland: Educational Overview of Procurement (information)

The Finance Committee received an educational overview of procurement across the USM. The chair noted that this item is the first in a series of educational presentations requested to provide additional context on key topics, particularly for newer members of the Board. Given the level of interest in procurement, the chair invited Mr. Hickey, associate vice chancellor for procurement and real property, to provide a brief overview.

Mr. Hickey provided a high-level overview of the System's procurement framework, including its statutory autonomy, governance structure, and key approval thresholds. He explained that the USM was granted procurement autonomy in 1999, exempting it from Division II of State procurement law while requiring adherence to Board policies designed to promote transparency, competition, and accountability. He noted that contracts exceeding $5 million require approval by the Board of Regents and that certain contracts, including service and construction contracts exceeding $1 million or those involving any amount of State funds, require approval by the Board of Public Works.

During the discussion, Regent Hasan asked about adherence to minority business enterprise requirements and how those State-established goals align with federal rules. Mr. Hickey explained that Maryland's Minority Business Enterprise program establishes aspirational participation goals, currently at 29%, rather than set-asides. For contracts exceeding $100,000, a procurement review group evaluates opportunities for minority business enterprise participation and establishes realistic and achievable goals.

Regent Mirani asked about the prioritization of Maryland Correctional Enterprises and whether waivers from required participation are tracked, noting broader concerns about the program. Mr. Hickey explained that waivers have long been part of the procurement process and that approximately half of requested waivers are granted. He noted his role on the Maryland Correctional Enterprises council and offered to arrange a visit for Regent Mirani and other interested students, explaining that participants often gain a better understanding of the program's workforce development and rehabilitation mission.

The Finance Committee received the item for information purposes.

6. University System of Maryland: FY 2027 Operating Budget Update (information)

The Finance Committee received an update on the USM's fiscal year 2027 operating budget as presented in the Governor's Allowance. The chair noted that this item is one of two informational updates on the operating and capital budgets and invited Ms. Auburger, associate vice chancellor for budget analysis, to present the update.

Ms. Auburger provided a brief overview of the proposed fiscal year 2027 operating budget, including key components of the Governor's Allowance. She noted that the System's total operating budget is approximately $7.9 billion and includes revenues from State appropriations, tuition and fees, auxiliary enterprises, and grants and contracts. The Governor's proposal includes $2.3 billion in State support, representing a modest increase over the prior year. She also highlighted $32.5 million in HBCU funding and a $25 million set-aside for research related to energy and climate.

The Finance Committee received the item for information purposes.

7. University System of Maryland: FY 2027 Capital Budget Update (information)

The Finance Committee received an update on the USM's fiscal year 2027 capital budget as presented in the Governor's Capital Improvement Program. The chair invited Mr. Beck, associate vice chancellor for capital planning, to present the update.

Mr. Beck provided an overview of the Governor's fiscal year 2027-2031 Capital Improvement Program and highlighted key differences from the Board-approved capital request. He noted that the Governor's five-year capital program totals approximately $1.152 billion. Mr. Beck highlighted several additions to the capital program, including increased funding of nearly $12 million to complete UMB's Electrical Substation project; $10.6 million to support TU's Central Plant restoration project; and $2 million for Coppin's new residence hall, along with planning funds for Coppin's new Tawes Academic and Student Services Center.

He also reviewed several deferrals and changes within the program. The start of renovation work for the Benjamin Building at UMCP was deferred by one year, as was design funding for the Adelphi Building renovation at UMGC and the Sondheim Hall renovation at UMBC. Construction funding was also deferred by one year for several projects, including TU's Student Services project, FSU's Cordts Physical Education Center renovation, UBalt's Academic Center renovation, and UMCES's Coastal Dynamics Laboratory project. In addition, acquisition funding for the 101 West Mt. Royal Avenue property at UBalt, which had been included in the prior year's program, was not included in the current Capital Improvement Program.

Mr. Beck noted a significant change in the program, with an increase of approximately $20 million per year in State-supported academic revenue bond funding. He explained that, if issued at this level, institutions would be responsible for the associated increase in debt service.

The Finance Committee received the item for information purposes.

8. University System of Maryland: Review of Capital Improvement Projects (information)

The Finance Committee was scheduled to receive a review of capital improvement projects; however, due to time constraints, the item was postponed to the April meeting.

9. Approval of Meeting Minutes from December 3, 2025 (action)

The Finance Committee considered approval of the minutes from its December 3 meeting.

The Chancellor recommended approval of the minutes.

(Regent Fish moved recommendation, seconded by Regent Gonella; approved)
Vote Count = Yeas: 8 Nays: 0 Abstentions: 0

10. Convening Closed Session

Regent Fish read the Convene to Close Statement.

> "The Open Meetings Act permits public bodies to close their meetings to the public in circumstances outlined in §3-305 of the Act and to carry out administrative functions exempted by §3-103 of the Act. The Committee on Finance will now vote to reconvene in closed session. The agenda for the public meeting today includes a written statement with a citation of the legal authority and reasons for closing the meeting and a listing of the topics to be discussed. The statement has been provided to the regents and it is posted on the USM's website."

The Chancellor recommended that the Committee on Finance vote to reconvene in closed session.

(Regent Fish moved recommendation, seconded by Regent Wood; approved)
Vote Count = Yeas: 8 Nays: 0 Abstentions: 0

Regent Fish thanked everyone for joining. The public meeting was adjourned at 4:51 p.m.

Respectfully submitted,

Ellen R. Fish
Chair, Committee on Finance

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON FINANCE
January 28, 2026
Meeting via Video Conference

Minutes of the Closed Session

Regent Fish called the meeting of the Finance Committee of the University System of Maryland Board of Regents to order in closed session at 5:01 p.m. via video conference.

Regents participating in the session included: Ms. Fish, Ms. Gooden, Mr. Gonella, Mr. Hasan, Mr. McMillen, Mr. Mirani, Ms. Speaks, and Mr. Wood. Also participating were: Chancellor Perman, Ms. Herbst, Ms. Lawrence, Mr. Minor, Dr. Masucci, Mr. Sandler, Dr. Wrynn, Ms. Wilkerson, Assistant Attorney General Boyle, Assistant Attorney General Langrill, Assistant Attorney General Palkovitz, Assistant Attorney General Stover, Assistant Attorney General Marek, Mr. Chanen, Mr. Hickey, and Ms. McMann. Dr. Rhodes, Ms. Monger, Ms. Iacobellis, Mr. Gagnon, Mr. Eshleman, Mr. Bak, Mr. Palmer, Mr. Welsh, Mr. Webb, Mr. Lockett, Mr. Sergi, Mr. Patel, and Mr. Anasagasti also participated in part of the session.

1. The committee discussed the awarding of a contract for employer of record services (§3-305(b)(14)).
   (Regent Fish moved recommendation, seconded by Regent Speaks; approved)
   Vote Count = Yeas: 8 Nays: 0 Abstentions: 0

2. The committee discussed the awarding of a contract for marketing and advertising services (§3-305(b)(14)).
   (Regent Fish moved recommendation, seconded by Regent Speaks; approved)
   Vote Count = Yeas: 8 Nays: 0 Abstentions: 0

3. The committee discussed the awarding of a contract for IT service center services (§3-305(b)(14)).
   (Regent Fish moved recommendation, seconded by Regent Speaks; approved)
   Vote Count = Yeas: 8 Nays: 0 Abstentions: 0

4. The committee discussed the awarding of a contract for IT staff augmentation services (§3-305(b)(14)).
   (Regent Fish moved recommendation, seconded by Regent McMillen; approved)
   Vote Count = Yeas: 8 Nays: 0 Abstentions: 0

5. The committee consulted with legal counsel on legal guidance regarding paid family and medical leave, including statutory requirements and considerations related to existing and new Board policies (§3-305(b)(7)(8)). This item was presented for information purposes; there were no votes on this item.

The session was adjourned at 5:32 p.m.

Respectfully submitted,

Ellen R. Fish
Chair, Committee on Finance

TOPIC: Proposed Amendment to VII-8.05 – Policy on Professional Conduct and Workplace Bullying (action)

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: April 9, 2026

SUMMARY: The proposed amendments to the Policy on Professional Conduct and Workplace Bullying expand the policy's application to include faculty. The revisions also clarify that employees are prohibited from engaging in bullying behavior toward employees, students, contractors, or other individuals when the conduct is connected to an employee's work.

The Board initially amended this policy on June 17, 2021, to define and prohibit workplace bullying. Following its adoption, a subcommittee of the Council of University System Faculty reviewed whether a systemwide policy addressing bullying should also apply to faculty and ultimately recommended broadening the scope of the policy accordingly.

A redlined version of the policy and a comparison chart summarizing the proposed revisions are attached.

Because some institutions have already adopted anti-bullying policies applicable to faculty, the implementation section affirms that institutions may maintain those policies, provided they are consistent with the substantive requirements of this policy, or adopt local procedures to implement it.

The proposed revisions have been reviewed through the shared governance process and approved for legal form and sufficiency by the Maryland Office of the Attorney General.

ALTERNATIVE(S): The Board could elect to reject the proposed revisions and continue operating under the current policy.

FISCAL IMPACT: The proposed revisions are not expected to have a fiscal impact.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the proposed revisions to USM Policy VII-8.05 – Policy on Professional Conduct and Workplace Bullying.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 4/9/26
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

PROPOSED REVISIONS TO VII-8.05 – POLICY ON PROFESSIONAL CONDUCT AND WORKPLACE BULLYING

Expands the policy to apply to faculty in addition to exempt and non-exempt staff, clarifies that bullying may involve employees, students, contractors, or other individuals connected to an employee's work, and makes clarifying and technical updates throughout.

Section	Amendment Summary	Impact Statement
I.	Renames the section from "Purpose and Applicability" to "Purpose and Scope." Revises the purpose statement to simplify the description of expected standards of professional conduct and workplace behavior, removing detailed references to specific employee classifications.	Clarifies the intent of the policy and streamlines the description of expected professional conduct standards.
I.A.	Rewrites the purpose statement to focus on establishing general standards of dignity, respect, and professionalism in the workplace. Removes references to specific staff categories and disciplinary language.	Emphasizes the policy's role in promoting a respectful workplace environment while making the language clearer and more broadly applicable.
I.B.	Adds a dedicated Scope subsection specifying that the policy applies to regular and contractual faculty, regular and contingent staff, student employees, and applicants for employment.	Clearly defines the population covered by the policy and improves transparency regarding applicability.
II.	Revises the section title from "General Standards of Conduct" to "General Standards of Professional Conduct."	Clarifies that the expectations described in this section relate specifically to professional workplace behavior while maintaining the existing conduct standards.
III.	Makes technical edits, including correcting a statutory citation format, standardizing capitalization, and reordering references to "USM and each USM institution."	Improves clarity and consistency. No substantive changes.
IV.	Revises the opening language to clarify the definition and scope of workplace bullying. Expands coverage from conduct toward another employee to conduct toward an individual, including employees, students, contractors, and other persons when the conduct is connected to the work of the individual and the employee. Removes the sentence stating that failure to comply may result in disciplinary action. Adds language explaining that determinations of bullying are fact-specific and may consider factors such as severity, frequency, whether conduct is personal or business-related, and any actual or perceived power imbalance.	Clarifies how workplace bullying is defined and evaluated under the policy and broadens the description of individuals who may be affected by prohibited conduct.

IV.A.	Revises the subsection to clarify that the listed items are examples of conduct that may constitute workplace bullying. Removes the prior framing language related to supervisory conduct and replaces several "Employees shall not…" prohibitions with descriptive examples. Updates wording throughout to refer more broadly to conduct toward an individual and refines several examples, including the description of cyberbullying.	Reorganizes and clarifies examples of conduct that may be considered workplace bullying, making the list easier to read and more broadly applicable.
IV.B.	Revises the subsection describing examples of conduct that are not considered bullying. Updates the heading language and expands the list of examples. Additions include assignment of work, clarification regarding individual differences in style of personal expression when not hostile or threatening, and differences of opinion on substantive professional issues. Existing examples are also refined and renumbered for clarity.	Clarifies the types of routine workplace interactions and supervisory actions that do not constitute workplace bullying, helping distinguish inappropriate conduct from legitimate workplace management and professional disagreement.
V.A.	Adds language clarifying that employees' right to participate in political activity is subject to the limitations set forth in subsection C.	Clarifies that the right to engage in political activity is limited by the restrictions described later in the section.
VI.B.	Revises the subsection to clarify that all institutions, including the USMO, must immediately refer suspected criminal or unethical conduct by employees or contractors to the appropriate Office of the Attorney General officials.	Clarifies that the referral requirement applies to both USM institutions and the USM Office.
VI.C.	Updates wording describing employee reporting obligations, including replacing "affects" with "may affect" and revising language to state that legal proceedings may reflect on an employee's job fitness or performance or the institution.	Clarifies the circumstances under which employees must report arrests or legal proceedings and broadens the description of potential institutional impact.

Implementation Procedures	Updates language to clarify implementation responsibilities. Replaces gendered references ("his/her") with gender-neutral wording ("their"), clarifies that existing policies and procedures must satisfy the requirements of this policy or that additional procedures may be developed as needed, and updates references to institutional and USMO websites.	Modernizes language and clarifies institutional responsibilities for implementing and communicating the policy.

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 i~~s~~olated 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.

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 action~~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~~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;

~~1.~~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.

TOPIC: Establishment of New Paid Family Medical Leave Policy in Compliance with Statutory Changes and Proposed Amendments to Existing Impacted Policies (action)

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: April 9, 2026

SUMMARY: This item presents for consideration the adoption of a new, required policy and corresponding amendments to existing Board policies in order to implement recent statutory changes governing paid family and medical leave for state employees and align the USM policy framework with those changes.

The actions in this item establish the new Paid Family and Medical Leave (PFML) policy and make conforming amendments to related Board policies.

New Policy:

- VII-X.xx — Policy on Paid Family and Medical Leave

Amended Policies:

- II-2.25 — Policy on Family Supports for Faculty
- II-2.31 — Policy on Family and Medical Leave for Faculty
- VII-7.49 — Policy on Family Supports for Staff
- VII-7.50 — Policy on Family and Medical Leave for Staff

The proposed PFML policy is necessary to comply with new statutory requirements that provide for 12 weeks of paid family and medical leave, annually, for all state employees, including temporary employees (e.g., contingent employees and adjunct faculty). Consistent with other Board policies implementing statutory requirements for state employees, the new PFML policy is not applicable to student workers.

These 12 weeks of PFML are provided to employees without any required exhaustion of existing leave entitlements (e.g., sick and safe, annual, or personal leave) if the employee experiences a qualifying event and such leave does not run concurrently with the new PFML.

The new PFML statute repeals the parental leave provisions in the Maryland Code and provides for parental leave as a qualifying event for paid family leave. As parental leave will now be covered by this policy, amendments to remove parental leave provisions are also proposed for Board policies II-2.25 and VII-7.49, which provide family supports to faculty and staff respectively, while leaving intact existing provisions regarding impacts of leave(s) on tenure review and support for nursing mothers.

Generally, the new PFML provided by the proposed policy will run concurrently with federal FML entitlements, although PFML leave will include a broader range of relationships to the employee. To facilitate efficient coordination of the federal FML and the new PFML policies, revisions to existing FML policies for faculty (II-2.31) and staff (VII-7.50) create a 12-month rolling window for leave usage that aligns with the leave usage window required by state statutes for the PFML.

The new policy will likely result in higher leave utilization, which may result in additional costs, especially when the employee is not otherwise eligible for leave benefits. In most instances, leave-eligible employees would qualify for some form of paid leave during an FML qualifying event which mitigates the direct cost of the PFML program, but may result in an increase in deferred leave accumulation for employees because earned leave balances will be unaffected by PFML use.

The proposed new and amended leave policies have been reviewed and approved for legal form and sufficiency by the Maryland Office of the Attorney General.

ALTERNATIVE(S): No alternative action is presented, as these leave provisions are required by statute.

FISCAL IMPACT: It is estimated that this will result potentially in $2 to $5 million in costs, which includes $1.5 million in costs for leave associated with employees who are not currently eligible for paid leave, plus additional costs associated with increased utilization of the benefit, deferred leave utilization, and productivity losses.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the adoption of the proposed Paid Family and Medical Leave policy and the amendments to Board policies II-2.25, II-2.31, VII-7.49, and VII-7.50.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 4/9/26
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

PROPOSED REVISIONS TO II-2.25 – POLICY ON PARENTAL LEAVE AND OTHER FAMILY SUPPORTS FOR FACULTY

Removes Board-level parental leave provisions that have been repealed and replaced by the new PFML policy, while preserving existing faculty support provisions unrelated to leave (including tenure clock extensions and supports for nursing mothers).

Section	Amendment Summary	Impact Statement
Title and I.	Renames the policy to remove "Parental Leave" and reframe it as a faculty family supports policy. Removes references to parental leave as a standalone provision and aligns the purpose statement with the new Paid Family and Medical Leave (PFML) policy.	This change reflects that parental leave is now governed under the new PFML policy rather than as a separate Board policy provision. It ensures consistency with state law, avoids duplicative or conflicting leave provisions, and clarifies the scope of this policy as focused on faculty supports rather than leave administration.
II. (deleted)	Deletes the entire section establishing assured minimum parental leave, including eligibility, duration, and usage rules.	This removes a Board-level parental leave provision that has been repealed in statute and replaced by the new PFML framework. Parental leave is now provided through the PFML policy, providing a uniform, statutorily compliant approach across faculty and staff.
Remaining sections (renumbered)	Renumbers sections to reflect the updated organization.	This change is technical in nature and does not alter policy content, eligibility, benefits, or institutional responsibilities.

PROPOSED REVISIONS TO II-2.31 – POLICY ON FAMILY AND MEDICAL LEAVE FOR FACULTY

Aligns the faculty Family and Medical Leave policy with the new PFML statute by adopting a rolling 12-month usage period and updating compensation coordination, while leaving other provisions unchanged.

Section	Amendment Summary	Impact Statement
II.W.1.	Redefines the twelve-month FML period as a rolling 12-month period measured forward from the date a faculty member uses FML, rather than a fixed annual period.	This aligns the FML usage period with the rolling 12-month window required under the state PFML statute, supporting consistent administration and coordination of federal and state benefits.
II.W.3	Specifies that each institution must measure the rolling 12-month FML period forward from the Sunday of the week a faculty member first uses FML and apply that measurement method consistently and uniformly for faculty at that institution.	This standardizes how the rolling period is calculated for faculty, promotes consistent application across faculty members, and supports coordinated administration of FML and PFML.

IV.	Clarifies that faculty must use PFML concurrently with FML to the extent possible and that accrued or acquired paid leave is applied first, with any remaining FML unpaid. Removes the reference to paid parental leave under Policy II-2.25.	This aligns faculty leave administration with the new PFML statute, removes the reference to the repealed parental leave provision, and clarifies how paid and unpaid portions of leave are coordinated.

PROPOSED REVISIONS TO VII-7.49 – POLICY ON PARENTAL SUPPORTS FOR STAFF

Removes Board-level paid parental leave provisions for staff that have been replaced by the new PFML policy, and reframes this policy as a staff family supports policy.

Section	Amendment Summary	Impact Statement
Title	Removes "Parental Leave" from the policy title and reframes it as a staff family supports policy.	Reflects that parental leave is now governed under the PFML policy rather than through this policy and clarifies that this policy now focuses on workplace supports for staff.
I.A.	Adds a new subsection referencing twelve weeks of paid leave for staff under the new PFML policy.	This connects this policy to the PFML framework for purposes of describing staff leave here, while leaving leave administration governed by the PFML policy itself.
I.B.	Adds a new subsection summarizing workplace family supports for staff, including lactation facilities, break time for nursing mothers, and protections from discrimination for use of family supports.	This clarifies and preserves non-leave family supports for staff within this policy, separate from statutory leave provisions.
II. (deleted)	Deletes the section establishing paid parental leave provisions, including duration, eligibility, and administrative rules.	This removes parental leave provisions from this policy and reflects that staff leave is now addressed through the PFML framework.
Remaining sections renumbered.		This is a technical change only and does not alter the substance of the policy.

PROPOSED REVISIONS TO VII-7.50 – POLICY ON FAMILY AND MEDICAL LEAVE FOR NONEXEMPT AND EXEMPT STAFF EMPLOYEES

Aligns the staff Family and Medical Leave policy with the new PFML framework by adopting a rolling 12-month measurement period and updating compensation coordination, while leaving other provisions unchanged.

Section	Amendment Summary	Impact Statement
II.X.1.	Redefines the twelve-month FML period as a rolling 12-month period measured forward from the date a faculty member uses FML, rather than a fixed annual period.	This aligns staff FML administration with the rolling 12-month usage period required under the state PFML statute.
II.X.3.	Specifies that each institution must measure the 12-month FML period forward from the Sunday of the week an employee first uses FML (subject to II.X.2.) and apply that method consistently and uniformly.	This standardizes how the rolling period is calculated at each institution and promotes consistent application across staff.
IV.	Removes the reference to paid parental leave under Policy VII-7.49 as a payment source during FML, and adds language requiring concurrent use of PFML with FML to the extent possible and identifying categories of accrued or acquired paid leave that may be used concurrently.	This clarifies how paid and unpaid portions of FML are administered for staff, aligns this policy with the PFML framework, and avoids reliance on removed parental leave references.

NEW POLICY

VII-X.xx – POLICY ON PAID FAMILY AND MEDICAL LEAVE FOR USM EMPLOYEES

(Approved by the Board of Regents on _____, 2026)

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I. Purpose and Applicability

A. This USM Policy on Paid Family and Medical Leave for USM Employees ("Policy") implements a paid Family and Medical Leave ("PFML") benefit for eligible USM Faculty and Staff employees, including Contingent Staff employees, pursuant to the Annotated Code of Maryland, State Personnel & Pensions Article, §9-1003, et seq.

B. PFML provides for up to 12 weeks of job-protected leave for a Qualifying Reason in a twelve-month Application Year period paid at the employee's regular pay rate.

1. PFML is pro-rated based on full-time equivalent ("FTE").

2. An employee may receive an additional 12 weeks of PFML in the same Application Year (no more than 24 weeks total), when the reasons for receiving leave are to care for their own Serious Health Condition and for Parental Leave, regardless of which leave occurs first. (See §III of this Policy.)

II. Eligibility

A. USM Faculty and Staff employees, including Contingent Staff employees not otherwise excluded under subsection B of this section are eligible for PFML in accordance with the terms and conditions of this policy.

B. Exclusions

1. Any employee who is receiving worker's compensation benefits, as determined by the Injured Worker's Insurance Fund ("IWIF"):

a. while on USM Accident Leave due to a compensable work-related injury pursuant to USM Policies II-2.32 for Faculty or VII-7.40 for Staff; or

b. during a period when an employee has been declared eligible for Total Temporary Disability benefits.

2. Students, including student help, graduate assistants, teaching assistants, research assistants and post-doctoral students.

4. Unpaid and non-paid affiliates.

5. Bona fide volunteers.

DRAFT

III. Qualifying Reasons and Maximum Allowances

A. An employee is eligible for up to a total of 12 work weeks of PFML based on their normal work schedule (not to exceed 60 work days or 480 hours) in an Application Year, pro-rated based on FTE, for any of the following Qualifying Reasons:

1. for Parental Leave:
   a. to care for a newborn child of the employee during the first year after the child's birth; or
   b. because a child is being placed for adoption, foster care, or kinship care with the employee or to care for or bond with a child during the first year after the placement;

2. to care for a Family Member with a Serious Health Condition;

3. for an employee's own Serious Health Condition that results in the employee being unable to perform the functions of their job or position;

4. to care for a service member with a Serious Health Condition resulting from military service when the employee is their next of kin; or

5. to attend to a qualifying exigency arising out of the deployment of a service member who is a Family Member of the employee.

B. An employee is eligible for an additional 12 weeks of PFML in an Application Year when they need Parental Leave and experience their own Serious Health Condition. Under these circumstances, the employee is eligible for a maximum of 24 work weeks in an Application Year, pro-rated to FTE.

C. No other combination of Qualifying Reasons shall enable an employee to receive more than 12 work weeks of PFML in an Application Year.

IV. Intermittent Leave

A. Intermittent leave is leave taken in separate blocks of time for a single qualifying reason. Reduced schedule leave is a type of intermittent leave that reduces an Employee's usual number of working hours per workweek or workday for a period of time.

B. For the purposes of PFML, an employee may not take intermittent leave in an increment of less than 4 hours.

C. If leave is taken on an intermittent leave schedule, the Employee shall:

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1. provide reasonable and practicable prior notice of the reason for which the intermittent leave is necessary; and
2. make a reasonable effort to schedule intermittent or reduced schedule leave for planned medical treatment so as not to unduly disrupt the operations of the Institution's applicable unit.

If the Employee neglects to consult with the Institution to make a reasonable effort to arrange the schedule of treatments so as not to unduly disrupt the Institution's operations, the Institution may initiate discussions with the Employee and require the Employee to make a reasonable effort to make such arrangements, subject to the approval of the Health Care Provider.

V. Regular Rate of Pay

A. Subject to any adjustments provided below, during a period of approved PFML, an employee will be paid their base weekly salary or hourly rate for their regular work schedule exclusive of any premiums, e.g. shift differential or on-call pay.

B. When an employee's appointment is less than full-time, the PFML benefit will be determined based on their current appointment's full-time equivalence (FTE), regular work schedule, or workload commitment established in the employee's contract or appointment letter.

C. Pay adjustments for purposes of calculating PFML:

1. If prior to PFML an employee was receiving an increment for Temporary Assignments or Acting/Interim Capacity appointments, pursuant to USM Policy VII-9.50, the employee's salary shall be adjusted to their regular rate of pay exclusive of any adjustment for the acting or interim appointment for any continuous PFML lasting ten (10) business days or longer;

2. If prior to PFML an employee was receiving an increment for administrative, teaching, and non-teaching overloads and the leave taken under PFML will result in the overload being negated, the employee's salary shall be adjusted to their regular rate of pay exclusive of any adjustment for the acting or interim appointment for any continuous PFML lasting ten (10) business days or longer;

3. If an employee's PFML will negate the justification for special allowances (e.g., cell phone, car, housing) under an employee's contract or terms of employment, an institution may make adjustments to the special allowances; and/or

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4. If a furlough or salary reduction that would otherwise apply to the employee is in place prior to, or commences during and overlaps with an employee's PFML, the employee's salary shall adjusted to reflect the application of the furlough or salary reduction.

D. For contractual employees, PFML is only available during the term of a contract.

E. For clinical faculty in the University of Maryland, Baltimore School of Medicine, please see the definition of "Regular Rate of Pay" in the Glossary at the end of this Policy.

VI. Status of Health Insurance During PFML

For employees enrolled in State health benefits, the employee's share of health insurance premiums shall continue to be deducted from the employee's paycheck, as scheduled, while on PFML.

VII. Job Rights and Protections

A. Generally, an employee returning from an approved period of PFML shall be restored to the same position from which they took leave, or to an equivalent position at the institution, with the same benefits, pay, and other terms and conditions of employment as the position from which the employee took leave.

B. If there are reductions in the work force while the Employee is on FML and the Employee would have lost his/her position under USM BOR policies VII-1.30 – Policy on Layoff for Nonexempt Staff Employees, VII-1.32 – Policy on Layoff and Recall of Regular Exempt Staff Employees, and VII-9.61 – Policy on Reemployment and Reinstatement for Regular Status Nonexempt and Exempt Staff Employees had the Employee not been on FML, then the Institution has no obligation to Restore the Employee to the position held by the Employee when FML commenced or to an Equivalent Position.

C. An Employee is not entitled to Restoration if the President or designee determines that the Employee had been hired for a specific term or only to perform work on a specific project defined in writing and the term or project is over and the Institution would not otherwise have continued to employ the Employee.

D. Employees on PFML are subject to generally applicable changes in compensation, benefits, or other terms or conditions of employment.

VIII. Relationship to Other Types of Leave

A. Paid Family Leave and federal Family and Medical Leave (FMLA)

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1. PFL and FMLA hall run concurrently when the eligibility for both types of leave overlap. See USM Policies on Family and Medical Leave (II-2.31 for Faculty and VII-7.50 Staff);

2. Leave taken under the federal family and medical leave act may be counted against an Employee's maximum duration of leave available under this subtitle in an application year for the same purpose, if:

    a. a period of leave is designated as covered by the FMLA for an employee who would also qualify for leave under PFML;

    b. the employee is notified of the employee's eligibility for leave under PFML; and

    c. the employee declines to apply for PFML.

B. An employee shall not be required to use or exhaust their accrued paid vacation, sick leave, or other paid time off prior to or during a period of PFML. Notwithstanding this provision, an employee that is eligible for and has earned a holiday that is observed during an Employee's approved PFML shall be observed in accordance with the institution's published holiday schedule and shall count toward PFML.

C. Annual leave and Sick and Safe Leave will not accrue while an employee is on PFML.

IX. Leave Requests

A. Employees shall provide notice of the need for PFML to their supervisor or institution human resources representative and file a request for PFML using the template developed by the USM, in accordance with the following schedule:

1. Foreseeable – when the need for PFML is foreseeable, an employee shall provide at least 30 calendar days' notice, but not more than 60 calendar days' notice, in advance of when the leave is anticipated to begin.

2. Unforeseeable – when an employee did not or could not have known about the need for PFML 30 calendar days before the commencement of leave, the employee shall be required to provide notice as soon as practicable. With good cause, a request for PFML may be submitted after the leave has begun but not later than 60 calendar days after the start date.

3. Intermittent PFML – an employee requesting intermittent leave shall:

    a. make a reasonable effort to schedule the intermittent PFML in a manner that does not unduly disrupt operations; and

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b. provide reasonable and practicable prior written notice of the reason, dates and duration for which intermittent PFML leave is necessary.

If an employee who is approved for intermittent PFML fails to provide reasonable and practicable prior notice to their employer of the intermittent leave schedule, they may be subject to the institution's established absence policy, pursuant to the applicable USM policies and in accordance with any applicable collective bargaining MOU.

4. The notice deadlines above shall be waived for good cause. If the employee does not have good cause for the delay in completing the application, leave may be denied.

B. Institution Human Resources Office representatives shall respond to requests for PFML including:

1. **Receipt of Incomplete Request** – Within five (5) business days of receipt of an incomplete Request for PFML, an employee shall be notified what information is missing from the Request. The employee shall provide the missing information as soon as practicable, but no more than ten (10) business days after the notice of an incomplete request. An institution will not begin the determination review the employee's Request for PFML until it is complete.

   a. When an employee is notified that their Request for PFML is incomplete, they shall provide the required information as soon as possible, but no later than ten (10) business days after being notified of the incomplete Request.

   b. Failure to provide the information within the ten (10) business-day period, absent good cause, may result in the PFML request being denied.

2. **Receipt of Complete Request – Determination** – Within ten (10) business days of receipt of a Complete Request for PFML, which must include all required documentation and certifications, an employee will be notified of the institution's Determination on their Request for PFML. This notice shall include at least the following information:

   a. Whether the Request is approved or denied. If approved, the notice will indicate the beginning and end dates of their regular PFML or intermittent PFML, the duration of the leave, a statement about their PFML running concurrently with FML (if applicable), and any other conditions that may apply.

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b. If denied, the notice will include a brief, concise statement on the reasons why the Request for PFML was denied, along with information about employee's right to request a Reconsideration of the PFML Determination, within the timeframe established by this Policy. The employee should be advised that absent good cause, a failure to request Reconsideration will result in the institution's PFML Determination being final.

C. Required Documentation and Certifications

1. To submit a complete request for PFML, an employee is required to use the USM's PFML Request template, and include the following documentation:

2. Proof of relationship

a. Affidavits attesting to qualifying relationships;

b. copies of official orders, certifications, or registrations from a government entity; or

c. copies of documentation from licensed foster care and/or adoption providers.

3. Certification of Qualifying Event

a. For care or bonding with a child,

i. a certification of live birth;

ii. documentation of placement from a licensed child placement agency or government agency responsible for child placement;

iii. a court order;

iv. an affidavit of an informal kinship care arrangement; or

v. other reasonable documentation, as determined by the USM institution.

b. For a family member's Serious Health Condition - certification from a licensed health care provider establishing:

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i. the first date on which the employee took or intends to take PFML and whether the PFML will or is intended to be taken for a continuous period of time or intermittently;

ii. date of the family member's diagnosis;

iii. the date on which the Serious Health Condition of the family member commenced;

iv. the probable duration of their Serious Health Condition;

v. the appropriate facts related to the Serious Health Condition within the knowledge of the licensed health care provider;

vi. a statement that the employee is needed to care for a family member and an estimate of the amount of time required to provide the care; and

vii. if intermittent PFML is requested, the expected frequency and duration of the intermittent PFML.

c. For the employee's own Serious Health Condition, the employee shall submit documentation from a licensed health care provider, establishing:

i. the first date on which the employee took or intends to take PFML and whether the leave is intended to be for a continuous period, or to be taken intermittently;

ii. the date on which the Serious Health Condition of the employee commenced;

iii. treatment dates;

iv. period of incapacity;

v. probable duration of the Serious Health Condition;

vi. the appropriate facts related to the Serious Health Condition within the knowledge of the licensed health care provider;

vii. a statement that the employee is unable to perform the functions of their job or position;

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viii. if intermittent PFML is requested, the expected frequency and duration of the intermittent leave.

d. For military caregiving - to certify a request for PFML to care for a next of kin who has been injured while in active duty with the United States Military, the employee shall submit documentation from a licensed health care provider establishing:

i. the first date on which the employee took or intends to take PFML and whether the leave is intended to be taken for a continuous period of time or intermittently;

ii. the date on which the serious health condition of the service member commenced;

iii. the probable duration of the serious health condition;

iv. the appropriate facts related to the serious health condition within the knowledge of the licensed health care provider; and

v. if intermittent PFML is requested, a statement that the covered individual needs to care for a service member and PFML.

e. For military exigency - to certify an application for qualifying exigency arising out of the deployment of a service member who is a family member, the employee shall submit a copy of the family member's active duty orders or a letter of impending activation from the family member's commanding officer.

D. Cancelling or Changing a Request for PFML

a. Before a PFML leave commences, if an employee determines they no longer need to take PFML, they shall notify the institution, in writing as soon as possible.

b. If during a PFML period the need for such leave changes, the employee shall notify the institution, in writing, of the pertinent facts and circumstances. If the institution deems it necessary, it may request an updated certification in accordance with this policy.

X. False Statements or Misrepresentations

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An employee who makes false statements or misrepresentations, or fails to provide or conceals material fact(s) in a PFML Request, which induces the institution to approve PFML benefits, shall be subject to the following:

A. Repayment of the invalidated PFML by retroactive charge to the employee's accrued Sick Leave, Personal Leave, Annual Leave, earned Holiday Leave, and earned Compensatory Leave;

B. Absent the availability of such leave, repayment of the invalidated PFML may be made by cash payment or agreement with the employee to recover the amount through payroll deduction, or by a method established by institution policy and procedure; and

C. Discipline up to and including termination, pursuant to the relevant USM and institution policies and procedures and any applicable collective bargaining Memorandum of Understanding the employee is covered by.

XI. Determination

Within ten (10) business days of receipt of a Complete Request for PFML, the institution shall issue a Determination, in writing:

A. If the PFML is approved, the Determination notice shall indicate the beginning and end dates of the PFML, the duration, whether and to what extent the PFML will run concurrently with FMLA and any other terms and conditions that apply.

B. If there is an Adverse Determination, the notice shall indicate the basis for the denial and information on the employee's right to request a review of the determination. A denial may be rendered because:

1. an employee's request is not made within the established timeframes;

2. an employee files an incomplete PFML Request, and failed to cure the deficiency on a timely basis, absent good cause;

3. the reason for the leave is not a Qualifying Reason or the Employee is not eligible;

4. the employee's PFML entitlement has been exhausted in the Application Year;

5. the employee misrepresented, concealed or failed to provide relevant facts used to establish the basis for PFML; or

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6. the institution otherwise has good cause for the denying in whole or in part the employee's request.

XII. Request for Reconsideration of Adverse Determination

A. Within ten (10) business days of receiving an Adverse Determination from the institution, an employee may request Reconsideration of the decision if they believe the benefits approved are less than they are entitled to, or if their request for PFML benefits was denied in whole or in part. Requests must include the reason the Employee believes the Adverse Determination was in error.

B. The Reconsideration shall be conducted by institution personnel who did not participate in the initial Adverse Determination. A written decision on the Request for Review will be issued within ten (10) business days of receipt by the institution's Human Resources Office, which time may be extended if the decision maker deems a conference necessary to review the facts with the employee or their representative. Such conference must occur within the initial ten-day period, unless there is mutual agreement to convene later. If a conference is held, the written decision will be issued within ten (10) business days of the conference.

D. An employee may appeal an adverse Decision in the Request for Reconsideration to the Chief Human Resources Officer (CHRO) within twenty (20) calendar days, unless there is good cause. The CHRO shall issue a final Decision within thirty (30) calendar days. The decision of the CHRO is final and not subject to further review or appeal.

XIII. Appeal of Final Determination

Upon implementation, Employees may appeal their PFML benefit determination to the Department of Labor in accordance with the procedures established by the Secretary of Labor for the Family and Medical Leave Insurance Program (FAMLI).

XIV. Overpayments

Overpayment recovery shall be sought when:

A. benefits were paid in error;

B. benefits were paid as a result of a misrepresentation, inaccurate or misleading information by the employee;

C. benefits were paid before a request for PFML is rejected; or

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D. an employee engages in outside employment that is inconsistent with the purpose of the leave being taken pursuant to this Policy.

The institution shall recover the costs of providing PFML benefits to the employee, including the regular wages paid and health insurance premiums paid on the employee's behalf. Overpayments shall be recovered by retroactively charging the employee's accrued leave. After retroactively charging the employee's accrued leave, any additional outstanding payments owed may be collected through the collection process.

XV. Prohibited Acts

An employee may not have an adverse action taken against them because they have:

A. filed for, applied for, or received PFML benefits, or taken family or medical leave which qualifies for PFML;

B. inquired about the rights and responsibilities under the PFML statute;

C. communicated to their supervisor or institution human resources office their intent to file a good faith claim, a complaint, or an appeal under the PFML statute; or

D. assisted in a proceeding under the PFML statute.

XVI. Institution Record Keeping Requirements and Periodic Reporting to the USM Office

A. Institutions shall collect and maintain the following PFML records, with all relevant documentation, for a period of at least five years:

1. All PFML Requests received (both complete and incomplete);
2. PFML approvals, with leave durations and dates for each;
3. Adverse determinations (denials with reason, PFML benefits approved at a lesser amount than requested by the employee);
4. Requests for Reconsideration received;
5. Determinations;
6. Appeals of Determinations to CHRO;
7. Outcomes of Appeals;
8. Costs associated with payments under PFML.

B. The PFML information and records that are required to be maintained by the institutions shall be subject to periodic reports to the USM Office, using a standard format that will be promulgated, for the purposes of ensuring compliance with the statute.

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C. All information and records that are acquired and maintained by USM institutions related to the provision of PFML benefits to USM employees are subject to applicable federal and State laws and regulations.

XVII. Implementation Procedures

Each President shall identify their designee(s) to develop procedures as necessary to implement this policy, communicate this policy and applicable procedures to their institutional community, and post it on its institutional website with other human resources policies for faculty and staff.

XVIII. Glossary of Terms

A. **Adverse Determination** – An institution's written Determination which denies in full or in part, an employee's Request for PFML.

B. **Application Year** - the 12-month period beginning on the Sunday of the calendar week for which benefits are first approved.

C. **Business day** –Regular business hours, defined as 8:30AM to 5:00PM, on Monday, Tuesday, Wednesday, Thursday, Friday, except those days when an institution holiday is observed, pursuant to the institution's published schedule.

D. **Complete PFML Request** – means the PFML request form from an employee that includes all necessary information and required documentation and certifications. An institution may deny an incomplete PFML Request, absent demonstration of good cause by the employee.

E. **Continuing Treatment by a Licensed Health Care Provider** – means any one or more of the following:

1. examinations or testing to determine the extent to which a serious health condition exists or persists;

2. ongoing or periodic evaluations of the serious health condition; and

3. actual treatment by a health care provider.

F. **Deployment** – any day when a service member on garrison duty at the service member's duty station or homeport and acting under official orders, is performing service in a training exercise or operation at a location or under circumstances that make it impossible or infeasible for the service member to spend off-duty time in the housing in which the service member resides.

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G. **Domestic Partner** – the person with whom someone is in a domestic partnership with.

H. **Domestic Partnership** - is defined as a relationship between two individuals who:

1. are at least 18 years old;

2. are not related to each other by blood or marriage within 4 degrees of consanguinity under civil law rule;

3. are not married or in a civil union or domestic partnership with another individual; and

4. agree to be in a relationship of mutual interdependence in which each individual contributes to the maintenance and support of the other individual and the relationship, even if both individuals are not required to contribute equally to the relationship.

I. **Equivalent Position -** an employee returning from an approved period of PFML shall be restored to their same position from which they took leave, or to an equivalent position at the institution, with the same benefits, pay, and other terms and conditions of employment as the position from which the employee took leave.

J. **Family Member** -

1. a biological child, an adopted child, a foster child, or a stepchild of the eligible employee;

2. a child for whom the eligible employee has legal or physical custody or guardianship.

3. a child for whom the eligible employee stands *in loco parentis*, regardless of the child's age;

4. a biological parent, an adoptive parent, a foster parent, or a stepparent of the covered individual or of the eligible employee's spouse;

5. the legal guardian of the covered individual or the ward of the covered individual or of the covered individual's spouse;

6. an individual who acted as a parent or stood *in loco parentis* to the covered individual or the covered individual's spouse when the covered individual's spouse was a minor;

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7. the spouse of the covered individual;

8. a domestic partner of the covered individual;

9. a biological grandparent, an adopted grandparent, a foster grandparent, or a step-grandparent of the covered individual;

10. a biological grandchild, an adopted grandchild; a foster grandchild, or a step grandchild of the covered individual;

11. a biological sibling, an adopted sibling, a foster sibling, or a stepsibling of the covered individual

K. **Good Cause** – means failure by an employee to submit a complete PFML Request or other action required by this policy within the established timeframes because of

1. the employee's serious health condition that resulted in an unanticipated and prolonged period of incapacity;

2. a demonstrated inability to reasonably access a means to file a claim or take other action required by this policy in a timely manner, such as due to a natural disaster, a prolonged power outage, or a significant and prolonged system outage; or

3. a demonstrated failure of the institution to provide the applicable notice to the employee, required by this Policy.

L. **In Loco Parentis** - "In the place of a parent; instead of a parent; charged, factitiously, with a parent's rights, duties and responsibilities." Any Eligible Employee claiming *in loco parentis* relationship with a child, or an Employee claiming to be the child in an *in loco parentis* relationship, may be requested to provide documentation of such relationship.

M. **Kinship Care** – refers to both informal and formal kinship care. Informal kinship care has the meaning as stated in Md. Code Ann. Ed. 4-122.1. Formal kinship care has the meaning for kinship care as stated in Md. Code Ann. Fam. Law 5-501.

N. **Licensed Health Care Provider**

1. A doctor of medicine or osteopathy who is authorized to practice medicine or surgery (as appropriate) by the State in which the doctor practices;

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2. Podiatrists, dentists, clinical psychologists, optometrists, and chiropractors (limited to treatment consisting of manual manipulation of the spine to correct a subluxation as demonstrated by X ray to exist) authorized to practice in the State and performing within the scope of their practice as defined under State law;

3. Nurse practitioners, nurse midwives, clinical social workers and physician assistants who are authorized to practice under State law and who are performing within the scope of their practice as defined under State law; and

4. Any health care provider listed above who practices in a country other than the United States, who is authorized to practice in accordance with the law of that country, and who is performing within the scope of his or her practice as defined under such law.

5. Does not include Christian Sciences Practitioner

O. **Next of Kin of a Service Member** – As defined by the FMLA, the nearest blood relative other than the service member's Spouse, Parent or Child (of any age), in the following order of priority: blood relatives who have been granted legal custody of the service member by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the service member has specifically designated in writing another blood relative as their nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made, and there are multiple family members with the same level of relationship to the service member, all such family members shall be considered the service member's next of kin and may take FML to provide care to the service member, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the service member's only next of kin.

P. **Parental Leave** – is PFML taken pursuant to Section III.A.1 of this Policy.

Q. **Qualified Exigency Leave** – means any of the following reasons for which leave may be needed by a family member of a service member:

1. the service member has received notice of deployment within seven (7) calendar days before the deployment is to begin;

2. to attend military events and related activities including family support programs related to the active duty of the service member;

3. to arrange, provide, or attend child care or school activities only when the service member is on active duty call or active duty status;

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4. to make financial and legal arrangements for the service member's absence or because of the absence;

5. to attend counseling that:

   i. is needed due to the active duty or call to active duty status of the service member; and

   ii. is provided by an individual who is not a licensed health care provider;

6. to spend up to 15 calendar days with a service member who is on a short-term temporary rest and recuperation leave during the period of deployment;

7. to attend post-deployment activities including reintegration services for a period of 90 calendar days immediately following the termination of active duty status;

8. to attend to matters related to the death of the service member while on active duty status;

9. to arrange for or provide alternative care for a parent of the service member with the parent is incapable of self-care and the covered active duty or call to active duty necessitates a change; or

10. any other issues that arise out of active duty or a call to active duty that an appointing authority and employee agree should be covered.

R. **Regular Rate of Pay –** means the employee's base weekly salary or hourly rate of pay.

For clinical faculty in the UMB School of Medicine, the Regular Rate of Pay for purposes of benefits under this policy shall be determined by UMB, but generally will be consistent with the maximum benefit amount under the Family and Medical Leave Insurance Program (Md. Code Ann., Lab. & Empl. § 8.3-101 et seq.). The Regular Rate of Pay will not be less than the benefit amount under the Family and Medical Leave Insurance Program (Id.). Nothing herein will preclude clinical faculty in the University of Maryland Baltimore School of Medicine from using their earned sick, annual, or personal leave for Qualifying Reasons under this Policy.

Nothing herein shall preclude clinical faculty in the University of Maryland Baltimore School of Medicine from using their earned sick, annual, or personal leave for Qualifying Reasons under this policy.

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S. **Serious Health Condition**– means an illness, injury, impairment, or a physical or mental condition that involves:

1. inpatient care in a hospital, hospice, or residential health care facility;

2. continued treatment by a licensed health care provider; or

3. continued treatment or supervision at home by a licensed health care provider or other competent individual under the supervision of a licensed health care provider;

4. includes an illness, injury, impairment, or a physical or mental condition that continues over an extended period of time and requires intermittent treatment.

T. **Service Member** - an individual who is an active duty or former member of:

1. The United States Armed Forces;

2. a reserve component of the United States Armed Forces; and

3. the National Guard of any state.

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II-2.25 – POLICY ON FAMILY SUPPORTS FOR FACULTY

(Approved by the Board of Regents on June 22, 2012; Amended on April 20, 2018, Amended on June 21, 2019, Amended on July 1, 2026, Amended _____.)

PURPOSE

This Policy is intended to support faculty in balancing professional and family demands during and after the birth or adoption of a child through a combination of measures to promote a family-friendly environment on each University System of Maryland (USM) campus. These measures include:

A. Twelve weeks of paid parental leave, not to exceed 60 days or 480 hours in any Application Year, pursuant to X-x.xx USM Policy on Paid Family and Medical Leave for USM Employees (effective July 1, 2026);

B. the adoption of Family Support Plans at each Institution;

C. minimum requirements to extend the time for tenure review for new parents; and

D. the availability of lactation facilities on each campus.

I. FACULTY FAMILY SUPPORT PLANS

Each Institution shall assure that each eligible faculty member, as defined below in Section III.C, has the opportunity to establish a "Family Support Plan." These plans are intended to provide support for new parents while assuring that continuity in student instruction and other critical faculty duties are not disrupted during periods of parental leave.

A. Plan Development

The plan shall be developed jointly by the faculty member and department chair, or the designee of the chair or the dean, upon request of the faculty member.

1. If the faculty member and department chair are unable to finalize the plan, or if an agreed-upon plan requires additional resources, the appropriate dean or other academic affairs administrator shall participate in completing the plan.

2. Each completed plan shall be shared with the appropriate dean or other academic affairs administrator.

B. Plan Content

The plan shall allow the faculty member to reduce or otherwise modify workload, especially teaching duties, during parental leave, though a combination of:

1. PFML, pursuant to X-x.xx Policy on Paid Family and Medical Leave

2. Workload modifications, to the extent authorized by the Institution and feasible within the faculty member's department, which may include:

   a) Part-time employment;

   b) The spreading of the semester's teaching responsibilities over multiple terms preceding and succeeding the parental leave period;

   c) Redistribution of duties to substitute a teaching assignment with other departmental or academic service; and/or

   d) Other options identified by the Institution or department.

C. Eligibility

Each tenured or tenure-track faculty member whose responsibilities are primarily instructional is eligible for a Family Support Plan. Institutions may offer the opportunity to develop a Family Support Plan to other categories of faculty as a matter of institution policy.

II. EXTENSION OF TIME FOR TENURE REVIEW

A. Minimum Requirements

Each USM Institution shall establish policies and procedures to permit faculty members who become new parents with the birth or adoption of a child to extend the time for tenure review. At a minimum, institution policies shall provide for:

1. A one- (1-) year extension of the time for tenure review upon the birth or adoption of a child, to run concurrently with any extension provided under USM BOR policy II-2.31 – Policy on Family and Medical Leave for Faculty; and

2. The ability to obtain such an extension twice during employment with an Institution.

B. Institution Procedures

Institution procedures may include requirements related to the timing and content of applications for the extension, documentation of eligibility and other aspects of the process for requesting and administering extensions of the time for tenure review.

C. Additional Institution Provisions

An Institution's policies to extend the time for tenure review may be broader in scope than the minimum eligibility and duration requirements specified in this Policy.

III. SUPPORTS FOR NURSING MOTHERS

A. Lactation Facilities

Each Institution shall provide space at reasonable locations on campus where employees who are nursing mothers may express milk.

1. The area must be shielded from view and free of intrusions from others.
2. A bathroom or restroom may not be designated as a lactation area.
3. The space may be a private area in a larger room, or a private room that is reliably made available for nursing mothers whenever needed but may otherwise be used for different functions.
4. The area shall be equipped with seating, a table or other flat surface, an electrical outlet and nearby access to a sink.

B. Breastfeeding

The requirement for lactation facilities on each campus and their availability for the purpose of breastfeeding a child are subject to institution policies that govern the circumstances under which the children of employees may be present on campus.

IV. PROTECTIONS FOR FACULTY

No faculty member shall be discriminated against or otherwise experience reprisals in any appointment, evaluation, promotion, tenure or other employment-related process as a result of utilizing the parental leave and other supports provided by this Policy.

IMPLEMENTATION PROCEDURES

Each President shall identify his/her designee(s) as appropriate for this Policy; develop procedures as necessary to implement this Policy; communicate this policy and applicable procedures to employees at his/her Institution and the general campus community; and post this Policy on the institutional website. Each President shall forward a copy of such designations and implementation procedures to the USM Chancellor.

II-2.25 – POLICY ON ~~PARENTAL LEAVE AND OTHER~~ FAMILY SUPPORTS FOR FACULTY

(Approved by the Board of Regents on June 22, 2012; Amended on April 20, 2018, Amended on June 21, 2019, Amended on July 1, 2026, Amended _____.)

I. PURPOSE

This Policy is intended to support faculty in balancing professional and family demands during and after the birth or adoption of a child through a combination of measures to promote a family-friendly environment on each University System of Maryland (USM) campus. These measures include:

A. ~~minimum assured period of~~ Twelve weeks of paid parental leave, not to exceed 60 days or 480 hours in any Application Year, pursuant to X-x.xx USM Policy on Paid Family and Medical Leave for USM Employees (effective July 1, 2026);

B. t~~T~~he adoption of Family Support Plans at each Institution;

C. m~~M~~inimum requirements to extend the time for tenure review for new parents; and

D. t~~T~~he availability of lactation facilities on each campus.

~~II. ASSURED MINIMUM PARENTAL LEAVE~~

~~Under the paid Family and Medical Leave (PFML) benefit, the All leave taken during the parental leave period (annual, personal, sick, collegial, holiday, administrative or supplemental paid parental leaveshall run concurrently with any available FMLA leave ("FML"), per Section IV of USM BOR policy II-2.31 Policy on Family and Medical Leave for Faculty, if the faculty member is also eligible for FML under USM BOR policy II-2.31. The Institution shall administer the concurrently.~~

~~A. Applicability~~

~~The twelve (12) week paid parental leave assurance shall be available on a continuous basis during a six- (6-) month period surrounding:~~

~~1. The birth of a child;~~

~~2. The adoption of a child; and~~

~~3. At the discretion of the Institution's chief academic officer and subject to any limitations established by the Institution, the assumption of other parenting responsibilities, such as foster parenting or legal guardianship of a child under the age of six (6).~~

~~B. Eligibility~~

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~~At a minimum, the paid leave assurance shall apply to tenured and tenure-track faculty, and non-tenure-track faculty with multi-year contracts, upon written affirmation that the faculty member will be the child's primary caregiver during the parental leave period, subject to the following:~~

~~1. Institutions may offer assured minimum paid leave to other categories of faculty as a matter of institution policy;~~

~~2. Leave shall be pro-rated for eligible part-time faculty; and~~

~~3. If a child's parents are employed by the same Institution, both parents may be eligible for paid parental leave as follows:~~

~~a) Both parents may concurrently use accrued annual, sick, holiday, collegial or personal leave with the birth of a child or adoption of a child; and~~

~~b) A parent may use supplemental guaranteed paid leave under II.A. of this Policy only during a period when that parent is the child's primary caregiver.~~

~~4. A faculty member shall be eligible for assured minimum paid parental leave after six (6) months of employment with the Institution, except to the extent that institution policies permit, and the terms of the faculty member's appointment establish a lesser eligibility period.~~

~~5. A faculty member may be eligible for paid parental leave under this Policy on one occasion in any twelve- (12-) month period.~~

~~6. Parental leave for faculty must be used continuously; it is not available on an intermittent basis.~~

~~III.~~II. FACULTY FAMILY SUPPORT PLANS

Each Institution shall assure that each eligible faculty member, as defined below in Section III.C, has the opportunity to establish a "Family Support Plan." These plans are intended to provide support for new parents while assuring that continuity in student instruction and other critical faculty duties are not disrupted during periods of parental leave.

A. Plan Development

The plan shall be developed jointly by the faculty member and department chair, or the designee of the chair or the dean, upon request of the faculty member.

1. If the faculty member and department chair are unable to finalize the plan, or if an agreed-upon plan requires additional resources, the appropriate dean or

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other academic affairs administrator shall participate in completing the plan.

2. Each completed plan shall be shared with the appropriate dean or other academic affairs administrator.

B. Plan Content

The plan shall allow the faculty member to reduce or otherwise modify workload, especially teaching duties, during parental leave, though a combination of:

1. PFML, pursuant to X-x.xx Policy on Paid Family and Medical Leave
2. Workload modifications, to the extent authorized by the Institution and feasible within the faculty member's department, which may include:
   a) Part-time employment;
   b) The spreading of the semester's teaching responsibilities over multiple terms preceding and succeeding the parental leave period;
   c) Redistribution of duties to substitute a teaching assignment with other departmental or academic service; and/or
   d) Other options identified by the Institution or department.

C. Eligibility

Each tenured or tenure-track faculty member whose responsibilities are primarily instructional is eligible for a Family Support Plan. Institutions may offer the opportunity to develop a Family Support Plan to other categories of faculty as a matter of institution policy.

~~IV.~~ III. EXTENSION OF TIME FOR TENURE REVIEW

A. Minimum Requirements

Each USM Institution shall establish policies and procedures to permit faculty members who become new parents with the birth or adoption of a child to extend the time for tenure review. At a minimum, institution policies shall provide for:

1. A one- (1-) year extension of the time for tenure review upon the birth or adoption of a child, to run concurrently with any extension provided under USM BOR policy II-2.31 – Policy on Family and Medical Leave for Faculty; and
2. The ability to obtain such an extension twice during employment with an Institution.

B. Institution Procedures

Institution procedures may include requirements related to the timing and content of applications for the extension, documentation of eligibility and other aspects of the

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process for requesting and administering extensions of the time for tenure review.

C. Additional Institution Provisions

An Institution's policies to extend the time for tenure review may be broader in scope than the minimum eligibility and duration requirements specified in this Policy.

~~V.~~IV. SUPPORTS FOR NURSING MOTHERS

A. Lactation Facilities

Each Institution shall provide space at reasonable locations on campus where employees who are nursing mothers may express milk.

1. The area must be shielded from view and free of intrusions from others.
2. A bathroom or restroom may not be designated as a lactation area.
3. The space may be a private area in a larger room, or a private room that is reliably made available for nursing mothers whenever needed but may otherwise be used for different functions.
4. The area shall be equipped with seating, a table or other flat surface, an electrical outlet and nearby access to a sink.

B. Breastfeeding

The requirement for lactation facilities on each campus and their availability for the purpose of breastfeeding a child are subject to institution policies that govern the circumstances under which the children of employees may be present on campus.

~~VI.~~V. PROTECTIONS FOR FACULTY

No faculty member shall be discriminated against or otherwise experience reprisals in any appointment, evaluation, promotion, tenure or other employment-related process as a result of utilizing the parental leave and other supports provided by this Policy.

IMPLEMENTATION PROCEDURES

Each President shall identify his/her designee(s) as appropriate for this Policy; develop procedures as necessary to implement this Policy; communicate this policy and applicable procedures to employees at his/her Institution and the general campus community; and post this Policy on the institutional website. Each President shall forward a copy of such designations and implementation procedures to the USM Chancellor.

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II-2.31 – POLICY ON FAMILY AND MEDICAL LEAVE FOR FACULTY

(Approved by the Board of Regents on October 6, 1995; Amended on April 20, 2018, Amended on _____.)

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I. PURPOSE AND APPLICABILITY

The purpose of this Policy is to implement the Family and Medical Leave Act of 1993 ("FMLA"), 29 U.S.C. § 2611 (2012) and subsequent amendments to applicable federal and state laws. This Policy applies to all eligible University System of Maryland ("USM") faculty who are covered by the provisions of USM BOR policy II-1.00 University System Policy on Appointment, Rank, and Tenure of Faculty. Under certain circumstances, it is the policy of the USM to provide Eligible Faculty Members up to a maximum of twelve (12) weeks of job-protected leave ("FML") during a Twelve- (12-) Month Period for certain family and certain Serious Health Condition reasons. Additionally, under certain circumstances, this Policy provides Eligible Faculty Members a maximum of twelve (12) weeks of FML during a Twelve- (12-) Month Period to address a qualifying Exigency arising from a Military Member's Covered Active Duty status or notification of an impending call or order to Covered Active Duty status, and a

maximum of twenty-six (26) weeks of FML during a Twelve- (12-) Month Period to Care for a Covered Servicemember with a Serious Injury or Illness. FML may be unpaid, paid through the concurrent use of leave accrued or acquired under an Institution's policies, or a combination of both as set forth in Section IV of this Policy. If applicable law is modified, abrogated, superseded, or added to, this Policy shall be interpreted in accordance with the new legal framework.

II. TERMS AND DEFINITIONS

The following terms and definitions shall apply for purposes of this Policy:

A. **Accrued or Acquired Paid Leave:** Annual and personal leave available for use under USM BOR policy II-2.40 – Policy on Annual Leave for Faculty, holiday leave for holidays observed during FML, sick leave available for use under USM BOR policy II-2.30 – Policy on Sick Leave for Faculty Members, and accident leave.

B. **Alternative Position:** A position to which an Eligible Faculty Member may be reassigned temporarily during a period of intermittent or reduced schedule FML. The alternative position shall have equivalent benefits and pay to the position from which the Eligible Faculty Member was reassigned.

C. **Care:** To take care of or to care for. The term care is intended to be read broadly to include both physical and psychological care. The language applies to the period of inpatient care and home care as well.

D. **Care for a Covered Servicemember:** Care by an Eligible Faculty Member, for a Covered Servicemember who becomes ill or injured as a result of service in the military, who is a:

1. Spouse; and/or
2. Parent; and/or
3. Child (of any age); or
4. If none of the above is available, the Next of Kin.

E. **Child (except for military FML requests under Section VI):** A person who is the son or daughter of an Eligible Faculty Member and who is under eighteen (18) years of age; or, eighteen (l8) years of age or older and incapable of self-care because of a mental or physical disability at the time FML commences. The son and/or daughter may be the biological, adopted, step or foster child of the Eligible Faculty Member. The term "child" shall also include someone who is the legal ward of the Eligible Faculty Member or someone for whom the Eligible Faculty Member has provided sufficient, notarized affidavit(s) and proof of financial dependence that he/she is standing *In Loco Parentis.*

F. **Covered Active Duty:** In the case of a member of a Regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and in the case of a member of a Reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in Section 101(a)(13)(B) of Title 10, United States Code.

G. **Covered Servicemember:**

1. A current member of the Armed Forces (including a member of the National Guard or Reserves) who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a Serious Injury or Illness; or

2. A covered veteran who is undergoing medical treatment, recuperation, or therapy, for a Serious Injury or Illness and who was a member of the Armed Forces (including a member of the National Guard or Reserves) and was discharged or released under conditions other than dishonorable at any time during the 5-year period prior to the first date the Eligible Faculty Member takes FML to Care for the covered veteran.

H. **Eligible Faculty Member:** An employee who is covered under the provisions of USM BOR policy II-1.00 – University System Policy on Appointment, Rank, and Tenure of Faculty; and

1. Has been employed for a total of at least twelve (12) months as a USM or State of Maryland employee; and

2. Whose employment during the twelve- (12-) month period immediately prior to the beginning date of the FML was at least 50 percent or greater of full-time under a nine- (9-) month or longer contract, or who has worked for at least 1,040 hours during the twelve- (12-) month period immediately prior to the beginning date of the FML as a USM or State of Maryland employee.

If a faculty member holds a concurrent administrative appointment under USM BOR policy II-1.03 – Policy on Concurrent Faculty and Administrative Appointments, FML shall be governed by USM BOR policy VII-7.50 – Policy on Family and Medical Leave for Nonexempt and Exempt Staff Employees. However, application of the Staff FMLA Policy shall not result in any loss of rights applicable to the concurrent faculty appointment, including the right to postpone mandatory tenure review under Section VIII.A of this Policy.

For convenience, within the text of this Policy the term “Faculty Member” instead of “Eligible Faculty Member” shall be used hereafter.

I. **Equivalent Position:** A position at the Institution to which a Faculty Member may be Restored upon the completion of the FML. The equivalent position shall have the same benefits, pay, and other terms and conditions of employment as the position from which the Faculty Member took leave.

J. **Exigency:**

1. Issues arising from a Military Member's short notice deployment (call to Covered Active Duty on seven (7) or fewer calendar days' notice prior to the date of deployment);

2. Military events and related activities (official ceremonies, programs or events sponsored by the military), or family support or assistance programs and informational briefings sponsored or promoted by the military, military service organizations, or the American Red Cross that are related to the Covered Active Duty or call to Covered Active Duty of a Military Member;

3. Childcare and related activities arising from the Covered Active Duty or call to Covered Active Duty status of a Military Member (including but not limited to arranging for alternative childcare, providing childcare on a non-routine, urgent, immediate need basis, enrolling or transferring a child in a new school or day care facility, and attendance at certain meetings at a school or a day care facility if they are necessary due to circumstances arising from the Covered Active Duty or call to Covered Active Duty of a Military Member). For purposes of this Paragraph, the child must meet the definition of "Child" in Section II.E of this Policy;

4. Financial and legal arrangements (to make or update legal and/or financial arrangements for the Military Member's absence or act as his/her representative before a government agency);

5. Attending counseling provided by someone other than a Health Care Provider for oneself, for the Military Member, or for a child of the Military Member (who must meet the definition of "Child" in Section II.E of this Policy), the need for which arose from the Covered Active Duty or call to Covered Active Duty of the Military Member;

6. Spending up to fifteen (15) calendar days with a Military Member who is on short-term, temporary, rest and recuperation leave (for each instance of such leave during a deployment);

7. Attending post-deployment activities (including arrival ceremonies, reintegration briefings and other official ceremonies or programs sponsored by the military for a period of ninety (90) days following the termination of the Military Member's Covered Active Duty status, and issues arising from the death of a Military Member);

8. Providing Parental Care necessitated by the Covered Active Duty status of a Military Member whose Parent is incapable of self-care; or

9. Additional activities (provided that the Institution and Faculty Member agree that such activities shall qualify as an exigency and agree to both the timing and duration of leave).

K. **Health Care Providers:**

1. Doctors of medicine or osteopathy, podiatrists, dentists, clinical psychologists, optometrists, chiropractors (limited to treatment consisting of manual manipulation of the spine to correct a subluxation as demonstrated by x-ray to exist), nurse practitioners, nurse midwives, clinical social workers, and physician assistants, who are authorized to practice under the law of the state or country in which they are practicing and are performing within the scope of their practice;

2. Licensed clinical professional counselors;

3. Christian Science practitioners listed with the First Church of Christ Scientist in Boston; and

4. Any other health care provider from whom the Institution's group health plan's benefits manager will accept certification of the existence of a Serious Health Condition to substantiate a claim for benefits.

L. **Immediate Family Member:** The Faculty Member's Parent, Spouse, or Child.

M. ***In Loco Parentis*:** "In the place of a parent; instead of a parent; charged, factitiously, with a parent's rights, duties and responsibilities." Any Faculty Member claiming an *in loco parentis* relationship with a child, or any Faculty Member claiming to be the child in an *in loco parentis* relationship, may be requested to provide documentation of such relationship.

N. **Institution:** The employing USM institution; the USM institution from which the Faculty Member is taking leave.

O. **Military Member:** A Faculty Member's Spouse, child (of any age), or Parent who is on Covered Active Duty.

P. **Next of Kin:** The nearest blood relative other than the Covered Servicemember's Spouse, Parent or child (of any age) in the following order of priority:

1. A blood relative whom the Covered Servicemember has specifically designated in writing as his or her nearest blood relative for purposes of military caregiver leave under the FMLA;

2. Blood relatives who have been granted legal custody of the Covered Servicemember by court decree or statutory provision;

3. Brothers and sisters;

4. Grandparents;

5. Aunts and uncles;

6. First cousins.

Q. **Parent:** The Faculty Member's biological, adoptive, step or foster mother or father, or someone who stood *In Loco Parentis* to the Faculty Member when the Faculty Member was a child. This term does not include parents "in law."

R. **Parental Care:** Care provided to the Military Member's Parent, who must be incapable of self-care and must be the Military Member's biological, adoptive, step or foster father or mother, or any other individual who stood *In Loco Parentis* to the Military Member when the member was under eighteen (18) years of age.

S. **Restore(d) or Restoration:** A return to the position held by the Faculty Member when FML commenced or to an Equivalent Position.

T. **Serious Health Condition:** An illness, injury, impairment, or physical or mental condition of the Faculty Member or an Immediate Family Member that involves:

1. Any period of incapacity or treatment connected with inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility;

2. A period of incapacity requiring absence of more than three (3) consecutive calendar days from work or other regular daily activities that also involves continuing treatment by (or under the supervision of) a Health Care Provider;

3. Any period of incapacity due to pregnancy, or for prenatal care;

4. Any period of incapacity (or treatment therefore) due to a chronic serious health condition (i.e., conditions that require periodic visits for treatment, continue over an extended period of time, and may cause episodic incapacity, such as asthma, diabetes, epilepsy, etc.);

5. A period of incapacity that is permanent or long-term due to a condition for which treatment may not be effective and for which the faculty member or Immediate Family Member is under the continuing supervision of a Health Care Provider (e.g., Alzheimer's, stroke, terminal diseases, etc.); or,

6. Any absences to receive multiple treatments (including any period of recovery therefrom) by, or on referral by, a Health Care Provider for a condition that likely

would result in incapacity of more than three consecutive calendar days if left untreated (e.g., chemotherapy, physical therapy, dialysis, etc.) or for a restorative surgery after an accident or other injury.

Incapacity means inability to work, attend school, or perform other regular daily activities due to the Serious Health Condition, treatment therefor, or recovery therefrom. A Serious Health Condition is a qualifying reason for a Faculty Member's leave where the Faculty Member is unable to perform any one of the essential functions of his/her position due to the Serious Health Condition.

U. **Serious Injury or Illness:**

1. In the case of a current member of the Armed Forces (including a member of the National Guard or Reserves), an injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; and

2. In the case of a covered veteran, an injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and that manifested itself before or after the member became a veteran.

V. **Spouse:** A husband or wife as defined or recognized under state law for purposes of marriage in the state where the Faculty Member resides, including common law marriage and same sex marriage.

W. **Twelve- (12-) Month Period:**

1. The 12-month FML entitlement period is measured on an Application Year basis, which begins on the Sunday of the week an employee's FML-designated leave begins, and counting forward, until the 12-week entitlement is exhausted. A new 12-week FML entitlement begins anew on the day following the expiration of the Application Year.

2. With regard to Care for a Covered Servicemember, for which a Faculty Member who is the Spouse, child (of any age), Parent, or Next of Kin of a Covered Servicemember may use up to twenty-six (26) weeks of FML in a single Twelve- (12-) Month Period to Care for a Covered Servicemember with a Serious Injury or Illness, the Twelve- (12-) Month Period shall be measured forward, beginning on the first day the Faculty Member takes FML and ending twelve (12) months after that date.

3. Each Institution shall indicate in its implementation procedures that its Twelve- (12-) Month Period is based on a twelve- (12-) month period measured forward from the Sunday of the week an employee first uses FML-designated leave, subject to Paragraph 2 of this Section. This Twelve- (12-) Month Period shall be consistently and uniformly applied to all eligible employees, including faculty and staff, at that Institution.

III. REASONS FOR LEAVE

A Faculty Member is entitled to take FML for the following reasons:

A. The birth of the Faculty Member's Child;

B. The placement of a Child with the Faculty Member for adoption or foster care;

C. The need to take care of the Faculty Member's Child within a Twelve- (12-) Month Period from birth or placement;

D. The need to take Care of the Faculty Member's Immediate Family Member who has a Serious Health Condition;

E. The Serious Health Condition of the Faculty Member that makes the Faculty Member unable to perform any one of the essential functions of the Faculty Member's job;

F. The need to take Care of a Covered Servicemember's Serious Injury or Illness; and

G. Qualifying Exigencies arising out of the Covered Active Duty and call-up to Covered Active Duty of a Military Member (the Faculty Member's Spouse, child (of any age), or Parent).

IV. COMPENSATION DURING LEAVE

The FMLA provides Faculty Members with job-protected leave for the qualifying reasons listed under Section III of this Policy. The FMLA allows for the leave to be unpaid, paid through the concurrent use of leave accrued or acquired under the Institution's policies, or a combination of both. Each Institution shall require Faculty Members to use concurrently with FML with the Paid Family and Medical Leave (PFML) benefit that is provided to all employees in the Executive Branch of State government, to the extent possible. Any remaining FML shall be paid through the concurrent use of the faculty member's Accrued or Acquired Paid Leave as defined in Section II.A. Any remaining FML will be unpaid.

V. FAMILY AND MEDICAL LEAVE ENTITLEMENT

A. A Faculty Member is entitled to a maximum of twelve (12) weeks of FML, based on the Faculty Member's normal workweek, within a Twelve- (12-) Month Period. FML can be taken continuously or, per Section VII of this Policy, intermittently or under a

reduced work schedule, over the course of a Twelve- (12-) Month Period. FML entitlement shall not be carried over from a Twelve- (12-) Month Period to the subsequent Twelve- (12-) Month Period.

B. For example:

1. If a Faculty Member normally works forty (40) hours per week and takes three (3) weeks of FML continuously, then the Faculty Member's three (3) weeks of leave will constitute three (3) weeks of FML.

2. If a Faculty Member normally works thirty-two (32) hours per week and takes twenty-four (24) hours of FML, then the Faculty Member's twenty-four (24) hours of leave will constitute three-fourths (3/4) of a week of FML.

3. If a Faculty Member normally works forty (40) hours per week and works twenty (20) hours under a reduced schedule, then the Faculty Member's twenty (20) hours of leave will constitute one-half (1/2) of a week of FML for each week the Faculty Member works under the reduced schedule.

4. If a Faculty Member normally works thirty (30) hours per week and works twenty (20) hours per week under a reduced schedule, then the Faculty Member's ten (10) hours of leave will constitute one-third (1/3) of a week of FML for each week the Faculty Member works under the reduced schedule.

C. Whether a period of FML is paid or unpaid will be determined by Section IV of this Policy.

VI. MILITARY FML ENTITLEMENT

A. Military Caregiver Leave

A Faculty Member who is the Spouse, child (of any age), Parent, or Next of Kin of a Covered Servicemember may use up to twenty-six (26) workweeks of leave in a single Twelve- (12-) Month Period to Care for a Covered Servicemember with a Serious Injury or Illness. The Twelve- (12-) Month Period described in this Paragraph shall be measured forward, beginning on the first day the Faculty Member takes FML to Care for a Covered Servicemember and ending twelve (12) months after that date.

B. Exigency Leave

A Faculty Member with a Spouse, child (of any age), or Parent who is a Military Member on Covered Active Duty or notified of an impending call or order to Covered Active Duty status may use up to twelve (12) workweeks of leave to address a qualifying Exigency arising out of the fact that the Faculty Member's Spouse, child, or Parent is on Covered Active Duty or notified of an impending call or order to Covered Active Duty status.

VII. INTERMITTENT LEAVE OR REDUCED SCHEDULE LEAVE

A. Intermittent leave is FML taken in separate blocks of time for a single qualifying reason. Reduced schedule leave is FML that reduces a Faculty Member's usual number of working hours per workweek or workday for a period of time.

B. A Faculty Member may take intermittent or reduced schedule leave for purposes of the Faculty Member's or the Immediate Family Member's Serious Health Condition, the Serious Injury or Illness of a Covered Servicemember, or for a qualifying Exigency. There must be a medical need for leave and it must be that such medical need can be best accommodated through intermittent or reduced schedule leave.

C. The Faculty Member shall make a reasonable effort to schedule intermittent or reduced schedule leave for planned medical treatment so as not to unduly disrupt the operations of the Institution's applicable unit. If the Faculty Member neglects to consult with the Institution to make a reasonable effort to arrange the schedule of treatments so as not to unduly disrupt the Institution's operations, the Institution may initiate discussions with the Faculty Member and require the Faculty Member to make a reasonable effort to make such arrangements, subject to the approval of the Health Care Provider.

D. It is within the discretion of the President or designee to grant intermittent or reduced schedule leave for reasons of childbirth, placement with the Faculty Member of a Child for adoption or foster care, or care for a newborn Child.

E. The President or designee may temporarily reassign a Faculty Member on intermittent or reduced schedule leave to an Alternative Position for which the Faculty Member is qualified, and which better accommodates intermittent or reduced schedule leave than does the Faculty Member's regular position. Such reassignment may occur only where the Faculty Member foreseeably needs intermittent or reduced schedule leave or where the President or designee agrees to permit such leave under Paragraph D of this Section VII. The Alternative Position must have equivalent pay and benefits but need not have equivalent duties and may not constitute a hardship on the Faculty Member or discourage the Faculty Member from taking leave. When the Faculty Member no longer needs leave, they must be placed in the position they held when FML commenced or in an Equivalent Position.

VIII. JOB RIGHTS AND PROTECTIONS

A. A tenure-track Faculty Member whose leave under this Policy is six (6) continuous months or totals at least one semester may request through his or her department chair or appropriate appointing authority that the mandatory tenure review be postponed for one (1) year. The request shall be forwarded through the Faculty Member's dean, for recommendation, to the chief academic officer of the Institution for decision.

B. Except as provided in Sections VIII. C., D., E., and F., a Faculty Member returning to work at the conclusion of FML shall be Restored to the position they held when FML commenced or to an Equivalent Position with the pay, benefits, and other terms and conditions of employment that they enjoyed immediately prior to the FML.

C. A Faculty Member is not entitled to Restoration if the President or designee determines that the Faculty Member had been hired for a specific term or only to perform work on a specific project defined in writing and the term or project is over and the Institution would not otherwise have continued to employ the Faculty Member.

D. If at any point prior to or during the FML the President or designee determines that the Faculty Member's position held when FML commenced cannot be held available for the duration of the leave, the President or designee, at the conclusion of the leave, shall Restore the Faculty Member to an Equivalent Position.

   If it is determined that the position cannot be held available, the President or designee shall immediately notify the Faculty Member in writing of details associated with the decision and the details of the Equivalent Position to which the Faculty Member will be Restored. The Faculty Member shall have the right to return to work within fifteen (15) working days from receipt of such notice to keep the position held by the Faculty Member when FML commenced.

E. If there are reductions in the work force while the Faculty Member is on FML and the Faculty Member would have lost his/her position under the Institution's retrenchment policy(ies) had he/she not been on FML, then the Institution has no obligation to Restore the Faculty Member to the position held by the Faculty Member when FML commenced or to an Equivalent Position.

F. Faculty Members on FML are subject to generally applicable changes in compensation, benefits, or other terms or conditions of employment.

G. A disruption in a Faculty Member’s service due to FML taken in accordance with this Policy shall not count against years of service for purposes of eligibility for sabbatical leave under USM BOR policy II-2.00 – Policy on Sabbatical Leave for Faculty.

IX. STATUS OF BENEFITS WHILE ON FML

A. A Faculty Member on FML under this Policy shall continue to be eligible for all employment benefits that he/she enjoyed immediately prior to the FML, including group life insurance, health insurance, disability insurance, sick leave, annual leave, educational benefits, and pensions, unless otherwise elected by the Faculty Member and subject to any generally applicable changes in benefits eligibility or terms that may have taken place during the period of FML.

B. A Faculty Member on FML may continue employer-subsidized health care benefits during the period of leave. The President or designee shall, in accordance with Section XI.B of this Policy, provide advance written notice to the Faculty Member of the terms and conditions under which premium payments are to be made by the Faculty Member, which shall include the following:

1. If Accrued or Acquired Paid Leave or paid parental leave is being used concurrently during the FML period, the Faculty Member's share of premiums shall be paid by the method normally used during any paid leave; and

2. If the FML period is unpaid, the Institution shall require the Faculty Member to pay his or her share of premium payments in the manner required by the State of Maryland Department of Budget and Management.

If a Faculty Member gives notice that he/she will not return to work, the Faculty Member will not be eligible to continue participating in employer health benefit plans, except to the extent eligible as a retiree or under COBRA.

C. The Institution shall recover its share of health premiums during a period of unpaid FML if the Faculty Member fails to return to work (does not work for at least thirty (30) calendar days) after the FML has been exhausted or the Faculty Member's eligibility expires, unless the reason for not returning is due to the continuation, recurrence, or onset of a Serious Health Condition of the Faculty Member or Immediate Family Member, or a Serious Injury or Illness of a Covered Servicemember, or other circumstances beyond the faculty member's control.

When a Faculty Member fails to return to work because of the continuation, recurrence, or onset of either a Serious Health Condition of the Faculty Member or Immediate Family Member, or a Serious Injury or Illness of a Covered Servicemember, thereby precluding the Institution from recovering its (share of) health benefit premium payments made on the Faculty Member's behalf during a period of unpaid FML, the Institution shall require medical certification of the Faculty Member's or the Immediate Family Member's Serious Health Condition or the Covered Servicemember's Serious Injury or Illness. If the Institution requires such certification, the Faculty Member must provide the certification within thirty (30) days of the Institution's request. If the Faculty Member does not provide requested certification within thirty (30) days, or the reason for not returning to work does not involve circumstances beyond the Faculty Member's control, the Institution may recover one hundred percent (100%) of the health benefit premiums it paid during the unpaid FML.

D. Except as noted in Section VIII, Job Rights and Protections, upon return from FML a Faculty Member shall be Restored all the rights, benefits, and privileges enjoyed prior to the leave.

E. The status and maintenance of a Faculty Member's benefits other than employer-subsidized health care benefits during a period of paid or unpaid FML shall be determined by the Institution's established policies for providing those benefits when the Faculty Member is on other forms of leave (paid or unpaid, as appropriate). While on any unpaid portion of an FML, a Faculty Member shall not earn or accrue any additional leave or be entitled to salary or other compensation-based benefits.

F. A Faculty Member may elect to purchase service credit at the time of retirement for prior leave without pay that is qualified by the Maryland State Retirement and Pension Systems. Upon approval of a leave without pay, a Faculty Member shall follow the Institution procedure to assure that this option may be exercised. Service credits are not applicable to the Optional Retirement Program.

X. FACULTY NOTICE REQUIREMENTS

A. Timing

A Faculty Member shall give at least thirty (30) calendar days' notice (or if not practicable, as soon as practicable, generally within two (2) workdays) before FML is to begin for leave based on an expected birth, placement for adoption or foster care, planned medical treatment for a Serious Health Condition of the Faculty Member or of an Immediate Family Member, or planned medical treatment for a Serious Injury or Illness of a Covered Servicemember. For leave due to a qualifying Exigency, notice must be provided as soon as practicable. The Faculty Member shall advise the Institution as soon as practicable if dates of scheduled leave change or are extended, regardless of whether FML is to be continuous or is to be taken intermittently or on a reduced schedule basis.

B. Content

The notice provided by the Faculty Member shall be written and provided to the Faculty Member's immediate supervisor and Provost (or his or her designee), sufficient to make the Institution aware that the Faculty Member needs FML and shall include the anticipated timing and duration of the leave, if foreseeable.

C. Notice by Spokesperson

Notice may be given by the Faculty Member's spokesperson (e.g., Spouse, adult family member, or other responsible party) if the Faculty Member is unable to do so personally.

XI. EMPLOYER NOTICE REQUIREMENTS

A. Eligibility Notice

When a faculty member requests FML, or when the Institution acquires knowledge that a faculty member's leave may be for an FML-qualifying reason, the Institution shall notify the faculty member of the faculty member's eligibility to take FML within five (5) business days, absent extenuating circumstances. The Institution shall provide this eligibility notice in writing using the prototype form issued by the Department of Labor, Wage and Hour Division.

B. Rights and Responsibilities Notice

Institutions shall provide written notice detailing the specific expectations and obligations of the Faculty Member and explaining any consequences of a failure to meet these obligations. This notice shall be provided to the Faculty Member each time the eligibility notice is provided and may be contained within the same form. An Institution shall use the prototype form issued by the Department of Labor, Wage and Hour Division, which shall include:

1. A statement that the leave may be designated and counted against the Faculty Member's annual FML entitlement if qualifying and the Twelve- (12-) Month Period defined in Section II.W of this Policy;

2. Any requirement for the Faculty Member to furnish certification of a Serious Health Condition, Serious Injury or Illness, or qualifying Exigency arising out of Covered Active Duty or call to Covered Active Duty status, and the consequences of failure to do so;

3. A statement that the Institution will require the substitution of paid leave per Section IV of this Policy, the conditions related to any substitution, and the Faculty Member's entitlement to take unpaid FML if the Faculty Member does not meet the conditions for paid leave;

4. Any requirement for the Faculty Member to make any premium payments to maintain health benefits and the arrangements for making such payments, and the possible consequences of failure to make such payments on a timely basis per Section IX of this Policy;

5. A statement of the Faculty Member's status as a Key Employee under USM BOR policy VII-7.50 – Policy on Family and Medical Leave for Nonexempt and Exempt Staff Employees, if he or she holds a concurrent administrative appointment under USM BOR policy II-1.03 – Policy on Concurrent Faculty and Administrative Appointments, and the potential consequence that Restoration may be denied following FML, explaining the conditions required for such denial;

6. A statement of the Faculty Member's rights to maintenance of benefits during FML and Restoration to the position held when FML commenced or an Equivalent Position upon return from FML; and

7. A statement of the Faculty Member's potential liability for payment of health insurance premiums paid by the Institution during the Faculty Member's unpaid FML if the Faculty Member fails to return to work after taking FML.

C. Designation Notice

1. When the Institution has enough information to determine whether the leave is being taken for an FML-qualifying reason (e.g., after receiving a certification, if requested), the Institution shall notify the Faculty Member in writing whether the leave will be designated and will be counted as FML, within five (5) business days absent extenuating circumstances. If the Institution has sufficient information to designate the leave as FML immediately after receiving notice of the Faculty Member's need for leave, the Institution shall provide the Faculty Member with the designation notice at that time. This notice shall be provided using the prototype form issued by the Department of Labor, Wage and Hour Division, which shall meet the requirements below in Section XI.C.2–.4.

2. The Institution shall inform the Faculty Member in this written notice that the Institution is requiring the Faculty Member to use paid leave concurrently in the order set forth in Section IV of this Policy.

3. If the Institution will require the Faculty Member to present a fitness-for-duty certification to be Restored to employment, the Institution shall provide notice of such requirement with the designation notice. If the Institution will require that the fitness-for-duty certification address the Faculty Member's ability to perform the essential functions of the Faculty Member's position, the Institution shall so indicate in the designation notice, and shall include a list of the essential functions of the Faculty Member's position.

4. If the information provided by the Institution to the Faculty Member in the designation notice changes, the Institution shall provide written notice of the change within five (5) business days of receipt of the Faculty Member's first notice of need for leave subsequent to any change.

5. If an Institution does not designate leave as indicated in Section XI.C.1–.4, the Institution may retroactively designate leave as FML with appropriate notice to the Faculty Member provided that the Institution's failure to timely designate leave does not cause harm or injury to the Faculty Member.

XII. CERTIFICATION

A. Medical Certification for Serious Health Condition of Faculty Member or Immediate Family Member.

1. For leave related to a Serious Health Condition, the Faculty Member shall provide medical certification(s) from the Faculty Member's or Immediate Family Member's Health Care Provider. The Institution shall use the Department of Labor's prototype forms for certification of the Serious Health Condition of an employee or the Serious Health Condition of a family member. The Faculty Member shall have fifteen (15) calendar days to obtain the medical certification unless not practicable to do so despite the Faculty Member's diligent good faith efforts. An Institution shall require only the following information in the certification:

   a) The name, addresses, telephone number, and fax number of the Health Care Provider and type of medical practice/specialization;

   b) A diagnosis of the nature and extent of the condition giving rise to the use of FML;

   c) The approximate date the condition commenced and its probable duration;

   d) A statement or description of appropriate medical facts regarding the patient's health condition for which FML is requested, including a regimen of continuing treatment to be prescribed;

   e) In the case of a Faculty Member's Serious Health Condition, certification that the Faculty Member is unable to perform the essential functions of his/her position and prognosis of the Faculty Member's ability to return to his/her position;

   f) In the case of an Immediate Family Member's Serious Health Condition, information sufficient to establish that the family member is in need of Care and an estimate of the frequency and duration of the leave required to Care for the family member; and

   g) In cases of a request for intermittent or reduced schedule leave, information sufficient to establish the medical necessity for such intermittent or reduced schedule leave, and:

      i. An estimate of the frequency and duration of treatments and periods of recovery if the leave is for foreseeable planned medical treatment; or

      ii. An estimate of the frequency and duration of episodes of incapacity if the Serious Health Condition may result in unforeseeable episodes of incapacity.

2. If a Faculty Member submits a complete and sufficient certification signed by the Health Care Provider, the Institution may not request additional information from the Health Care Provider. However, the Institution may contact the Health Care Provider for purposes of clarification and authentication of the medical certification (whether initial certification or recertification) after the Institution has given the Faculty Member an opportunity to cure any deficiencies as set forth in Paragraph D of this Section XII. To make such contact, the Institution must use a Health Care Provider, a human resources professional, a leave administrator, or a management official. Under no circumstances, however, may the Faculty Member's direct supervisor contact the Health Care Provider.

3. The President or designee may require a second medical opinion at the Institution's expense if the Institution has reason to doubt the validity of a medical certification. The Institution may designate the Health Care Provider who is to furnish the second opinion. In the case of conflicting opinions, the opinion of a third Health Care Provider, agreed upon by both Faculty Member and the President or designee and obtained at the Institution's expense, shall be final and binding. The second and third opinions shall not be provided by individuals who are employed on a regular basis by the Institution.

4. The President or designee may require reasonable recertification as the FML continues. Recertification shall not be requested more often than every thirty (30) calendar days unless the Faculty Member requests an extension of FML, circumstances described by the previous certification have changed significantly, or the Institution receives information that casts doubt upon the continuing validity of the most recent certification. The Institution shall allow at least fifteen (15) calendar days for the Faculty Member to provide the requested recertification.

   The Institution may ask for the same information on recertification as that set forth in Section XII.A.1 of this Policy. As part of the information allowed to be obtained on recertification for leave taken because of a Serious Health Condition, the Institution may provide the Health Care Provider with a record of the Faculty Member's absence pattern and ask the Health Care Provider if the Serious Health Condition and need for leave is consistent with such a pattern.

B. Medical Certification for a Covered Servicemember

When leave is taken to Care for a Covered Servicemember with a Serious Injury or Illness, an Institution may require the Faculty Member to obtain a certification completed by an authorized health care provider of the Covered Servicemember. For this purpose, the Department of Defense ("DOD") health care providers, a health care provider from the U.S. Department of Veterans Affairs ("VA"), DOD TRICARE Network and DOD non-network TRICARE authorized health care providers, and any

Health Care Provider listed in Section II.K of this Policy are considered "authorized health care providers." A Faculty Member may use the appropriate prototype form issued by the Department of Labor's Wage and Hour Division or a comparable form requiring the same information (including invitational travel orders ("ITOs") or invitational travel authorizations ("ITAs") issued to any family member to join an injured or ill servicemember at his or her bedside). An Institution may require additional information per 29 C.F.R. § 825.310 or other applicable law.

Second or third opinions are not permitted if the health care provider is from DOD, the VA, or DOD-authorized private health care providers, but are permitted if the health care provider otherwise meets the definition of Section II.K of this Policy. Recertifications are never permitted for leave to Care for a Covered Servicemember. Should an extension of leave be required, additional certification may be requested.

C. Certification for Leave Taken Because of a Military Exigency

The first time a Faculty Member requests leave because of a qualifying Exigency arising out of the Covered Active Duty or call to Covered Active Duty status (or notification of an impending call or order to Covered Active Duty) of a Military Member, the Institution may require the Faculty Member to provide a copy of the Military Member's active duty orders or other documentation issued by the military which indicates that the Military Member is on Covered Active Duty or call to Covered Active Duty status, and the dates of the Military Member's Covered Active Duty service.

An Institution may additionally require that leave under this Paragraph be supported by a certification setting forth the information listed in 29 C.F.R. § 825.309 or other applicable law. An Institution shall use the appropriate prototype form issued by the Department of Labor's Wage and Hour Division. An Institution may not require information additional to what is required by this Paragraph.

D. Sufficiency of Certification

The Faculty Member must provide a complete and sufficient certification to the Institution if required by the Institution under Paragraphs A, B, or C of this Section XII. The Institution shall advise the Faculty Member if the Institution finds a certification incomplete or insufficient and shall state in writing what additional information is necessary to make the certification complete and sufficient. A certification is considered incomplete if the Institution receives a certification but one or more of the applicable entries have not been completed. A certification is considered insufficient if the Institution receives a complete certification, but the information provided is vague, ambiguous, or nonresponsive. The Institution must provide the Faculty Member seven (7) calendar days (unless not practicable) to cure any such deficiency.

E. Confidentiality

Consistent with the FMLA and other applicable laws, all medical-related documentation will be kept confidential and maintained in a file separate from the Faculty Member's official institutional personnel file.

XIII. DOCUMENTATION OF CERTAIN RELATIONSHIPS

If a Faculty Member takes FML under this Policy, including, but not limited to, for the birth of the Faculty Member's Child, the placement of a Child with the Faculty Member for adoption or foster care, or the need to take care of the Faculty Member's Child within a Twelve- (12-) Month Period after birth or placement, the Institution may require the Faculty Member giving notice of the need for leave to provide reasonable documentation or a statement of family relationship for purposes of confirming the family relationship. This documentation may take the form of, but is not limited to, a simple statement from the Faculty Member, a Child's birth certificate, an adoption certification, or a court document. The Institution is entitled to examine documentation, but the Faculty Member is entitled to the return of an official document submitted for this purpose.

XIV. SCHEDULING OF TREATMENT

A. When planning medical treatment, the Faculty Member must consult with the Institution and make a reasonable effort to schedule the treatment so as not to disrupt unduly the academic program or unit of which the Faculty Member is a part, subject to the approval of the Health Care Provider. Faculty Members are ordinarily expected to consult with their Institution prior to the scheduling of treatment in order to work out a treatment schedule which best suits the needs of both the Institution and the Faculty Member.

B. If a Faculty Member fails to consult with the Institution to make a reasonable effort to arrange the schedule of treatments so as not to unduly disrupt the Institution's operations, the President or designee may initiate discussions with the Faculty Member, require the Faculty Member to make a reasonable effort to make such arrangements, and request the Faculty Member to provide certification from the appropriate Health Care Provider of the unavailability of treatment during non-work time, or at times that are less disruptive to the academic program or unit of which the Faculty Member is a part.

XV. PROVIDING INFORMATION ABOUT FML

Regardless of the reason for the FML, a Faculty Member shall provide complete, accurate and timely information related to a request for, continuation of, modification(s) to, and return from FML. An Institution may require Faculty Members on FML to report periodically on their status and intent to return to work if the Institution's procedures

regarding such reports are nondiscriminatory and take into account all of the relevant facts and circumstances related to each Faculty Member's leave situation.

XVI. ABUSE OF FML

The President or designee shall review, investigate and resolve suspected cases of bad faith, fraud or abuse of the FML program. Cases of bad faith, falsification of documents, or fraudulent information related to FML provided to the Institution, or other abuses of the FML program, may result in actions by the Institution, including, but not limited to, revocation of the leave, refusal to Restore, recovery of institutional costs for paid-time leave and insurance benefits premiums, and disciplinary action up to and including termination.

XVII. EARLY RETURN FROM LEAVE

A Faculty Member may discover after beginning FML that the circumstances have changed and the amount of leave originally anticipated is no longer necessary. A Faculty Member may not be required to take more FML than necessary to resolve the circumstance that precipitated the need for leave. An Institution may require the Faculty Member to provide the Institution reasonable notice (i.e., within two business days) of the changed circumstances where foreseeable.

XVIII. EXTENSION OF LEAVE

A Faculty Member may extend the date of return from FML to the extent they have remaining FML available. Notice need only be given one time regardless of whether the FML is to be continuous or is to be taken intermittently or on a reduced schedule basis, but the Faculty Member shall advise the Institution as soon as practicable if dates of scheduled FML are extended and provide recertification if requested.

XIX. FAILURE TO RETURN FROM LEAVE

A. A Faculty Member who will not be returning to the Institution at the conclusion of FML shall so notify the President or designee in writing as soon as practicable. In the absence of written notification or other extenuating circumstances, failure to return from leave shall be generally interpreted as a resignation.

B. If applicable, any benefit entitlement based upon length of service shall be calculated as of the Faculty Member's last paid day.

XX. SPOUSES EMPLOYED BY THE SAME USM INSTITUTION OR UNIT

A. Regardless of whether Spouses work at the same Institution or in the same institutional unit, each Spouse shall be entitled to a separate, individual, maximum FML eligibility amount for the reasons listed in Section III of this Policy.

B. The amount of leave for which one Spouse may be eligible, or the amount of leave used by one Spouse, shall not limit or enhance the leave amount or the leave usage of the other Spouse.

C. Spouses shall be entitled to take leave simultaneously or in succession and in any portion of their respective individual maximum FML eligibility amount.

XXI. MISCELLANEOUS

A. The President or designee is under no obligation to immediately Restore a Faculty Member whose return from FML does not coincide with the normal operating schedule of the Institution or the normal work schedule of the Faculty Member's academic program and/or unit or Restore a Faculty Member whose return date is inconsistent with the terms and conditions of the Faculty Member's appointment.

B. Entitlement to begin FML for reasons of childbirth, placement with the Faculty Member of a Child for adoption or foster care, or care for a newborn Child expires by no later than the 364th day after the date of birth or placement. Any such FML must be concluded within this one-year period.

C. Either the Faculty Member or the Institution may initiate a period of FML.

IMPLEMENTATION PROCEDURES:

Each President shall identify his/her designee(s) as appropriate for this Policy; develop procedures as necessary to implement this Policy; communicate this Policy and applicable procedures to faculty members at his/her Institution and the general campus community; and post this Policy on the institutional website. Each President shall forward a copy of such designations and implementation procedures to the Chancellor.

REFERENCE:

The Family and Medical Leave Act of 1993 (FMLA), 29 U.S.C. § 2611 (2012); National Defense Authorization Act for Fiscal Year 2010 (2010 NDAA), Pub. L. No. 111-84 (2009); 29 C.F.R. pt. 825 (2016).

II-2.31 – POLICY ON FAMILY AND MEDICAL LEAVE FOR FACULTY

(Approved by the Board of Regents on October 6, 1995; Amended on April 20, 2018, Amended on _____.)

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I. PURPOSE AND APPLICABILITY

The purpose of this Policy is to implement the Family and Medical Leave Act of 1993 ("FMLA"), 29 U.S.C. § 2611 (2012) and subsequent amendments to applicable federal and state laws. This Policy applies to all eligible University System of Maryland ("USM") faculty who are covered by the provisions of USM BOR policy II-1.00 University System Policy on Appointment, Rank, and Tenure of Faculty. Under certain circumstances, it is the policy of the USM to provide Eligible Faculty Members up to a maximum of twelve (12) weeks of job-protected leave ("FML") during a Twelve- (12-) Month Period for certain family and certain Serious Health Condition reasons. Additionally, under certain circumstances, this Policy provides Eligible Faculty Members a maximum of twelve (12) weeks of FML during a Twelve- (12-) Month Period to address a qualifying Exigency arising from a Military Member's Covered Active Duty status or notification of an impending call or order to Covered Active Duty status, and a

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maximum of twenty-six (26) weeks of FML during a Twelve- (12-) Month Period to Care for a Covered Servicemember with a Serious Injury or Illness. FML may be unpaid, paid through the concurrent use of leave accrued or acquired under an Institution's policies, or a combination of both as set forth in Section IV of this Policy. If applicable law is modified, abrogated, superseded, or added to, this Policy shall be interpreted in accordance with the new legal framework.

II. TERMS AND DEFINITIONS

The following terms and definitions shall apply for purposes of this Policy:

A. **Accrued or Acquired Paid Leave:** Annual and personal leave available for use under USM BOR policy II-2.40 – Policy on Annual Leave for Faculty, holiday leave for holidays observed during FML, sick leave available for use under USM BOR policy II-2.30 – Policy on Sick Leave for Faculty Members, and accident leave.

B. **Alternative Position:** A position to which an Eligible Faculty Member may be reassigned temporarily during a period of intermittent or reduced schedule FML. The alternative position shall have equivalent benefits and pay to the position from which the Eligible Faculty Member was reassigned.

C. **Care:** To take care of or to care for. The term care is intended to be read broadly to include both physical and psychological care. The language applies to the period of inpatient care and home care as well.

D. **Care for a Covered Servicemember:** Care by an Eligible Faculty Member, for a Covered Servicemember who becomes ill or injured as a result of service in the military, who is a:

1. Spouse; and/or
2. Parent; and/or
3. Child (of any age); or
4. If none of the above is available, the Next of Kin.

E. **Child (except for military FML requests under Section VI):** A person who is the son or daughter of an Eligible Faculty Member and who is under eighteen (18) years of age; or, eighteen (l8) years of age or older and incapable of self-care because of a mental or physical disability at the time FML commences. The son and/or daughter may be the biological, adopted, step or foster child of the Eligible Faculty Member. The term "child" shall also include someone who is the legal ward of the Eligible Faculty Member or someone for whom the Eligible Faculty Member has provided sufficient, notarized affidavit(s) and proof of financial dependence that he/she is standing *In Loco Parentis.*

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F. **Covered Active Duty:** In the case of a member of a Regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and in the case of a member of a Reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in Section 101(a)(13)(B) of Title 10, United States Code.

G. **Covered Servicemember:**

1. A current member of the Armed Forces (including a member of the National Guard or Reserves) who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a Serious Injury or Illness; or

2. A covered veteran who is undergoing medical treatment, recuperation, or therapy, for a Serious Injury or Illness and who was a member of the Armed Forces (including a member of the National Guard or Reserves) and was discharged or released under conditions other than dishonorable at any time during the 5-year period prior to the first date the Eligible Faculty Member takes FML to Care for the covered veteran.

H. **Eligible Faculty Member:** An employee who is covered under the provisions of USM BOR policy II-1.00 – University System Policy on Appointment, Rank, and Tenure of Faculty; and

1. Has been employed for a total of at least twelve (12) months as a USM or State of Maryland employee; and

2. Whose employment during the twelve- (12-) month period immediately prior to the beginning date of the FML was at least 50 percent or greater of full-time under a nine- (9-) month or longer contract, or who has worked for at least 1,040 hours during the twelve- (12-) month period immediately prior to the beginning date of the FML as a USM or State of Maryland employee.

If a faculty member holds a concurrent administrative appointment under USM BOR policy II-1.03 – Policy on Concurrent Faculty and Administrative Appointments, FML shall be governed by USM BOR policy VII-7.50 – Policy on Family and Medical Leave for Nonexempt and Exempt Staff Employees. However, application of the Staff FMLA Policy shall not result in any loss of rights applicable to the concurrent faculty appointment, including the right to postpone mandatory tenure review under Section VIII.A of this Policy.

For convenience, within the text of this Policy the term “Faculty Member” instead of “Eligible Faculty Member” shall be used hereafter.

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I. **Equivalent Position:** A position at the Institution to which a Faculty Member may be Restored upon the completion of the FML. The equivalent position shall have the same benefits, pay, and other terms and conditions of employment as the position from which the Faculty Member took leave.

J. **Exigency:**

1. Issues arising from a Military Member's short notice deployment (call to Covered Active Duty on seven (7) or fewer calendar days' notice prior to the date of deployment);

2. Military events and related activities (official ceremonies, programs or events sponsored by the military), or family support or assistance programs and informational briefings sponsored or promoted by the military, military service organizations, or the American Red Cross that are related to the Covered Active Duty or call to Covered Active Duty of a Military Member;

3. Childcare and related activities arising from the Covered Active Duty or call to Covered Active Duty status of a Military Member (including but not limited to arranging for alternative childcare, providing childcare on a non-routine, urgent, immediate need basis, enrolling or transferring a child in a new school or day care facility, and attendance at certain meetings at a school or a day care facility if they are necessary due to circumstances arising from the Covered Active Duty or call to Covered Active Duty of a Military Member). For purposes of this Paragraph, the child must meet the definition of "Child" in Section II.E of this Policy;

4. Financial and legal arrangements (to make or update legal and/or financial arrangements for the Military Member's absence or act as his/her representative before a government agency);

5. Attending counseling provided by someone other than a Health Care Provider for oneself, for the Military Member, or for a child of the Military Member (who must meet the definition of "Child" in Section II.E of this Policy), the need for which arose from the Covered Active Duty or call to Covered Active Duty of the Military Member;

6. Spending up to fifteen (15) calendar days with a Military Member who is on short-term, temporary, rest and recuperation leave (for each instance of such leave during a deployment);

7. Attending post-deployment activities (including arrival ceremonies, reintegration briefings and other official ceremonies or programs sponsored by the military for a period of ninety (90) days following the termination of the Military Member's Covered Active Duty status, and issues arising from the death of a Military Member);

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8. Providing Parental Care necessitated by the Covered Active Duty status of a Military Member whose Parent is incapable of self-care; or

9. Additional activities (provided that the Institution and Faculty Member agree that such activities shall qualify as an exigency and agree to both the timing and duration of leave).

K. **Health Care Providers:**

1. Doctors of medicine or osteopathy, podiatrists, dentists, clinical psychologists, optometrists, chiropractors (limited to treatment consisting of manual manipulation of the spine to correct a subluxation as demonstrated by x-ray to exist), nurse practitioners, nurse midwives, clinical social workers, and physician assistants, who are authorized to practice under the law of the state or country in which they are practicing and are performing within the scope of their practice;

2. Licensed clinical professional counselors;

3. Christian Science practitioners listed with the First Church of Christ Scientist in Boston; and

4. Any other health care provider from whom the Institution's group health plan's benefits manager will accept certification of the existence of a Serious Health Condition to substantiate a claim for benefits.

L. **Immediate Family Member:** The Faculty Member's Parent, Spouse, or Child.

M. ***In Loco Parentis*:** "In the place of a parent; instead of a parent; charged, factitiously, with a parent's rights, duties and responsibilities." Any Faculty Member claiming an *in loco parentis* relationship with a child, or any Faculty Member claiming to be the child in an *in loco parentis* relationship, may be requested to provide documentation of such relationship.

N. **Institution:** The employing USM institution; the USM institution from which the Faculty Member is taking leave.

O. **Military Member:** A Faculty Member's Spouse, child (of any age), or Parent who is on Covered Active Duty.

P. **Next of Kin:** The nearest blood relative other than the Covered Servicemember's Spouse, Parent or child (of any age) in the following order of priority:

1. A blood relative whom the Covered Servicemember has specifically designated in writing as his or her nearest blood relative for purposes of military caregiver leave under the FMLA;

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2. Blood relatives who have been granted legal custody of the Covered Servicemember by court decree or statutory provision;

3. Brothers and sisters;

4. Grandparents;

5. Aunts and uncles;

6. First cousins.

Q. **Parent:** The Faculty Member's biological, adoptive, step or foster mother or father, or someone who stood *In Loco Parentis* to the Faculty Member when the Faculty Member was a child. This term does not include parents "in law."

R. **Parental Care:** Care provided to the Military Member's Parent, who must be incapable of self-care and must be the Military Member's biological, adoptive, step or foster father or mother, or any other individual who stood *In Loco Parentis* to the Military Member when the member was under eighteen (18) years of age.

S. **Restore(d) or Restoration:** A return to the position held by the Faculty Member when FML commenced or to an Equivalent Position.

T. **Serious Health Condition:** An illness, injury, impairment, or physical or mental condition of the Faculty Member or an Immediate Family Member that involves:

1. Any period of incapacity or treatment connected with inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility;

2. A period of incapacity requiring absence of more than three (3) consecutive calendar days from work or other regular daily activities that also involves continuing treatment by (or under the supervision of) a Health Care Provider;

3. Any period of incapacity due to pregnancy, or for prenatal care;

4. Any period of incapacity (or treatment therefore) due to a chronic serious health condition (i.e., conditions that require periodic visits for treatment, continue over an extended period of time, and may cause episodic incapacity, such as asthma, diabetes, epilepsy, etc.);

5. A period of incapacity that is permanent or long-term due to a condition for which treatment may not be effective and for which the faculty member or Immediate Family Member is under the continuing supervision of a Health Care Provider (e.g., Alzheimer's, stroke, terminal diseases, etc.); or,

6. Any absences to receive multiple treatments (including any period of recovery therefrom) by, or on referral by, a Health Care Provider for a condition that likely

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would result in incapacity of more than three consecutive calendar days if left untreated (e.g., chemotherapy, physical therapy, dialysis, etc.) or for a restorative surgery after an accident or other injury.

Incapacity means inability to work, attend school, or perform other regular daily activities due to the Serious Health Condition, treatment therefor, or recovery therefrom. A Serious Health Condition is a qualifying reason for a Faculty Member's leave where the Faculty Member is unable to perform any one of the essential functions of his/her position due to the Serious Health Condition.

U. **Serious Injury or Illness:**

1. In the case of a current member of the Armed Forces (including a member of the National Guard or Reserves), an injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; and

2. In the case of a covered veteran, an injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and that manifested itself before or after the member became a veteran.

V. **Spouse:** A husband or wife as defined or recognized under state law for purposes of marriage in the state where the Faculty Member resides, including common law marriage and same sex marriage.

W. **Twelve- (12-) Month Period:**

1. ~~A rolling 12-month period measured backward from the date a Faculty Member uses any FML. Each time a Faculty Member takes FML, the remaining FML amount is the balance of the twelve (12) weeks that has not been used during the immediately preceding twelve (12) months.~~The 12-month FML entitlement period is measured on an Application Year basis, which begins on the Sunday of the week an employee's FML-designated leave begins, and counting forward, until the 12-week entitlement is exhausted. A new 12-week FML entitlement begins anew on the day following the expiration of the Application Year.

~~1.~~ 2. With regard to Care for a Covered Servicemember, for which a Faculty Member who is the Spouse, child (of any age), Parent, or Next of Kin of a Covered Servicemember may use up to twenty-six (26) weeks of FML in a single Twelve- (12-) Month Period to Care for a Covered Servicemember with a Serious

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Injury or Illness, the Twelve- (12-) Month Period shall be measured forward, beginning on the first day the Faculty Member takes FML and ending twelve (12) months after that date.

~~2.~~ 3. Each Institution shall indicate in its implementation procedures that its Twelve- (12-) Month Period is based on a twelve- (12-) month period ~~measured backward from the date a Faculty Member uses any FML~~measured forward from the Sunday of the week an employee first uses FML-designated leave, subject to Paragraph 2 of this Section. This Twelve- (12-) Month Period shall be consistently and uniformly applied to all eligible employees, including faculty and staff, at that Institution.

III. REASONS FOR LEAVE

A Faculty Member is entitled to take FML for the following reasons:

A. The birth of the Faculty Member's Child;

B. The placement of a Child with the Faculty Member for adoption or foster care;

C. The need to take care of the Faculty Member's Child within a Twelve- (12-) Month Period from birth or placement;

D. The need to take Care of the Faculty Member's Immediate Family Member who has a Serious Health Condition;

E. The Serious Health Condition of the Faculty Member that makes the Faculty Member unable to perform any one of the essential functions of the Faculty Member's job;

F. The need to take Care of a Covered Servicemember's Serious Injury or Illness; and

G. Qualifying Exigencies arising out of the Covered Active Duty and call-up to Covered Active Duty of a Military Member (the Faculty Member's Spouse, child (of any age), or Parent).

IV. COMPENSATION DURING LEAVE

The FMLA provides Faculty Members with job-protected leave for the qualifying reasons listed under Section III of this Policy. The FMLA allows for the leave to be unpaid, paid through the concurrent use of leave accrued or acquired under the Institution's policies, or a combination of both. Each Institution shall require Faculty Members to use concurrently with FML with the Paid Family and Medical Leave (PFML) benefit that is provided to all employees in the Executive Branch of State government, to the extent possible. Any remaining FML shall be paid through the concurrent use of the faculty member's~~paid leave accrued or acquired under USM's and the Institution's policies and procedures in the following order:~~ Accrued or Acquired Paid Leave as defined in Section II.A. Any remaining FML will be unpaid.

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~~A. Accrued or Acquired Paid Leave as defined in Section II.A; and~~

~~B. Paid parental leave under USM BOR policy II-2.25 – Policy on Parental Leave.~~

~~Any remaining FML will be unpaid.~~

V. FAMILY AND MEDICAL LEAVE ENTITLEMENT

A. A Faculty Member is entitled to a maximum of twelve (12) weeks of FML, based on the Faculty Member's normal workweek, within a Twelve- (12-) Month Period. FML can be taken continuously or, per Section VII of this Policy, intermittently or under a reduced work schedule, over the course of a Twelve- (12-) Month Period. FML entitlement shall not be carried over from a Twelve- (12-) Month Period to the subsequent Twelve- (12-) Month Period.

B. For example:

1. If a Faculty Member normally works forty (40) hours per week and takes three (3) weeks of FML continuously, then the Faculty Member's three (3) weeks of leave will constitute three (3) weeks of FML.

2. If a Faculty Member normally works thirty-two (32) hours per week and takes twenty-four (24) hours of FML, then the Faculty Member's twenty-four (24) hours of leave will constitute three-fourths (3/4) of a week of FML.

3. If a Faculty Member normally works forty (40) hours per week and works twenty (20) hours under a reduced schedule, then the Faculty Member's twenty (20) hours of leave will constitute one-half (1/2) of a week of FML for each week the Faculty Member works under the reduced schedule.

4. If a Faculty Member normally works thirty (30) hours per week and works twenty (20) hours per week under a reduced schedule, then the Faculty Member's ten (10) hours of leave will constitute one-third (1/3) of a week of FML for each week the Faculty Member works under the reduced schedule.

C. Whether a period of FML is paid or unpaid will be determined by Section IV of this Policy.

VI. MILITARY FML ENTITLEMENT

A. Military Caregiver Leave

A Faculty Member who is the Spouse, child (of any age), Parent, or Next of Kin of a Covered Servicemember may use up to twenty-six (26) workweeks of leave in a single Twelve- (12-) Month Period to Care for a Covered Servicemember with a Serious Injury or Illness. The Twelve- (12-) Month Period described in this Paragraph

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shall be measured forward, beginning on the first day the Faculty Member takes FML to Care for a Covered Servicemember and ending twelve (12) months after that date.

B. Exigency Leave

A Faculty Member with a Spouse, child (of any age), or Parent who is a Military Member on Covered Active Duty or notified of an impending call or order to Covered Active Duty status may use up to twelve (12) workweeks of leave to address a qualifying Exigency arising out of the fact that the Faculty Member's Spouse, child, or Parent is on Covered Active Duty or notified of an impending call or order to Covered Active Duty status.

VII. INTERMITTENT LEAVE OR REDUCED SCHEDULE LEAVE

A. Intermittent leave is FML taken in separate blocks of time for a single qualifying reason. Reduced schedule leave is FML that reduces a Faculty Member's usual number of working hours per workweek or workday for a period of time.

B. A Faculty Member may take intermittent or reduced schedule leave for purposes of the Faculty Member's or the Immediate Family Member's Serious Health Condition, the Serious Injury or Illness of a Covered Servicemember, or for a qualifying Exigency. There must be a medical need for leave and it must be that such medical need can be best accommodated through intermittent or reduced schedule leave.

C. The Faculty Member shall make a reasonable effort to schedule intermittent or reduced schedule leave for planned medical treatment so as not to unduly disrupt the operations of the Institution's applicable unit. If the Faculty Member neglects to consult with the Institution to make a reasonable effort to arrange the schedule of treatments so as not to unduly disrupt the Institution's operations, the Institution may initiate discussions with the Faculty Member and require the Faculty Member to make a reasonable effort to make such arrangements, subject to the approval of the Health Care Provider.

D. It is within the discretion of the President or designee to grant intermittent or reduced schedule leave for reasons of childbirth, placement with the Faculty Member of a Child for adoption or foster care, or care for a newborn Child.

E. The President or designee may temporarily reassign a Faculty Member on intermittent or reduced schedule leave to an Alternative Position for which the Faculty Member is qualified, and which better accommodates intermittent or reduced schedule leave than does the Faculty Member's regular position. Such reassignment may occur only where the Faculty Member foreseeably needs intermittent or reduced schedule leave or where the President or designee agrees to permit such leave under Paragraph D of this Section VII. The Alternative Position must have equivalent pay and benefits but need not have equivalent duties and may not constitute a hardship on

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the Faculty Member or discourage the Faculty Member from taking leave. When the Faculty Member no longer needs leave, they must be placed in the position they held when FML commenced or in an Equivalent Position.

VIII. JOB RIGHTS AND PROTECTIONS

A. A tenure-track Faculty Member whose leave under this Policy is six (6) continuous months or totals at least one semester may request through his or her department chair or appropriate appointing authority that the mandatory tenure review be postponed for one (1) year. The request shall be forwarded through the Faculty Member's dean, for recommendation, to the chief academic officer of the Institution for decision.

B. Except as provided in Sections VIII. C., D., E., and F., a Faculty Member returning to work at the conclusion of FML shall be Restored to the position they held when FML commenced or to an Equivalent Position with the pay, benefits, and other terms and conditions of employment that they enjoyed immediately prior to the FML.

C. A Faculty Member is not entitled to Restoration if the President or designee determines that the Faculty Member had been hired for a specific term or only to perform work on a specific project defined in writing and the term or project is over and the Institution would not otherwise have continued to employ the Faculty Member.

D. If at any point prior to or during the FML the President or designee determines that the Faculty Member's position held when FML commenced cannot be held available for the duration of the leave, the President or designee, at the conclusion of the leave, shall Restore the Faculty Member to an Equivalent Position.

   If it is determined that the position cannot be held available, the President or designee shall immediately notify the Faculty Member in writing of details associated with the decision and the details of the Equivalent Position to which the Faculty Member will be Restored. The Faculty Member shall have the right to return to work within fifteen (15) working days from receipt of such notice to keep the position held by the Faculty Member when FML commenced.

E. If there are reductions in the work force while the Faculty Member is on FML and the Faculty Member would have lost his/her position under the Institution's retrenchment policy(ies) had he/she not been on FML, then the Institution has no obligation to Restore the Faculty Member to the position held by the Faculty Member when FML commenced or to an Equivalent Position.

F. Faculty Members on FML are subject to generally applicable changes in compensation, benefits, or other terms or conditions of employment.

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G. A disruption in a Faculty Member's service due to FML taken in accordance with this Policy shall not count against years of service for purposes of eligibility for sabbatical leave under USM BOR policy II-2.00 – Policy on Sabbatical Leave for Faculty.

IX. STATUS OF BENEFITS WHILE ON FML

A. A Faculty Member on FML under this Policy shall continue to be eligible for all employment benefits that he/she enjoyed immediately prior to the FML, including group life insurance, health insurance, disability insurance, sick leave, annual leave, educational benefits, and pensions, unless otherwise elected by the Faculty Member and subject to any generally applicable changes in benefits eligibility or terms that may have taken place during the period of FML.

B. A Faculty Member on FML may continue employer-subsidized health care benefits during the period of leave. The President or designee shall, in accordance with Section XI.B of this Policy, provide advance written notice to the Faculty Member of the terms and conditions under which premium payments are to be made by the Faculty Member, which shall include the following:

1. If Accrued or Acquired Paid Leave or paid parental leave is being used concurrently during the FML period, the Faculty Member's share of premiums shall be paid by the method normally used during any paid leave; and

2. If the FML period is unpaid, the Institution shall require the Faculty Member to pay his or her share of premium payments in the manner required by the State of Maryland Department of Budget and Management.

If a Faculty Member gives notice that he/she will not return to work, the Faculty Member will not be eligible to continue participating in employer health benefit plans, except to the extent eligible as a retiree or under COBRA.

C. The Institution shall recover its share of health premiums during a period of unpaid FML if the Faculty Member fails to return to work (does not work for at least thirty (30) calendar days) after the FML has been exhausted or the Faculty Member's eligibility expires, unless the reason for not returning is due to the continuation, recurrence, or onset of a Serious Health Condition of the Faculty Member or Immediate Family Member, or a Serious Injury or Illness of a Covered Servicemember, or other circumstances beyond the faculty member's control.

When a Faculty Member fails to return to work because of the continuation, recurrence, or onset of either a Serious Health Condition of the Faculty Member or Immediate Family Member, or a Serious Injury or Illness of a Covered Servicemember, thereby precluding the Institution from recovering its (share of) health benefit premium payments made on the Faculty Member's behalf during a period of unpaid FML, the Institution shall require medical certification of the

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Faculty Member's or the Immediate Family Member's Serious Health Condition or the Covered Servicemember's Serious Injury or Illness. If the Institution requires such certification, the Faculty Member must provide the certification within thirty (30) days of the Institution's request. If the Faculty Member does not provide requested certification within thirty (30) days, or the reason for not returning to work does not involve circumstances beyond the Faculty Member's control, the Institution may recover one hundred percent (100%) of the health benefit premiums it paid during the unpaid FML.

D. Except as noted in Section VIII, Job Rights and Protections, upon return from FML a Faculty Member shall be Restored all the rights, benefits, and privileges enjoyed prior to the leave.

E. The status and maintenance of a Faculty Member's benefits other than employer-subsidized health care benefits during a period of paid or unpaid FML shall be determined by the Institution's established policies for providing those benefits when the Faculty Member is on other forms of leave (paid or unpaid, as appropriate). While on any unpaid portion of an FML, a Faculty Member shall not earn or accrue any additional leave or be entitled to salary or other compensation-based benefits.

F. A Faculty Member may elect to purchase service credit at the time of retirement for prior leave without pay that is qualified by the Maryland State Retirement and Pension Systems. Upon approval of a leave without pay, a Faculty Member shall follow the Institution procedure to assure that this option may be exercised. Service credits are not applicable to the Optional Retirement Program.

X. FACULTY NOTICE REQUIREMENTS

A. Timing

A Faculty Member shall give at least thirty (30) calendar days' notice (or if not practicable, as soon as practicable, generally within two (2) workdays) before FML is to begin for leave based on an expected birth, placement for adoption or foster care, planned medical treatment for a Serious Health Condition of the Faculty Member or of an Immediate Family Member, or planned medical treatment for a Serious Injury or Illness of a Covered Servicemember. For leave due to a qualifying Exigency, notice must be provided as soon as practicable. The Faculty Member shall advise the Institution as soon as practicable if dates of scheduled leave change or are extended, regardless of whether FML is to be continuous or is to be taken intermittently or on a reduced schedule basis.

B. Content

The notice provided by the Faculty Member shall be written and provided to the Faculty Member's immediate supervisor and Provost (or his or her designee),

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sufficient to make the Institution aware that the Faculty Member needs FML and shall include the anticipated timing and duration of the leave, if foreseeable.

C. Notice by Spokesperson

Notice may be given by the Faculty Member's spokesperson (e.g., Spouse, adult family member, or other responsible party) if the Faculty Member is unable to do so personally.

XI. EMPLOYER NOTICE REQUIREMENTS

A. Eligibility Notice

When a faculty member requests FML, or when the Institution acquires knowledge that a faculty member's leave may be for an FML-qualifying reason, the Institution shall notify the faculty member of the faculty member's eligibility to take FML within five (5) business days, absent extenuating circumstances. The Institution shall provide this eligibility notice in writing using the prototype form issued by the Department of Labor, Wage and Hour Division.

B. Rights and Responsibilities Notice

Institutions shall provide written notice detailing the specific expectations and obligations of the Faculty Member and explaining any consequences of a failure to meet these obligations. This notice shall be provided to the Faculty Member each time the eligibility notice is provided and may be contained within the same form. An Institution shall use the prototype form issued by the Department of Labor, Wage and Hour Division, which shall include:

1. A statement that the leave may be designated and counted against the Faculty Member's annual FML entitlement if qualifying and the Twelve- (12-) Month Period defined in Section II.W of this Policy;

2. Any requirement for the Faculty Member to furnish certification of a Serious Health Condition, Serious Injury or Illness, or qualifying Exigency arising out of Covered Active Duty or call to Covered Active Duty status, and the consequences of failure to do so;

3. A statement that the Institution will require the substitution of paid leave per Section IV of this Policy, the conditions related to any substitution, and the Faculty Member's entitlement to take unpaid FML if the Faculty Member does not meet the conditions for paid leave;

4. Any requirement for the Faculty Member to make any premium payments to maintain health benefits and the arrangements for making such payments, and the

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possible consequences of failure to make such payments on a timely basis per Section IX of this Policy;

5. A statement of the Faculty Member's status as a Key Employee under USM BOR policy VII-7.50 – Policy on Family and Medical Leave for Nonexempt and Exempt Staff Employees, if he or she holds a concurrent administrative appointment under USM BOR policy II-1.03 – Policy on Concurrent Faculty and Administrative Appointments, and the potential consequence that Restoration may be denied following FML, explaining the conditions required for such denial;

6. A statement of the Faculty Member's rights to maintenance of benefits during FML and Restoration to the position held when FML commenced or an Equivalent Position upon return from FML; and

7. A statement of the Faculty Member's potential liability for payment of health insurance premiums paid by the Institution during the Faculty Member's unpaid FML if the Faculty Member fails to return to work after taking FML.

C. Designation Notice

1. When the Institution has enough information to determine whether the leave is being taken for an FML-qualifying reason (e.g., after receiving a certification, if requested), the Institution shall notify the Faculty Member in writing whether the leave will be designated and will be counted as FML, within five (5) business days absent extenuating circumstances. If the Institution has sufficient information to designate the leave as FML immediately after receiving notice of the Faculty Member's need for leave, the Institution shall provide the Faculty Member with the designation notice at that time. This notice shall be provided using the prototype form issued by the Department of Labor, Wage and Hour Division, which shall meet the requirements below in Section XI.C.2–.4.

2. The Institution shall inform the Faculty Member in this written notice that the Institution is requiring the Faculty Member to use paid leave concurrently in the order set forth in Section IV of this Policy.

3. If the Institution will require the Faculty Member to present a fitness-for-duty certification to be Restored to employment, the Institution shall provide notice of such requirement with the designation notice. If the Institution will require that the fitness-for-duty certification address the Faculty Member's ability to perform the essential functions of the Faculty Member's position, the Institution shall so indicate in the designation notice, and shall include a list of the essential functions of the Faculty Member's position.

4. If the information provided by the Institution to the Faculty Member in the designation notice changes, the Institution shall provide written notice of the

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change within five (5) business days of receipt of the Faculty Member's first notice of need for leave subsequent to any change.

5. If an Institution does not designate leave as indicated in Section XI.C.1–.4, the Institution may retroactively designate leave as FML with appropriate notice to the Faculty Member provided that the Institution's failure to timely designate leave does not cause harm or injury to the Faculty Member.

XII. CERTIFICATION

A. Medical Certification for Serious Health Condition of Faculty Member or Immediate Family Member.

1. For leave related to a Serious Health Condition, the Faculty Member shall provide medical certification(s) from the Faculty Member's or Immediate Family Member's Health Care Provider. The Institution shall use the Department of Labor's prototype forms for certification of the Serious Health Condition of an employee or the Serious Health Condition of a family member. The Faculty Member shall have fifteen (15) calendar days to obtain the medical certification unless not practicable to do so despite the Faculty Member's diligent good faith efforts. An Institution shall require only the following information in the certification:

a) The name, addresses, telephone number, and fax number of the Health Care Provider and type of medical practice/specialization;

b) A diagnosis of the nature and extent of the condition giving rise to the use of FML;

c) The approximate date the condition commenced and its probable duration;

d) A statement or description of appropriate medical facts regarding the patient's health condition for which FML is requested, including a regimen of continuing treatment to be prescribed;

e) In the case of a Faculty Member's Serious Health Condition, certification that the Faculty Member is unable to perform the essential functions of his/her position and prognosis of the Faculty Member's ability to return to his/her position;

f) In the case of an Immediate Family Member's Serious Health Condition, information sufficient to establish that the family member is in need of Care

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and an estimate of the frequency and duration of the leave required to Care for the family member; and

g) In cases of a request for intermittent or reduced schedule leave, information sufficient to establish the medical necessity for such intermittent or reduced schedule leave, and:

i. An estimate of the frequency and duration of treatments and periods of recovery if the leave is for foreseeable planned medical treatment; or

ii. An estimate of the frequency and duration of episodes of incapacity if the Serious Health Condition may result in unforeseeable episodes of incapacity.

2. If a Faculty Member submits a complete and sufficient certification signed by the Health Care Provider, the Institution may not request additional information from the Health Care Provider. However, the Institution may contact the Health Care Provider for purposes of clarification and authentication of the medical certification (whether initial certification or recertification) after the Institution has given the Faculty Member an opportunity to cure any deficiencies as set forth in Paragraph D of this Section XII. To make such contact, the Institution must use a Health Care Provider, a human resources professional, a leave administrator, or a management official. Under no circumstances, however, may the Faculty Member's direct supervisor contact the Health Care Provider.

3. The President or designee may require a second medical opinion at the Institution's expense if the Institution has reason to doubt the validity of a medical certification. The Institution may designate the Health Care Provider who is to furnish the second opinion. In the case of conflicting opinions, the opinion of a third Health Care Provider, agreed upon by both Faculty Member and the President or designee and obtained at the Institution's expense, shall be final and binding. The second and third opinions shall not be provided by individuals who are employed on a regular basis by the Institution.

4. The President or designee may require reasonable recertification as the FML continues. Recertification shall not be requested more often than every thirty (30) calendar days unless the Faculty Member requests an extension of FML, circumstances described by the previous certification have changed significantly, or the Institution receives information that casts doubt upon the continuing validity of the most recent certification. The Institution shall allow at least fifteen (15) calendar days for the Faculty Member to provide the requested recertification.

The Institution may ask for the same information on recertification as that set forth in Section XII.A.1 of this Policy. As part of the information allowed to be

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obtained on recertification for leave taken because of a Serious Health Condition, the Institution may provide the Health Care Provider with a record of the Faculty Member's absence pattern and ask the Health Care Provider if the Serious Health Condition and need for leave is consistent with such a pattern.

B. Medical Certification for a Covered Servicemember

When leave is taken to Care for a Covered Servicemember with a Serious Injury or Illness, an Institution may require the Faculty Member to obtain a certification completed by an authorized health care provider of the Covered Servicemember. For this purpose, the Department of Defense ("DOD") health care providers, a health care provider from the U.S. Department of Veterans Affairs ("VA"), DOD TRICARE Network and DOD non-network TRICARE authorized health care providers, and any Health Care Provider listed in Section II.K of this Policy are considered "authorized health care providers." A Faculty Member may use the appropriate prototype form issued by the Department of Labor's Wage and Hour Division or a comparable form requiring the same information (including invitational travel orders ("ITOs") or invitational travel authorizations ("ITAs") issued to any family member to join an injured or ill servicemember at his or her bedside). An Institution may require additional information per 29 C.F.R. § 825.310 or other applicable law.

Second or third opinions are not permitted if the health care provider is from DOD, the VA, or DOD-authorized private health care providers, but are permitted if the health care provider otherwise meets the definition of Section II.K of this Policy. Recertifications are never permitted for leave to Care for a Covered Servicemember. Should an extension of leave be required, additional certification may be requested.

C. Certification for Leave Taken Because of a Military Exigency

The first time a Faculty Member requests leave because of a qualifying Exigency arising out of the Covered Active Duty or call to Covered Active Duty status (or notification of an impending call or order to Covered Active Duty) of a Military Member, the Institution may require the Faculty Member to provide a copy of the Military Member's active duty orders or other documentation issued by the military which indicates that the Military Member is on Covered Active Duty or call to Covered Active Duty status, and the dates of the Military Member's Covered Active Duty service.

An Institution may additionally require that leave under this Paragraph be supported by a certification setting forth the information listed in 29 C.F.R. § 825.309 or other applicable law. An Institution shall use the appropriate prototype form issued by the Department of Labor's Wage and Hour Division. An Institution may not require information additional to what is required by this Paragraph.

D. Sufficiency of Certification

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The Faculty Member must provide a complete and sufficient certification to the Institution if required by the Institution under Paragraphs A, B, or C of this Section XII. The Institution shall advise the Faculty Member if the Institution finds a certification incomplete or insufficient and shall state in writing what additional information is necessary to make the certification complete and sufficient. A certification is considered incomplete if the Institution receives a certification but one or more of the applicable entries have not been completed. A certification is considered insufficient if the Institution receives a complete certification, but the information provided is vague, ambiguous, or nonresponsive. The Institution must provide the Faculty Member seven (7) calendar days (unless not practicable) to cure any such deficiency.

E. Confidentiality

Consistent with the FMLA and other applicable laws, all medical-related documentation will be kept confidential and maintained in a file separate from the Faculty Member's official institutional personnel file.

XIII. DOCUMENTATION OF CERTAIN RELATIONSHIPS

If a Faculty Member takes FML under this Policy, including, but not limited to, for the birth of the Faculty Member's Child, the placement of a Child with the Faculty Member for adoption or foster care, or the need to take care of the Faculty Member's Child within a Twelve- (12-) Month Period after birth or placement, the Institution may require the Faculty Member giving notice of the need for leave to provide reasonable documentation or a statement of family relationship for purposes of confirming the family relationship. This documentation may take the form of, but is not limited to, a simple statement from the Faculty Member, a Child's birth certificate, an adoption certification, or a court document. The Institution is entitled to examine documentation, but the Faculty Member is entitled to the return of an official document submitted for this purpose.

XIV. SCHEDULING OF TREATMENT

A. When planning medical treatment, the Faculty Member must consult with the Institution and make a reasonable effort to schedule the treatment so as not to disrupt unduly the academic program or unit of which the Faculty Member is a part, subject to the approval of the Health Care Provider. Faculty Members are ordinarily expected to consult with their Institution prior to the scheduling of treatment in order to work out a treatment schedule which best suits the needs of both the Institution and the Faculty Member.

B. If a Faculty Member fails to consult with the Institution to make a reasonable effort to arrange the schedule of treatments so as not to unduly disrupt the Institution's operations, the President or designee may initiate discussions with the Faculty Member, require the Faculty Member to make a reasonable effort to make such

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arrangements, and request the Faculty Member to provide certification from the appropriate Health Care Provider of the unavailability of treatment during non-work time, or at times that are less disruptive to the academic program or unit of which the Faculty Member is a part.

XV. PROVIDING INFORMATION ABOUT FML

Regardless of the reason for the FML, a Faculty Member shall provide complete, accurate and timely information related to a request for, continuation of, modification(s) to, and return from FML. An Institution may require Faculty Members on FML to report periodically on their status and intent to return to work if the Institution's procedures regarding such reports are nondiscriminatory and take into account all of the relevant facts and circumstances related to each Faculty Member's leave situation.

XVI. ABUSE OF FML

The President or designee shall review, investigate and resolve suspected cases of bad faith, fraud or abuse of the FML program. Cases of bad faith, falsification of documents, or fraudulent information related to FML provided to the Institution, or other abuses of the FML program, may result in actions by the Institution, including, but not limited to, revocation of the leave, refusal to Restore, recovery of institutional costs for paid-time leave and insurance benefits premiums, and disciplinary action up to and including termination.

XVII. EARLY RETURN FROM LEAVE

A Faculty Member may discover after beginning FML that the circumstances have changed and the amount of leave originally anticipated is no longer necessary. A Faculty Member may not be required to take more FML than necessary to resolve the circumstance that precipitated the need for leave. An Institution may require the Faculty Member to provide the Institution reasonable notice (i.e., within two business days) of the changed circumstances where foreseeable.

XVIII. EXTENSION OF LEAVE

A Faculty Member may extend the date of return from FML to the extent they have remaining FML available. Notice need only be given one time regardless of whether the FML is to be continuous or is to be taken intermittently or on a reduced schedule basis, but the Faculty Member shall advise the Institution as soon as practicable if dates of scheduled FML are extended and provide recertification if requested.

XIX. FAILURE TO RETURN FROM LEAVE

A. A Faculty Member who will not be returning to the Institution at the conclusion of FML shall so notify the President or designee in writing as soon as practicable. In the

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absence of written notification or other extenuating circumstances, failure to return from leave shall be generally interpreted as a resignation.

B. If applicable, any benefit entitlement based upon length of service shall be calculated as of the Faculty Member's last paid day.

XX. SPOUSES EMPLOYED BY THE SAME USM INSTITUTION OR UNIT

A. Regardless of whether Spouses work at the same Institution or in the same institutional unit, each Spouse shall be entitled to a separate, individual, maximum FML eligibility amount for the reasons listed in Section III of this Policy.

B. The amount of leave for which one Spouse may be eligible, or the amount of leave used by one Spouse, shall not limit or enhance the leave amount or the leave usage of the other Spouse.

C. Spouses shall be entitled to take leave simultaneously or in succession and in any portion of their respective individual maximum FML eligibility amount.

XXI. MISCELLANEOUS

A. The President or designee is under no obligation to immediately Restore a Faculty Member whose return from FML does not coincide with the normal operating schedule of the Institution or the normal work schedule of the Faculty Member's academic program and/or unit or Restore a Faculty Member whose return date is inconsistent with the terms and conditions of the Faculty Member's appointment.

B. Entitlement to begin FML for reasons of childbirth, placement with the Faculty Member of a Child for adoption or foster care, or care for a newborn Child expires by no later than the 364th day after the date of birth or placement. Any such FML must be concluded within this one-year period.

C. Either the Faculty Member or the Institution may initiate a period of FML.

IMPLEMENTATION PROCEDURES:

Each President shall identify his/her designee(s) as appropriate for this Policy; develop procedures as necessary to implement this Policy; communicate this Policy and applicable procedures to faculty members at his/her Institution and the general campus community; and post this Policy on the institutional website. Each President shall forward a copy of such designations and implementation procedures to the Chancellor.

REFERENCE:

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The Family and Medical Leave Act of 1993 (FMLA), 29 U.S.C. § 2611 (2012); National Defense Authorization Act for Fiscal Year 2010 (2010 NDAA), Pub. L. No. 111-84 (2009); 29 C.F.R. pt. 825 (2016).

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VII-7.49 – POLICY ON FAMILY SUPPORTS FOR STAFF

(Approved by the Board of Regents on June 22, 2012; Amended on April 20, 2018, Amended on June 21, 2019.)

I. PURPOSE

This Policy is intended to support University System of Maryland (USM) Staff in balancing professional and family demands during and after the birth or adoption of a child through measures to promote a family-friendly environment on each USM campus. These measures include:

A. Twelve-weeks of paid Parental Leave for full-time Staff employees, pro-rated for less than full-time FTE, not to exceed 60 days or 480 hours in any Application Year, pursuant to X-X.xx USM Policy on Paid Family and Medical Leave for USM Employees (effective July 1, 2026);

B. Supports for nursing mothers, including lactation facilities, breastfeeding support, break time for nursing mothers, and protections from discrimination for utilizing parental leave and family supports provided by applicable USM policies.

II. SUPPORTS FOR NURSING MOTHERS

A. Lactation Facilities

Each Institution shall provide space at reasonable locations on campus where employees who are nursing mothers may express milk.

1. The area must be shielded from view and free of intrusions from others.
2. A bathroom or restroom may not be designated as a lactation area.
3. The space may be a private area in a larger room, or a private room that is reliably made available for nursing mothers whenever needed but may otherwise be used for different functions.
4. The area shall be equipped with seating, a table or other flat surface, an electrical outlet and nearby access to a sink.

B. Breastfeeding

The requirement for lactation facilities on each campus and their availability for the purpose of breastfeeding a child are subject to institution policies that govern the circumstances under which the children of employees may be present on campus.

C. Break Time for Nursing Mothers

The schedule of a staff employee who is a nursing mother shall allow for reasonable break time during work hours for the purpose of breastfeeding or expressing milk.

1. Employees shall be permitted to use current paid break and unpaid lunch times to breastfeed or express milk.

2. Supervisors shall work with employees who need additional break time for this purpose to provide for the flexible scheduling of additional unpaid break time.

D. Protections for Staff Employees

No employee shall be discriminated against or otherwise experience reprisals in any appointment, evaluation, promotion, or other employment-related process as a result of utilizing the parental leave and other supports provided by this Policy.

III. IMPLEMENTATION PROCEDURES

Each President shall identify his/her designee(s) as appropriate for this Policy; develop procedures as necessary to implement this Policy; communicate this Policy and applicable procedures to employees at his/her institution and the general campus community; and post this Policy on the Institutional website. Each President shall forward a copy of such designations and implementation procedures to the USM Chancellor.

VII-7.49 – POLICY ON ~~PARENTAL LEAVE AND OTHER~~ FAMILY SUPPORTS FOR STAFF

(Approved by the Board of Regents on June 22, 2012; Amended on April 20, 2018, Amended on June 21, 2019.)

I. PURPOSE

This Policy is intended to support University System of Maryland (USM) Staff in balancing professional and family demands during and after the birth or adoption of a child through measures to promote a family-friendly environment on each USM campus. These measures include:

A. Twelve-weeks of paid Parental Leave for full-time Staff employees, pro-rated for less than full-time FTE, not to exceed 60 days or 480 hours in any Application Year, pursuant to X-X.xx USM Policy on Paid Family and Medical Leave for USM Employees (effective July 1, 2026);

B. Supports for nursing mothers, including lactation facilities, breastfeeding support, break time for nursing mothers, and protections from discrimination for utilizing parental leave and family supports provided by applicable USM policies.~~the establishment of a minimum assured period of paid parental leave of sixty (60) work days (480 hours), and the availability of lactation facilities on each campus.~~

~~II. ASSURED MINIMUM PARENTAL LEAVE~~

~~Each eligible staff employee shall be assured a period of up to sixty (60) work days (480 hours) of continuous paid parental leave to care for a new child, as follows:~~

~~A. Nature of Leave~~

~~For a fulltime staff employee, the 60-work day paid parental leave assurance shall consist of the following;~~

~~1. Accrued Annual Leave that is available to the employee when the parental leave period begins, and as it is accrued throughout the parental leave period, pursuant to USM BOR policy VII-7.00 – Policy on Annual Leave for Regular Nonexempt and Exempt Staff Employees;~~

~~2. Personal leave that is available to the employee when the parental leave period begins, and as additional personal leave may be granted during the parental leave period, pursuant to USM BOR policy VII-7.10 – Policy on Personal Leave for Regular Nonexempt and Exempt Staff Employees;~~

~~3. Earned Holiday Leave for observed holidays throughout the parental leave period, pursuant to USM BOR policy VII-7.30 – Policy on Holiday Leave for Regular Nonexempt and Exempt Staff Employees, including institutional or "floating" holidays;~~

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4. **Discretionary paid Administrative leave granted to an institution's employees by the President for institutional closures that occur during an employee's parental leave period, such as in the case of extreme inclement weather or to provide employees with an additional day off before a holiday break.**

5. **If none of the above categories of leave is available to the employee, supplemental paid leave shall be provided to the employee by the Institution to attain the paid parental leave assurance of 60 work days (480 hours). As a matter of institutional policy, Institutions may permit employees to substitute use of accrued sick leave for annual leave in order to qualify for supplemental paid leave.**

B. **II.**

All leaves taken during the parental leave period (annual, sick, advanced sick, extended leave, personal, holiday, administrative, or supplemental paid parental leave assurance) shall run concurrently with any available FMLA leave ("FML") per Section IV of USM BOR policy VII-7.50 – Policy on Family and Medical Leave for Nonexempt and Exempt Staff Employees, if the employee is also eligible for FML under USM BOR policy VII-7.50. The Institution shall administer both policies concurrently.

C. Applicability

The 60-work day/480-hour paid parental leave assurance shall be available on a continuous basis during a six- (6-) month period surrounding:

1. The birth of a child;

2. The adoption of a child; and

3. At the discretion of the Institution's President or designee and subject to any limitations established by the Institution, the assumption of other parenting responsibilities, such as foster parenting or legal guardianship of a child under the age of six (6).

D. Eligibility

At a minimum, the paid leave assurance shall apply to Regular staff employees, upon written affirmation that the employee will be the child's primary caregiver during the parental leave period, subject to the following:

1. Institutions may offer assured minimum paid leave to other categories of staff as a matter of institution policy.

2. Leave shall be pro-rated for eligible staff, appointed at .50 or greater Full Time Equivalence (FTE).

3. If a child's parents are employed by the same Institution, both parents may be eligible for paid parental leave as follows:

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~~a) Both parents concurrently may use accrued annual, sick, advanced sick, extended sick, holiday, Leave Reserve Fund, or personal leave with the birth of a child or adoption of a child; and~~

~~b) A parent may use supplemental guaranteed paid leave under II.A.5. of this Policy only during a period when that parent is the child's primary caregiver.~~

~~4. A staff employee shall be eligible for assured minimum paid parental leave after six (6) months of continuous employment with the Institution, except to the extent that institution policies permit a lesser eligibility period.~~

~~5. A staff employee who has not yet reached the six-month eligibility threshold may use other available leave for parental support purposes, pursuant to the applicable policies:~~

~~a) Accrued Sick Leave;~~

~~b) Any Advanced Sick Leave the employee is eligible to receive, prorated to the length of service and appointment FTE; and~~

~~c) Leave Without Pay.~~

~~6. A staff employee may be eligible for paid parental leave under this Policy on one occasion in any twelve (12) month period, and on two separate occasions during the duration of the staff member's employment within the USM, except to the extent institution policies provide otherwise.~~

~~7. Parental Leave for Staff must be used on a continuous basis; it is not available on an intermittent basis.~~

~~8. The employee must have a satisfactory record of work performance and no record of sick or safe leave abuse.~~

~~III.~~ II. SUPPORTS FOR NURSING MOTHERS

A. Lactation Facilities

Each Institution shall provide space at reasonable locations on campus where employees who are nursing mothers may express milk.

1. The area must be shielded from view and free of intrusions from others.
2. A bathroom or restroom may not be designated as a lactation area.
3. The space may be a private area in a larger room, or a private room that is reliably made available for nursing mothers whenever needed but may otherwise be used for different functions.
4. The area shall be equipped with seating, a table or other flat surface, an electrical outlet and nearby access to a sink.

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B. Breastfeeding

The requirement for lactation facilities on each campus and their availability for the purpose of breastfeeding a child are subject to institution policies that govern the circumstances under which the children of employees may be present on campus.

C. Break Time for Nursing Mothers

The schedule of a staff employee who is a nursing mother shall allow for reasonable break time during work hours for the purpose of breastfeeding or expressing milk.

1. Employees shall be permitted to use current paid break and unpaid lunch times to breastfeed or express milk.

2. Supervisors shall work with employees who need additional break time for this purpose to provide for the flexible scheduling of additional unpaid break time.

D. Protections for Staff Employees

No employee shall be discriminated against or otherwise experience reprisals in any appointment, evaluation, promotion, or other employment-related process as a result of utilizing the parental leave and other supports provided by this Policy.

III. IMPLEMENTATION PROCEDURES

Each President shall identify his/her designee(s) as appropriate for this Policy; develop procedures as necessary to implement this Policy; communicate this Policy and applicable procedures to employees at his/her institution and the general campus community; and post this Policy on the Institutional website. Each President shall forward a copy of such designations and implementation procedures to the USM Chancellor.

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VII-7.50 – POLICY ON FAMILY AND MEDICAL LEAVE FOR NONEXEMPT AND EXEMPT STAFF EMPLOYEES

(Approved by the Board of Regents on August 27, 1993; Amended on April 16, 2004; Amended on October 22, 2004; Amended on June 18, 2010; Amended on October 9, 2015; Amended on April 20, 2018.)

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I. PURPOSE AND APPLICABILITY

The purpose of this Policy is to implement the Family and Medical Leave Act of 1993 ("FMLA"), 29 U.S.C. § 2611 (2012), and subsequent amendments to applicable federal and state laws. This Policy applies to all eligible University System of Maryland ("USM") Nonexempt and Exempt Staff employees. Under certain circumstances, it is the policy of the USM to provide Eligible Employees up to a maximum of twelve (12) weeks of job-protected leave ("FML") during a Twelve- (12-) Month Period for certain family and certain Serious Health Condition reasons. Additionally, under certain circumstances, this Policy provides Eligible Employees a maximum of twelve (12) weeks of FML during a Twelve- (12-) Month Period to address a qualifying Exigency arising from a Military Member's Covered Active Duty status or notification of an impending call or order to

Covered Active Duty status, and a maximum of twenty-six (26) weeks of FML during a Twelve- (12-) Month Period to Care for a Covered Servicemember with a Serious Injury or Illness. FML may be unpaid, paid through the concurrent use of leave accrued or acquired under an Institution's policies, or a combination of both as set forth in Section IV of this Policy. If applicable law is modified, abrogated, superseded, or added to, this Policy shall be interpreted in accordance with the new legal framework.

II. TERMS AND DEFINITIONS

The following terms and definitions shall apply for purposes of this Policy:

A. **Accrued or Acquired Paid Leave:** Annual leave available for use under USM BOR policy VII-7.00 – Policy on Annual Leave for Regular Nonexempt and Exempt Staff Employees, holiday leave for holidays observed during FML and earned floating holidays, sick leave available for use under USM BOR policy VII-7.45 – Policy on Sick Leave for Exempt and Nonexempt Staff Employees, accident leave, compensatory leave, personal leave, and leave taken from the Leave Reserve Fund.

B. **Alternative Position:** A position to which an Eligible Employee may be reassigned temporarily during a period of intermittent or reduced schedule FML. The alternative position shall have equivalent benefits and pay to the position from which the Eligible Employee was reassigned.

C. **Care:** To take care of or to care for. The term care is intended to be read broadly to include both physical and psychological care. The language applies to the period of inpatient care and home care as well.

D. **Care for a Covered Servicemember:** Care by an Eligible Employee, for a Covered Servicemember who becomes ill or injured as a result of service in the military, who is a:

1. Spouse; and/or
2. Parent; and/or
3. Child (of any age); or
4. If none of the above is available, the Next of Kin.

E. **Child (except for military FML requests under Section VI):** A person who is the son or daughter of an Eligible Employee and who is under eighteen (18) years of age; or, eighteen (l8) years of age or older and incapable of self-care because of a mental or physical disability at the time FML commences. The son and/or daughter may be the biological, adopted, step or foster child of the Eligible Employee. The term "child" shall also include someone who is the legal ward of the Eligible Employee or someone for whom the Eligible Employee has provided sufficient, notarized

affidavit(s) and proof of financial dependence that he/she is standing *In Loco Parentis.*

F. **Covered Active Duty:** In the case of a member of a Regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and in the case of a member of a Reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in Section 101(a)(13)(B) of Title 10, United States Code.

G. **Covered Servicemember:**

1. A current member of the Armed Forces (including a member of the National Guard or Reserves) who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a Serious Injury or Illness; or

2. A covered veteran who is undergoing medical treatment, recuperation, or therapy, for a Serious Injury or Illness and who was a member of the Armed Forces (including a member of the National Guard or Reserves), and was discharged or released under conditions other than dishonorable at any time during the 5-year period prior to the first date the Eligible Employee takes FML to Care for the covered veteran.

H. **Eligible Employee:** A USM employee who:

1. Has been employed for a total of at least twelve (12) months as a USM or State of Maryland employee; and

2. has worked for at least 1,040 hours during the twelve- (12-) month period immediately prior to the beginning date of the FML as a USM or State of Maryland employee.

   For convenience, within the text of this Policy the term "Employee" instead of "Eligible Employee" shall be used hereafter.

I. **Equivalent Position:** A position at the institution to which an Employee may be restored upon the completion of the FML. The equivalent position shall have the same benefits, pay, and other terms and conditions of employment as the position from which the Employee took leave.

J. **Exigency:**

1. Issues arising from a Military Member's short notice deployment (call to Covered Active Duty on seven (7) or fewer calendar days' notice prior to the date of deployment);

2. Military events and related activities (official ceremonies, programs or events sponsored by the military), or family support or assistance programs and informational briefings sponsored or promoted by the military, military service organizations, or the American Red Cross that are related to the Covered Active Duty or call to Covered Active Duty of a Military Member;

3. Childcare and related activities arising from the Covered Active Duty or call to Covered Active Duty status of a Military Member (including but not limited to arranging for alternative childcare, providing childcare on a non-routine, urgent, immediate need basis, enrolling or transferring a child in a new school or day care facility, and attendance at certain meetings at a school or a day care facility if they are necessary due to circumstances arising from the Covered Active Duty or call to Covered Active Duty of a Military Member). For purposes of this Paragraph, the child must meet the definition of "Child" in Section II.E of this Policy;

4. Financial and legal arrangements (to make or update legal and/or financial arrangements for the Military Member's absence or act as his/her representative before a government agency);

5. Attending counseling provided by someone other than a Health Care Provider for oneself, for the Military Member, or for a child of the Military Member (who must meet the definition of "Child" in Section II.E of this Policy), the need for which arose from the Covered Active Duty or call to Covered Active Duty of the Military Member;

6. Spending up to fifteen (15) calendar days with a Military Member who is on short-term, temporary, rest and recuperation leave (for each instance of such leave during a deployment);

7. Attending post-deployment activities (including arrival ceremonies, reintegration briefings and other official ceremonies or programs sponsored by the military for a period of 90 days following the termination of the Military Member's Covered Active Duty status, and issues arising from the death of a Military Member);

8. Providing Parental Care necessitated by the Covered Active Duty status of a Military Member whose parent is incapable of self-care; or

9. Additional activities (provided that the Institution and Employee agree that such activities shall qualify as an exigency and agree to both the timing and duration of leave).

K. **Health Care Providers:**

1. Doctors of medicine or osteopathy, podiatrists, dentists, clinical psychologists, optometrists, chiropractors (limited to treatment consisting of manual manipulation of the spine to correct a subluxation as demonstrated by x-ray to

exist), nurse practitioners, nurse midwives, clinical social workers, and physician assistants, who are authorized to practice under the law of the state or country in which they are practicing and are performing within the scope of their practice;

2. Licensed clinical professional counselors;

3. Christian Science practitioners listed with the First Church of Christ Scientist in Boston; and

4. Any other health care provider from whom the Institution's group health plan's benefits manager will accept certification of the existence of a Serious Health Condition to substantiate a claim for benefits.

L. **Immediate Family Member:** The Employee's Parent, Spouse, or Child.

M. ***In Loco Parentis*:** "In the place of a parent; instead of a parent; charged, factitiously, with a parent's rights, duties and responsibilities." Any Employee claiming an *in loco parentis* relationship with a child, or any Employee claiming to be the child in an *in loco parentis* relationship, may be requested to provide documentation of such relationship.

N. **Institution:** The employing USM institution; the USM institution from which the Employee is taking leave.

O. **Key Employee:** A salaried Employee who is among the highest paid ten (10) percent of all the employees employed by the Institution within 75 miles of the employee's workplace at the time the Employee gives notice of the need for leave.

P. **Military Member:** An Employee's Spouse, child (of any age), or Parent who is on Covered Active Duty**.**

Q. **Next of Kin:** The nearest blood relative other than the Covered Servicemember's Spouse, Parent or child (of any age) in the following order of priority:

1. A blood relative whom the Covered Servicemember has specifically designated in writing as his or her nearest blood relative for purposes of military caregiver leave under the FMLA;

2. Blood relatives who have been granted legal custody of the Covered Servicemember by court decree or statutory provision;

3. Brothers and sisters;

4. Grandparents;

5. Aunts and uncles;

6. First cousins.

R. **Parent:** The Employee's biological, adoptive, step or foster mother or father, or someone who stood *In Loco Parentis* to the Employee when the Employee was a child. This term does not include parents "in law."

S. **Parental Care:** Care provided to the Military Member's Parent, who must be incapable of self-care and must be the Military Member's biological, adoptive, step or foster father or mother, or any other individual who stood *In Loco Parentis* to the Military Member when the member was under eighteen (18) years of age.

T. **Restore(d) or Restoration:** For Employees other than Key Employees, a return to the position held by the Employee when FML commenced or to an Equivalent Position. For Key Employees, a return to the position held when FML commenced.

U. **Serious Health Condition:** An illness, injury, impairment, or physical or mental condition of the Employee or an Immediate Family Member that involves:

1. Any period of incapacity or treatment connected with inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility;

2. A period of incapacity requiring absence of more than three consecutive calendar days from work or other regular daily activities that also involves continuing treatment by (or under the supervision of) a Health Care Provider;

3. Any period of incapacity due to pregnancy, or for prenatal care;

4. Any period of incapacity (or treatment therefore) due to a chronic serious health condition (i.e., conditions that require periodic visits for treatment, continue over an extended period of time, and may cause episodic incapacity, such as asthma, diabetes, epilepsy, etc.);

5. A period of incapacity that is permanent or long-term due to a condition for which treatment may not be effective and for which the employee or Immediate Family Member is under the continuing supervision of a Health Care Provider (e.g., Alzheimer's, stroke, terminal diseases, etc.); or,

6. Any absences to receive multiple treatments (including any period of recovery therefrom) by, or on referral by, a Health Care Provider for a condition that likely would result in incapacity of more than three consecutive calendar days if left untreated (e.g., chemotherapy, physical therapy, dialysis, etc.) or for a restorative surgery after an accident or other injury.

   Incapacity means inability to work, attend school, or perform other regular daily activities due to the Serious Health Condition, treatment therefor, or recovery therefrom. A Serious Health Condition is a qualifying reason for an Employee's leave where the Employee is unable to perform any one of the essential functions of his/her position due to the Serious Health Condition.

V. **Serious Injury or Illness:**

1. In the case of a current member of the Armed Forces (including a member of the National Guard or Reserves), an injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; and

2. In the case of a covered veteran, an injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and that manifested itself before or after the member became a veteran.

W. **Spouse:** A husband or wife as defined or recognized under state law for purposes of marriage in the state where the Employee resides, including common law marriage and same sex marriage.

X. **Twelve- (12-) Month Period:**

1. The 12-month FML entitlement period is measured on an Application Year basis, which begins on the Sunday of the week an employee's FML-designated leave begins, and counting forward, until the 12-week entitlement is exhausted. A new 12-week FML entitlement begins anew on the day following the expiration of the Application Year.

2. With regard to Care for a Covered Servicemember, for which an Employee who is the Spouse, child (of any age), Parent, or Next of Kin of a Covered Servicemember may use up to twenty-six (26) weeks of FML in a single Twelve- (12-) Month Period to Care for a Covered Servicemember with a Serious Injury or Illness, the Twelve- (12-) Month Period shall be measured forward, beginning on the first day the Employee takes FML and ending twelve (12) months after that date.

3. Each Institution shall indicate in its implementation procedures that its Twelve- (12-) Month Period is based on a twelve- (12-) month period measured forward from the Sunday of the week an employee first uses FML-designated leave. subject to Paragraph 2 of this Section. This Twelve- (12-) Month Period shall be consistently and uniformly applied to all eligible employees, including faculty and staff, at that Institution.

III. REASONS FOR LEAVE

An Employee is entitled to take FML for the following reasons:

A. The birth of the Employee's Child;

B. The placement of a Child with the Employee for adoption or foster care;

C. The need to take care of the Employee's Child within a twelve- (12-) month period from birth or placement;

D. The need to take Care of the Employee's Immediate Family Member who has a Serious Health Condition;

E. The Serious Health Condition of the Employee that makes the Employee unable to perform any one of the essential functions of the Employee's job;

F. The need to take Care of a Covered Servicemember's Serious Injury or Illness; and

G. Qualifying Exigencies arising out of the Covered Active Duty and call-up to Covered Active Duty of a Military Member (the Employee's Spouse, child (of any age), or Parent).

IV. COMPENSATION DURING LEAVE

The FMLA provides Employees with job-protected leave for the qualifying reasons listed under Section III of this Policy. The FMLA allows for the leave to be unpaid, paid through the concurrent use of leave accrued or acquired under the Institution's policies, or a combination of both. Each Institution shall require Employees to concurrently use FML with the paid Family and Medical Leave (PFML) benefit that is provided to all employees in the Executive Branch of State government, to the extent possible. Any remaining FML shall be paid through the concurrent use of an employee's accrued or acquired Accident Leave, Annual Leave, Compensatory Leave, Holiday Leave, Personal Leave, Sick Leave, or leave through the USM Leave Reserve Fund, if available. If no such leave is available, the remaining FML entitlement shall be unpaid.

V. FAMILY AND MEDICAL LEAVE ENTITLEMENT

A. An Employee is entitled to a maximum of twelve (12) workweeks of FML, based on the Employee's normal workweek, within a Twelve- (12-) Month Period. FML can be taken continuously or, per Section VII of this Policy, intermittently or under a reduced work schedule, over the course of a Twelve- (12-) Month Period. FML entitlement shall not be carried over from a Twelve- (12-) Month Period to the subsequent Twelve- (12-) Month Period.

B. For example:

1. If an Employee normally works forty (40) hours per week and takes three (3) weeks of FML continuously, then the Employee's three (3) weeks of leave will constitute three (3) weeks of FML.

2. If an Employee normally works thirty-two (32) hours per week and takes twenty-four (24) hours of FML, then the Employee's twenty-four (24) hours of leave will constitute three-fourths (3/4) of a week of FML.

3. If an Employee normally works forty (40) hours per week and works twenty (20) hours under a reduced schedule, then the Employee's twenty (20) hours of leave will constitute one-half (1/2) of a week of FML for each week the Employee works under the reduced schedule.

4. If an Employee normally works thirty (30) hours per week and works twenty (20) hours per week under a reduced schedule, then the Employee's ten (10) hours of leave will constitute one-third (1/3) of a week of FML for each week the Employee works under the reduced schedule.

C. Whether a period of FML is paid or unpaid will be determined by Section IV of this Policy.

VI. MILITARY FML ENTITLEMENT

A. Military Caregiver Leave

An Employee who is the Spouse, child (of any age), Parent, or Next of Kin of a Covered Servicemember may use up to twenty-six (26) workweeks of leave in a single Twelve- (12-) Month Period to Care for a Covered Servicemember with a Serious Injury or Illness. The Twelve- (12-) Month Period described in this Paragraph shall be measured forward, beginning on the first day the Employee takes FML to Care for a Covered Servicemember and ending twelve (12) months after that date.

B. Exigency Leave

An Employee with a Spouse, child (of any age), or Parent who is a Military Member on Covered Active Duty or notified of an impending call or order to Covered Active Duty status may use up to twelve (12) workweeks of leave to address a qualifying Exigency arising out of the fact that the Employee's Spouse, child, or Parent is on Covered Active Duty or notified of an impending call or order to Covered Active Duty status.

VII. INTERMITTENT LEAVE OR REDUCED SCHEDULE LEAVE

A. Intermittent leave is FML taken in separate blocks of time for a single qualifying reason. Reduced schedule leave is FML that reduces an Employee's usual number of working hours per workweek or workday for a period of time.

B. An Employee may take intermittent or reduced schedule leave for purposes of the Employee's or the Immediate Family Member's Serious Health Condition, the Serious Injury or Illness of a Covered Servicemember, or for a qualifying Exigency. There must be a medical need for leave and it must be that such medical need can be best accommodated through intermittent or reduced schedule leave.

C. The Employee shall make a reasonable effort to schedule intermittent or reduced schedule leave for planned medical treatment so as not to unduly disrupt the operations of the Institution's applicable unit. If the Employee neglects to consult with the Institution to make a reasonable effort to arrange the schedule of treatments so as not to unduly disrupt the Institution's operations, the Institution may initiate discussions with the Employee and require the Employee to make a reasonable effort to make such arrangements, subject to the approval of the Health Care Provider.

D. It is within the discretion of the President or designee to grant intermittent or reduced schedule leave for reasons of child birth, placement with the Employee of a Child for adoption or foster care, or care for a newborn Child.

E. The President or designee may temporarily reassign an Employee on intermittent or reduced schedule leave to an Alternative Position for which the Employee is qualified, and which better accommodates intermittent or reduced schedule leave than does the Employee's regular position. Such reassignment may occur only where the Employee foreseeably needs intermittent or reduced schedule leave or where the President or designee agrees to permit such leave under Paragraph D of this Section VII. The Alternative Position must have equivalent pay and benefits but need not have equivalent duties and may not constitute a hardship on the Employee or discourage the Employee from taking leave. When the Employee no longer needs leave, they must be placed in the position they held when FML commenced or in an Equivalent Position.

VIII. JOB RIGHTS AND PROTECTIONS

A. Except as provided in Sections VIII. B., C., D., E., and F., an Employee returning to work at the conclusion of FML shall be Restored to the position they held when FML commenced or to an Equivalent Position with the pay, benefits, and other terms and conditions of employment that they enjoyed immediately prior to the FML.

B. An Employee is not entitled to Restoration if the President or designee determines that the Employee had been hired for a specific term or only to perform work on a

specific project defined in writing and the term or project is over and the Institution would not otherwise have continued to employ the Employee.

C. If at any point prior to or during the FML the President or designee determines that the Employee's position held when FML commenced cannot be held available for the duration of the leave, the President or designee, at the conclusion of the leave, shall Restore the Employee to an Equivalent Position.

   If it is determined that the position cannot be held available, the President or designee shall immediately notify the Employee in writing of details associated with the decision and the details of the Equivalent Position to which the Employee will be Restored. The Employee shall have the right to return to work within fifteen (15) working days from receipt of such notice to keep the position held by the Employee when FML commenced.

D. If there are reductions in the work force while the Employee is on FML and the Employee would have lost his/her position under USM BOR policies VII-1.30 – Policy on Layoff for Nonexempt Staff Employees, VII-1.32 – Policy on Layoff and Recall of Regular Exempt Staff Employees, and VII-9.61 – Policy on Reemployment and Reinstatement for Regular Status Nonexempt and Exempt Staff Employees had the Employee not been on FML, then the Institution has no obligation to Restore the Employee to the position held by the Employee when FML commenced or to an Equivalent Position.

E. Employees on FML are subject to generally applicable changes in compensation, benefits, or other terms or conditions of employment.

F. Restoration of Key Employees

   1. If it is necessary to prevent substantial and grievous economic injury to the Institution’s operations, the President or his or her designee may deny Restoration to a Key Employee, provided that the Employee received written notice of his/her status as a Key Employee at the time the FML was requested or commenced, whichever was earlier.

   2. If the President or designee believes that Restoration may be denied to a Key Employee, then at the time the FML is requested (or commences, if earlier), or as soon as practicable thereafter if notice cannot be given immediately because of the need to determine whether the Employee is a Key Employee, the President or designee shall provide the Key Employee with written notification of the potential terms, conditions, and consequences of the leave. Notification shall include at least the following:

      a) Notification of the fact that the Employee qualifies as a Key Employee; and

b) Potential consequences with respect to Restoration and maintenance of health benefits.

Failure to provide such timely written notice shall result in the Institution's loss of the right to deny Restoration to a Key Employee even if substantial and grievous economic injury will result from such Restoration.

3. As soon as the President or designee makes a good faith determination, based on the facts available, that substantial and grievous economic injury to the Institution's operations will result if the Key Employee who has requested or who is using FML is Restored, the Institution shall give written notice to the Key Employee either in person or by certified mail of the following:

   a) That FML cannot be denied;

   b) That the President/designee intends to deny Restoration upon completion of the FML;

   c) An explanation of the basis for the President's/designee's finding that Restoration will result in substantial and grievous economic injury; and

   d) If FML has commenced, a reasonable time (at least fifteen (15) working days from receipt of the notice) in which the Employee may return to work taking into account circumstances such as the length of the FML and the urgency of the need for the Employee to return to work.

4. When practicable, the President shall provide the notice described in Section VIII.F.3 at least one calendar week prior to the Employee starting the FML. If such notice is provided after the leave commences, then the President/designee shall also provide the Employee a period of at least fifteen (15) working days from receipt of the notice to return to his/her position.

5. If a Key Employee does not return to work in response to the Institution's notification of intent to deny Restoration, then the Employee shall continue to be entitled to maintenance of health benefits through the scheduled leave, and the Institution may not recover its share of premiums unless and until the Employee gives notice that he/she does not wish to return to work or the Institution actually denies Restoration at the conclusion of the FML period.

6. After notice to a Key Employee has been given that substantial and grievous economic injury will result if the Employee is Restored to employment, an Employee is still entitled to request Restoration at the end of the leave period even if the Employee did not return to work in response to the President's/designee's notice. Based on the facts at that time, the President or designee must again determine whether there will be substantial and grievous economic injury from Restoration. If it is determined that substantial and grievous economic injury will

result, the President or designee shall notify the Employee in writing (in person or by certified mail) of the denial of Restoration.

IX. STATUS OF BENEFITS WHILE ON FML

A. An Employee on FML under this Policy shall continue to be eligible for all employment benefits that he/she enjoyed immediately prior to the FML, including group life insurance, health insurance, disability insurance, sick leave, annual leave, educational benefits, and pensions, unless otherwise elected by the Employee and subject to any generally applicable changes in benefits eligibility or terms that may have taken place during the period of FML.

B. An Employee on FML may continue employer-subsidized health care benefits during the period of leave. The President or designee shall, in accordance with Section XI.B of this Policy, provide advance written notice to the Employee of the terms and conditions under which premium payments are to be made by the Employee, which shall include the following:

1. If Accrued or Acquired Paid Leave or paid parental leave is being used concurrently during the FML period, the Employee's share of premiums must be paid by the method normally used during any paid leave; and

2. If the FML period is unpaid, the Institution shall require the Employee to pay his or her share of premium payments in the manner required by the State of Maryland Department of Budget and Management.

If an Employee gives notice that he/she will not return to work, the Employee will not be eligible to continue participating in employer health benefit plans, except to the extent eligible as a retiree or under COBRA.

C. The Institution shall recover its share of health premiums during a period of unpaid FML if the Employee fails to return to work (does not work for at least thirty (30) calendar days) after the FML has been exhausted or the Employee's eligibility expires, unless the reason for not returning is due to the continuation, recurrence, or onset of a Serious Health Condition of the Employee or Immediate Family Member, or a Serious Injury or Illness of a Covered Servicemember, or other circumstances beyond the Employee's control.

When an Employee fails to return to work because of the continuation, recurrence, or onset of either a Serious Health Condition of the Employee or Immediate Family Member, or a Serious Injury or Illness of a Covered Servicemember, thereby precluding the Institution from recovering its (share of) health benefit premium payments made on the Employee's behalf during a period of unpaid FML, the Institution shall require medical certification of the Employee's or the Immediate Family Member's Serious Health Condition or the Covered Servicemember's Serious Injury or Illness. If the Institution requires such certification, the Employee must

provide the certification within thirty (30) days of the Institution's request. If the Employee does not provide requested certification within thirty (30) days, or the reason for not returning to work does not involve circumstances beyond the Employee's control, the Institution may recover one hundred percent (100%) of the health benefit premiums it paid during the unpaid FML.

D. Except as noted in Section VIII, Job Rights and Protections, upon return from FML an Employee shall be Restored all the rights, benefits, and privileges enjoyed prior to the leave.

E. The status and maintenance of an Employee's benefits other than employer-subsidized health care benefits during a period of paid or unpaid FML shall be determined by the Institution's established policies for providing those benefits when the Employee is on other forms of leave (paid or unpaid, as appropriate). While on any unpaid portion of an FML, an Employee shall not earn or accrue any additional leave or seniority credits.

F. An Employee may elect to purchase service credit at the time of retirement for prior leave without pay that is qualified by the Maryland State Retirement and Pension Systems. Upon approval of a leave without pay, an Employee shall follow the Institution procedure to assure that this option may be exercised. Service credits are not applicable to the Optional Retirement Program.

X. EMPLOYEE NOTICE REQUIREMENTS

A. Timing

An Employee shall give at least thirty (30) calendar days' notice (or if not practicable, as soon as practicable, generally within two (2) work days) before FML is to begin for leave based on an expected birth, placement for adoption or foster care, planned medical treatment for a Serious Health Condition of the Employee or of an Immediate Family Member, or planned medical treatment for a Serious Injury or Illness of a Covered Servicemember. For leave due to a qualifying Exigency, notice must be provided as soon as practicable. The Employee shall advise the Institution as soon as practicable if dates of scheduled leave change or are extended, regardless of whether FML is to be continuous or is to be taken intermittently or on a reduced schedule basis.

B. Content

The notice provided by the Employee shall be written and provided to the Employee's immediate supervisor or other individual as designated by the Institution's policies, sufficient to make the Institution aware that the Employee needs FML and shall include the anticipated timing and duration of the leave, if foreseeable.

C. Notice by Spokesperson

Notice may be given the Employee's spokesperson (e.g., Spouse, adult family member, or other responsible party) if the Employee is unable to do so personally.

XI. EMPLOYER NOTICE REQUIREMENTS

A. Eligibility Notice

When an employee requests FML, or when the Institution acquires knowledge that an employee's leave may be for an FML-qualifying reason, the Institution shall notify the employee of the employee's eligibility to take FML within five (5) business days, absent extenuating circumstances. The Institution shall provide this eligibility notice in writing using the prototype form issued by the Department of Labor, Wage and Hour Division.

B. Rights and Responsibilities Notice

Institutions shall provide written notice detailing the specific expectations and obligations of the Employee and explaining any consequences of a failure to meet these obligations. This notice shall be provided to the Employee each time the eligibility notice is provided and may be contained within the same form**.** An Institution shall use the prototype form issued by the Department of Labor, Wage and Hour Division, which shall include:

1. A statement that the leave may be designated and counted against the Employee's annual FML entitlement if qualifying and the Twelve- (12-) Month Period defined in Section II.X of this Policy;

2. Any requirement for the Employee to furnish certification of a Serious Health Condition, Serious Injury or Illness, or qualifying Exigency arising out of Covered Active Duty or call to Covered Active Duty status, and the consequences of failure to do so;

3. A statement that the Institution will require the substitution of paid leave per Section IV of this Policy, the conditions related to any substitution, and the Employee's entitlement to take unpaid FML if the Employee does not meet the conditions for paid leave;

4. Any requirement for the Employee to make any premium payments to maintain health benefits and the arrangements for making such payments, and the possible consequences of failure to make such payments on a timely basis per Section IX of this Policy;

5. A statement of the Employee's status as a Key Employee and the potential consequence that Restoration may be denied following FML, explaining the conditions required for such denial;

6. A statement of the Employee's rights to maintenance of benefits during FML and Restoration to the position held when FML commenced or an Equivalent Position upon return from FML; and

7. A statement of the Employee's potential liability for payment of health insurance premiums paid by the Institution during the Employee's unpaid FML if the Employee fails to return to work after taking FML.

C. Designation Notice

1. When the Institution has enough information to determine whether the leave is being taken for an FML-qualifying reason (e.g., after receiving a certification, if requested), the Institution shall notify the Employee in writing whether the leave will be designated and will be counted as FML, within five (5) business days absent extenuating circumstances. If the Institution has sufficient information to designate the leave as FML immediately after receiving notice of the Employee's need for leave, the Institution shall provide the Employee with the designation notice at that time. This notice shall be provided using the prototype form issued by the Department of Labor, Wage and Hour Division, which shall meet the requirements below in Section XI.C.2.–.4.

2. The Institution shall inform the Employee in this written notice that the Institution is requiring the Employee to use paid leave concurrently in the order set forth in Section IV of this Policy.

3. If the Institution will require the Employee to present a fitness-for-duty certification to be Restored to employment, the Institution shall provide notice of such requirement with the designation notice. If the Institution will require that the fitness-for-duty certification address the Employee's ability to perform the essential functions of the Employee's position, the Institution shall so indicate in the designation notice, and shall include a list of the essential functions of the Employee's position.

4. If the information provided by the Institution to the Employee in the designation notice changes, the Institution shall provide written notice of the change within five (5) business days of receipt of the Employee's first notice of need for leave subsequent to any change.

5. If an Institution does not designate leave as indicated in XI.C.1.–.4, the Institution may retroactively designate leave as FML with appropriate notice to the Employee provided that the Institution's failure to timely designate leave does not cause harm or injury to the Employee**.**

XII. CERTIFICATION

A. Medical Certification for Serious Health Conditions of Employee or Immediate Family Member

1. For leave related to a Serious Health Condition, the Employee shall provide medical certification(s) from the Employee's or Immediate Family Member's Health Care Provider. The Institution shall use the Department of Labor's prototype forms for certification of the Serious Health Condition of an employee or the Serious Health Condition of a family member. The Employee shall have fifteen (15) calendar days to obtain the medical certification unless not practicable to do so despite the Employee's diligent good faith efforts. An Institution shall require only the following information in the certification:

   a) The name, addresses, telephone number, and fax number of the Health Care Provider and type of medical practice/specialization;

   b) A diagnosis of the nature and extent of the condition giving rise to the use of FML;

   c) The approximate date the condition commenced and its probable duration;

   d) A statement or description of appropriate medical facts regarding the patient's health condition for which FML is requested, including a regimen of continuing treatment to be prescribed;

   e) In the case of an Employee's Serious Health Condition, certification that the Employee is unable to perform the essential functions of his/her position and prognosis of the Employee's ability to return to his/her position;

   f) In the case of an Immediate Family Member's Serious Health Condition, information sufficient to establish that the family member is in need of Care and an estimate of the frequency and duration of the leave required to Care for the family member; and

   g) In cases of a request for intermittent or reduced schedule leave, information sufficient to establish the medical necessity for such intermittent or reduced schedule leave, and

      i. An estimate of the frequency and duration of treatments and periods of recovery if the leave is for foreseeable planned medical treatment; or

      ii. An estimate of the frequency and duration of episodes of incapacity if the Serious Health Condition may result in unforeseeable episodes of incapacity.

2. If an Employee submits a complete and sufficient certification signed by the Health Care Provider, the Institution may not request additional information from the Health Care Provider. However, the Institution may contact the Health Care Provider for purposes of clarification and authentication of the medical certification (whether initial certification or recertification) after the Institution has given the Employee an opportunity to cure any deficiencies as set forth in Paragraph D of this Section XII. To make such contact, the Institution must use a Health Care Provider, a human resources professional, a leave administrator, or a management official. Under no circumstances, however, may the Employee's direct supervisor contact the Health Care Provider.

3. The President or designee may require a second medical opinion at the Institution's expense if the Institution has reason to doubt the validity of a medical certification. The Institution may designate the Health Care Provider who is to furnish the second opinion. In the case of conflicting opinions, the opinion of a third Health Care Provider, agreed upon by both Employee and the President or designee and obtained at the Institution's expense, shall be final and binding. The second and third opinions shall not be provided by individuals who are employed on a regular basis by the Institution.

4. The President or designee may require reasonable recertification as the FML continues. Recertification shall not be requested more often than every thirty (30) calendar days unless the Employee requests an extension of FML, circumstances described by the previous certification have changed significantly, or the Institution receives information that casts doubt upon the continuing validity of the most recent certification. The Institution shall allow at least fifteen (15) calendar days for the Employee to provide the requested recertification.

   The Institution may ask for the same information on recertification as that set forth in Section XII.A.1 of this Policy. As part of the information allowed to be obtained on recertification for leave taken because of a Serious Health Condition, the Institution may provide the Health Care Provider with a record of the Employee's absence pattern and ask the Health Care Provider if the Serious Health Condition and need for leave is consistent with such a pattern.

B. Medical Certification for a Covered Servicemember

When leave is taken to Care for a Covered Servicemember with a Serious Injury or Illness, an Institution may require the Employee to obtain a certification completed by an authorized health care provider of the Covered Servicemember. For this purpose, the Department of Defense ("DOD") healthcare providers, a health care provider from the U.S. Department of Veterans Affairs ("VA"), DOD Tricare Network and DOD non-network TRICARE authorized health care providers, and any Health Care Provider listed in Section II.K of this Policy are considered "authorized health care providers." An Employee may use the appropriate prototype form issued by the

Department of Labor's Wage and Hour Division or a comparable form requiring the same information (including invitational travel order ("ITOs") or invitational travel authorizations ("ITAs") issued to any family member to join an injured or ill servicemember at his or her bedside). An Institution may require additional information per 29 C.F.R. § 825.310 or other applicable law.

Second or third opinions are not permitted if the health care provider is from DOD, the VA, or DOD-authorized private health care providers, but are permitted if the health care provider otherwise meets the definition of Section II.K of this Policy. Recertifications are never permitted for leave to Care for a Covered Servicemember. Should an extension of leave be required, additional certification may be requested.

C. Certification for Leave Taken Because of a Military Exigency

The first time an Employee requests leave because of a qualifying Exigency arising out of the Covered Active Duty or call to Covered Active Duty status (or notification of an impending call or order to Covered Active Duty) of a Military Member, the Institution may require the Employee to provide a copy of the Military Member's active duty orders or other documentation issued by the military which indicates that the Military Member is on Covered Active Duty or call to Covered Active Duty status, and the dates of the Military Member's Covered Active Duty service.

An Institution may additionally require that leave under this Paragraph be supported by a certification setting forth the information listed in 29 C.F.R. § 825.309 or other applicable law. An Institution shall use the appropriate prototype form issued by the Department of Labor's Wage and Hour Division. An Institution may not require information additional to what is required by this Paragraph.

D. Sufficiency of Certification

The Employee must provide a complete and sufficient certification to the Institution if required by the Institution under Paragraphs A, B, or C of this Section XII. The Institution shall advise the Employee if the Institution finds a certification incomplete or insufficient and shall state in writing what additional information is necessary to make the certification complete and sufficient. A certification is considered incomplete if the Institution receives a certification but one or more of the applicable entries have not been completed. A certification is considered insufficient if the Institution receives a complete certification, but the information provided is vague, ambiguous, or nonresponsive. The Institution must provide the Employee seven (7) calendar days (unless not practicable) to cure any such deficiency.

E. Confidentiality

Consistent with the FMLA and other applicable laws, all medical-related documentation will be kept confidential and maintained in a file separate from the Employee's official institutional personnel file.

XIII. DOCUMENTATION OF CERTAIN RELATIONSHIPS

If an Employee takes FML under this Policy, including, but not limited to, for the birth of the Employee's Child, the placement of a Child with the Employee for adoption or foster care, or the need to take care of the Employee's Child within a twelve- (12-) month period after birth or placement, the Institution may require the Employee giving notice of the need for leave to provide reasonable documentation or a statement of family relationship for purposes of confirming the family relationship. This documentation may take the form of, but is not limited to, a simple statement from the Employee, a Child's birth certificate, an adoption certification, or a court document. The Institution is entitled to examine documentation, but the Employee is entitled to the return of an official document submitted for this purpose.

XIV. SCHEDULING OF TREATMENT

A. When planning medical treatment, the Employee must consult with the Institution and make a reasonable effort to schedule the treatment so as not to disrupt unduly the operations of the applicable institutional unit, subject to the approval of the Health Care Provider. Employees are ordinarily expected to consult with their Institution prior to the scheduling of treatment in order to work out a treatment schedule which best suits the needs of both the Institution and the Employee.

B. If an Employee fails to consult with the Institution to make a reasonable effort to arrange the schedule of treatments so as not to unduly disrupt the Institution’s operations, the President or designee may initiate discussions with the Employee, require the Employee to make a reasonable effort to make such arrangements, and request the Employee to provide certification from the appropriate Health Care Provider of the unavailability of treatment during non-work time, or at times that are less disruptive to the operations of the Employee's unit.

XV. PROVIDING INFORMATION ABOUT FML

Regardless of the reason for the FML, an Employee shall provide complete, accurate and timely information related to a request for, continuation of, modification(s) to, and return from FML. An Institution may require Employees on FML to report periodically on their status and intent to return to work if the Institution’s procedures regarding such reports are nondiscriminatory and take into account all of the relevant facts and circumstances related to each Employee’s leave situation.

XVI. ABUSE OF FML

The President or designee shall review, investigate and resolve suspected cases of bad faith, fraud or abuse of the FML program. Cases of bad faith, falsification of documents, or fraudulent information related to FML provided to the institution, or other abuses of the FML program, may result in actions by the Institution, including, but not limited to, revocation of the leave, refusal to Restore, recovery of institutional costs for paid-time

leave and insurance benefits premiums, and disciplinary action up to and including termination.

XVII. EARLY RETURN FROM LEAVE

An Employee may discover after beginning FML that the circumstances have changed and the amount of leave originally anticipated is no longer necessary. An Employee may not be required to take more FML than necessary to resolve the circumstance that precipitated the need for leave. An Institution may require the Employee to provide the Institution reasonable notice (i.e., within two business days) of the changed circumstances where foreseeable.

XVIII. EXTENSION OF LEAVE

An Employee may extend the date of return from FML to the extent they have remaining FML available. Notice need only be given one time regardless of whether the FML is to be continuous or is to be taken intermittently or on a reduced schedule basis, but the Employee shall advise the Institution as soon as practicable if dates of scheduled FML are extended and provide recertification if requested.

XIX. FAILURE TO RETURN FROM LEAVE

A. An Employee who will not be returning to the Institution at the conclusion of FML shall notify the President or designee in writing as soon as practicable. In the absence of written notification or other extenuating circumstances, failure to return from leave shall be generally interpreted as a resignation.

B. If applicable, any benefit entitlement based upon length of service shall be calculated as of the Employee's last paid day.

XX. SPOUSES EMPLOYED BY THE SAME INSTITUTION OR UNIT

A. Regardless of whether Spouses work at the same Institution or in the same institutional unit, each Spouse shall be entitled to a separate, individual, maximum FML eligibility amount for the reasons listed in Section III of this Policy.

B. The amount of leave for which one Spouse may be eligible, or the amount of leave used by one Spouse, shall not limit or enhance the leave amount or the leave usage of the other Spouse.

C. Spouses shall be entitled to take leave simultaneously or in succession and in any portion of their respective individual maximum FML eligibility amount.

XXI. MISCELLANEOUS

A. The President or designee is under no obligation to immediately Restore an Employee whose return from FML does not coincide with the normal operating schedule of the Institution or the normal work schedule of the Employee's unit or Restore an Employee whose return date is inconsistent with the terms and conditions of the Employee's appointment.

B. Entitlement to begin FML for reasons of childbirth, placement with the Employee of a Child for adoption or foster care, or care for a newborn Child expires by no later than the 364th day after the date of birth or placement. Any such FML must be concluded within this one-year period.

C. When FML is taken by an Employee on probation status, the probationary period shall be adjusted upon the return of the Employee by the length of time used for FML.

D. Either the Employee or the Institution may initiate a period of FML.

IMPLEMENTATION PROCEDURES:

Each President shall identify his/her designee(s) as appropriate for this Policy; develop procedures as necessary to implement this Policy; communicate this policy and applicable procedures to employees at his/her Institution and the general campus community; and post this Policy on the institutional website. Each President shall forward a copy of such designations and implementation procedures to the Chancellor.

REFERENCE:

The Family and Medical Leave Act of 1993 (FMLA), 29 U.S.C. § 2611 (2012); National Defense Authorization Act for Fiscal Year 2010 (2010 NDAA), Pub. L. No. 111-84 (2009); 29 C.F.R. pt. 825 (2016).

VII-7.50 – POLICY ON FAMILY AND MEDICAL LEAVE FOR NONEXEMPT AND EXEMPT STAFF EMPLOYEES

(Approved by the Board of Regents on August 27, 1993; Amended on April 16, 2004; Amended on October 22, 2004; Amended on June 18, 2010; Amended on October 9, 2015; Amended on April 20, 2018.)

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I. PURPOSE AND APPLICABILITY

The purpose of this Policy is to implement the Family and Medical Leave Act of 1993 ("FMLA"), 29 U.S.C. § 2611 (2012), and subsequent amendments to applicable federal and state laws. This Policy applies to all eligible University System of Maryland ("USM") Nonexempt and Exempt Staff employees. Under certain circumstances, it is the policy of the USM to provide Eligible Employees up to a maximum of twelve (12) weeks of job-protected leave ("FML") during a Twelve- (12-) Month Period for certain family and certain Serious Health Condition reasons. Additionally, under certain circumstances, this Policy provides Eligible Employees a maximum of twelve (12) weeks of FML during a Twelve- (12-) Month Period to address a qualifying Exigency arising from a Military Member's Covered Active Duty status or notification of an impending call or order to

Covered Active Duty status, and a maximum of twenty-six (26) weeks of FML during a Twelve- (12-) Month Period to Care for a Covered Servicemember with a Serious Injury or Illness. FML may be unpaid, paid through the concurrent use of leave accrued or acquired under an Institution's policies, or a combination of both as set forth in Section IV of this Policy. If applicable law is modified, abrogated, superseded, or added to, this Policy shall be interpreted in accordance with the new legal framework.

II. TERMS AND DEFINITIONS

The following terms and definitions shall apply for purposes of this Policy:

A. **Accrued or Acquired Paid Leave:** Annual leave available for use under USM BOR policy VII-7.00 – Policy on Annual Leave for Regular Nonexempt and Exempt Staff Employees, holiday leave for holidays observed during FML and earned floating holidays, sick leave available for use under USM BOR policy VII-7.45 – Policy on Sick Leave for Exempt and Nonexempt Staff Employees, accident leave, compensatory leave, personal leave, and leave taken from the Leave Reserve Fund.

B. **Alternative Position:** A position to which an Eligible Employee may be reassigned temporarily during a period of intermittent or reduced schedule FML. The alternative position shall have equivalent benefits and pay to the position from which the Eligible Employee was reassigned.

C. **Care:** To take care of or to care for. The term care is intended to be read broadly to include both physical and psychological care. The language applies to the period of inpatient care and home care as well.

D. **Care for a Covered Servicemember:** Care by an Eligible Employee, for a Covered Servicemember who becomes ill or injured as a result of service in the military, who is a:

1. Spouse; and/or
2. Parent; and/or
3. Child (of any age); or
4. If none of the above is available, the Next of Kin.

E. **Child (except for military FML requests under Section VI):** A person who is the son or daughter of an Eligible Employee and who is under eighteen (18) years of age; or, eighteen (l8) years of age or older and incapable of self-care because of a mental or physical disability at the time FML commences. The son and/or daughter may be the biological, adopted, step or foster child of the Eligible Employee. The term "child" shall also include someone who is the legal ward of the Eligible Employee or someone for whom the Eligible Employee has provided sufficient, notarized

affidavit(s) and proof of financial dependence that he/she is standing *In Loco Parentis.*

F. **Covered Active Duty:** In the case of a member of a Regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and in the case of a member of a Reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in Section 101(a)(13)(B) of Title 10, United States Code.

G. **Covered Servicemember:**

1. A current member of the Armed Forces (including a member of the National Guard or Reserves) who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a Serious Injury or Illness; or

2. A covered veteran who is undergoing medical treatment, recuperation, or therapy, for a Serious Injury or Illness and who was a member of the Armed Forces (including a member of the National Guard or Reserves), and was discharged or released under conditions other than dishonorable at any time during the 5-year period prior to the first date the Eligible Employee takes FML to Care for the covered veteran.

H. **Eligible Employee:** A USM employee who:

1. Has been employed for a total of at least twelve (12) months as a USM or State of Maryland employee; and

2. has worked for at least 1,040 hours during the twelve- (12-) month period immediately prior to the beginning date of the FML as a USM or State of Maryland employee.

   For convenience, within the text of this Policy the term "Employee" instead of "Eligible Employee" shall be used hereafter.

I. **Equivalent Position:** A position at the institution to which an Employee may be restored upon the completion of the FML. The equivalent position shall have the same benefits, pay, and other terms and conditions of employment as the position from which the Employee took leave.

J. **Exigency:**

1. Issues arising from a Military Member’s short notice deployment (call to Covered Active Duty on seven (7) or fewer calendar days’ notice prior to the date of deployment);

2. Military events and related activities (official ceremonies, programs or events sponsored by the military), or family support or assistance programs and informational briefings sponsored or promoted by the military, military service organizations, or the American Red Cross that are related to the Covered Active Duty or call to Covered Active Duty of a Military Member;

3. Childcare and related activities arising from the Covered Active Duty or call to Covered Active Duty status of a Military Member (including but not limited to arranging for alternative childcare, providing childcare on a non-routine, urgent, immediate need basis, enrolling or transferring a child in a new school or day care facility, and attendance at certain meetings at a school or a day care facility if they are necessary due to circumstances arising from the Covered Active Duty or call to Covered Active Duty of a Military Member). For purposes of this Paragraph, the child must meet the definition of "Child" in Section II.E of this Policy;

4. Financial and legal arrangements (to make or update legal and/or financial arrangements for the Military Member's absence or act as his/her representative before a government agency);

5. Attending counseling provided by someone other than a Health Care Provider for oneself, for the Military Member, or for a child of the Military Member (who must meet the definition of "Child" in Section II.E of this Policy), the need for which arose from the Covered Active Duty or call to Covered Active Duty of the Military Member;

6. Spending up to fifteen (15) calendar days with a Military Member who is on short-term, temporary, rest and recuperation leave (for each instance of such leave during a deployment);

7. Attending post-deployment activities (including arrival ceremonies, reintegration briefings and other official ceremonies or programs sponsored by the military for a period of 90 days following the termination of the Military Member's Covered Active Duty status, and issues arising from the death of a Military Member);

8. Providing Parental Care necessitated by the Covered Active Duty status of a Military Member whose parent is incapable of self-care; or

9. Additional activities (provided that the Institution and Employee agree that such activities shall qualify as an exigency and agree to both the timing and duration of leave).

K. **Health Care Providers:**

1. Doctors of medicine or osteopathy, podiatrists, dentists, clinical psychologists, optometrists, chiropractors (limited to treatment consisting of manual manipulation of the spine to correct a subluxation as demonstrated by x-ray to

exist), nurse practitioners, nurse midwives, clinical social workers, and physician assistants, who are authorized to practice under the law of the state or country in which they are practicing and are performing within the scope of their practice;

2. Licensed clinical professional counselors;

3. Christian Science practitioners listed with the First Church of Christ Scientist in Boston; and

4. Any other health care provider from whom the Institution's group health plan's benefits manager will accept certification of the existence of a Serious Health Condition to substantiate a claim for benefits.

L. **Immediate Family Member:** The Employee's Parent, Spouse, or Child.

M. ***In Loco Parentis*:** "In the place of a parent; instead of a parent; charged, factitiously, with a parent's rights, duties and responsibilities." Any Employee claiming an *in loco parentis* relationship with a child, or any Employee claiming to be the child in an *in loco parentis* relationship, may be requested to provide documentation of such relationship.

N. **Institution:** The employing USM institution; the USM institution from which the Employee is taking leave.

O. **Key Employee:** A salaried Employee who is among the highest paid ten (10) percent of all the employees employed by the Institution within 75 miles of the employee's workplace at the time the Employee gives notice of the need for leave.

P. **Military Member:** An Employee's Spouse, child (of any age), or Parent who is on Covered Active Duty**.**

Q. **Next of Kin:** The nearest blood relative other than the Covered Servicemember's Spouse, Parent or child (of any age) in the following order of priority:

1. A blood relative whom the Covered Servicemember has specifically designated in writing as his or her nearest blood relative for purposes of military caregiver leave under the FMLA;

2. Blood relatives who have been granted legal custody of the Covered Servicemember by court decree or statutory provision;

3. Brothers and sisters;

4. Grandparents;

5. Aunts and uncles;

6. First cousins.

R. **Parent:** The Employee's biological, adoptive, step or foster mother or father, or someone who stood *In Loco Parentis* to the Employee when the Employee was a child. This term does not include parents "in law."

S. **Parental Care:** Care provided to the Military Member's Parent, who must be incapable of self-care and must be the Military Member's biological, adoptive, step or foster father or mother, or any other individual who stood *In Loco Parentis* to the Military Member when the member was under eighteen (18) years of age.

T. **Restore(d) or Restoration:** For Employees other than Key Employees, a return to the position held by the Employee when FML commenced or to an Equivalent Position. For Key Employees, a return to the position held when FML commenced.

U. **Serious Health Condition:** An illness, injury, impairment, or physical or mental condition of the Employee or an Immediate Family Member that involves:

1. Any period of incapacity or treatment connected with inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility;

2. A period of incapacity requiring absence of more than three consecutive calendar days from work or other regular daily activities that also involves continuing treatment by (or under the supervision of) a Health Care Provider;

3. Any period of incapacity due to pregnancy, or for prenatal care;

4. Any period of incapacity (or treatment therefore) due to a chronic serious health condition (i.e., conditions that require periodic visits for treatment, continue over an extended period of time, and may cause episodic incapacity, such as asthma, diabetes, epilepsy, etc.);

5. A period of incapacity that is permanent or long-term due to a condition for which treatment may not be effective and for which the employee or Immediate Family Member is under the continuing supervision of a Health Care Provider (e.g., Alzheimer's, stroke, terminal diseases, etc.); or,

6. Any absences to receive multiple treatments (including any period of recovery therefrom) by, or on referral by, a Health Care Provider for a condition that likely would result in incapacity of more than three consecutive calendar days if left untreated (e.g., chemotherapy, physical therapy, dialysis, etc.) or for a restorative surgery after an accident or other injury.

   Incapacity means inability to work, attend school, or perform other regular daily activities due to the Serious Health Condition, treatment therefor, or recovery therefrom. A Serious Health Condition is a qualifying reason for an Employee's leave where the Employee is unable to perform any one of the essential functions of his/her position due to the Serious Health Condition.

V. **Serious Injury or Illness:**

1. In the case of a current member of the Armed Forces (including a member of the National Guard or Reserves), an injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; and

2. In the case of a covered veteran, an injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and that manifested itself before or after the member became a veteran.

W. **Spouse:** A husband or wife as defined or recognized under state law for purposes of marriage in the state where the Employee resides, including common law marriage and same sex marriage.

X. **Twelve- (12-) Month Period:**

1. The 12-month FML entitlement period is measured on an Application Year basis, which begins on the Sunday of the week an employee's FML-designated leave begins, and counting forward, until the 12-week entitlement is exhausted. A new 12-week FML entitlement begins anew on the day following the expiration of the Application Year. ~~A rolling twelve- (12-) month period measured backward from the date an Employee uses any FML. Each time an Employee takes FML, the remaining FML amount is the balance of the twelve (12) weeks that has not been used during the immediately preceding twelve (12) months.~~

2. With regard to Care for a Covered Servicemember, for which an Employee who is the Spouse, child (of any age), Parent, or Next of Kin of a Covered Servicemember may use up to twenty-six (26) weeks of FML in a single Twelve- (12-) Month Period to Care for a Covered Servicemember with a Serious Injury or Illness, the Twelve- (12-) Month Period shall be measured forward, beginning on the first day the Employee takes FML and ending twelve (12) months after that date.

3. Each Institution shall indicate in its implementation procedures that its Twelve- (12-) Month Period is based on a twelve- (12-) month period measured forward from the Sunday of the week an employee first uses FML-designated leave. ~~backward from the date an Employee uses any FML,~~ subject to Paragraph 2 of this Section. This Twelve- (12-) Month Period shall be consistently and uniformly applied to all eligible employees, including faculty and staff, at that Institution.

III. REASONS FOR LEAVE

An Employee is entitled to take FML for the following reasons:

A. The birth of the Employee's Child;

B. The placement of a Child with the Employee for adoption or foster care;

C. The need to take care of the Employee's Child within a twelve- (12-) month period from birth or placement;

D. The need to take Care of the Employee's Immediate Family Member who has a Serious Health Condition;

E. The Serious Health Condition of the Employee that makes the Employee unable to perform any one of the essential functions of the Employee's job;

F. The need to take Care of a Covered Servicemember's Serious Injury or Illness; and

G. Qualifying Exigencies arising out of the Covered Active Duty and call-up to Covered Active Duty of a Military Member (the Employee's Spouse, child (of any age), or Parent).

IV. COMPENSATION DURING LEAVE

The FMLA provides Employees with job-protected leave for the qualifying reasons listed under Section III of this Policy. The FMLA allows for the leave to be unpaid, paid through the concurrent use of leave accrued or acquired under the Institution's policies, or a combination of both. Each Institution shall require Employees to concurrently use FML with the paid Family and Medical Leave (PFML) benefit that is provided to all employees in the Executive Branch of State government, to the extent possible. ~~to concurrently use FML with paid Family and Medical Leave ("PFML") that is provided to all employees in the Executive Branch of State Government with FML paid leave accrued or acquired under USM's and the Institution's policies and procedures in the following order: (1) Accrued or Acquired Paid Leave as defined in Section II.A; and (2) paid parental leave under USM BOR policy VII-7.49 – Policy on Parental Leave and Other Family Supports for Staff.the PFML, to the extent possible.~~ Any remaining FML shall be paid through the concurrent use of an employee's accrued or acquired Accident Leave, Annual Leave, Compensatory Leave, Holiday Leave, Personal Leave, Sick Leave, or leave through the USM Leave Reserve Fund, if available. ~~be paid through the concurrent use of an employee's accrued or acquired Sick Leave, Annual Leave, Personal Leave, or Compensatory Leave, if such leave is available.~~If no such leave is available, the remaining FML entitlement shall be unpaid.

~~V.~~ V. FAMILY AND MEDICAL LEAVE ENTITLEMENT

A. An Employee is entitled to a maximum of twelve (12) workweeks of FML, based on the Employee's normal workweek, within a Twelve- (12-) Month Period. FML can be

taken continuously or, per Section VII of this Policy, intermittently or under a reduced work schedule, over the course of a Twelve- (12-) Month Period. FML entitlement shall not be carried over from a Twelve- (12-) Month Period to the subsequent Twelve- (12-) Month Period.

B. For example:

1. If an Employee normally works forty (40) hours per week and takes three (3) weeks of FML continuously, then the Employee's three (3) weeks of leave will constitute three (3) weeks of FML.

2. If an Employee normally works thirty-two (32) hours per week and takes twenty-four (24) hours of FML, then the Employee's twenty-four (24) hours of leave will constitute three-fourths (3/4) of a week of FML.

3. If an Employee normally works forty (40) hours per week and works twenty (20) hours under a reduced schedule, then the Employee's twenty (20) hours of leave will constitute one-half (1/2) of a week of FML for each week the Employee works under the reduced schedule.

4. If an Employee normally works thirty (30) hours per week and works twenty (20) hours per week under a reduced schedule, then the Employee's ten (10) hours of leave will constitute one-third (1/3) of a week of FML for each week the Employee works under the reduced schedule.

C. Whether a period of FML is paid or unpaid will be determined by Section IV of this Policy.

~~VI.~~VI. M MILITARY FML ENTITLEMENT

A. Military Caregiver Leave
An Employee who is the Spouse, child (of any age), Parent, or Next of Kin of a Covered Servicemember may use up to twenty-six (26) workweeks of leave in a single Twelve- (12-) Month Period to Care for a Covered Servicemember with a Serious Injury or Illness. The Twelve- (12-) Month Period described in this Paragraph shall be measured forward, beginning on the first day the Employee takes FML to Care for a Covered Servicemember and ending twelve (12) months after that date.

B. Exigency Leave
An Employee with a Spouse, child (of any age), or Parent who is a Military Member on Covered Active Duty or notified of an impending call or order to Covered Active Duty status may use up to twelve (12) workweeks of leave to address a qualifying Exigency arising out of the fact that the Employee's Spouse, child, or Parent is on Covered Active Duty or notified of an impending call or order to Covered Active Duty status.

~~VII.~~ INTERMITTENT LEAVE OR REDUCED SCHEDULE LEAVE

A. Intermittent leave is FML taken in separate blocks of time for a single qualifying reason. Reduced schedule leave is FML that reduces an Employee's usual number of working hours per workweek or workday for a period of time.

B. An Employee may take intermittent or reduced schedule leave for purposes of the Employee's or the Immediate Family Member's Serious Health Condition, the Serious Injury or Illness of a Covered Servicemember, or for a qualifying Exigency. There must be a medical need for leave and it must be that such medical need can be best accommodated through intermittent or reduced schedule leave.

C. The Employee shall make a reasonable effort to schedule intermittent or reduced schedule leave for planned medical treatment so as not to unduly disrupt the operations of the Institution's applicable unit. If the Employee neglects to consult with the Institution to make a reasonable effort to arrange the schedule of treatments so as not to unduly disrupt the Institution's operations, the Institution may initiate discussions with the Employee and require the Employee to make a reasonable effort to make such arrangements, subject to the approval of the Health Care Provider.

D. It is within the discretion of the President or designee to grant intermittent or reduced schedule leave for reasons of child birth, placement with the Employee of a Child for adoption or foster care, or care for a newborn Child.

E. The President or designee may temporarily reassign an Employee on intermittent or reduced schedule leave to an Alternative Position for which the Employee is qualified, and which better accommodates intermittent or reduced schedule leave than does the Employee's regular position. Such reassignment may occur only where the Employee foreseeably needs intermittent or reduced schedule leave or where the President or designee agrees to permit such leave under Paragraph D of this Section VII. The Alternative Position must have equivalent pay and benefits but need not have equivalent duties and may not constitute a hardship on the Employee or discourage the Employee from taking leave. When the Employee no longer needs leave, they must be placed in the position they held when FML commenced or in an Equivalent Position.

~~VIII.~~VIII. JOB RIGHTS AND PROTECTIONS

A. Except as provided in Sections VIII. B., C., D., E., and F., an Employee returning to work at the conclusion of FML shall be Restored to the position they held when FML commenced or to an Equivalent Position with the pay, benefits, and other terms and conditions of employment that they enjoyed immediately prior to the FML.

B. An Employee is not entitled to Restoration if the President or designee determines that the Employee had been hired for a specific term or only to perform work on a

specific project defined in writing and the term or project is over and the Institution would not otherwise have continued to employ the Employee.

C. If at any point prior to or during the FML the President or designee determines that the Employee's position held when FML commenced cannot be held available for the duration of the leave, the President or designee, at the conclusion of the leave, shall Restore the Employee to an Equivalent Position.

If it is determined that the position cannot be held available, the President or designee shall immediately notify the Employee in writing of details associated with the decision and the details of the Equivalent Position to which the Employee will be Restored. The Employee shall have the right to return to work within fifteen (15) working days from receipt of such notice to keep the position held by the Employee when FML commenced.

D. If there are reductions in the work force while the Employee is on FML and the Employee would have lost his/her position under USM BOR policies VII-1.30 – Policy on Layoff for Nonexempt Staff Employees, VII-1.32 – Policy on Layoff and Recall of Regular Exempt Staff Employees, and VII-9.61 – Policy on Reemployment and Reinstatement for Regular Status Nonexempt and Exempt Staff Employees had the Employee not been on FML, then the Institution has no obligation to Restore the Employee to the position held by the Employee when FML commenced or to an Equivalent Position.

E. Employees on FML are subject to generally applicable changes in compensation, benefits, or other terms or conditions of employment.

F. Restoration of Key Employees

1. If it is necessary to prevent substantial and grievous economic injury to the Institution’s operations, the President or his or her designee may deny Restoration to a Key Employee, provided that the Employee received written notice of his/her status as a Key Employee at the time the FML was requested or commenced, whichever was earlier.

2. If the President or designee believes that Restoration may be denied to a Key Employee, then at the time the FML is requested (or commences, if earlier), or as soon as practicable thereafter if notice cannot be given immediately because of the need to determine whether the Employee is a Key Employee, the President or designee shall provide the Key Employee with written notification of the potential terms, conditions, and consequences of the leave. Notification shall include at least the following:

a) Notification of the fact that the Employee qualifies as a Key Employee; and

b) Potential consequences with respect to Restoration and maintenance of health benefits.

Failure to provide such timely written notice shall result in the Institution's loss of the right to deny Restoration to a Key Employee even if substantial and grievous economic injury will result from such Restoration.

3. As soon as the President or designee makes a good faith determination, based on the facts available, that substantial and grievous economic injury to the Institution's operations will result if the Key Employee who has requested or who is using FML is Restored, the Institution shall give written notice to the Key Employee either in person or by certified mail of the following:

   a) That FML cannot be denied;

   b) That the President/designee intends to deny Restoration upon completion of the FML;

   c) An explanation of the basis for the President's/designee's finding that Restoration will result in substantial and grievous economic injury; and

   d) If FML has commenced, a reasonable time (at least fifteen (15) working days from receipt of the notice) in which the Employee may return to work taking into account circumstances such as the length of the FML and the urgency of the need for the Employee to return to work.

4. When practicable, the President shall provide the notice described in Section VIII.F.3 at least one calendar week prior to the Employee starting the FML. If such notice is provided after the leave commences, then the President/designee shall also provide the Employee a period of at least fifteen (15) working days from receipt of the notice to return to his/her position.

5. If a Key Employee does not return to work in response to the Institution's notification of intent to deny Restoration, then the Employee shall continue to be entitled to maintenance of health benefits through the scheduled leave, and the Institution may not recover its share of premiums unless and until the Employee gives notice that he/she does not wish to return to work or the Institution actually denies Restoration at the conclusion of the FML period.

6. After notice to a Key Employee has been given that substantial and grievous economic injury will result if the Employee is Restored to employment, an Employee is still entitled to request Restoration at the end of the leave period even if the Employee did not return to work in response to the President's/designee's notice. Based on the facts at that time, the President or designee must again determine whether there will be substantial and grievous economic injury from Restoration. If it is determined that substantial and grievous economic injury will

result, the President or designee shall notify the Employee in writing (in person or by certified mail) of the denial of Restoration.

~~IX.~~IX. STATUS OF BENEFITS WHILE ON FML

A. An Employee on FML under this Policy shall continue to be eligible for all employment benefits that he/she enjoyed immediately prior to the FML, including group life insurance, health insurance, disability insurance, sick leave, annual leave, educational benefits, and pensions, unless otherwise elected by the Employee and subject to any generally applicable changes in benefits eligibility or terms that may have taken place during the period of FML.

B. An Employee on FML may continue employer-subsidized health care benefits during the period of leave. The President or designee shall, in accordance with Section XI.B of this Policy, provide advance written notice to the Employee of the terms and conditions under which premium payments are to be made by the Employee, which shall include the following:

1. If Accrued or Acquired Paid Leave or paid parental leave is being used concurrently during the FML period, the Employee's share of premiums must be paid by the method normally used during any paid leave; and

2. If the FML period is unpaid, the Institution shall require the Employee to pay his or her share of premium payments in the manner required by the State of Maryland Department of Budget and Management.

If an Employee gives notice that he/she will not return to work, the Employee will not be eligible to continue participating in employer health benefit plans, except to the extent eligible as a retiree or under COBRA.

C. The Institution shall recover its share of health premiums during a period of unpaid FML if the Employee fails to return to work (does not work for at least thirty (30) calendar days) after the FML has been exhausted or the Employee's eligibility expires, unless the reason for not returning is due to the continuation, recurrence, or onset of a Serious Health Condition of the Employee or Immediate Family Member, or a Serious Injury or Illness of a Covered Servicemember, or other circumstances beyond the Employee's control.

When an Employee fails to return to work because of the continuation, recurrence, or onset of either a Serious Health Condition of the Employee or Immediate Family Member, or a Serious Injury or Illness of a Covered Servicemember, thereby precluding the Institution from recovering its (share of) health benefit premium payments made on the Employee's behalf during a period of unpaid FML, the Institution shall require medical certification of the Employee's or the Immediate Family Member's Serious Health Condition or the Covered Servicemember's Serious Injury or Illness. If the Institution requires such certification, the Employee must

provide the certification within thirty (30) days of the Institution's request. If the Employee does not provide requested certification within thirty (30) days, or the reason for not returning to work does not involve circumstances beyond the Employee's control, the Institution may recover one hundred percent (100%) of the health benefit premiums it paid during the unpaid FML.

D. Except as noted in Section VIII, Job Rights and Protections, upon return from FML an Employee shall be Restored all the rights, benefits, and privileges enjoyed prior to the leave.

E. The status and maintenance of an Employee's benefits other than employer-subsidized health care benefits during a period of paid or unpaid FML shall be determined by the Institution's established policies for providing those benefits when the Employee is on other forms of leave (paid or unpaid, as appropriate). While on any unpaid portion of an FML, an Employee shall not earn or accrue any additional leave or seniority credits.

F. An Employee may elect to purchase service credit at the time of retirement for prior leave without pay that is qualified by the Maryland State Retirement and Pension Systems. Upon approval of a leave without pay, an Employee shall follow the Institution procedure to assure that this option may be exercised. Service credits are not applicable to the Optional Retirement Program.

~~X.~~X. EMPLOYEE NOTICE REQUIREMENTS

A. Timing

An Employee shall give at least thirty (30) calendar days' notice (or if not practicable, as soon as practicable, generally within two (2) work days) before FML is to begin for leave based on an expected birth, placement for adoption or foster care, planned medical treatment for a Serious Health Condition of the Employee or of an Immediate Family Member, or planned medical treatment for a Serious Injury or Illness of a Covered Servicemember. For leave due to a qualifying Exigency, notice must be provided as soon as practicable. The Employee shall advise the Institution as soon as practicable if dates of scheduled leave change or are extended, regardless of whether FML is to be continuous or is to be taken intermittently or on a reduced schedule basis.

B. Content

The notice provided by the Employee shall be written and provided to the Employee's immediate supervisor or other individual as designated by the Institution's policies, sufficient to make the Institution aware that the Employee needs FML and shall include the anticipated timing and duration of the leave, if foreseeable.

C. Notice by Spokesperson

Notice may be given the Employee's spokesperson (e.g., Spouse, adult family member, or other responsible party) if the Employee is unable to do so personally.

~~XI.~~XI. EMPLOYER NOTICE REQUIREMENTS

A. Eligibility Notice

When an employee requests FML, or when the Institution acquires knowledge that an employee's leave may be for an FML-qualifying reason, the Institution shall notify the employee of the employee's eligibility to take FML within five (5) business days, absent extenuating circumstances. The Institution shall provide this eligibility notice in writing using the prototype form issued by the Department of Labor, Wage and Hour Division.

B. Rights and Responsibilities Notice

Institutions shall provide written notice detailing the specific expectations and obligations of the Employee and explaining any consequences of a failure to meet these obligations. This notice shall be provided to the Employee each time the eligibility notice is provided and may be contained within the same form**.** An Institution shall use the prototype form issued by the Department of Labor, Wage and Hour Division, which shall include:

1. A statement that the leave may be designated and counted against the Employee's annual FML entitlement if qualifying and the Twelve- (12-) Month Period defined in Section II.X of this Policy;

2. Any requirement for the Employee to furnish certification of a Serious Health Condition, Serious Injury or Illness, or qualifying Exigency arising out of Covered Active Duty or call to Covered Active Duty status, and the consequences of failure to do so;

3. A statement that the Institution will require the substitution of paid leave per Section IV of this Policy, the conditions related to any substitution, and the Employee's entitlement to take unpaid FML if the Employee does not meet the conditions for paid leave;

4. Any requirement for the Employee to make any premium payments to maintain health benefits and the arrangements for making such payments, and the possible consequences of failure to make such payments on a timely basis per Section IX of this Policy;

5. A statement of the Employee's status as a Key Employee and the potential consequence that Restoration may be denied following FML, explaining the conditions required for such denial;

6. A statement of the Employee's rights to maintenance of benefits during FML and Restoration to the position held when FML commenced or an Equivalent Position upon return from FML; and

7. A statement of the Employee's potential liability for payment of health insurance premiums paid by the Institution during the Employee's unpaid FML if the Employee fails to return to work after taking FML.

C. Designation Notice

1. When the Institution has enough information to determine whether the leave is being taken for an FML-qualifying reason (e.g., after receiving a certification, if requested), the Institution shall notify the Employee in writing whether the leave will be designated and will be counted as FML, within five (5) business days absent extenuating circumstances. If the Institution has sufficient information to designate the leave as FML immediately after receiving notice of the Employee's need for leave, the Institution shall provide the Employee with the designation notice at that time. This notice shall be provided using the prototype form issued by the Department of Labor, Wage and Hour Division, which shall meet the requirements below in Section XI.C.2.–.4.

2. The Institution shall inform the Employee in this written notice that the Institution is requiring the Employee to use paid leave concurrently in the order set forth in Section IV of this Policy.

3. If the Institution will require the Employee to present a fitness-for-duty certification to be Restored to employment, the Institution shall provide notice of such requirement with the designation notice. If the Institution will require that the fitness-for-duty certification address the Employee's ability to perform the essential functions of the Employee's position, the Institution shall so indicate in the designation notice, and shall include a list of the essential functions of the Employee's position.

4. If the information provided by the Institution to the Employee in the designation notice changes, the Institution shall provide written notice of the change within five (5) business days of receipt of the Employee's first notice of need for leave subsequent to any change.

5. If an Institution does not designate leave as indicated in XI.C.1.–.4, the Institution may retroactively designate leave as FML with appropriate notice to the Employee provided that the Institution's failure to timely designate leave does not cause harm or injury to the Employee**.**

~~XII.~~XII. CERTIFICATION

A. Medical Certification for Serious Health Conditions of Employee or Immediate Family Member

1. For leave related to a Serious Health Condition, the Employee shall provide medical certification(s) from the Employee's or Immediate Family Member's Health Care Provider. The Institution shall use the Department of Labor's prototype forms for certification of the Serious Health Condition of an employee or the Serious Health Condition of a family member. The Employee shall have fifteen (15) calendar days to obtain the medical certification unless not practicable to do so despite the Employee's diligent good faith efforts. An Institution shall require only the following information in the certification:

   a) The name, addresses, telephone number, and fax number of the Health Care Provider and type of medical practice/specialization;

   b) A diagnosis of the nature and extent of the condition giving rise to the use of FML;

   c) The approximate date the condition commenced and its probable duration;

   d) A statement or description of appropriate medical facts regarding the patient's health condition for which FML is requested, including a regimen of continuing treatment to be prescribed;

   e) In the case of an Employee's Serious Health Condition, certification that the Employee is unable to perform the essential functions of his/her position and prognosis of the Employee's ability to return to his/her position;

   f) In the case of an Immediate Family Member's Serious Health Condition, information sufficient to establish that the family member is in need of Care and an estimate of the frequency and duration of the leave required to Care for the family member; and

   g) In cases of a request for intermittent or reduced schedule leave, information sufficient to establish the medical necessity for such intermittent or reduced schedule leave, and

      i. An estimate of the frequency and duration of treatments and periods of recovery if the leave is for foreseeable planned medical treatment; or

      ii. An estimate of the frequency and duration of episodes of incapacity if the Serious Health Condition may result in unforeseeable episodes of incapacity.

2. If an Employee submits a complete and sufficient certification signed by the Health Care Provider, the Institution may not request additional information from the Health Care Provider. However, the Institution may contact the Health Care

Provider for purposes of clarification and authentication of the medical certification (whether initial certification or recertification) after the Institution has given the Employee an opportunity to cure any deficiencies as set forth in Paragraph D of this Section XII. To make such contact, the Institution must use a Health Care Provider, a human resources professional, a leave administrator, or a management official. Under no circumstances, however, may the Employee's direct supervisor contact the Health Care Provider.

3. The President or designee may require a second medical opinion at the Institution's expense if the Institution has reason to doubt the validity of a medical certification. The Institution may designate the Health Care Provider who is to furnish the second opinion. In the case of conflicting opinions, the opinion of a third Health Care Provider, agreed upon by both Employee and the President or designee and obtained at the Institution's expense, shall be final and binding. The second and third opinions shall not be provided by individuals who are employed on a regular basis by the Institution.

4. The President or designee may require reasonable recertification as the FML continues. Recertification shall not be requested more often than every thirty (30) calendar days unless the Employee requests an extension of FML, circumstances described by the previous certification have changed significantly, or the Institution receives information that casts doubt upon the continuing validity of the most recent certification. The Institution shall allow at least fifteen (15) calendar days for the Employee to provide the requested recertification.

   The Institution may ask for the same information on recertification as that set forth in Section XII.A.1 of this Policy. As part of the information allowed to be obtained on recertification for leave taken because of a Serious Health Condition, the Institution may provide the Health Care Provider with a record of the Employee's absence pattern and ask the Health Care Provider if the Serious Health Condition and need for leave is consistent with such a pattern.

B. Medical Certification for a Covered Servicemember

When leave is taken to Care for a Covered Servicemember with a Serious Injury or Illness, an Institution may require the Employee to obtain a certification completed by an authorized health care provider of the Covered Servicemember. For this purpose, the Department of Defense (“DOD”) healthcare providers, a health care provider from the U.S. Department of Veterans Affairs (“VA”), DOD Tricare Network and DOD non-network TRICARE authorized health care providers, and any Health Care Provider listed in Section II.K of this Policy are considered “authorized health care providers.” An Employee may use the appropriate prototype form issued by the Department of Labor’s Wage and Hour Division or a comparable form requiring the same information (including invitational travel order (“ITOs”) or invitational travel authorizations (“ITAs”) issued to any family member to join an injured or ill

servicemember at his or her bedside). An Institution may require additional information per 29 C.F.R. § 825.310 or other applicable law.

Second or third opinions are not permitted if the health care provider is from DOD, the VA, or DOD-authorized private health care providers, but are permitted if the health care provider otherwise meets the definition of Section II.K of this Policy. Recertifications are never permitted for leave to Care for a Covered Servicemember. Should an extension of leave be required, additional certification may be requested.

C. Certification for Leave Taken Because of a Military Exigency

The first time an Employee requests leave because of a qualifying Exigency arising out of the Covered Active Duty or call to Covered Active Duty status (or notification of an impending call or order to Covered Active Duty) of a Military Member, the Institution may require the Employee to provide a copy of the Military Member's active duty orders or other documentation issued by the military which indicates that the Military Member is on Covered Active Duty or call to Covered Active Duty status, and the dates of the Military Member's Covered Active Duty service.

An Institution may additionally require that leave under this Paragraph be supported by a certification setting forth the information listed in 29 C.F.R. § 825.309 or other applicable law. An Institution shall use the appropriate prototype form issued by the Department of Labor's Wage and Hour Division. An Institution may not require information additional to what is required by this Paragraph.

D. Sufficiency of Certification

The Employee must provide a complete and sufficient certification to the Institution if required by the Institution under Paragraphs A, B, or C of this Section XII. The Institution shall advise the Employee if the Institution finds a certification incomplete or insufficient and shall state in writing what additional information is necessary to make the certification complete and sufficient. A certification is considered incomplete if the Institution receives a certification but one or more of the applicable entries have not been completed. A certification is considered insufficient if the Institution receives a complete certification, but the information provided is vague, ambiguous, or nonresponsive. The Institution must provide the Employee seven (7) calendar days (unless not practicable) to cure any such deficiency.

E. Confidentiality

Consistent with the FMLA and other applicable laws, all medical-related documentation will be kept confidential and maintained in a file separate from the Employee's official institutional personnel file.

~~XIII.~~XIII. DOCUMENTATION OF CERTAIN RELATIONSHIPS

If an Employee takes FML under this Policy, including, but not limited to, for the birth of the Employee's Child, the placement of a Child with the Employee for adoption or foster care, or the need to take care of the Employee's Child within a twelve- (12-) month period after birth or placement, the Institution may require the Employee giving notice of the need for leave to provide reasonable documentation or a statement of family relationship for purposes of confirming the family relationship. This documentation may take the form of, but is not limited to, a simple statement from the Employee, a Child's birth certificate, an adoption certification, or a court document. The Institution is entitled to examine documentation, but the Employee is entitled to the return of an official document submitted for this purpose.

~~XIV.~~XIV. SCHEDULING OF TREATMENT

A. When planning medical treatment, the Employee must consult with the Institution and make a reasonable effort to schedule the treatment so as not to disrupt unduly the operations of the applicable institutional unit, subject to the approval of the Health Care Provider. Employees are ordinarily expected to consult with their Institution prior to the scheduling of treatment in order to work out a treatment schedule which best suits the needs of both the Institution and the Employee.

B. If an Employee fails to consult with the Institution to make a reasonable effort to arrange the schedule of treatments so as not to unduly disrupt the Institution's operations, the President or designee may initiate discussions with the Employee, require the Employee to make a reasonable effort to make such arrangements, and request the Employee to provide certification from the appropriate Health Care Provider of the unavailability of treatment during non-work time, or at times that are less disruptive to the operations of the Employee's unit.

~~XV.~~XV. PROVIDING INFORMATION ABOUT FML

Regardless of the reason for the FML, an Employee shall provide complete, accurate and timely information related to a request for, continuation of, modification(s) to, and return from FML. An Institution may require Employees on FML to report periodically on their status and intent to return to work if the Institution's procedures regarding such reports are nondiscriminatory and take into account all of the relevant facts and circumstances related to each Employee's leave situation.

~~XVI.~~XVI. ABUSE OF FML

The President or designee shall review, investigate and resolve suspected cases of bad faith, fraud or abuse of the FML program. Cases of bad faith, falsification of documents, or fraudulent information related to FML provided to the institution, or other abuses of

the FML program, may result in actions by the Institution, including, but not limited to, revocation of the leave, refusal to Restore, recovery of institutional costs for paid-time leave and insurance benefits premiums, and disciplinary action up to and including termination.

~~XVII.~~XVII. EARLY RETURN FROM LEAVE

An Employee may discover after beginning FML that the circumstances have changed and the amount of leave originally anticipated is no longer necessary. An Employee may not be required to take more FML than necessary to resolve the circumstance that precipitated the need for leave. An Institution may require the Employee to provide the Institution reasonable notice (i.e., within two business days) of the changed circumstances where foreseeable.

~~XVIII.~~ XVIII. EXTENSION OF LEAVE

An Employee may extend the date of return from FML to the extent they have remaining FML available. Notice need only be given one time regardless of whether the FML is to be continuous or is to be taken intermittently or on a reduced schedule basis, but the Employee shall advise the Institution as soon as practicable if dates of scheduled FML are extended and provide recertification if requested.

~~XIX.~~ XIX. FAILURE TO RETURN FROM LEAVE

A. An Employee who will not be returning to the Institution at the conclusion of FML shall notify the President or designee in writing as soon as practicable. In the absence of written notification or other extenuating circumstances, failure to return from leave shall be generally interpreted as a resignation.

B. If applicable, any benefit entitlement based upon length of service shall be calculated as of the Employee's last paid day.

~~XX.~~XX. SPOUSES EMPLOYED BY THE SAME INSTITUTION OR UNIT

A. Regardless of whether Spouses work at the same Institution or in the same institutional unit, each Spouse shall be entitled to a separate, individual, maximum FML eligibility amount for the reasons listed in Section III of this Policy.

B. The amount of leave for which one Spouse may be eligible, or the amount of leave used by one Spouse, shall not limit or enhance the leave amount or the leave usage of the other Spouse.

C. Spouses shall be entitled to take leave simultaneously or in succession and in any portion of their respective individual maximum FML eligibility amount.

~~XXI.~~XXI. MISCELLANEOUS

A. The President or designee is under no obligation to immediately Restore an Employee whose return from FML does not coincide with the normal operating schedule of the Institution or the normal work schedule of the Employee's unit or Restore an Employee whose return date is inconsistent with the terms and conditions of the Employee's appointment.

B. Entitlement to begin FML for reasons of childbirth, placement with the Employee of a Child for adoption or foster care, or care for a newborn Child expires by no later than the 364th day after the date of birth or placement. Any such FML must be concluded within this one-year period.

C. When FML is taken by an Employee on probation status, the probationary period shall be adjusted upon the return of the Employee by the length of time used for FML.

D. Either the Employee or the Institution may initiate a period of FML.

IMPLEMENTATION PROCEDURES:

Each President shall identify his/her designee(s) as appropriate for this Policy; develop procedures as necessary to implement this Policy; communicate this policy and applicable procedures to employees at his/her Institution and the general campus community; and post this Policy on the institutional website. Each President shall forward a copy of such designations and implementation procedures to the Chancellor.

REFERENCE:

The Family and Medical Leave Act of 1993 (FMLA), 29 U.S.C. § 2611 (2012); National Defense Authorization Act for Fiscal Year 2010 (2010 NDAA), Pub. L. No. 111-84 (2009); 29 C.F.R. pt. 825 (2016).

TOPIC: Salisbury University Facilities Master Plan (action)

COMMITTEE: Finance

DATE OF MEETING: April 9, 2026
January 28, 2026 (information)

SUMMARY: A Facilities Master Plan establishes a long-range, flexible framework for the orderly growth and development of campus facilities, aligning physical planning with an institution's mission, academic priorities, and projected needs over time. This item presents Salisbury University's 2025–2034 Facilities Master Plan for the Board's review and consideration in accordance with the Board's two-step approval process.

For 100 years, Salisbury University (SU) has served the region and the State of Maryland by educating students who are well prepared for gainful employment and able to influence the lives of others across the nation and around the world. In 1925, the campus was founded as a normal school for training teachers. Less than a decade later, the college expanded from offering two years of study to four. Since then, it has evolved and transformed significantly into a premier comprehensive public university with a national reputation for excellence across a variety of academic disciplines and practices. Currently, SU offers 62 distinct degree programs, including 45 undergraduate majors, 15 master's programs and two applied doctoral degrees: the Doctor of Nursing Practice (D.N.P.) and a Doctor of Education (Ed.D.).

SU's primary mission is to cultivate and sustain a superior learning community where students, faculty and staff are viewed as learners, teachers/scholars, and facilitators. In its student-centered environment, students study with expert educators in small classroom settings and have the opportunity to undertake research, creative activities, or experiential learning with a dedicated mentor. Exceptional faculty and professional staff provide integrated support and mentorship both inside and outside the classroom. Through SU's four privately endowed schools (Fulton School of Liberal Arts, Henson School of Science and Technology, Perdue School of Business, and Seidel School of Education), the College of Health and Human Services, and the Honors College, SU fosters an environment where individuals prepare for their careers and lives, with a focus on their social, physical, occupational, emotional and intellectual well-being.

The University articulates a set of shared values that guide its strategic, academic, facilities, and enrollment plans, as well as its fiscal commitments. Salisbury University's core values are excellence, student centeredness, learning, community, civic engagement, and diversity and inclusion. SU believes these values must be lived and experienced as integral to everyday campus life to ensure that its students make the connection between what they learn and how they live. As a regional comprehensive university, SU's mission emphasizes and supports how it can contribute to the sustainability of the local Eastern Shore community.

The University's commitment to economic, social and environmental sustainability is demonstrated throughout the 2020–2025 Strategic Plan. From offering signature undergraduate and graduate programs, including interdisciplinary programs and courses (Goal 1); to engaging with the local community to address pressing issues and needs (Goal 4); to leading environmental sustainability efforts (Goal 5), SU offers students the opportunity to understand and participate in the creation of a responsive and supportive society. SU is fortunate to be located in Maryland's fastest growing city, providing the entire campus community with opportunities to become civically engaged. Situated between the Atlantic Ocean and the Chesapeake Bay, SU is close to popular beach communities as well as scenic tributaries and waterways, creating unique opportunities for faculty, staff and students to become involved in recreational activities, environmental

efforts, and unique research opportunities. Proximity to major metropolitan areas, including the national capital region, affords many opportunities across programs.

As Salisbury University celebrates its centennial anniversary in 2025, the University is focused on meeting the emerging needs of students, as well as the community, State, and nation. SU has the capacity to distinguish itself through the significant accomplishments of its students, the strength of student outcomes, the achievements its graduates attain after completing their degrees at SU, and the professional contributions of its faculty and staff. In addition, the 2025–2034 Campus Master Plan positions SU to meet the growing needs of the State to increase access to affordable and high-quality postsecondary education by evolving its facilities and expanding the modalities of program delivery. SU plans to meet these goals by bolstering its physical plant to provide modern facilities, optimizing the use of limited space, and providing a safe and accessible campus.

The University's recent history gives it reason to be optimistic, with many achievements, from the expansion of academic programs and largest student enrollments in the institution's history, to the creation of new state-of-the-art facilities, to the founding of two new colleges and the launch of the largest comprehensive fundraising campaign in campus history. This 2025–2034 Campus Master Plan outlines the facilities goals and objectives that will guide SU in flourishing as a top-tier, mid-sized, public, comprehensive university on the East Coast of the United States. Following more than a year of collaboration through information gathering, trend analysis and focus group discussions with faculty, staff, students and community constituents, SU has developed five facilities goals to lead its efforts:

- Create a Framework Plan reflecting the Salisbury Seven;
- Enable Key Capital Projects;
- Strategically Use Space to Support the University's Mission;
- Improve Athletics and Recreation; and
- Improve Access and Safety.

This new plan will guide the University as it addresses challenges and seizes opportunities to enable SU to carry out the mission of a public higher education institution for generations to come and is well aligned with both the Moore-Miller Administration 2024 State Plan and the University System of Maryland (USM) Strategic Plan. Salisbury University views this plan as aspirational and recognizes that it may not be able to achieve all of these goals over the next ten years. However, the Plan puts SU in position to leverage limited State capital resources and engage with donors and other sources of capital.

ALTERNATIVES: The 2025–2034 Campus Master Plan outlines a comprehensive approach to the physical development of the campus. The Plan is designed to align with the University's mission, strategic goals, and the unique needs of its students and programs. Given these considerations, moving forward with the Campus Master Plan, as presented, is the preferred course of action.

FISCAL IMPACT: The Plan outlines capital projects that will require funding for implementation. Approval of the Plan does not equate to approval of specific projects or their funding. All proposed capital projects will be subject to the standard capital and operating budget review processes. Importantly, these projects will not increase the campus' GSF. If implemented, they will eliminate underperforming facilities with high levels of deferred maintenance and replace them with high-efficiency, code compliant buildings, thereby enhancing financial efficiency and operational effectiveness.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend the Salisbury University 2025–2034 Campus Master Plan, as presented at the Committee's previous meeting, for approval to the full Board of Regents, in accordance with the Board's two-step approval process. Approval of the Plan does not imply approval of capital projects or funding. These items will be reviewed through the normal procedures of the capital and operating budget processes.

COMMITTEE RECOMMENDATION:	RECOMMEND APPROVAL	DATE:	4/9/26
BOARD ACTION:		DATE:	
SUBMITTED BY: Ellen Herbst (301) 445-1923			

TOPIC: University of Maryland Eastern Shore: Authorization for Renovations in support of School of Veterinary Medicine – Foundational Facilities (action)

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: April 9, 2026

SUMMARY: The University of Maryland Eastern Shore (UMES) requests project budget approval of $14,900,000 for renovations and new construction to support the launch and projected growth of the School of Veterinary Medicine (SVM). The inaugural cohort of 100 Doctor of Veterinary Medicine (DVM) students is anticipated to begin in summer/fall 2027. This is in addition to, and in support of, a new $165.2M Veterinary School facility slated to open in 2032.

UMES will launch the program using a combination of shared instructional facilities across campus and targeted interim renovations that provide sufficient capacity for the inaugural cohorts while supporting progress toward full accreditation. The proposed Foundational Facilities represent permanent program infrastructure that will be completed during the program's early years and support the school's long-term laboratory, clinical training, and academic needs.

These Foundational Facilities include both renovation of existing campus space and construction of new specialized environments. Together, they create a set of permanent, purpose-built and adaptively reused spaces that support veterinary education, meet accreditation standards, and provide capacity for future program growth as additional facilities are developed.

The work included in this request consists of:

- Renovation of approximately 6,000 gross square feet within the Food Science and Technology Center to convert the existing Animal Exhibition Hall into a Veterinary Anatomy Laboratory with associated preparation, storage, and instructional support space.

- Construction of a new farm-based clinical skills training facility of approximately 10,000 gross square feet to serve as a Large Animal Clinical Skills and Education Center within the UMES farm complex. The facility will support hands-on clinical skills training, research, supervised teaching demonstrations, and outreach related to bovine, equine, and small-ruminant species.

In addition, UMES is advancing supporting renovations across campus to provide complementary instructional and program support space, including improvements within the Art and Technology Center and Trigg Hall, along with limited upgrades to existing modular office facilities.

Shared facilities requiring no renovation will also supplement the program during its early years. These include classrooms, lecture halls, study rooms, research laboratories, and other general use spaces located within the School of Pharmacy and Health Professions, the Food Science and Technology Center, and other buildings across campus.

Together, these coordinated investments provide a cost-effective, accreditation-ready framework that enables UMES to launch Maryland's first public School of Veterinary Medicine at an HBCU while preserving long-term flexibility and stewardship of institutional resources.

Any contracts resulting from this project will require the approval of the Board of Public Works.

ALTERNATIVE(S): The School of Veterinary Medicine has received formal approval from the USM and MHEC and is advancing through the accreditation process with American Veterinary Medical Association (AVMA) Council on Education.

A consultative site visit was conducted in July 2024, followed by receipt of the Council's report in January 2025. UMES responded to the report and, in October 2025, received authorization to proceed with a comprehensive site visit scheduled for June 21-26, 2026.

Advancing the Foundational Facilities is necessary to demonstrate continued progress toward meeting AVMA physical facilities standards during the comprehensive site visit and to secure a Letter of Reasonable Assurance from the Council on Education. Receipt of the Letter of Reasonable Assurance authorizes UMES to begin student recruitment and admissions.

Deferring this work would slow accreditation progress and risk delaying program launch. The School of Veterinary Medicine is intended to address the shortage of veterinarians in Maryland and across the region, particularly in rural and agricultural communities where access to large animal veterinary services is increasingly limited. Advancing the Foundational Facilities strengthens Maryland's capacity to educate veterinarians who will serve the state's agricultural economy, rural communities, and public health needs while advancing UMES's land grant mission.

FISCAL IMPACT: UMES proposes funding the Foundational Facilities using a combination of donations and grants totaling $14,900,000. A cohort of 100 students per year, with nominal attrition rates, is expected to yield up to $18 million annually in tuition and fee revenue to UMES once the program reaches steady-state enrollment.

Funding Source	Amount Secured
Eligible USDA Allocation	$2,500,000
MacKenzie Scott Funds	$12,400,000
Total	$14,900,000

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the University of Maryland Eastern Shore's request for a project budget of $14,900,000 for renovations and new construction supporting the School of Veterinary Medicine Foundational Facilities, as described above.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL DATE: 4/9/26

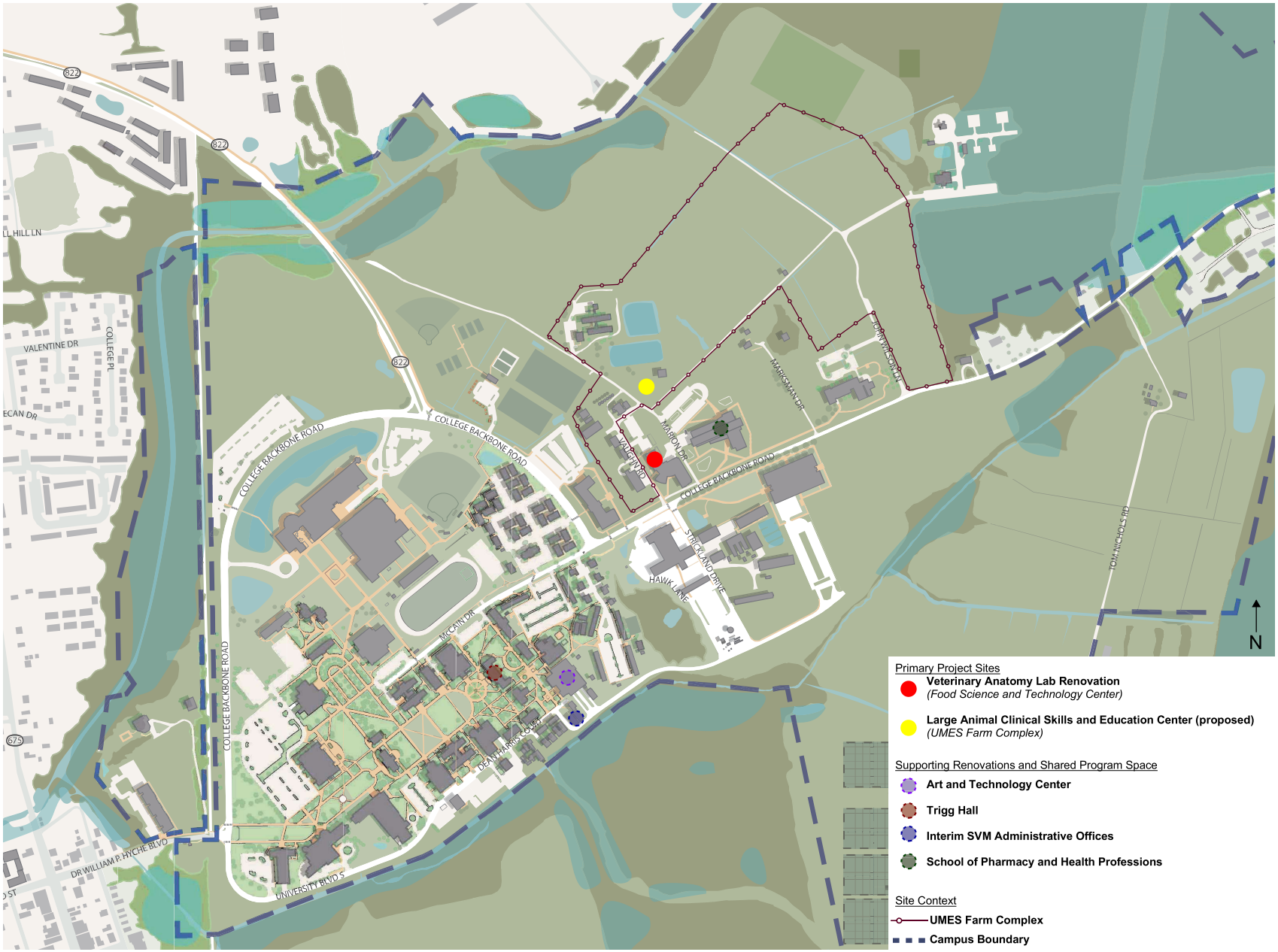
BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

Project Cost Summary

University of Maryland Eastern Shore: School of Veterinary Medicine Foundational Facilities

Date	Mar-26
Stage of Estimate	**Programming**
Design/Fees	$1,567,546
Construction Cost	$11,257,396
Gen Contingency (10%)	$1,282,494
UMCP Service Center PM & Inspection (6%)	$792,564
Project Total	**$14,900,000**
Notes:	Estimate prepared by USM College Park Service Center



UMES School of Veterinary Medicine - Foundational Facilities Project Locations

Note: Supporting Renovations shown on this map are separate campus projects and are not included in the funding request described in this item

TOPIC: Towson University: Central Utility Plant Fire Restoration Update (information)

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: April 9, 2026

SUMMARY: On July 31, 2025, Towson University's Central Utility Plant sustained significant fire damage following a severe storm. In October 2025, the Finance Committee recommended approval of an initial $9.7 million authorization to begin restoration planning and directed the University to return with a refined cost estimate.

Since October, the University has advanced the project design and completed a near-final cost estimate based on 95% design documents. This work refined the scope of restoration and associated project costs. The updated total project cost is estimated at $16.95 million.

The Governor's FY 2027 Capital Improvement Program includes $10.6 million in General Obligation bonds for this project. The remaining costs are expected to be supported through non-budgeted funds, including insurance reimbursement, with Towson University responsible for the insurance deductible.

The project is now funded through the State capital budget process and is provided to the Finance Committee as an information item. Additional background regarding development of the updated cost estimate is provided in Attachment A.

ALTERNATIVE(S): This item is presented for information purposes.

FISCAL IMPACT: This item is presented for information purposes.

CHANCELLOR'S RECOMMENDATION: This item is presented for information purposes.

COMMITTEE RECOMMENDATION: RECEIVED FOR INFORMATION	DATE: 4/9/26
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

Attachment A
Project Development and Cost Estimate Background

Following the July 31, 2025 storm event and resulting fire at Towson University's Central Utility Plant, the University initiated restoration planning under emergency conditions to stabilize operations and maintain power to the campus core. An initial project estimate of $9.7 million was developed to support early planning and authorization for restoration activities.

As the project progressed, the University advanced design development and conducted more comprehensive engineering assessments of the damaged infrastructure and facility systems. These efforts included detailed design narratives, schematic diagrams, and engineering analyses prepared in collaboration with the University of Maryland, Baltimore Service Center; Mueller Engineering; Quandel Construction; and the University's internal project management team.

Based on this work and near-final construction documents, the project team developed an updated cost estimate reflecting the full scope of restoration activities and current market conditions. The revised total project cost is estimated at $16.95 million.

The updated scope reflects the work necessary to replace the three damaged electrical substations, restore fire- and water-affected portions of the facility, and implement system upgrades intended to strengthen reliability, resiliency, and long-term operational performance.

Key elements include:

- Installation of four new electrical substations
- Renovation of associated electrical and building systems
- Enhancement of system redundancy and operational reliability

Several factors contributed to refinement of the project scope and cost estimate as design development progressed.

<u>Design Development and Damage Assessment</u>
Additional engineering evaluation and detailed design work clarified the extent of repairs required to restore the Central Utility Plant and integrate new electrical infrastructure within the existing facility. These analyses identified structural, mechanical, architectural, and electrical system work necessary to fully restore operations and improve long-term reliability.

<u>Construction Market Conditions</u>
The construction industry continues to experience volatility in labor and material costs. Inflationary pressures and supply chain challenges continue to affect pricing across the construction sector. The Construction Manager at Risk incorporated these conditions into updated cost modeling during preparation of the near-final construction documents to reflect current market conditions.

<u>Equipment Procurement and Lead Times</u>
Critical electrical equipment such as switchgear and transformers currently face extended manufacturing and delivery timelines across the construction industry. Early procurement planning is required to secure these components and maintain the project schedule.

Facility Integration and Construction Complexity

The restoration effort requires integration of modern electrical systems within an existing utility plant environment. This work involves selective demolition, coordination of new and existing infrastructure, and phased installation to maintain essential campus operations during construction.

Project Progress

The project team is nearing completion of final construction documents and has initiated an early procurement package to secure long-lead electrical equipment necessary for the restoration effort. These actions are intended to support project scheduling and position the project for construction once funding becomes available.

Project Cost Summary

Towson University - Central Utility Plant Fire Restoration

	Cost Presented in October	Updated
Date	9/10/2025	2/24/2026
Stage of Estimate	**Concept**	**95% Construction Documents**
Design/Fees	$500,000	$850,000
Construction Cost	$8,000,000	$14,111,282
Equipment	$200,000	$200,000
Contingency	$1,000,000	$1,788,718
Project Total	**$9,700,000**	**$16,950,000**
***Notes:**		
Submitted by:	Cost estimate provided by TU Design & Construction	Cost estimate provided by Construction Manager Quandel (JVS). The estimate is based on 95% construction documents.

TOPIC: University System of Maryland: Review of Capital Improvement Projects (information)

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: January 28, 2026 April 9, 2026 (deferred from prior meeting)

SUMMARY: This report provides information on the status of capital improvement projects system-wide. Included are contract awards, completions, and detailed project schedules. The attached report reflects activity for the twelve-month period starting December 1, 2024, and ending November 30, 2025. The attached also includes a summary sheet highlighting key facilities milestones for the same time period.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: RECEIVED FOR INFORMATION	DATE: 4/9/26
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

UNIVERSITY SYSTEM of MARYLAND

SUMMARY: USM PROJECT STATUS REPORT ON MAJOR CONSTRUCTION PROJECTS
AS OF NOVEMBER 30, 2025

This report provides information on major ($1M or larger) capital projects System-wide, excluding maintenance and energy performance contracts. Projects are funded through a variety of sources: State capital and operating funds, including facilities renewal; internal funding through the System Funded Construction Program (SFCP); private funds; and federal grants. This report is a summary of contract awards, project completions, and project schedules for the twelve-month period beginning December 1, 2024 and ending November 30, 2025.

CAMPUS FACILITIES HIGHLIGHTS:

As of November 30, 2025, there are approximately $2.8 billion in projects in design or construction System-wide. National estimating standards demonstrate that capital investment by the State directly supports over 3,900 full-time jobs in the Maryland economy. From concept and budget through ribbon cutting, the goal of the USM Capital Program is to provide the most advanced, effective facilities and deliver them in the most efficient, cost-effective way.

In addition, over the last 15 years, more than 85 USM projects have been certified by the US Green Building Council as LEED "Silver" or "Gold" or higher. During the same timeframe, institutions have made significant progress toward reductions in energy use and have logged a 50% reduction in greenhouse gas emissions.

Major projects completed during the last calendar year include:

- **A beautiful replacement facility for the former Martin Luther King Building at Bowie State University was opened.** According to BSU, the new "Martin Luther King, Jr. Center is an integral part of the Bowie State experience — connecting students across various fields of study in a facility designed to inspire collaboration and interaction. The building opened in August 2025 and houses the departments of Communications; History and Government; Language, Literature and Cultural Studies; and Military Science (ROTC)." At 192,000 GSF, the project includes a 1,500-seat auditorium, two TV studios and two radio station studios, two-tiered classrooms (150 seats), and 18 active learning and collaborative instructional spaces.

- **At Towson, a project to refurbish the exterior and renovate the interiors of the four Glen Residential Towers was completed.** The towers now have a significantly different exterior appearance. A Towerlight article cites comments from the architectural firm who did the work, including: "The way the old towers were designed… made water leaks more common and heat transferred easily into the building, making it colder in the winter. The new terracotta panels, the red facade, are part of the new drainage system and further waterproof the building. The new windows are also thermally broken, meaning they keep the heat in better. While most changes were made to the outside of the buildings, the biggest changes to the inside of the towers were new mechanical systems. Each room's new AC unit controls itself…. The Glen patio also got a new look, with more sitting spaces and greenery around the towers."

- **The University of Maryland College Park opened the new Barry P. Gossett Basketball Performance Center in September 2025**, a state-of-the-art, 44,000-square-foot facility next to the Xfinity Center, serving both men's and women's basketball with a dedicated practice court, strength & conditioning, locker rooms, hydrotherapy, and offices, significantly upgrading their recruiting and training capabilities. The facility includes a full-size practice court for both teams.

an advanced gym with specialized equipment, sports medicine rooms with hydrotherapy tubs and athletic training areas, individual locker rooms, lounges, film rooms, and offices for both men's and women's programs, and an underground tunnel for seamless access to the main arena in the Xfinity Center on game days.

ONGOING PROJECTS:

As of November 30, 2025, there are a total of 109 major projects System-wide either pending design, or in design or construction, that are managed by the service centers or delegated to the institutions. The attached information includes schedules and project data for ongoing activities, including the following new projects. A list of completed or canceled projects compared with last year's report is also added below.

NEW PROJECTS ADDED TO LIST (PRE-PLANNING AND DESIGN):

		Architect/Engineer or TBD	**Project Cost**
Inst.	Project Name	Name (State Abbrev)	Est Total Proj
BSU	Greenhouse Building	Ayers Saint Gross (MD)	$6,156,000
SU	Guerrieri Student Union Renovation	TBD	$70,000,000
SU	Performing Arts Center	TBD	$148,482,000
SU	St. Martin Residence Hall Renovations	TBD	$15,000,000
TU	Central Utility Plant Repair/Refurbishment	Mueller Assoc	$9,700,000
TU	Acad Achievement Ctr expanded for Towson Ctr	Hord Coplan Macht (MD)	$25,000,000
UBalt	Learning Commons Basement Fit-Out and HVAC	Marshall Craft (MD)	$2,500,339
UMB	25-339 BRB Basement Anatomy	Colimore	$1,510,000
UMB	25-327 Lexington 2nd Fl PA Reno.	TBD	$2,100,000
UMB	23-357 Pearl St Heat Exch System Replacement	Whitman Requardt	$2,110,000
UMB	23-386 SOM HH Freight Elev - High-Rise - Cab 3	VDA Inc (NJ)	$3,500,000
UMB	25-309 Design to remove Fayette Housing	RMF Engineering (MD)	$1,500,000
UMB	25-315 Pearl Street Garage Structural Repairs	RK&K (MD)	$1,263,000
UMB	26-301 SOD Dental Reheat System Replacement	Boland Trane (MD)	$2,500,000
UMB	26-303 SOD Dental School Modified Roof Renew	RUFF	$3,410,000
UMB	26-305 Saratoga Heating Plant Replacement	Boland Trane (MD)	$1,700,000
UMB	26-309 Pearl St, Pratt St, Saratoga Garages LED	Wesco	$1,470,000
UMBC	Student Services Building	TBD	$179,201,303
UMBC	Biology AHU 1&5 Replacement	CFR Engineering	$1,467,444
UMBC	Engineering, Meyer Elevator Replacement	BKM	$3,135,924
UMBC	Central Plant Primary HTHW Pumps	RMF Engineering (MD)	$2,327,000
UMCP	Edward St. John Insulate & Vapor Barriers	UMCP (in-house)	$1,200,000
UMCP	IBBR Labs Relocation Building 976 & 977	Ayers Saint Gross (MD)	$10,000,000
UMCP	Stamp Student Union - Grand Ballroom Reno	Kalmia Construction (MD)	$2,380,444
UMCP	Stamp Student Union BAS HVAC System Update	Capron Company (MD)	$1,702,800
UMCP	Replace Three Failing Pedestrian Bridges	TBD	$5,000,000
UMCP	Van Munching Hall - Replace Fire Alarm System	TBD	$2,300,000
UMCP	Wind Tunnel Switchgear Repl, Modernization	TBD	$1,784,835
USG	Building II - Chiller Replacement Project	Mueller (MD)	$1,271,609
		Total New Projects	**$509,672,698**

PROJECTS COMPLETED OR REMOVED FROM LIST:

Inst.	Project Name	Constr Mgr/Contractor Name (State Abbrev)	Project Cost
BSU	New Communication Arts & Humanities (MLK)	Whiting-Turner (MD)	$165,685,985
BSU	Robinson Hall Renovation	Jeffrey Brown LLC (MD)	$7,150,000
FSU	Challenger Center (Canceled)	GWWO, Inc. (MD)	$6,000,000
TU	Glen Towers Facade, HVAC, Plaza Renovation	Barton Malow (MD)	$60,169,852
UMB	17-336 Howard Hall/Bressler Bldg. Substation	Cianbro (MD)	$13,000,000
UMB	19-312 Bressler Bldg. Substations 4 - 7 Renewal	Cynergy (MD)	$4,950,000
UMB	18-312 North Campus Chilled Water Loop	Emjay (MD)	$6,195,000
UMB	23-340 AH05/2B HW plant	Boland Trane (MD)	$1,230,000
UMB	19-338 IHV-AHB Connect CHW	Emjay (MD)	$4,370,000
UMB	22-319 HH GPILS	Brawner Builders (MD)	$2,300,000
UMB	23-355 Campus water heater Replacement	Boland Trane (MD)	$1,760,000
UMB	22-359 IHV Heating Plant	Boland Trane (MD)	$2,190,000
UMB	23-367 Lexington Heat Exch & Perimeter Heat	Boland Trane (MD)	$1,490,000
UMB	23-304 BRB Anatomy Lab	Emjay (MD)	$3,149,000
UMB	25-304 Lexington Roof	Bollinger Bros (MD)	$1,270,000
UMB	25-306 Saratoga Roof	Bollinger Bros (MD)	$2,600,000
UMB	25-300 IHV Chiller Replacement	Boland Trane (MD)	$4,160,000
UMB	25-301 HSHSL Chiller Replacement	Boland Trane (MD)	$1,740,000
UMB	25-305 Saratoga AHUs Replacement	Boland Trane (MD)	$3,810,000
UMB	24-305 HSFI VAV & reheat coils Replacement	Boland Trane (MD)	$4,760,000
UMB	20-389 Donaldson Brown Center Renovation	Emjay (MD)	$4,390,000
UMB	23-317 SON New Roof Replacement	Patuxent Roofing (MD)	$3,550,000
UMB	23-336 HSF I D3040 Heat Exchangers Renewal	Emjay (MD)	$2,420,000
UMB	23-374 O&M Campus LED upgrade	Anixter Inc (MD)	$3,950,000
UMB	23-379 IHV Perimeter Heat FIn Tube Renewal	Boland Trane (MD)	$1,820,000
UMB	23-396 W Lexington 613-615 Stabilization	Hayes (MD)	$1,500,000
UMB	25-303 620 Lexington RTU Replacement	Boland Trane (MD)	$4,400,000
UMB	25-307 Campus Air Compressor Replacement	Emjay (MD)	$1,815,000
UMBC	Utility Upgrades	Whiting-Turner (MD)	$20,840,000
UMBC	Campus Lighting Upgrades Phase I	Hatzel & Buehler	$11,339,882
UMCP	Baseball Practice Facility	J Vinton Shafer (MD)	$8,002,866
UMCP	Biology Psych Animal Lab 4126 Renovation	North Point Builders (MD)	$1,521,000
UMCP	Campus Farm Upgrades Ph I, II, III (Postponed)	TBD	$23,000,000
UMCP	Chem Wing 2 0206 & 0208 Reno (Canceled)	TBD	$1,240,000
UMCP	Cole Cultural Center Fit-Out	J Vinton Shafer (MD)	$5,400,000
UMCP	Cole Head House Renovation	J Vinton Shafer (MD)	$16,938,465
UMCP	Cole Acad for Innov and Entrepr Fit-Out	J Vinton Shafer (MD)	$600,000
UMCP	ICA Basketball Practice Facility	Clark Constr Group (MD)	$52,263,400
UMCP	RPB1: Renovation for SeqCure (Canceled)	TBD	$2,160,000
UMCP	SECU Stadium Upper Deck Repairs	Jeffrey Brown LLC (MD)	$4,500,000
UMCP	Shoemaker 2nd Floor Renovation	Kalmia Constr (MD)	$1,900,000
UMCP	Softball Practice Facility	J Vinton Shafer (MD)	$4,980,000
UMCP	Van Munching Hall - New Classrooms	Jeffrey Brown LLC (MD)	$3,805,000
UMCP	SPP Do Good Institute Projects	J Vinton Shafer (MD)	$1,727,080
UMES	Natural Gas Pipeline Retrofit/Related work	Paige Industrial (MD)	$10,045,999
		Total Completed	**$492,088,529**

Data reported by institutions and Service Centers to the USM Office of Capital Planning

University System of Maryland

STATUS REPORT ON MAJOR CONSTRUCTION PROJECTS

Revised 1/6/26

Data as of 11/30/2025

KEY: STATE-FUNDED CIP AND FR PROJECTS

SYSTEM-FUNDED NON-STATE/AUXILIARY OR FACILITIES RENEWAL PROJECTS

Inst'n	Project	Code	Estimated Total Project Cost	Design Start	Delivery Method	Construction Start	Substantial Completion	Total Appropriation	Funding Source	Architect (Location)	Contractor (Location)
BSU	Greenhouse Building	1	$6,156,000	09/25	CM	01/27	10/27	$6,156,000	Cash	Ayers Saint Gross (MD)	TBD
BSU	BSU New Thurgood Marshall Library Commons	1	$249,325,000	01/26	D/B	06/28	01/31	$6,830,000	GO Bonds	TBD	TBD
BSU	Refurbish Tubman Hall (includes separately approved HVAC work)	2	$19,000,000	11/24	D/B	11/25	08/26	$19,000,000	USM Bonds, Cash	Dustin Construction (MD)	Dustin Construction (MD)
CSU	New Residence Hall	1	$63,058,400	11/24	CM	01/25	09/26	$18,000,000	GO Bonds, USM Bonds	Quinn Evans & Goody Clancy	Consigli (MASS)
FSU	Five Dorm Renovation - Phased; on hold pending Brownsville Repairs	3	$14,400,000	01/17	Multiple	07/20	12/26	$12,100,000	USM Bonds, Cash	In-House (FSU)	Multiple
FSU	Cordts PE Renov/Regional Recreation Complex	1/3	$104,389,000	09/28	TBD	11/30	11/32	$1,000,000	GO Bonds	TBD	TBD
SU	Blackwell Hall Renovation	3	$67,164,000	02/23	D/B	06/24	11/26	$66,803,000	PAYGO, GO Bonds, Special Funds	Whiting Turner (MD)	Whiting Turner (MD)
SU	Commons Dining Hall Kitchen Exhaust	3	$14,200,000	10/24	D/B	05/26	08/26	$12,000,000	Cash	Whiting Turner (MD)	Whiting Turner (MD)
SU	Guerrieri Student Union Renovation (On-Hold)	3	$70,000,000	01/26	TBD	03/27	03/29	$5,000,000	USM Bonds	TBD	TBD
SU	Performing Arts Center (On-Hold)	1	$148,482,000	12/27	D/B	12/29	12/31	$5,071,000	Cash, GO Bonds	TBD	TBD
SU	St. Martin Residence Hall Renovations	3	$15,000,000	06/26	TBD	01/27	06/28	$7,000,000	Cash	TBD	TBD
SU	Student Recreation Center	1	$15,000,000	06/26	TBD	01/27	06/28	$5,000,000	Cash	TBD	TBD
TU	Central Utility Plant Repair and Refurbishment	3	$9,700,000	09/25	CM	09/26	09/27	$9,700,000	Cash (State Request Pending)	Mueller Assoc	JVS/Quandel
TU	Smith Hall Renovation	1/3	$166,720,000	09/22	CM	12/23	03/27	130,747,000	GO Bonds, PAYGO, SF, NBF	Shepley Bulfunch (MASS), JMT (MD)	Consigli (MASS)
TU	Athletic Achievement Center & Towson Center Renovation (Combined Request)	4	$35,000,000	5/25	CM	6/26	4/28	$25,000,000	GO Bonds, Cash	Hord Coplan Macht (MD)	Grunley
UBALT	Learning Commons Basement Fit-Out and HVAC	3	$2,500,339	04/25	CM	01/25	05/25	$2,500,339	ARB FR, Cash, PAYGO	Marshall Craft (MD)	James G. Davis (MD)
UMB	17-317 Central Elec Substation and Elec Infrastructure Upgrades, Phased	5	$87,020,000	BPW 2/22/2017	GC/CM	PH1A BPW 11/4/2020	PH 2&3 3/25 PH4 9/25 PH5 9/2027	$73,567,000	GO Bonds, Cash, FR Funds	RMF Engin'g (MD)	Highlander, JBC, Cianbro, Pipeway, etc. Grunley
UMB	20-399 New School of Social Work Building	1	$125,262,000	BPW 4/19/2023	CM	BPW 12/4/2024	06/27	$78,515,000	GO Bonds	Ballinger (PA)	Whiting Turner (MD)

Inst'n	Project	Code	Estimated Total Project Cost	Design Start	Delivery Method	Construction Start	Substantial Completion	Total Appropriation	Funding Source	Architect (Location)	Contractor (Location)
UMB	23-377 Howard Hall Mechanical Infrastructure	5	$52,576,000	04/24	CM	01/26	12/29	$52,576,000	ARB, Cash	BKM (MD)	Plano-Coudon (MD)
UMB	16-391 MSTF Vet HVAC	5	$6,200,000	10/17	GC	08/22	03/26	$5,648,668	ARB, Cash	Min Engineering	Emjay (MD)
UMB	23-390 737 W Lombard Mechanical & windows	5	$10,240,000	BPW 8/23/2023	GC	BPW 3/1/2025	03/27	$9,784,765	FR Funds PAYGO, Cash	Marshall Craft (MD)	Oak Contracting
UMB	19-366 Davidge Hall Roof	5	$6,464,000	08/19	GC	BPW 11/8/2023	01/26	$5,386,606	FR Funds PAYGO, Cash	Johnson Mirmiran & Thompson (MD)	The Christman Company
UMB	23-326 HSFIII 5th & 6th Fl	3	$34,121,000	BPW 6/7/2023	CM	BPW 10/30/2024	02/26	$29,730,733	Cash	Design Collective (MD)	Barton Malow (MD)
UMB	19-376 SOP South Mechanical	5	$2,320,000	10/22	GC	02/24	04/26	$1,593,728	Cash	CFR Engineering (MD)	Emjay (MD)
UMB	20-330 BRB Replace Energy Recovery Units and Exhaust Fans	5	$14,769,000	09/21	GC	BPW 11/8/2023	04/26	$14,346,800	GO Bond, Cash	RMF Engin'g (MD)	Emjay (MD)
UMB	23-312 SOD Ambulatory Surgery and Clinic	3/4	$44,250,000	09/23	CM	04/25	11/26	$36,494,617	GO Bond, Cash	Marshal Craft, Ewing Cole	Davis/J Vinton Schafer (MD)
UMB	25-302 SON Chiller Replacement	5	$3,020,000	~	GC	02/24	02/26	$2,408,701	Cash	~	Boland Trane (MD)
UMB	22-338 AHB Emergency Generator Replacement	5	$1,160,000	11/22	GC	TBD	TBD	$903,719	Cash	Whitman Requardt & Assoc (MD)	TBD
UMB	22-339 SON Emergency Generator Replacement	5	$2,360,000	11/23	GC	09/24	06/26	$1,988,070	ARB, Cash	Henry Adams (MD)	Cynergy (MD)
UMB	16-350 BRB Exterior Upgrade	5	$10,200,000	02/17	GC	03/22	PH1 02/2024 PH2 TBD	$10,241,932	Cash	Ziger Snead (MD)	Jeffrey Brown (MD), TBD
UMB	17-335 MSTF Replace Emergency Generator & Distribution	5	$7,000,000	08/19	GC	05/21	03/25	$6,925,847	ARB, Cash	RMF Engin'g (MD)	Cianbro (MD)
UMB	22-361 A&F Pearl Street Electric Service	5	$3,610,000	09/23	GC	09/24	10/27	$3,006,871	ARB, Cash	Henry Adams (MD)	Dvorak (MD)
UMB	17-382 South Chill Water Loop Analysis	5	$4,750,000	10/17	GC	04/24	TBD	$4,717,828	Cash	Affiliated Engineers Inc (MD)	Boland Trane (MD)
UMB	18-331 Saratoga Garage Structural Assessment	5	$4,360,000	03/18	GC	12/24	06/26	$4,356,689	Cash	Whitney Bailey Cox & Magnani (MD)	A. R. Marani (MD)
UMB	22-317 SON Renovate 3rd Fl North Wing	3	$3,300,000	01/22	GC	08/24	08/25	$2,724,822	Cash	Murphy & Dittenhafer (MD)	Brawner Builders (MD)
UMB	22-358 SOM AHRB Air Handler Replacement	5	$5,967,000	08/23	GC	01/25	12/27	$5,340,640	ARB, Cash	CFR Engineering (MD)	Boland Trane (MD)
UMB	22-370 500 W Lexington Streetscape	3	$2,060,000	05/23	CM	TBD	TBD	$1,551,267	ARB, Cash	RMF Engin'g (MD)	J Vinton Schafer (MD)
UMB	23-338 Howard Hall Heat Exchanger - Preheat Converter E1 & E2 Renewal	5	$3,970,000	04/23	GC	07/24	07/26	$2,635,975	Cash	RMF Engin'g (MD)	Emjay (MD)

Inst'n	Project	Code	Estimated Total Project Cost	Design Start	Delivery Method	Construction Start	Substantial Completion	Total Appropriation	Funding Source	Architect (Location)	Contractor (Location)
UMB	23-378 SOL Fln Tube Renewal	5	$3,300,000	~	GC	07/24	05/26	$2,810,325	Cash	~	Boland Trane (MD)
UMB	24-336 Pratt St Garage Elevators Modernization	5	$3,650,000	05/24	GC	TBD	TBD	$3,553,120	Cash	VDA Inc (NJ)	TBD
UMB	25-308 MD Bar Heating Plant Replacement	5	$1,830,000	~	GC	08/24	12/25	$1,535,625	Cash	~	Boland Trane (MD)
UMB	25-339 BRB Basement Anatomy	3	$1,510,000	11/25	GC	08/26	06/27	$1,160,770	Cash	Colimore	TBD
UMB	25-327 Lexington 2nd Fl PA Reno.	3	$2,100,000	TBD	GC	TBD	TBD	$1,607,937	Cash	TBD	TBD
UMB	23-357 Pearl St Heat Exchanger System Replacement	3	$2,110,000	09/23	GC	05/26	09/26	$1,551,504	Cash	Whitman Requardt	Emjay (MD)
UMB	23-386 SOM HH Traction Geared Freight Elev - High-Rise - Cab 3	3	$3,500,000	09/23	GC	TBD	TBD	$46,978	Cash	VDA Inc (NJ)	TBD
UMB	25-309 Design to remove Fayette Housing from Campus Grid	3	$1,500,000	02/25	GC	TBD	TBD	$300,000	Cash	RMF Engin'g (MD)	TBD
UMB	25-315 Pearl Street Garage Structural Repairs and Maintenance	3	$1,263,000	12/25	GC	TBD	TBD	$500,000	Cash	RK&K (MD)	TBD
UMB	26-301 SOD Dental Reheat System Replacement	3	$2,500,000	N/A	GC	01/26	06/26	$0	Cash	N/A	Boland Trane (MD)
UMB	26-303 SOD Dental School Modified Bitumen Renewal	3	$3,410,000	N/A	GC	12/25	04/26	$2,736,090	Cash	N/A	RUFF
UMB	26-305 Saratoga Heating Plant Replacement	3	$1,700,000	N/A	GC	01/26	06/26	$1,166,550	Cash	N/A	Boland Trane (MD)
UMB	26-309 Pearl St, Pratt St, and Saratoga Garages LED Lighting Retrofit	3	$1,470,000	N/A	GC	01/26	05/26	$1,171,031	Cash	N/A	Wesco
UMBC	Sherman Hall Renewal	3	$94,288,000	3/22	CM	08/23	12/26	$85,157,000	GO Bonds	Page Southerland Page, Inc (DC)	Whiting Turner (MD)
UMBC	Spring Grove Utility Upgrades and Site Improvements	5	$27,000,000	03/23	CM	10/24	11/27	$27,000,000	GO Bonds	RK&K (MD)	Whiting Turner (MD)
UMBC	Student Services Building	1	$179,201,303	02/26	CM	07/29	07/31	$5M	GO Bonds	In Process	TBD
UMBC	Central Plant Roof/Stairway	3	$3,954,118	02/20	GC	04/23	06/24	$3,954,118	ARB, GO Bonds, Cash	Hord Coplan Macht (MD)	A.R. Marani (MD)
UMBC	TRC Roof Replacement	3	$1,112,735	11/21	GC (Roofing)	09/24	06/25	$1,112,735	ARB, Cash	GWWO (MD)	Tecta America East (MD)
UMBC	AOK Library Roof	3	$2,909,526	05/22	GC	07/23	07/24	$2,909,526	ARB, PAYGO, Cash	Hord Coplan Macht (MD)	Plano-Coudon (MD)
UMBC	Lecture Hall 1 Renovation	3	$3,183,742	10/22	GC	02/24	10/24	$3,183,742	ARB, Cash	Murphy & Dittenhafer, Inc	A.R. Marani (MD)
UMBC	University Center & Biology South Elevators	5	$3,428,127	07/22	GC	03/24	01/26	$3,428,127	PAYGO, ARB, Cash	Burette, Koehler, Murphy (MD)	Brawner Builders (MD)
UMBC	University Center & Biology Roof Replacement	5	$3,280,373	02/20	GC (Roofing)	12/21	06/25	$3,280,373	Deficiency Appropriation, Cash	Ayers Saint Gross (MD)	Tecta America East (MD)

Inst'n	Project	Code	Estimated Total Project Cost	Design Start	Delivery Method	Construction Start	Substantial Completion	Total Appropriation	Funding Source	Architect (Location)	Contractor (Location)
UMBC	Campus Fire Alarm - Design_Truesite_CUP	5	$2,591,804	07/23	GC (Elec)	06/25	07/26	$2,591,804	PAYGO, Cash	MS Engineers (MD)	Dvorak (MD)
UMBC	Biology AHU 1&5 Replacement	3	$1,467,444	05/24	GC (Mech)	07/25	04/26	$1,467,444	ARB, Cash	CFR Engineering	Maryland Mechanical
UMBC	Engineering_Meyer Elevator Replacement	3	$3,135,924	10/24	GC	03/25	11/26	$3,135,924	ARB, Cash	BKM	Brawner Builders (MD)
UMBC	Central Plant Primary HTHW Pumps	3	$2,327,000	02/24	GC (Mech)	03/25	11/26	$3,327,000	Cash	RMF Engin'g (MD)	Emjay Engineering Construction
UMBC	The Commons Renovations	4	$6,000,000	TBD	GC	TBD	TBD	$0	Cash	TBD	TBD
UMBC	The Commons Courtyard Addition	4	$25,000,000	TBD	GC	TBD	TBD	$0	USM Bonds, Cash	TBD	TBD
UMCES	Chesapeake Collaborative Building	1	$21,870,000	10/21	GC	06/24	12/25	$21,870,000	GO Bonds. PAYGO	Design Collective (MD)	Costello Construction Co. (MD)
UMCES	Bernie Fowler Lab Roof & HVAC Replacement	3	4,480,786	N/A	GC	09/25	06/26	$4,480,786	FR Funds	Rich Moe (MD)	Rich Moe (MD)
UMCES	Coastal Dynamics Laboratory	1	$57,000,000	11/27	TBD	09/29	09/31	$0	GO Bond	TBD	TBD
UMCP	AV Williams Cooling Tower Replacement	3	$4,230,000	05/23	GC	07/25	08/26	$2,400,000	ARB, Cash	RMF Engin'g (MD)	W.L. Gary Co. (DC)
UMCP	Biomolecular Sciences Renew Mechanical & Electrical Systems	3	$3,250,000	TBD	TBD	TBD	TBD	$3,250,000	GO Bonds, ARB	TBD	TBD
UMCP	Campus Creek Restor Ph 2 & Animal Sci Pond Renewal (Multiple Projects)	3	$4,196,000	05/21	GC	07/24	12/25	$4,196,000	Cash, DNR Grant, General Funds	Bayland Consultants & Designers (MD)	Clark Construction Group(MD)
UMCP	Cambridge Quad Water Line Replacement (On-hold)	5	$2,200,000	11/22	GC	TBD	TBD	$400,000	FR Funds	Hord, Coplan, Macht, Inc (MD).	TBD
UMCP	Campus Drive Bikeway	4	$2,500,000	08/24	GC	08/26	02/27	$2,500,000	DGS Grant	Wallace Mont-gomery Assoc (MD)	TBD
UMCP	Campus Bikeway Segment 1A, 1B, & 1C	4	$2,196,690	11/24	TBD	05/26	08/27	$936,690	Cash, Federal Grant	Mead & Hunt (WI)	TBD
UMCP	Chemistry Building Ph 3, Wing 1 Replacement	3	$141,300,000	05/19	D/B	01/21	03/24	$141,300,000	GO Bonds, NBF	Whiting-Turner (MD)	Whiting Turner (MD)
UMCP	Chestertown Hall Central HVAC Renovation	3	$5,000,000	07/24	D/B	02/25	07/25	$5,000,000	Cash	WFT Engineering Inc.(MD)	Kalmia Construction (MD)
UMCP	CSPAC Upgrade Lighting 6 Theaters	3	$1,772,310	N/A	GC	07/25	04/27	$1,772,310	FR, MEA Loan	N/A	Electrico Inc(MD); Barbizon Capitol(VA)
UMCP	Edward St. John Insulate & Replace Vapor Barriers	3	$1,200,000	09/25	TBD	03/26	08/26	$1,200,000	GO Bonds, ARB	In-House (UMCP)	TBD
UMCP	Ellicott Community Renovation (Multiple Projects)	3	$48,350,000	10/25	CM	06/26	07/27	$28,350,000	USM Bonds	GWWO Inc.(MD)	TBD
UMCP	EV Shuttle Bus Electrical Infrastructure		$9,300,000	04/26	D/B	01/26	01/27	$1,500,000	Cash, FTA Grant	TBD	TBD
UMCP	Graduate Student Housing (Multiple Projects)	3	$20,050,000	07/25	CM	10/26	04/27	$20,050,000	GO Bonds, Cash.	Whitman Requardt & Assoc (MD)	James Davis Construction(VA)

Inst'n	Project	Code	Estimated Total Project Cost	Design Start	Delivery Method	Construction Start	Substantial Completion	Total Appropriation	Funding Source	Architect (Location)	Contractor (Location)
UMCP	Health and Human Sciences Complex	1	$144,246,000	10/24	D/B	05/25	03/28	$31,525,000	Go Bonds, Cash	Clark Construction Group(MD)	Clark Construction Group(MD)
UMCP	Hornbake Library Conversion Ph 1 and Renew Ground Floor HVAC	3/4	$12,703,432	06/26	D/B	05/27	04/28	$12,703,432	GO Bond, PAYGO, ARB, FR	TBD	TBD
UMCP	IBBR Labs Relocation Building 976 & 977	3	$10,000,000	10/24	CM	08/26	04/27	$1,000,000	Cash, NIST Grant	Ayers Saint Gross (MD)	TBD
UMCP	Interdisciplinary Engineering Building	1	$246,655,000	12/21	D/B	12/22	06/26	$230,530,000	Go Bond, NBF, Special Funds	Whiting Turner (MD)	Whiting Turner (MD)
UMCP	MS4 Permit Implementation	5	$5,500,000		TBD			$1,179,960	Cash	MD Environmental Services (MD)	
UMCP	MUTR Cooling System Upgrade	3	$1,600,000	12/24	D/B	06/26	10/26	$1,407,684	Cash	M&M Welding & Fabricators (MD)	M&M Welding & Fabricators (MD)
UMCP	New Office Bldg. for Central MD Res/Educ. Ctr., Clarksville	1	$9,000,000	08/20	GC	05/22	04/28	$9,000,000	Cash	Johnson Mirmran Thompson (MD)	North Point Builders (MD)
UMCP	Quantum and Advanced Computing Infrastructure (Multiple Buildings)	1	$20,000,000	07/23	CM/GC	01/26	08/26	$20,000,000	Go Bonds	Whitman, Requardt; JMT (MD)	James G. Davis Construction (MD) Kalmia Construction
UMCP	School of Public Health Building Roof and AHU-23 Replacement (On-Hold)	5/3	$5,700,000	11/22	D/B	TBD	TBD	$600,000	ARB	Jeffrey Brown Contracting (MD)	Jeffrey Brown Contracting (MD)
UMCP	SCUB 3 Heating Water Pipe Relocation	5	$13,916,658	03/19	CM	06/23	11/25	$13,916,658	ARB, FR Funds, Deficiency Appropriation	Rummel Klepper & Kahl (MD)	Whiting Turner (MD)
UMCP	Stamp Student Union - Grand Ballroom Renovations	3	$2,380,444	04/25	GC	11/25	01/26	$1,999,800	Cash	In-House (UMCP)	Kalmia Construction (MD)
UMCP	Stamp Student Union BAS HVAC System Update	3	$1,702,800	N/A	GC	10/25	10/26	$1,702,800	Cash	N/A	Capron Company (MD)
UMCP	Severn - Vehicle Wash Station (on-Hold)	1	$3,939,884	06/22	TBD	TBD	TBD	$3,939,884	Cash	Whitman Requardt&Assoc. (MD)	TBD
UMCP	Soccer and Track Stadium Improvements	2	$25,000,000	12/25	D/B	12/26	06/28	$5,170,000	Cash	Design Collective (MD)	TBD
UMCP	South Campus Housing Utility & Infrastr Upgrade (Multiple Projects)	5	$20,700,000	08/25	TBD	01/27	05/27	$20,700,000	Cash, ARB	Bowman Consulting(VA)	TBD
UMCP	Replace Three Failing Pedestrian Bridges	3	$5,000,000	01/26	D/B	07/26	12/26	$5,000,000	GO Bonds	TBD	TBD
UMCP	Union Lane Water and Sanitary Line (On-Hold)	5	$2,051,965	10/22	GC	TBD	TBD	$2,051,965	PAYGO, FR Funds, GO Bonds	Hord, Coplan, Macht, Inc.(MD)	TBD
UMCP	Van Munching Hall - Replace Obsolete Fire Alarm System	3	$2,300,000		GC	12/25	12/26	$2,300,000	GO Bonds	TBD	TBD
UMCP	Wind Tunnel Switchgear Replacement and Modernization	3	$1,784,835	12/25	D/B	08/26	01/27	$1,750,378	Cash, NASA Grant; FR MCCBL	TBD	TBD
UMES	Agricultural Research and Education Center	1	$31,349,000	07/20	D/B	06/24	01/26	$31,349,000	Grants, Insurance Proceeds, GO Bonds	Bancroft Construction Co (DE)	Bancroft Construction Co (DE)
UMES	Athletic Fields Renovation Phase 1	3	$7,403,398	02/24	D/B	02/25	12/25	$7,403,398	USM Bonds and Cash	Field Turf USA (GA)	Field Turf USA (GA)
UMES	Carver Hall Renovation	3	$6,873,031	12/21	GC	05/24	11/25	$6,873,031	Fed Grants/Bridge funds, FR funds(PAYGO & ARB)	Murphy & Dittenhafer Inc (MD)	Bancroft Construction Co (DE)

Inst'n	Project	Code	Estimated Total Project Cost	Design Start	Delivery Method	Construction Start	Substantial Completion	Total Appropriation	Funding Source	Architect (Location)	Contractor (Location)
UMES	**Flood Mitigation (Incl two spin-off projects)**	5	$16,442,700	07/19	GC	07/22	08/26	$16,442,700	ARB, Cash, Go Bond	Whitney Bailey Cox & Magnani (MD)	Chesapeake Turf, LLC (MD)
UMES	**Nuttle Residence Hall Renovation (Hold pending Res Hall Decision)**	3	$10,800,000	06/24	GC	TBD	TBD		TBD	TBD	TBD
UMGC	**Adelphi Building Renovation**	3	$47,967,000	10/26	TBD	04/30	04/33	$1,073,662	GO Bond	TBD	TBD
USG	**Building II - Chiller Replacement Project**	3	$1,271,609	08/26	GC	06/26	04/26	$1,271,609	Cash, FR	Mueller	WL Gary
USM (UMBC)	**Rita Colwell Center Deferred Maintenance (HVAC & Tent Roof)**	3	$33,394,000	03/24	D/B for Ph1 and GC for Ph 2	05/24	01/28	$23,668,000	Special Funds (State PAYGO), GO Bonds,USM Bonds	J Vinton Shafer (MD) Henry Adams(MD)	J Vinton Schafer (MD)

Total Program (State and non-State/ Auxiliary) **$2,842,374,377** **Estimated Economic Impact** **3,910** **Direct jobs supported by the capital program** per the 2019 Economic Policy Institute formula of 5.5 FTE direct (construction-related) jobs per $1M investment based on Bureau of Labor Statistics. Construction investment also generates nearly twice this number of indirect jobs. The total program is divided by a rough average duration of construction from design award through construction completion of 4 years. www.epi.org

Codes:
1 New facility
2 Addition/Expansion/Extension
3 Renovation or Replacement
4 Alterations and Addition
5 Infrastructure, Utilities, Site

Abbrev.
CM = Construction Management
D/B = Design/Build
GC = General Contractor
JOC= Job Order Contractor

* **Definitions:**

Total Project Cost: Total estimated project cost including planning, construction & equipment.
Design Start: Date of BPW approval of architect/engineer.
Construction Start: Date of BPW approval of contractor.
Completion: Date of substantial completion/beneficial occupancy.

Funding:
NBF = Non-budgeted funds (e.g., donor funds); GO Bonds = State General Obligation Bonds or Bond Premium funds;
ARB = Academic Revenue Bonds (approved by State); FR = Capital Facilities Renewal
USM Bonds = USM Auxiliary Revenue Bonds; CASH = Institutional funding, including cash, donor funding and plant funds

TOPIC: USM Enrollment Projections: FY 2027-2036 (action)

COMMITTEE: Finance

DATE OF COMMITTEE MEETING April 9, 2026

SUMMARY: The Board of Regents III-4.10—Policy on Enrollment requires the Chancellor, in consultation with the presidents, to present an enrollment plan to the Board each year. Each institution is charged with having a well-coordinated enrollment management strategy based on the short-term realities that support the operating budget request and the long-term campus plan that supports the long-term capital needs. The USM Office works in collaboration with the institutions to provide accurate enrollment projections.

Highlights of this year's institutional projections include:

- USM's aggregate institutional enrollment is projected to increase +1,657 students in Fall 2026.
- USM is projecting a corresponding increase in FTE (+1,144) for FY 2027.
- Over the next ten years, headcount enrollment is projected to increase to +23,982 students to 199,685 students in Fall 2035.

ALTERNATIVE(S): The Committee may request changes in the projections.

FISCAL IMPACT: The fiscal impact of the projected enrollment will depend on many factors including the availability of facilities to accommodate enrollments, the programs of study of future students, the availability of faculty, in/out-of-state statuses, and full/part-time attendance. Complementarily, the projected enrollment and enrollment plan supports the operating budget request in the near-term and capital budget decisions in the long-term.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the enrollment projections as submitted.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 4/9/26
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

USM Enrollment Projections
FY 2027 (Fall 2026) through FY 2036 (Fall 2035)



Submitted to the Board of Regents'
Committee on Finance
April 9, 2026

Office of the Senior Vice Chancellor of Administration and Finance

Enrollment Projections: FY 2027 (Fall 2026) – FY 2036 (Fall 2035)

Overview

The purpose of this annual report is to provide the Board of Regents with the institutional student enrollment and full-time equivalent (FTE) enrollment projections, as required in the *Board of Regents III-4.10 - Policy on Enrollment*. The aggregate and institutional enrollment projections in this report are informed by internal campus strategies for managing enrollment to meet the access mission of the institutions, to increase enrollment in key workforce development areas, and to enhance higher education quality in Maryland. Each USM institution is expected to have a well-coordinated enrollment management function that reflects near and long-term operational realities. The enrollment management function considers state and national demographic and economic trends, mission-related needs, capital requirements, and a set of annual enrollment targets that are appropriate to achieve the campus's long-term enrollment goal.

The Board of Regents' Enrollment Workgroup continues to monitor key external trends and the institutional levers affecting enrollment. Institutions update enrollment management plans to address new student opportunities based on external prospects and improve retention by refining student success initiatives. The enrollment projections reflect both the enrollment management plans and the Strategic Plan goals adopted by the Board of Regents. Compared to national reports concerning public higher education changes in enrollment, the University System of Maryland is in a favorable position compared to many other states and systems.

Higher Education Environment

Higher education institutions are navigating a period of significant changes impacting enrollment. Over the next 15 years, declining numbers of traditional high school graduates are shrinking the pool of prospective first year students creating heightened competition across states and sectors. At the same time, community college enrollment changes continue to disrupt the transfer pipeline historically a critical source of upper division enrollment. Federal and state policy changes are disrupting financial aid disbursement. Finally, graduate enrollment is increasingly volatile, driven by steep drops in international student numbers due to visa delays, geopolitical tensions, and changing federal policy. These shifts are forcing institutions to rely more heavily on retention, adult learners, and new recruitment partnerships to sustain enrollment stability.

According to the high school graduate projections produced by Western Interstate Commission on Higher Education (WICHE), U.S. high school graduates peaked in FY 2025. From FY 2026 through FY 2041, the numbers of high school graduates will decrease nationwide by over 500,000 or a 13% decrease. This contraction is intensifying competition for traditional first year students, particularly in regions facing sharper population declines. Maryland is comparatively better positioned, but institutions will still face increased out-of-state recruitment pressures. At the same time, the demographic composition of high school graduates will shift, with the number of Hispanic high school graduates increasing while other groups are decreasing.

The federal financial aid landscape for students is becoming more challenging as the One Big Beautiful Bill Act (OBBA) complicated the financial aid landscape. First, lending programs were restructured, some lending programs were discontinued, and new loan limits were established. Second, the Workforce Pell program was created which may open the doors to more higher education learners seeking non-degree credentials but may impact long-term baccalaureate degree attainment when lifetime Pell limits are

reached. Finally, with the Gainful Employment rule and proposed wage premium standards, some academic programs may not be eligible for financial aid if degree completers do not obtain the minimum salary benchmarks. Together, these changes will increase advising and administrative burden and change borrowing capacity leading to higher private-loan dependency.

Maryland state aid programs are also undergoing significant change. With recent legislative changes, more Marylanders qualified for the Maryland Higher Education Commission's (MHEC) Guaranteed Access Grant (GA). This change lowered the maximum GA award, to accommodate the increased number of students. Meanwhile, MHEC reduced Education Assistance grants (EA). In the past, thousands of additional Maryland students qualified for the smaller EA grant and now they are left with no funding. Institutions are being compelled to absorb more unmet need through institutional aid.

International enrollment remains highly sensitive to geopolitical tensions, and policy enforcement shifts. For example, institutions are facing challenges to recruit due to student visa processing delays, and facing retention challenges as "duration of status" becomes a "duration of stay" with less time to complete the degree. These forces are reshaping enrollment strategies, resource allocations, and student support models across the higher education sector, especially doctoral programs.

Layered on top of this, rising expectations for flexible learning formats, evolving workforce demands, and infrastructure constraints require universities to continually adapt programs, support services, and instructional models. Together, these pressures are reshaping enrollment strategy, resource allocation, and the student experience across the system.

Despite these headwinds, institutions within the University System of Maryland (USM) have demonstrated resilience. Collectively, USM institutions increased new student enrollment and implemented strategies to retain students facing financial hardships and ensure student success. These successful strategies have contributed to enrollment growth over the past three years. For example, inclusive of part-time and full-time attendance; first-time and transfer entry type, 68% of over 45,000 new FY 2025 students returned this year. This includes the 80% retention rate for Maryland community college new transfers and the 85% retention rate for new first-time, full-time cohort, and these rates exceed the Department of Education National Center for Education Statistics (NCES) published averages of 72% for full-time transfers and 82% for first-time, full-time students. The student mix continues to evolve with improvements in both undergraduate and graduate students and positive gains for both full time and part-time students.

USM Enrollment Projection Summary

Institutional projections remain consistent with current trends in the higher education environment. For FY 2027, enrollment expectations reflect new and returning student goals that align closely with those achieved this year. Across USM, total enrollment is projected to increase by +1,657 students, reaching 177,360 in fall 2026. The related one-year FTE increase is estimated at +1,144, bringing total USM FTE to 137,714 in FY 2027. This growth is driven largely by anticipated increases at UMGC. The remaining institutions collectively project a decline of -347 students in fall 2026 and -195 FTE in FY 2027.

USM projects steady enrollment growth of roughly one percent per year over the next decade, adding 23,982 students (+13.7%) and bringing total enrollment to 199,685 by fall 2035. FTE is projected to follow a similar pattern growing by 17,449 (+12.8%) to a total FTE of 154,019 by FY 2036. The aggregate USM FTE growth reflects the projected credit hour registration by student level and by the mix of full-time and part-time students at each institution over the next 10 years. In the long term, the projected UMGC enrollment accounts for more than half of the projected enrollment for the System. However, the combined long-term enrollment and FTE projections for the other campuses follow the same trajectory reaching the same long-term enrollment goal as last year.

In the next sections, general themes are highlighted, and enrollment changes for each institution were briefly summarized. The data found in Tables 1 through 12 numerically summarize the ten-year projections for USM and for each institution.

General Themes

As part of the enrollment projection submissions, institutions sent a detailed narrative about the enrollment plan. These narratives provided the context for the enrollment numbers provided in the projections. Several systemwide trends were evident:

Competition for Maryland Students

- Interstate competition for Maryland students has increased, and in-state market contractions drive aggressive recruitment, targeted pricing and scholarships, and early pipeline work (K–12, dual enrollment, etc.).

Affordability & Aid

- OBBA, signed in July 2025, impacts reductions will increase private loan dependency. Institutions have adjusted overall student aid packages and are increasing financial counseling and advising services.
- MHEC changes to GA grants and EA grants decreased the number of students receiving state need-based aid. Institutions reported thousands of students were impacted and institutions redirected millions of dollars in institutional aid to mitigate the loss of EA grants.

Enrollment Demand & Mix

- **Undergraduate stabilization with uneven pipelines:** Most institutions target steady or modest undergraduate growth but face weaker transfer pipelines due to sustained community college declines. Recovery is expected to be slow and localized.
- **Graduate enrollment volatility:** Multiple institutions report declines or risk in international graduate enrollment (e.g. visa/travel bans, backlogs, geopolitics) and softness in domestic enrollment in master's programs. Some institutions are pivoting to focus on part-time, working adult graduate demand to maintain enrollment.

- **Selective out-of-state strategy:** To offset demographics and appropriation pressure, several institutions are moderately increasing out-of-state share or testing regional pricing while protecting in-state student access.

Retention & Stop-Out Recovery as Growth Levers

- Institutions have put a focus on retaining current students through various methods, utilizing early alert systems and case management advising strategies to improve course success and reduce DFW grades. Utilizing data and cross-functional systems, institutions are looking to increase their engagement with stop-out students.

Program & Workforce Alignment

- Institutions are expanding capacity in STEM, cyber, engineering, healthcare, and education degree programs.
- Institutions are adding new credentials & certificates to meet workforce demand as well as accelerated pathways to multiple degree attainment (e.g. 3+2; 5+1).

Modality & Access

- **Targeted modality shifts:** Online/hybrid growth is concentrated with graduate and adult learners, as well as within the summer and winter terms. Institutions are tactically adding accelerated formats (e.g., intersession, mini semesters) and HyFlex. Residential undergraduate instruction largely remains in person.

Regional Centers

- **Mixed performance:** Many institutions report flat or declining enrollment linked to Maryland community college transfer decreases. Strategies emphasize pathway programs, staffing or advising changes, and select new program launches to rebuild demand.

<u>Enrollment Projection Summary by University</u>

- **Bowie State University** did not meet the fall 2025 enrollment target, ending -137 students below the goal. Bowie projects an -11% enrollment decrease in fall 2026 relative to fall 2025, with growth anticipated in subsequent years. The anticipated decline in student enrollment reflects several factors including lower numbers of new students, retention challenges, student success, and the reinstatement of collections business processes in spring 2025. To strengthen enrollment, BSU is focusing on earlier financial aid awards, stronger recruitment pipelines, streamlined admissions processes, and enhanced student support systems. Fall 2026 projection is 5,320 students (-650), with a potential 2% annual increase by fall 2028 from fall 2025 enrollment. However, a steady increase to 6,668 students by fall 2035 (+698) is estimated.

- **Coppin State University** focuses on undergraduate and graduate recruitment, and retention and degree completion. Coppin's use of predictive analytics to identify students who may need intervention led to a first-to-second year retention rate of over 70% in fall 2025. Coppin attributed success to peer mentoring programs; a special incentive program that offers free 6 credits of summer enrollment offerings with full-time fall and spring enrollment; and expanded course modality options (hybrid and online). The enrollment projections follow a similar trajectory with annual enrollment increases of 2 to 3% over the next ten years. The fall 2026 enrollment projection is 2,850 (+60) and the fall 2035 projection is 3,719 (+929).

- **Frostburg State University** plans steady growth shifting recruitment focus to Appalachian markets and transfer students to counter competition from the neighboring states. Actual enrollment for fall 2025 did not achieve projected growth (-133). Their enrollment projections are more conservative, moving ahead with less than one percent of year-to-year growth over the next 10 years. The fall 2026 enrollment projection is 4,106 (+41) and the fall 2035 projection is 4,315 (+250).

- **Salisbury University** slowed projected growth over the next 10 years but continues to focus on targeted recruitment initiatives, yield strategies by major, focusing on reducing DFW rates, and implementing new transfer pathway opportunities. Working through federal travel visa restrictions and delays, Salisbury experienced a small increase in international enrollment. However, nearly 600 students were affected by the recent federal and state changes in financial aid. Salisbury's fall 2025 enrollment increased by +218 students and the institution is projecting manageable increases over the next 10 years. The fall 2026 enrollment projections are 7,409 (+166) and the fall 2035 projection is 8,295 (+1,052).

- **Towson University** is addressing out-of-state enrollment declines by offering targeted scholarships to students from NJ, NY, PA, WV, VA, and DC, and is seeing positive results from these efforts. Towson anticipates a decline in international enrollment, as most of its international students come from visa-restricted countries. However, international students represent a relatively small share of Towson's total enrollment. Towson is advancing a comprehensive, data-informed student success strategy focused on advising, retention, inclusion, and academic achievement, and continues to focus on expanding online graduate programs designed to serve working adults. The fall 2026 enrollment projection is 19,800 (+123) and the fall 2035 projection is 22,014 (+2,337).

- **University of Baltimore's** enrollment trends reflect ongoing shifts in the Baltimore market, evolving transfer patterns from community colleges, and a competitive higher education landscape. UBalt is implementing targeted strategies to stabilize and grow enrollment, with growth anticipated beginning in fall 2027. Key initiatives include the full integration of a new enrollment management partner and the expansion of structured transfer pipelines with organizations such as MDOT and the Baltimore and Montgomery County Police Departments. UBalt's fall 2025 enrollment was -98 students below projection. The fall 2026 enrollment projection is 2,981 (-187), with longer-term projections reaching 3,703 by fall 2035 (+535), reflecting planned strategic investments and partnership development intended to support sustained enrollment growth.

- **University of Maryland, Baltimore** projected stable enrollment in fall 2026 and surpassed the fall 2025 enrollment projections by 94 students. UMB anticipates a steady growth over the next 10 years, with fall 2026 enrollment projection at 6,829 (+45) and fall 2035 at 7,117 (+333).

- **University of Maryland, College Park** enrollment projection is steady for both undergraduate and graduate enrollment levels for the next ten years. UMCP maintains strong support from Maryland residents with initiatives in urban centers as well as rural areas (e.g., STARS), increased financial aid disbursement (e.g., Maryland Promise Program), and increased regional center opportunities. At the graduate level, UMCP has experienced a 10% decline in international enrollment, while international undergraduate enrollment has remained steady. The university anticipates increased reliance on private loans due to recent federal financial aid

changes and has expanded institutional need-based aid to support Maryland students, including those affected by the elimination of the state's EA grant. The fall 2026 enrollment projection is 42,275 (-15) and the fall 2035 projection is 42,450 (+160).

- **University of Maryland, Baltimore County** is advancing enrollment growth through strengthened recruitment, enhanced financial aid strategies, and program innovation, with a focus on STEM, teacher preparation, and workforce aligned credentials. UMBC continues to address challenges in international graduate enrollment and regional transfer pipelines while expanding partnerships in Baltimore City and community colleges to support Maryland student access. UMBC projects fall 2026 enrollment of 13,567 (+37), growing to 15,115 (+1,585) by fall 2035.

- **University of Maryland Eastern Shore** continues to strengthen student success initiatives through coordinated advising, early alert systems, and targeted academic support designed to improve retention and degree completion. International enrollment may face ongoing challenges due to visa processing delays and travel uncertainties, and the university is supporting students through enhanced pre-arrival advising and flexible enrollment options. In addition, UMES is monitoring federal and state financial aid policy changes that may affect student affordability while continuing efforts to support students and families in navigating financial aid resources. UMES surpassed the fall 2025 enrollment projections by +103 students and is projecting 1 to 2% growth over the next 10 years. The fall 2026 enrollment projection is 3,411 (+33) students and the fall 2035 projection is 4,052 (+674) students.

- **University of Maryland Global Campus** continues to refine the enrollment strategy in response to shifting student behavior, with undergraduate growth led by Direct-to-Consumer learners and graduate growth concentrated among military-affiliated students. Transfer enrollment remains closely tied to declining Maryland community college pipelines, while retention and reenrollment have improved through enhanced outreach and early intervention efforts. UMGC's Maryland Completion Scholarship and extensive employer and military partnerships strengthen its position in a competitive market. Federal aid changes present challenges for UMGC's large part-time population by increasing the advising needs and operational complexity. UMGC projects fall 2026 enrollment of 68,812 (+2,004) and growing to 82,237 (+15,429) by fall 2035.

Table 1
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
University System of Maryland

Fall Headcount Projections

Fall Student Data	Actual											Change From Fall 2025 - Fall 2035	
	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	Number	Percent
Headcount Total	175,703	177,360	179,865	182,462	185,439	187,997	190,352	192,662	195,023	197,338	199,685	23,982	13.6%
Undergraduate Total	136,072	137,538	139,660	141,820	144,257	146,268	148,098	149,910	151,730	153,533	155,385	19,313	14.2%
Full-time	86,234	86,643	87,710	88,863	90,177	91,205	92,050	92,860	93,660	94,425	95,255	9,021	10.5%
Part-time	49,838	50,895	51,950	52,957	54,080	55,063	56,048	57,050	58,070	59,108	60,130	10,292	20.7%
Grad./First Prof. Total	39,631	39,822	40,205	40,642	41,182	41,729	42,254	42,752	43,293	43,805	44,300	4,669	11.8%
Full-time	18,837	18,704	18,749	18,854	19,019	19,179	19,329	19,454	19,608	19,740	19,829	992	5.3%
Part-time	20,794	21,118	21,457	21,787	22,163	22,550	22,925	23,298	23,684	24,064	24,472	3,678	17.7%
FTDE or FTNE Students	76,721	76,833	77,731	78,584	79,624	80,333	80,887	81,396	81,998	82,433	82,388	5,667	7.4%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.											Change From FY 2026 - FY 2036	
	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	Number	Percent
Total University FTE Students	136,570	137,714	139,557	141,512	143,725	145,656	147,373	149,041	150,750	152,328	154,019	17,449	12.8%

Table 2
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM without UMGC

Fall Headcount Projections

Fall Student Data	Actual											Change From Fall 2025 - Fall 2035	
	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	Number	Percent
Headcount Total	108,895	108,548	109,678	110,870	112,415	113,513	114,378	115,168	115,980	116,713	117,448	8,553	7.9%
Undergraduate Total	81,634	81,467	82,468	83,484	84,754	85,575	86,191	86,765	87,322	87,836	88,375	6,741	8.3%
Full-time	72,474	72,470	73,254	74,118	75,137	75,864	76,402	76,899	77,380	77,819	78,317	5,843	8.1%
Part-time	9,160	8,997	9,214	9,366	9,617	9,711	9,789	9,866	9,942	10,017	10,058	898	9.8%
Grad./First Prof. Total	27,261	27,081	27,210	27,386	27,661	27,938	28,187	28,403	28,658	28,877	29,073	1,812	6.6%
Full-time	17,444	17,269	17,286	17,361	17,496	17,626	17,745	17,838	17,960	18,059	18,114	670	3.8%
Part-time	9,817	9,812	9,925	10,024	10,165	10,312	10,442	10,565	10,697	10,817	10,960	1,143	11.6%
FTDE or FTNE Students	76,721	76,833	77,731	78,584	79,624	80,333	80,887	81,396	81,998	82,433	82,388	5,667	7.4%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.											Change From FY 2026 - FY 2036	
	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	Number	Percent
Total University FTE Students	91,921	91,726	92,649	93,666	94,922	95,877	96,598	97,251	97,924	98,445	99,059	7,138	7.8%

Table 3
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
Bowie State University

Fall Headcount Projections

Fall Student Data	Actual											Change From Fall 2025 - Fall 2035	
	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	Number	Percent
Headcount Total	5,970	5,320	5,430	5,551	5,990	6,139	6,294	6,410	6,495	6,576	6,668	698	11.7%
Undergraduate Total	4,810	4,180	4,260	4,351	4,710	4,805	4,920	5,000	5,050	5,100	5,188	378	7.9%
Full-time	4,071	3,553	3,621	3,698	3,952	4,031	4,128	4,195	4,237	4,279	4,391	320	7.9%
Part-time	739	627	639	653	758	774	792	805	813	821	797	58	7.8%
Grad./First Prof. Total	1,160	1,140	1,170	1,200	1,280	1,334	1,374	1,410	1,445	1,476	1,480	320	27.6%
Full-time	427	433	456	480	525	560	577	592	607	620	585	158	37.0%
Part-time	733	707	714	720	755	774	797	818	838	856	895	162	22.1%
FTDE or FTNE Students	4,268	3,947	4,031	4,171	4,486	4,598	4,713	4,797	4,912	4,970	5,048	780	18.3%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.										Change From FY 2026 - FY 2036	
	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	Number	Percent
Total University FTE Students	4,800	4,308	4,400	4,501	4,841	4,984	5,109	5,200	5,266	5,328	5,410	610	12.7%

Table 4
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
Coppin State University

Fall Headcount Projections

Fall Student Data	Actual											Change From Fall 2025 - Fall 2035	
	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	Number	Percent
Headcount Total	2,790	2,850	2,936	3,024	3,114	3,208	3,304	3,403	3,505	3,610	3,719	929	33.3%
Undergraduate Total	2,492	2,546	2,622	2,701	2,782	2,865	2,951	3,039	3,130	3,224	3,321	829	33.3%
Full-time	2,022	2,066	2,127	2,191	2,257	2,325	2,394	2,466	2,540	2,616	2,695	673	33.3%
Part-time	470	480	495	510	525	540	557	573	590	608	626	156	33.2%
Grad./First Prof. Total	298	304	314	323	332	343	353	364	375	386	398	100	33.6%
Full-time	141	144	148	153	157	162	167	172	178	182	188	47	33.3%
Part-time	157	160	166	170	175	181	186	192	197	204	210	53	33.8%
FTDE or FTNE Students	1,740	1,777	1,830	1,885	1,942	2,000	2,060	2,122	2,185	2,251	2,319	579	33.3%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.											Change From FY 2026 - FY 2036	
	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	Number	Percent
Total University FTE Students	2,046	2,090	2,153	2,217	2,284	2,352	2,423	2,496	2,570	2,648	2,727	681	33.3%

Table 5
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
Frostburg State University

Fall Headcount Projections

Fall Student Data	Actual											Change From Fall 2025 - Fall 2035	
	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	Number	Percent
Headcount Total	4,065	4,106	4,167	4,230	4,293	4,315	4,315	4,315	4,315	4,315	4,315	250	6.2%
Undergraduate Total	3,436	3,470	3,522	3,575	3,628	3,647	3,647	3,647	3,647	3,647	3,647	211	6.1%
Full-time	2,396	2,420	2,456	2,493	2,530	2,543	2,543	2,543	2,543	2,543	2,543	147	6.1%
Part-time	1,040	1,050	1,066	1,082	1,098	1,104	1,104	1,104	1,104	1,104	1,104	64	6.2%
Grad./First Prof. Total	629	636	645	655	665	668	668	668	668	668	668	39	6.2%
Full-time	260	263	267	271	275	276	276	276	276	276	276	16	6.2%
Part-time	369	373	378	384	390	392	392	392	392	392	392	23	6.2%
FTDE or FTNE Students	2,520	2,546	2,584	2,623	2,662	2,675	2,675	2,675	2,675	2,675	2,675	155	6.2%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.											Change From FY 2026 - FY 2036	
	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	Number	Percent
Total University FTE Students	3,089	3,120	3,167	3,215	3,263	3,279	3,279	3,279	3,279	3,279	3,279	190	6.2%

Table 6
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
Salisbury University

Fall Headcount Projections

Fall Student Data	Actual											Change From Fall 2025 - Fall 2035	
	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	Number	Percent
Headcount Total	7,243	7,409	7,607	7,807	8,034	8,205	8,225	8,252	8,274	8,291	8,295	1,052	14.5%
Undergraduate Total	6,477	6,643	6,831	7,014	7,220	7,368	7,362	7,362	7,356	7,345	7,321	844	13.0%
Full-time	5,950	6,123	6,296	6,465	6,655	6,791	6,786	6,786	6,780	6,770	6,748	798	13.4%
Part-time	527	520	535	549	565	577	576	576	576	575	573	46	8.7%
Grad./First Prof. Total	766	766	776	793	814	837	863	890	918	946	974	208	27.2%
Full-time	527	496	503	513	527	542	559	576	594	612	631	104	19.7%
Part-time	239	270	274	279	287	295	304	314	323	333	344	105	43.7%
FTDE or FTNE Students	5,916	6,036	6,197	6,360	6,545	6,685	6,701	6,723	6,740	6,755	6,758	843	14.2%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.											Change From FY 2026 - FY 2036	
Total University FTE Students	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	Number	Percent
	6,495	6,649	6,826	7,005	7,209	7,363	7,381	7,405	7,424	7,440	7,444	949	14.6%

Table 7
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
Towson University

Fall Headcount Projections

Fall Student Data	Actual											Change From Fall 2025 - Fall 2035	
	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	Number	Percent
Headcount Total	19,677	19,800	20,084	20,361	20,670	20,928	21,163	21,384	21,599	21,807	22,014	2,337	11.9%
Undergraduate Total	16,361	16,545	16,764	17,001	17,260	17,483	17,685	17,871	18,050	18,223	18,394	2,033	12.4%
Full-time	14,613	14,775	14,891	15,087	15,301	15,533	15,735	15,916	16,085	16,245	16,401	1,788	12.2%
Part-time	1,748	1,770	1,873	1,914	1,959	1,950	1,950	1,955	1,965	1,978	1,993	245	14.0%
Grad./First Prof. Total	3,316	3,255	3,320	3,360	3,410	3,445	3,478	3,513	3,549	3,584	3,620	304	9.2%
Full-time	1,115	1,090	1,115	1,130	1,150	1,162	1,173	1,185	1,197	1,209	1,221	106	9.5%
Part-time	2,201	2,165	2,205	2,230	2,260	2,283	2,305	2,328	2,352	2,375	2,399	198	9.0%
FTDE or FTNE Students	12,288	12,374	12,562	12,745	12,949	13,121	13,279	13,429	13,574	13,716	13,850	1,562	12.7%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.											Change From FY 2026 - FY 2036	
	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	Number	Percent
Total University FTE Students	16,354	16,400	16,496	16,719	16,967	17,199	17,405	17,596	17,776	17,951	18,122	1,768	10.8%

Table 8
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
University of Baltimore

Fall Headcount Projections

Fall Student Data	Actual											Change From Fall 2025 - Fall 2035	
	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	Number	Percent
Headcount Total	3,168	2,981	3,035	3,129	3,241	3,374	3,462	3,545	3,609	3,659	3,703	535	16.9%
Undergraduate Total	1,418	1,232	1,275	1,314	1,361	1,417	1,454	1,489	1,516	1,537	1,555	137	9.7%
Full-time	633	550	569	587	608	633	649	665	677	686	694	61	9.6%
Part-time	785	682	706	727	753	784	805	824	839	851	861	76	9.7%
Grad./First Prof. Total	1,750	1,749	1,760	1,815	1,880	1,957	2,008	2,056	2,093	2,122	2,148	398	22.7%
Full-time	1,041	1,047	1,046	1,064	1,096	1,121	1,142	1,161	1,171	1,181	1,190	149	14.3%
Part-time	709	702	714	751	784	836	866	895	922	941	958	249	35.1%
FTDE or FTNE Students	697	668	677	696	721	749	768	786	799	809	819	122	17.5%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.											Change From FY 2026 - FY 2036	
	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	Number	Percent
Total University FTE Students	2,272	2,129	2,167	2,235	2,315	2,410	2,472	2,532	2,577	2,613	2,644	372	16.4%

Table 9
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
University of Maryland, College Park

Fall Headcount Projections

Fall Student Data	Actual											Change From Fall 2025 - Fall 2035	
	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	Number	Percent
Headcount Total	42,290	42,275	42,350	42,475	42,525	42,525	42,525	42,475	42,500	42,475	42,450	160	0.4%
Undergraduate Total	31,875	32,050	32,250	32,450	32,550	32,600	32,625	32,625	32,650	32,650	32,650	775	2.4%
Full-time	29,879	30,024	30,211	30,398	30,492	30,539	30,562	30,562	30,586	30,586	30,586	707	2.4%
Part-time	1,996	2,026	2,039	2,052	2,058	2,061	2,063	2,063	2,064	2,064	2,064	68	3.4%
Grad./First Prof. Total	10,415	10,225	10,100	10,025	9,975	9,925	9,900	9,850	9,850	9,825	9,800	-615	-5.9%
Full-time	7,940	7,822	7,726	7,669	7,631	7,593	7,573	7,535	7,535	7,516	7,497	-443	-5.6%
Part-time	2,475	2,403	2,374	2,356	2,344	2,332	2,327	2,315	2,315	2,309	2,303	-172	-6.9%
FTDE or FTNE Students	29,964	30,025	30,175	30,275	30,325	30,325	30,325	30,300	30,350	30,300	29,762	-202	-0.7%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.											Change From FY 2026 - FY 2036	
	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	Number	Percent
Total University FTE Students	35,512	35,600	35,750	35,875	35,925	35,950	35,950	35,925	35,975	35,900	35,900	388	1.1%

Table 10
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
University of Maryland, Baltimore

Fall Headcount Projections

Fall Student Data	Actual											Change From Fall 2025 - Fall 2035	
	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	Number	Percent
Headcount Total	6,784	6,829	6,964	7,000	7,033	7,074	7,102	7,114	7,117	7,117	7,117	333	4.9%
Undergraduate Total	983	959	989	989	1,004	1,004	1,009	1,009	1,009	1,009	1,009	26	2.6%
Full-time	835	815	840	840	853	853	857	857	857	857	857	22	2.6%
Part-time	148	144	149	149	151	151	152	152	152	152	152	4	2.7%
Grad./First Prof. Total	5,801	5,870	5,975	6,011	6,029	6,070	6,093	6,105	6,108	6,108	6,108	307	5.3%
Full-time	4,171	4,221	4,296	4,322	4,335	4,364	4,381	4,390	4,392	4,392	4,392	221	5.3%
Part-time	1,630	1,649	1,679	1,689	1,694	1,706	1,712	1,715	1,716	1,716	1,716	86	5.3%
FTDE or FTNE Students	7,072	7,190	7,324	7,349	7,378	7,415	7,440	7,451	7,454	7,454	7,454	382	5.4%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.											Change From FY 2026 - FY 2036	
	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	Number	Percent
Total University FTE Students	7,145	7,263	7,404	7,439	7,469	7,506	7,532	7,543	7,546	7,546	7,546	401	5.6%

Table 11
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
University of Maryland, Baltimore County

Fall Headcount Projections

Fall Student Data	Actual											Change From Fall 2025 - Fall 2035	
	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	Number	Percent
Headcount Total	13,530	13,567	13,657	13,783	13,927	14,086	14,253	14,458	14,670	14,889	15,115	1,585	11.7%
Undergraduate Total	11,087	11,122	11,205	11,289	11,373	11,460	11,545	11,661	11,777	11,895	12,014	927	8.4%
Full-time	9,741	9,789	9,862	9,936	10,010	10,086	10,161	10,263	10,365	10,469	10,574	833	8.6%
Part-time	1,346	1,333	1,343	1,353	1,363	1,374	1,384	1,398	1,412	1,426	1,440	94	7.0%
Grad./First Prof. Total	2,443	2,445	2,452	2,494	2,554	2,626	2,708	2,797	2,893	2,994	3,101	658	26.9%
Full-time	1,445	1,371	1,342	1,364	1,397	1,436	1,481	1,530	1,583	1,639	1,698	253	17.5%
Part-time	998	1,074	1,110	1,130	1,157	1,190	1,227	1,267	1,310	1,355	1,403	405	40.6%
FTDE or FTNE Students	10,072	10,064	10,122	10,209	10,297	10,401	10,511	10,648	10,789	10,934	11,083	1,011	10.0%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.											Change From FY 2026 - FY 2036	
	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	Number	Percent
Total University FTE Students	11,246	11,173	11,238	11,342	11,470	11,586	11,732	11,885	12,052	12,214	12,391	1,144	10.2%

Table 12
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
University of Maryland Eastern Shore

Fall Headcount Projections

Fall Student Data	Actual											Change From Fall 2025 - Fall 2035	
	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	Number	Percent
Headcount Total	3,378	3,411	3,448	3,510	3,588	3,659	3,735	3,812	3,896	3,974	4,052	674	20.0%
Undergraduate Total	2,695	2,720	2,750	2,800	2,866	2,926	2,993	3,062	3,137	3,206	3,276	581	21.6%
Full-time	2,334	2,355	2,381	2,423	2,479	2,530	2,587	2,646	2,710	2,768	2,828	494	21.2%
Part-time	361	365	369	377	387	396	406	416	427	438	448	87	24.1%
Grad./First Prof. Total	683	691	698	710	722	733	742	750	759	768	776	93	13.6%
Full-time	377	382	387	395	403	410	416	421	427	432	436	59	15.6%
Part-time	306	309	311	315	319	323	326	329	332	336	340	34	11.1%
FTDE or FTNE Students	2,185	2,206	2,230	2,270	2,320	2,365	2,415	2,465	2,519	2,570	2,620	435	19.9%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.											Change From FY 2026 - FY 2036	
	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	Number	Percent
Total University FTE Students	2,962	2,995	3,049	3,117	3,179	3,247	3,315	3,390	3,458	3,527	3,596	634	21.4%

Table 13
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
Univeristy of Maryland Global Campus

Fall Headcount Projections

Fall Student Data	Actual											Change From Fall 2025 - Fall 2035	
	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	Number	Percent
Headcount Total	66,808	68,812	70,187	71,592	73,024	74,484	75,974	77,494	79,043	80,625	82,237	15,429	23.1%
Undergraduate Total	54,438	56,071	57,192	58,336	59,503	60,693	61,907	63,145	64,408	65,697	67,010	12,572	23.1%
Full-time	13,760	14,173	14,456	14,745	15,040	15,341	15,648	15,961	16,280	16,606	16,938	3,178	23.1%
Part-time	40,678	41,898	42,736	43,591	44,463	45,352	46,259	47,184	48,128	49,091	50,072	9,394	23.1%
Grad./First Prof. Total	12,370	12,741	12,995	13,256	13,521	13,791	14,067	14,349	14,635	14,928	15,227	2,857	23.1%
Full-time	1,393	1,435	1,463	1,493	1,523	1,553	1,584	1,616	1,648	1,681	1,715	322	23.1%
Part-time	10,977	11,306	11,532	11,763	11,998	12,238	12,483	12,733	12,987	13,247	13,512	2,535	23.1%
FTDE or FTNE Students												0	

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.											Change From FY 2026 - FY 2036	
	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	Number	Percent
Total University FTE Students	44,649	45,988	46,908	47,846	48,803	49,779	50,775	51,790	52,826	53,883	54,960	10,311	23.1%

TOPIC: Financial Condition and Financial Results of Intercollegiate Athletics Programs (information)

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: April 9, 2026

SUMMARY: Board of Regents Policy V-2.10—Policy on Intercollegiate Athletics details the core values and expectations of the Board for institutions that operate intercollegiate athletics programs. Among these foundational principles is:

> *Intercollegiate athletics programs shall be operated in a fiscally responsible manner and should be managed on a self-supporting basis, as set forth in guidelines provided by the Chancellor.*

A considerable volume of detailed information on the financial condition, and results of operations of the intercollegiate athletics programs is collected annually to enable staff to assess the financial condition as well as the results of operations, to ensure that athletic programs are being managed in a fiscally responsible manner and confirm that any institutional programmatic support is approved. Institutions with athletics programs are expected to provide a robust range of information and details on matters that bear on the degree of borrowing, capital plans, and potential contingent liabilities.

Board Policy allows institutions to use other resources to support Intercollegiate Athletics. Amounts less than $1 million require the President's approval; amounts of $1 million or more require the Chancellor's approval; and amounts of $5 million or more require notification to the full Board of Regents by the Chancellor. Certifications regarding the use of other resources to support Intercollegiate Athletics have been received and approved, as appropriate, from all institutions.

The staff has summarized the information in the attached report to facilitate ease of use by the Regents.

ALTERNATIVE(S): This item is presented for information purposes.

FISCAL IMPACT: This item is presented for information purposes.

CHANCELLOR'S RECOMMENDATION: This item is presented for information purposes.

COMMITTEE RECOMMENDATION: RECEIVED FOR INFORMATION	DATE: 4/9/26
BOARD ACTION:	DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923 and Celeste Denson (301) 445-1965

UNIVERSITY SYSTEM
of MARYLAND

Board of Regents Committee on Intercollegiate Athletics
and Student-Athlete Health and Welfare
Summary of Athletic Program Results of Operations and Fund Balances
Fiscal Year 2025

Institution	Fund balance June 30, 2024	FY 2025 Net change in fund balances	Approved Adjustments	Adjusted Fund balance June 30, 2025
Division I:				
UMCP		($4,664,198)	$4,664,198	
TU	$381,191	(1,658,292)	1,658,292	381,191
UMES	(2,849,649)	(3,202,651)	3,052,300	(3,000,000)
CSU		(2,022,122)		(2,022,122)
UMBC	5,358	(943,880)	943,880	5,358
Division II:				
FSU	112,006	(3,919,346)	3,919,346	112,006
BSU		(682,783)	682,783	
Division III:				
SU	9,965,041	(1,345,670)		8,619,371

UNIVERSITY SYSTEM
of MARYLAND

Board of Regents Committee on Intercollegiate Athletics
and Student-Athlete Health and Welfare
Summary of Athletic Program Key Balance Sheet Items
As of June 30, 2025

Institution	Cash and endowments of/for athletic program		Owed for facilities		
	University	Foundation	to University	to Foundation	External debt
Division I:					
UMCP	$5,099,841	$59,653,334	($105,359,213)	($23,000,000)[1]	($6,846,573)
TU		5,073,063			
UMES					(1,655,476)
CSU					
UMBC		1,804,761			(17,024,558)
Division II:					
FSU		2,430,058	(312,438)		
BSU		930,864	(511,300)		
Division III:					
SU	8,619,371	6,593,780			

[1] The $23 million loan will be repaid with $17.5 million in bequest intentions and $5 million in pledge commitments, ICA will service interest until principal is repaid.

UNIVERSITY SYSTEM of MARYLAND

Board of Regents Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
Summary of Athletic Program Operating Net Margins and Fund Balances
For the Year Ended June 30, 2025

Division 1
UMCP

	Institution ICA	Affiliated Foundation	Total
Operating Revenue	$ 123,997,918	$ 7,815,551	$ 131,813,469
Direct Expenses	108,161,989	1,846,716	110,008,705
Direct Margin	15,835,929	5,968,835	21,804,764
Indirect Expenses	20,500,127	-	20,500,127
Operating Results	(4,664,198)	5,968,835	1,304,637
Beginning fund balance	-	34,327,419	34,327,419
Operating Results	(4,664,198)	5,968,835	1,304,637
Ending fund balance	(4,664,198)	40,296,254	35,632,056
Institutional support:			
President approved			
Chancellor approved	4,664,198		4,664,198
Board informed			
Ending Fund Balance, Adjusted	$ -	$ 40,296,254	$ 40,296,254

UNIVERSITY SYSTEM of MARYLAND

Board of Regents Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
Summary of Athletic Program Operating Net Margins and Fund Balances
For the Year Ended June 30, 2025

	Division 1 TU		
	Institution ICA	Affiliated Foundation	Total
Operating Revenue	$ 29,890,151	$ 132,249	$ 30,022,400
Direct Expenses	19,860,820		19,860,820
Direct Margin	10,029,331	132,249	10,161,580
Indirect Expenses	11,687,623	-	11,687,623
Operating Results	(1,658,292)	132,249	(1,526,043)
Beginning fund balance	381,191	5,692,075	6,073,266
Operating Results	(1,658,292)	132,249	(1,526,043)
Ending fund balance	(1,277,101)	5,824,324	4,547,223
Institutional support:			
President approved			
Chancellor approved	1,658,282		1,658,282
Board informed			
Ending Fund Balance, Adjusted	$ 381,181	$ 5,824,324	$ 6,205,505

UNIVERSITY SYSTEM of MARYLAND

Board of Regents Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
Summary of Athletic Program Operating Net Margins and Fund Balances
For the Year Ended June 30, 2025

	Division 1	
	UMES	**CSU**
	Institution ICA	**Institution ICA**
Operating Revenue	$ 8,744,071	$ 3,168,012
Direct Expenses	7,657,999	3,093,615
Direct Margin	1,086,072	74,397
Indirect Expenses	4,288,723	2,107,509
Operating Results	(3,202,651)	(2,033,112)
Beginning fund balance	(2,849,649)	-
Operating Results	(3,202,651)	(2,033,112)
Ending fund balance	(6,052,300)	(2,033,112)
Institutional support:		
President approved		
Chancellor approved	3,052,300	
Board informed		
Ending Fund Balance, Adjusted	$ (3,000,000)	$ (2,033,112)



UNIVERSITY SYSTEM of MARYLAND

Board of Regents Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
Summary of Athletic Program Operating Net Margins and Fund Balances
For the Year Ended June 30, 2025

Division 1
UMBC

	Institution ICA	Affiliated Foundation	Total
Operating Revenue	$ 19,884,563	$ -	$ 19,884,563
Direct Expenses	14,057,253		14,057,253
Direct Margin	5,827,310	-	5,827,310
Indirect Expenses	6,771,190	-	6,771,190
Operating Results	(943,880)	-	(943,880)
Beginning fund balance	5,358	816,291	821,649
Operating Results	(943,880)	-	(943,880)
Ending fund balance	(938,522)	816,291	(122,231)
Institutional support:			
President approved	943,880		
Chancellor approved			
Board informed			
Ending Fund Balance, Adjusted	$ 5,358	$ 816,291	$ (122,231)

UNIVERSITY SYSTEM of MARYLAND

Board of Regents Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
Summary of Athletic Program Operating Net Margins and Fund Balances
For the Year Ended June 30, 2025

	Division 2			
	FSU			BSU
	Institution ICA	Affiliated Foundation	Total	Institution ICA
Operating Revenue	$ 7,665,129	$ 494,460	$ 8,159,589	$ 4,788,789
Direct Expenses	5,641,736	211,807	5,853,543	4,289,427
Direct Margin	2,023,393	282,653	2,306,046	499,362
Indirect Expenses	5,942,739	88,184	6,030,923	1,182,145
Operating Results	(3,919,346)	194,469	(3,724,877)	(682,783)
Beginning fund balance	112,006		112,006	-
Operating Results	(3,919,346)	194,469	(3,724,877)	(682,783)
Ending fund balance	(3,807,340)	194,469	(3,612,871)	(682,783)
Institutional support:				
President approved				682,783
Chancellor approved	3,919,346	-	3,919,346	
Board informed				
Ending Fund Balance, Adjusted	$ 112,006	$ 194,469	$ 306,475	$ -

UNIVERSITY SYSTEM of MARYLAND

Board of Regents Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
Summary of Athletic Program Operating Net Margins and Fund Balances
For the Year Ended June 30, 2025

	Division 3 SU		
	Institution ICA	Affiliated Foundation	Total
Operating Revenue	$ 5,341,076	$ 1,275,624	$ 6,616,700
Direct Expenses	5,570,043	773,965	6,344,008
Direct Margin	(228,967)	501,659	272,692
Indirect Expenses	1,116,703	85,658	1,202,361
Operating Results	(1,345,670)	416,001	(929,669)
Beginning fund balance	9,965,041	1,813,186	11,778,227
Operating Results	(1,345,670)	416,001	(929,669)
Ending fund balance	8,619,371	2,229,187	10,848,558
Institutional support:			
President approved			
Chancellor approved			
Board informed			
Ending Fund Balance, Adjusted	$ 8,619,371	$ 2,229,187	$ 10,848,558

TOPIC: Approval of Meeting Minutes (action)

COMMITTEE: Committee of Governance & Compensation

DATE OF MEETING: April 9, 2026

SUMMARY: The Committee will take action to approve meeting minutes from the January 27, 2026 public and closed sessions.

ALTERNATIVE(S): No alternative is suggested

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION:

COMMITTEE ACTION:	DATE:
BOARD ACTION:	DATE:

SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 410-576-5734

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON GOVERNANCE AND COMPENSATION
January 27, 2026
Meeting via Video and Conference Call

Minutes of the Public Session

Regent Leggett called the meeting of the Governance and Compensation Committee of the University System of Maryland Board of Regents to order in public session at 8:31 a.m. on Tuesday, January 27, 2026 via Zoom.

Those in attendance included Regents Leggett, Gooden, Hur, Lewis, Smarick, and Wood; Chancellor Perman; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Lawrence, Masucci, Minor, and Sandler; AAGs Boyle and Langrill; and Ms. Wilkerson and Ms. Perry.

1. Approval of Meeting Minutes from December 3, 2025, Public and Closed Sessions (action)
The Regents reviewed and approved the meeting minutes from the previous meeting.
(Regent Leggett moved recommendation, seconded by Regent Lewis; approved)
Vote Count = Yeas: 5 Nays: 0 Abstentions: 0

2. Review of USM Board of Regents Policy Workgroup Charge (information)
The Regents reviewed the charge document for the Board's policy workgroup.

3. Review of USM BOR Expectations of Conduct (action)
The Regents reviewed and approved Expectations of Conduct.
(Regent Leggett moved recommendation, seconded by Chair Gooden; approved)
Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

4. Convening Closed Session (action) Regent Leggett read the closing statement on matters exempted from the Open Meetings Act, under the General Provisions Article, §3-305(b).
(Regent Leggett moved recommendation, seconded by Regent Hur; approved)
Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

The public meeting was adjourned at 8:57 a.m.

Respectfully submitted,

Ike Leggett
Chair, Committee on Governance and Compensation

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON GOVERNANCE & COMPENSATION
January 27, 2026
Meeting via Video Conference

Minutes of the Closed Session

Regent Leggett called the meeting of the Governance and Compensation Committee of the University System of Maryland Board of Regents to order in closed session at 8:58 a.m. on Tuesday, January 27, 2026 via Zoom.

Those in attendance included Regents Leggett, Gooden, Hur, Lewis, Smarick, and Wood; Chancellor Perman; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Lawrence, Masucci, Minor, and Sandler; AAGs Boyle and Langrill; Ms. Wilkerson and Ms. Perry; Mr. Chanen and Ms. Roxas; and Ms. Lambert-Jones, Ms. Richmond, and Ms. Williams.

1. **Collective Bargaining Update (information)** (§3-305(b)(9)).
   The Regents were provided with the status of collective bargaining negotiations at each USM institution. This item was presented for information purposes; there were no votes on this item.

2. **University of Maryland, College Park Ratification of MOU with FOP (action)** (§3-305(b)(9)).
   The Regents reviewed and endorsed UMCP's proposals as presented.
   (Regent Leggett moved the recommendation, seconded by Chair Gooden; approved)
   Vote Count = Yeas: 5 Nays: 0 Abstentions: 0

3. **Review of Certain Contracts and Employment (information)** (§3-305(b)(1)).
   The Regents reviewed personnel contracts, subject to review under Policy VII-10.0. This item was presented for information purposes; there were no votes on this item.

The session was adjourned at 9:20 a.m.

Respectfully submitted,

Ike Leggett
Chair, Committee on Governance & Compensation

Approval of meeting minutes from November 19, 2025, Public Session

TOPIC: Approval of Meeting Minutes from November 19, 2025 (Information)

COMMITTEE: Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

DATE OF COMMITTEE MEETING: March 27, 2026

SUMMARY: The Intercollegiate Athletics and Student-Athlete Health and Welfare Committee will review the minutes from its November 19, 2025, public session and determine whether they accurately reflect the meeting and the actions taken.

ALTERNATIVE(S): The Committee may defer approval or request corrections.

FISCAL IMPACT: No fiscal impact is anticipated.

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends approval of the minutes.

COMMITTEE RECOMMENDATION: APPROVED	DATE: MARCH 27, 2026
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
November 19, 2025
Meeting via Video and Conference Call

Minutes of the Public Session

Regent Gonella called the meeting of the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare of the University System of Maryland Board of Regents to order in public session at 12:59 p.m.

Regents participating in the session included: Mr. Gonella (Chair), Ms. Gooden, Mr. McMillen, Mr. Wood, Ms. Blount, and Mr. Mirani. Also participating were Chancellor Perman, Senior Vice Chancellors Herbst and Wrynn; Director of Financial Planning and Analysis Norris; Associate Vice Chancellor Lee; Chief of Staff Wilkerson, and Senior Counsel to USM Boyle. In attendance were Athletic Directors Eigenbrot, Polizzi, Doughty, Stevenson, Owens, Smith, Carter and Tucker; and other members of the USM community and the public.

The following agenda items were discussed:

1. Review of the Committee, Charge, Role, and Responsibilities (Action)

Regent Gonella inquired whether any committee members had proposed revisions to the Committee's charge, role, and responsibilities.

The Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare has recommended that the Board of Regents grant approval of the charge without modification. (Regents Gonella and McMillen moved recommendation, seconded by Regent Gooden; approved)
Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

2. Annual Report on Institution and BOR Policy Changes Impacting Student-Athletes – Jordan McNair Safe and Fair Play Act Report (Information)

Regent Gonella introduced Dr. Lee, who presented the report required by the Jordan McNair Fair Play Act, compiled from information collected from each institution regarding their policy changes or enactments related to student-athletes.

Regent Wood recommended that the word “workgroup” be updated to “committee” for next year’s report.

Regent Wood inquired whether students from Frostburg State University received scholarships from University of Maryland, College Park, AD Stevenson confirmed that they do not.

3. Mid-Year Athletic Directors’ Updates – Rotating – UMBC, SU, UMCP (Information)

Regent Gonella informed the Committee members they would hear from three athletic directors on their perspectives on current issues. The presentations are intended to be informative and keep the committee abreast of current challenges and impacts felt on the ground at the institutions including but not limited to student health and safety, academic performance and progress, and financial affairs of their programs. AD Tucker presented from UMBC, AD Polizzi from SU, and AD Smith from UMCP.

Regent McMillen asked AD Tucker what the biggest challenges in their program are. AD Tucker noted that financial challenges persist, largely due to the absence of a football program. She highlighted the need for funding capital projects as well as refreshing athletic fields and facilities. AD Tucker also emphasized their commitment to prioritizing the best interests of student-athletes while maintaining academic integrity. She also expressed the importance of demonstrating to alumni that there are meaningful opportunities to invest in the exciting developments within their program.

AD Polizzi highlighted the successes of the program, including increasing attendance at games, strong community engagement, and the return of the marching band. She also mentioned the challenges, including the need to compete in multiple conferences for various sports, which in turn expands the travel radius and expense. She also mentioned the discussions around updating the player eligibility redshirt rule for DIII sports. Ms. Herbst expressed gratitude to AD Polizzi for drawing attention to the significance of changes occurring in other divisions and their impact on their own program as Division III.

Regent McMillen voluntarily removed himself from participating in the meeting before AD Smith began his presentation.

Before ending the meeting, Regent Gonella introduced Dr. Wrynn who informed the committee that the USM Kirwan Center for Academic Innovation recently launched a Digital Accessibility workgroup and a series of resources to support making content digitally accessible. Dr. Wrynn would like to announce this work, so athletic departments can ensure that they are on the path to having their content fully accessible.

Senior Counsel Boyle noted that, given the evolving landscape of the Federal government, ongoing assessment and monitoring by the Department of Justice can be expected in the coming years. She further indicated that non-compliance could result in the imposition of fines. In addition, she noted that the Americans with Disabilities Act permits private individuals to file lawsuits against institutions for non-compliance.

The public meeting was adjourned at 2:15 p.m.

Respectfully submitted,

Regent Geoff J. Gonella
Chair, Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

Presentation on Gambling Trends and Compliance Issues by NCAA Representatives

TOPIC: *Gambling Trends and Compliance Issues* – A Presentation by Clint Hangebrauck, Managing Director of Enterprise Risk Management for the NCAA and Dr. Carey Wheelhouse, Director of Health Promotion in the NCAA Sport Science Institute (Information)

COMMITTEE: Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

DATE OF COMMITTEE MEETING: March 27, 2026

SUMMARY: Representatives from the NCAA, Clint Hangebrauck and Dr. Carey Wheelhouse, will present on gambling trends and compliance issues, including the effects these activities can have on the student-athletes' well-being.

Mr. Hangebrauck has worked at the NCAA for 15 years, part of his role at the national office includes managing initiatives related to the NCAA's sports betting harm reduction program, including programs designed to help educate student-athletes on the dangers of sports betting. Dr. Wheelhouse oversees the SSI health promotion service line, serving as the membership point of contact on topics including mental health, substance misuse prevention and harm reduction, interpersonal violence prevention, sleep and student-athlete health promotion.

ALTERNATIVE(S): This item is presented for information purposes.

FISCAL IMPACT: This item is presented for information purposes.

CHANCELLOR'S RECOMMENDATION: This item is presented for information purposes.

COMMITTEE RECOMMENDATION: RECEIVED FOR INFORMATION	DATE: MARCH 27, 2026
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

Mid-year Athletic Director Updates – Rotating – CSU, FSU

TOPIC: Mid-Year Athletic Directors' Updates – Rotating – CSU, FSU (Information)

COMMITTEE: Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

DATE OF COMMITTEE MEETING: March 27, 2026

SUMMARY: Each committee meeting, institution athletic directors are invited to provide a mid-year update focused on the unique issues and challenges currently facing their athletic program and discuss nationwide trends, developments, and future potential actions with an impact on their athletic programs.

This meeting we have invited athletic directors to each spend 15-20 minutes discussing their athletic program, including:

- Student health and safety
- Academic performance and progress
- Financial affairs of the program

Athletic directors presenting at this meeting include:

1. Derek Carter, Coppin State University
2. Rubin Stevenson, Frostburg State University

ALTERNATIVE(S): This item is presented for information purposes.

FISCAL IMPACT: This item is presented for information purposes.

CHANCELLOR'S RECOMMENDATION: This item is presented for information purposes.

COMMITTEE RECOMMENDATION: RECEIVED FOR INFORMATION	DATE: MARCH 27, 2026
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

Internal Audit Summary of Intercollegiate Athletics

TOPIC: Internal Audit Summary of Intercollegiate Athletics (Information)

COMMITTEE: Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

DATE OF COMMITTEE MEETING: March 27, 2026

SUMMARY: Dave Mosca, Vice Chancellor for Accountability, will provide a general overview of what Internal Audit examines when auditing ICA. Highlighting key areas of focus such as high-level trends, summarizing what institutions are doing well and identifying areas of high risk.

ALTERNATIVE(S): This item is presented for information purposes.

FISCAL IMPACT: This item is presented for information purposes.

CHANCELLOR'S RECOMMENDATION: This item is presented for information purposes.

COMMITTEE RECOMMENDATION: RECEIVED FOR INFORMATION	DATE: MARCH 27, 2026
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923 and Celeste Denson (301) 445-1965	

Financial Condition and Results of Intercollegiate Athletic Programs

TOPIC: Financial Condition and Financial Results of Intercollegiate Athletics Programs (Information)

COMMITTEE: Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

DATE OF COMMITTEE MEETING: March 27, 2026

SUMMARY: Board of Regents Policy V-2.10 Policy on Intercollegiate Athletics details the Board of Regents' values and expectations of institutions that operate intercollegiate athletics programs. One of the basic principles or values articulated is:

> *Intercollegiate athletics programs shall be operated in a fiscally responsible manner and should be managed on a self-supporting basis, as set forth in guidelines provided by the Chancellor.*

A considerable volume of detailed information on the financial condition, and results of operations of the intercollegiate athletics programs is collected annually to enable staff to: assess the financial condition and the results of operations; to ensure that athletic programs are being managed in a fiscally responsible manner; and confirm that any institutional programmatic support is approved. Institutions with athletics programs are expected to provide a robust range of information and details on matters that bear on the degree of borrowing, capital plans, and potential contingent liabilities.

Board Policy allows institutions to use other resources to support Intercollegiate Athletics. Amounts less than $1 million require the President's approval, amounts $1 million or more require the Chancellor's approval and for amounts of $5 million or more, the Chancellor will notify the full Board of Regents. Certifications regarding the use of other resources to support Intercollegiate Athletics have been received and approved as appropriate from all institutions.

Staff has summarized the information for ease of use by the Regents as the attached report details.

ALTERNATIVE(S): This item is presented for information purposes.

FISCAL IMPACT: This item is presented for information purposes.

CHANCELLOR'S RECOMMENDATION: This item is presented for information purposes.

COMMITTEE RECOMMENDATION: RECEIVED FOR INFORMATION	DATE: MARCH 27, 2026
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923 and Celeste Denson (301) 445-1965	

UNIVERSITY SYSTEM of MARYLAND

Board of Regents Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
Summary of Athletic Program Results of Operations and Fund Balances
Fiscal Year 2025

Institution	Fund balance June 30, 2024	FY 2025 Net change in fund balances	Approved Adjustments	Adjusted Fund balance June 30, 2025
Division I:				
UMCP		($4,664,198)	$4,664,198	
TU	$381,191	(1,658,292)	1,658,292	381,191
UMES	(2,849,649)	(3,202,651)	3,052,300	(3,000,000)
CSU		(2,022,122)		(2,022,122)
UMBC	5,358	(943,880)	943,880	5,358
Division II:				
FSU	112,006	(3,919,346)	3,919,346	112,006
BSU		(682,783)	682,783	
Division III:				
SU	9,965,041	(1,345,670)		8,619,371

UNIVERSITY SYSTEM
of MARYLAND

Board of Regents Committee on Intercollegiate Athletics
and Student-Athlete Health and Welfare
Summary of Athletic Program Key Balance Sheet Items
As of June 30, 2025

Institution	Cash and endowments of/for athletic program		Owed for facilities		
	University	Foundation	to University	to Foundation	External debt
Division I:					
UMCP	$5,099,841	$59,653,334	($105,359,213)	($23,000,000)[1]	($6,846,573)
TU		5,073,063			
UMES					(1,655,476)
CSU					
UMBC		1,804,761			(17,024,558)
Division II:					
FSU		2,430,058	(312,438)		
BSU		930,864	(511,300)		
Division III:					
SU	8,619,371	6,593,780			

[1] The $23 million loan will be repaid with $17.5 million in bequest intentions and $5 million in pledge commitments, ICA will service interest until principal is repaid.

UNIVERSITY SYSTEM of MARYLAND

Board of Regents Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
Summary of Athletic Program Operating Net Margins and Fund Balances
For the Year Ended June 30, 2025

Division 1
UMCP

	Institution ICA	Affiliated Foundation	Total
Operating Revenue	$ 123,997,918	$ 7,815,551	$ 131,813,469
Direct Expenses	108,161,989	1,846,716	110,008,705
Direct Margin	15,835,929	5,968,835	21,804,764
Indirect Expenses	20,500,127	-	20,500,127
Operating Results	(4,664,198)	5,968,835	1,304,637
Beginning fund balance	-	34,327,419	34,327,419
Operating Results	(4,664,198)	5,968,835	1,304,637
Ending fund balance	(4,664,198)	40,296,254	35,632,056
Institutional support:			
President approved			
Chancellor approved	4,664,198		4,664,198
Board informed			
Ending Fund Balance, Adjusted	$ -	$ 40,296,254	$ 40,296,254

UNIVERSITY SYSTEM of MARYLAND

Board of Regents Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
Summary of Athletic Program Operating Net Margins and Fund Balances
For the Year Ended June 30, 2025

Division 1
TU

	Institution ICA	Affiliated Foundation	Total
Operating Revenue	$ 29,890,151	$ 132,249	$ 30,022,400
Direct Expenses	19,860,820		19,860,820
Direct Margin	10,029,331	132,249	10,161,580
Indirect Expenses	11,687,623	-	11,687,623
Operating Results	(1,658,292)	132,249	(1,526,043)
Beginning fund balance	381,191	5,692,075	6,073,266
Operating Results	(1,658,292)	132,249	(1,526,043)
Ending fund balance	(1,277,101)	5,824,324	4,547,223
Institutional support:			
President approved			
Chancellor approved	1,658,282		1,658,282
Board informed			
Ending Fund Balance, Adjusted	$ 381,181	$ 5,824,324	$ 6,205,505

UNIVERSITY SYSTEM of MARYLAND

Board of Regents Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
Summary of Athletic Program Operating Net Margins and Fund Balances
For the Year Ended June 30, 2025

	Division 1	
	UMES	**CSU**
	Institution ICA	**Institution ICA**
Operating Revenue	$ 8,744,071	$ 3,168,012
Direct Expenses	7,657,999	3,093,615
Direct Margin	1,086,072	74,397
Indirect Expenses	4,288,723	2,107,509
Operating Results	(3,202,651)	(2,033,112)
Beginning fund balance	(2,849,649)	-
Operating Results	(3,202,651)	(2,033,112)
Ending fund balance	(6,052,300)	(2,033,112)
Institutional support:		
President approved		
Chancellor approved	3,052,300	
Board informed		
Ending Fund Balance, Adjusted	$ (3,000,000)	$ (2,033,112)

UNIVERSITY SYSTEM of MARYLAND

Board of Regents Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
Summary of Athletic Program Operating Net Margins and Fund Balances
For the Year Ended June 30, 2025

Division 1
UMBC

	Institution ICA	Affiliated Foundation	Total
Operating Revenue	$ 19,884,563	$ -	$ 19,884,563
Direct Expenses	14,057,253		14,057,253
Direct Margin	5,827,310	-	5,827,310
Indirect Expenses	6,771,190	-	6,771,190
Operating Results	(943,880)	-	(943,880)
Beginning fund balance	5,358	816,291	821,649
Operating Results	(943,880)	-	(943,880)
Ending fund balance	(938,522)	816,291	(122,231)
Institutional support:			
President approved	943,880		
Chancellor approved			
Board informed			
Ending Fund Balance, Adjusted	$ 5,358	$ 816,291	$ (122,231)

UNIVERSITY SYSTEM of MARYLAND

Board of Regents Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
Summary of Athletic Program Operating Net Margins and Fund Balances
For the Year Ended June 30, 2025

	Division 2			
	FSU			BSU
	Institution ICA	Affiliated Foundation	Total	Institution ICA
Operating Revenue	$ 7,665,129	$ 494,460	$ 8,159,589	$ 4,788,789
Direct Expenses	5,641,736	211,807	5,853,543	4,289,427
Direct Margin	2,023,393	282,653	2,306,046	499,362
Indirect Expenses	5,942,739	88,184	6,030,923	1,182,145
Operating Results	(3,919,346)	194,469	(3,724,877)	(682,783)
Beginning fund balance	112,006		112,006	-
Operating Results	(3,919,346)	194,469	(3,724,877)	(682,783)
Ending fund balance	(3,807,340)	194,469	(3,612,871)	(682,783)
Institutional support:				
President approved				682,783
Chancellor approved	3,919,346	-	3,919,346	
Board informed				
Ending Fund Balance, Adjusted	$ 112,006	$ 194,469	$ 306,475	$ -



UNIVERSITY SYSTEM of MARYLAND

Board of Regents Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
Summary of Athletic Program Operating Net Margins and Fund Balances
For the Year Ended June 30, 2025

	Division 3 SU		
	Institution ICA	Affiliated Foundation	Total
Operating Revenue	$ 5,341,076	$ 1,275,624	$ 6,616,700
Direct Expenses	5,570,043	773,965	6,344,008
Direct Margin	(228,967)	501,659	272,692
Indirect Expenses	1,116,703	85,658	1,202,361
Operating Results	(1,345,670)	416,001	(929,669)
Beginning fund balance	9,965,041	1,813,186	11,778,227
Operating Results	(1,345,670)	416,001	(929,669)
Ending fund balance	8,619,371	2,229,187	10,848,558
Institutional support:			
President approved			
Chancellor approved			
Board informed			
Ending Fund Balance, Adjusted	$ 8,619,371	$ 2,229,187	$ 10,848,558

Approval of meeting minutes from January 9, 2026, Public Session

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON Research and Economic Development
1/9/2026
Meeting via Video and Conference Call

Minutes of the Public Session

Regent Wood called the meeting of the Research and Economic Development Committee of the University System of Maryland Board of Regents to order in public session at 10:00 a.m. on 1/9/2026 via Zoom.

Those in attendance included Regents Bill Wood, Anwer Hasan, Robert Hur, Dhruvak Mirani, Michele Speaks; Chair Linda Gooden; Vice Chancellors Michele Masucci, Mike Sandler, and Timothy Minor; Lindsay Ryan, Julia Chadwick, Michael Ravenscroft, Jennifer Walsh, Jeffrey Simcoe, Yvonne Harris, Michael Jensen.

1. **Approval of Minutes (action)** The Regents reviewed and approved the minutes for the November 21 meeting of the Research and Economic Development Committee.

(Regent Speaks moved recommendation, seconded by Regent Mirani; approved)
Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

2. **Research Report from Frostburg State University (information)** Senior Associate and Vice President of FSU's Division of Advancement and Regional Engagement Jennifer Walsh and Executive Director of the Frostburg Outdoor Recreation Economy Institute Jeffrey Simcoe gave the research report for Frostburg State University to the Research and Economic Development Committee. Senior Associate Walsh and Executive Director Simcoe highlighted strides FSU has made in furthering Maryland's outdoor recreation economy, focusing on the establishment of the Frostburg Outdoor Recreation Economy Institute (FOREI) and the Outdoor Business Alliance of Appalachia Maryland (OBAAM). All meeting materials are available on the USM website.

3. **Research Report from Bowie State University (information)** Vice President for Research and Innovation Yvonne Harris gave the research report for Bowie State University to the Research and Economic Development Committee. Vice President Harris provided an overview of Bowie State University's student enrollment data from 2025. She also covered Bowie State University's research institutes, notable research projects in biotechnology, artificial intelligence, and cyber security, and research awards and expenditures. Vice President Harris provided data on Bowie State's research awards and expenditures year-by-year from 2021 to 2025, breaking down funding by source and allocation, and highlighting Bowie State's path to becoming and R2 research institution. All meeting materials are available on the USM website.

4. **Salisbury University Innovation Update (information)** Executive Director of Entrepreneurship Michael Jensen provided an update on tech-based economic development initiatives at Salisbury University to the Research and Economic Development Committee. Salisbury University previously gave a research report to the committee on December 10, 2024. Since then, Salisbury

University received a TEDCO Equitech award that allowed for the expansion of several SU technology projects and initiatives. Executive Director Jensen focused on how the $800k award is being allocated on things like the Computer Visioning System for Chick Counting that began with an EPIIC grant, expanding product prototyping and training services, expanding student entrepreneurship competitions, and creating a new Innovation Readiness online training program. All meeting materials are available on the USM Website.

5. **Research Landscape Update (information)** Vice Chancellor for Research and Economic Development Michele Masucci provided an update on the research landscape to the Research and Economic Development Committee. Vice Chancellor Masucci spoke about the NSF survey report for FY2024. In the NSF report, which reports on the previous fiscal year, 10 out of 12 USM universities had enough research expenditures to qualify as a research institution by the Carnegie classifications model. Vice Chancellor Masucci highlighted that all USM institutions now report their research data to the Higher Education Research Development (HERD) survey. Vice Chancellor Masucci also briefly spoke about a joint house/senate committee mini-omnibus that would allow level-funding for most federal science and research agencies should it pass. Vice Chancellor Masucci ended by mentioning the upcoming Research and Economic Development Partners meeting sponsored by TEDCO on January 16, 2026, and the Trust in Science Symposium on March 27, 2026, at UMB's 4MLK building.

6. **Convene (action)** Regent Wood read the closing statement and opened the floor for a motion to adjourn.

(Regent Hasan moved recommendation, seconded by Regent Hur; approved)
Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

The public meeting was adjourned at 11:21 p.m.

Respectfully submitted,

Committee Chair William Wood
Chair, Committee on Research and Economic Development

Highlights on Research Excellence Across the

Office of the Vice Chancellor for Research and Economic Development

Advancing USM Preeminence through Research and Economic Development

Board of Regents Committee on Research and Economic Development

Michele Masucci, Lindsay Ryan, Julia Chadwick

Feb 20, 2026

University System of Maryland



Agenda

1. Action Item: Minutes Approval – Regent Bill Wood
2. Advancing Research Excellence Across the USM – Michele Masucci
3. Metrics for Research and Economic Development – Julia Chadwick and Lindsay Ryan
4. Metrics as a Driver of Impact – Michele Masucci, Julia Chadwick and Lindsay Ryan
5. Discussion Topics
    a) Economic Impacts of Research
    b) Research and Economic Development Lab Visits over the Summer
    c) Research and Economic Development Policies

USM Policy and Reporting

Management of BOR Research and Economic Development Committee, reporting metrics for research and development to USM, convening shared governance entities connected to R&D, oversight of USM policies related to research and commercialization

USM Research, Commercialization, and Compliance Administration

Provide support and guidance to the USM and its institutions on grant submission, management, compliance, opportunities, research security, protection of intellectual property, and reporting requirements

USM-Wide Extension Programs

Provide guidance, technical support, and advocacy for USM and statewide research and economic development programs that support investigators, research staff, innovators, entrepreneurs, and economic development

Convene and Connect

Fostering collaboration across stakeholder groups in research, community, industry, and system institutions related to research, innovation, economic development, and research regulatory affairs

Program Development

Supporting research and economic development communities in MD

Framework for supporting R and D as a driver of impacts

University System of Maryland

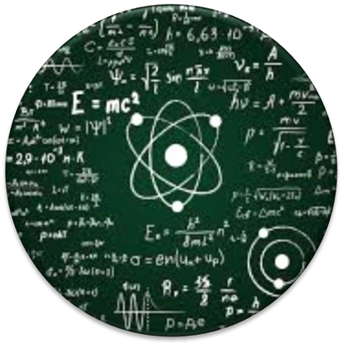
Knowledge
Scholarship
Creative Works

Applied Research

Discovery & Innovation

Knowledge Transfer

Impacts



Advancing growth in externally sponsored research and creative activities-



Supporting growth in purpose-driven, mission research programs and collaborations



Fostering a culture of discovery, innovation, scholarship, and creative work



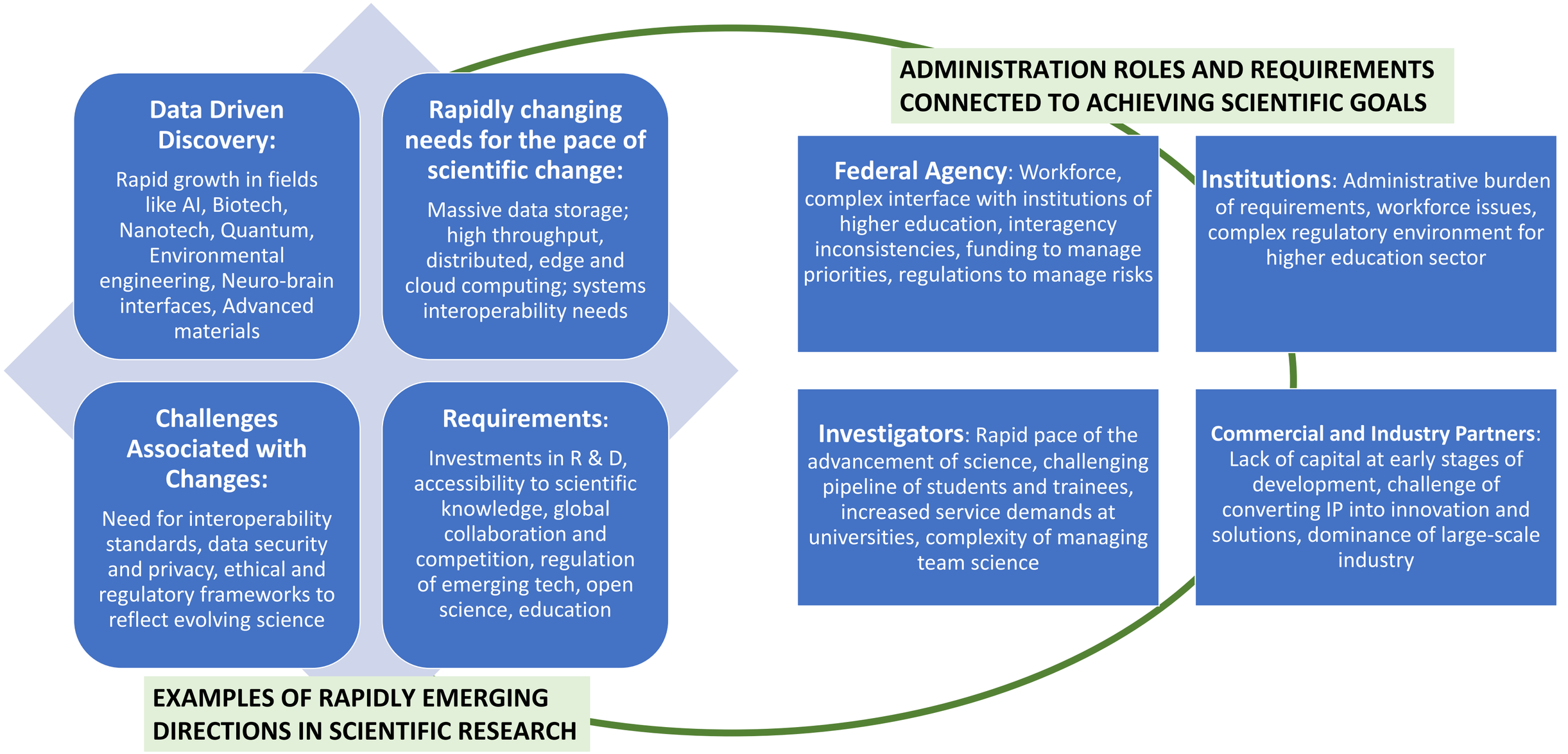
Advancing intellectual property through patents, licenses, and startups



Fostering economic, workforce, and societal impacts

Context for Research Development:

Rapid Growth in advancement of Science and Complexity in Research Administration



Administration of Federal Funding for Research:

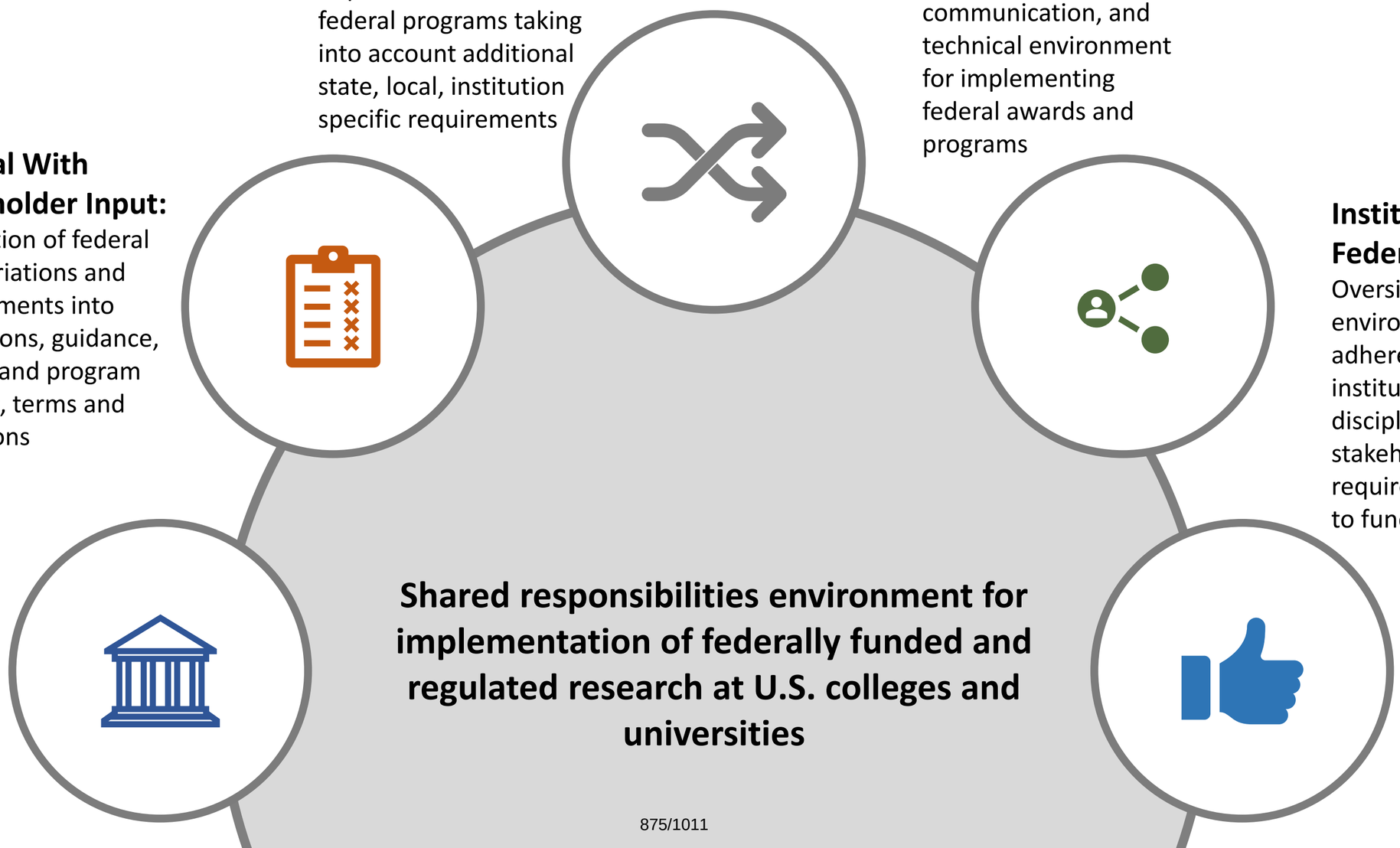
Primary driver for Shared Stakeholder Responsibilities

Institutions With Stakeholder Input: Implementation of federal programs taking into account additional state, local, institution specific requirements

Institution: Institution specific implementation processes, communication, and technical environment for implementing federal awards and programs

Federal With Stakeholder Input: Translation of federal appropriations and requirements into regulations, guidance, agency and program funding, terms and conditions

Institution with Federal Oversight: Oversight and assurance environment for adherence with federal, institutional, disciplinary, and stakeholder requirements connected to funded research



Federal: Appropriation of federal funding; enactment of federal laws pertaining to finance and regulations, budget and compliance requirements; executive public policy

USM Strategic Goals for Research and Economic Development

1. **Alignment**
   Align areas of USM Research Strengths with National Priorities

2. **Environmental Science**
   Advance our leadership in environmental sciences and deepen our international reputation for climate change and sustainability research

3. **Community Research**
   Expand community-based research to strengthen the neighborhoods, towns, and cities where our universities are based

4. **Collaborative Research**
   Grow the number of cross-institutional, interdisciplinary, and inter-professional research collaborations among USM institutions and Centers

5. **Strategic Partnerships**
   Grow the number of research partnerships with industry, agencies, NGOS, and academic institutions, domestically and internationally.

6. **Funding Diversification**
   Diversify and expand our research portfolio, attracting private-sector investment for basic research.

7. **Research for Social Good**
   Develop a nationally significant research initiative on diversity, equity, and justice; globalization; and sustainability, examining the role that race, identity, and systemic racism may play in them.



Functions of OVCRED in Support of Strategic Plan

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Management of BOR Research and Economic Development Committee, reporting metrics for research and development to USM, convening shared governance entities connected to R&D, oversight of USM policies related to research and commercialization

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Program Development

Supporting research and economic development communities in MD

OVCRED Approach to Support USM R & ED Growth

University System of Maryland

Identify and pursue funding opportunities

Foster and develop research collaborations and partnerships

Enhance USM opportunities:
Research alignment, impact, outcomes
R & D workforce pipelines
Collaborative programs and projects across the USM
Industry partnership to support R & D

Strengthen technology transfer efforts

Enhance philanthropic engagement for R & D

USM Convened Groups

- ***Research and Economic Development Partners*** - USM OVCRED's largest group/convening; including USM professionals in the fields of research strategy and development, grants administration, commercialization, economic development, workforce development, and more to connect, collaborate, learn, and plan. All institutions participate. (Bi-annual in person)

- ***System Research Administrators Group*** - Sponsored Programs pre-award and post-award representatives to exchange information and ideas, collaborate on those issues which impact grant administration, and share best practices to support research and scholarly activities; supports all institutions. (Quarterly in person)

- ***Conflict of Interest and Commitment Leaders*** – Administrators of research COI professionals from research universities, supports all institutions. (Quarterly in person)

- ***NEW in 2024: USM Innovation Collective*** – *Leaders of venture funds, investment programs, and technical support programs for research commercialization, innovation, and startup initiatives, supports all institutions. (As needed)*

- ***NEW in 2025: Vice Presidents for Research/Research leaders*** – *Named Vice Presidents or senior leaders responsible for alignment of research across a university and R & D Development and Strategy (Weekly – virtually, Annual in person)*

- ***New in 2026: Research Advisory Council*** – *Industry, Philanthropy, Policy and Education Leaders providing input on National trends in R & D landscape*

Metrics for Research and Economic Development

Typical measures of research productivity used by institutions:

Publication Counts: The total number of peer-reviewed articles, books, or conference proceedings published.

Publication Citations: Publication count, citation frequency and total citations

Journal Impact Factor (JIF): A measure reflecting the yearly average number of citations to recent articles published in a specific journal.

Rates of Research Productivity: Research productivity and connectedness of scholars, teams

Fractional Scientific Strength: A measure that allocates credit for a publication based on author order, which helps in adjusting for co-authorship.

Funding/Grants: Total amount of research funding secured, number of grants received, research expenditures

Commercialization activity: Intellectual property (IP) developed and disclosed, patents received, liscenced technology, revenue generated from IP

USM Tracks:

- Federal reporting of research expenditures to NSF HERD
- Reporting of commercialization to AUTM
- Recognitions of research excellence across institutions
- Carnegie classification designations

Higher Education Research and Development (HERD) Survey2024

The HERD Survey is the primary source of information on research and development expenditures at U.S. colleges and universities.

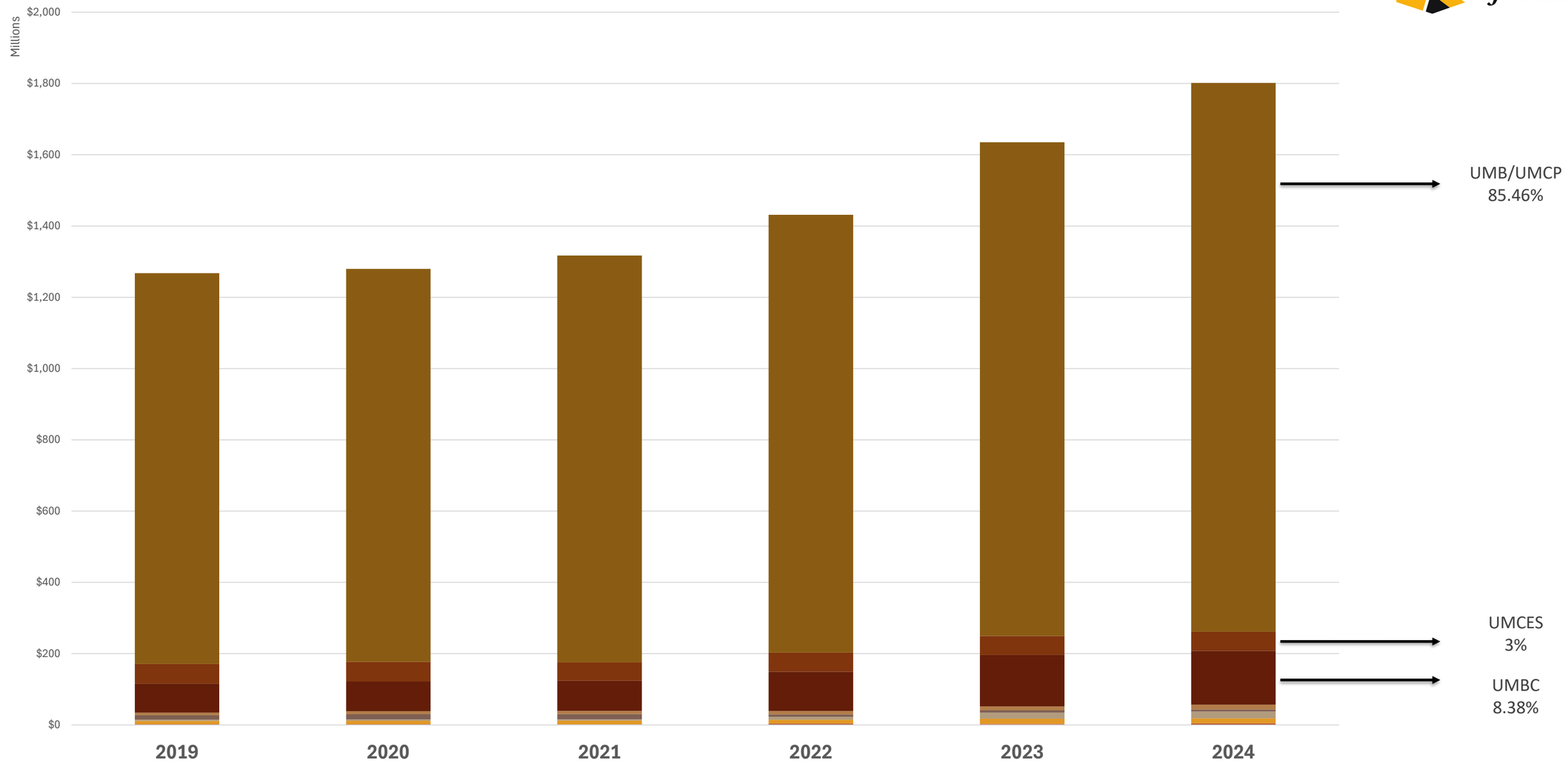
The HERD Survey is an annual census of U.S. colleges and universities that expended at least $150,000 in separately accounted-for R&D in the fiscal year. The survey collects information on R&D expenditures by field of research and source of funds and also gathers information on types of research, expenses, and headcounts of R&D personnel.

Survey Administration

The FY 2024 survey was conducted by ICF under contract to the National Center for Science and Engineering Statistics.

https://ncses.nsf.gov/surveys/higher-education-research-development/2024

USM enterprise HERD expenditures 2019-2024



USM HERD expenditures 2019-2024

	FY2019 $1.350B	FY2020 – $1.148B	FY2021 – $1.407B	FY2022 - $1.550 B	FY2023 – $1.640 B	FY2024 – $1.808 B
COMPREHENSIVE UNIVERSITIES						
Bowie State U.	1,911,000	1,967,000	1,398,000	3,351,000	2,612,000	3,731,000
Coppin State U.	243,000	202,000	299,000	398,000	357,000	304,000
Salisbury U.	9,368,000	9,496,000	10,552,000	10,614,000	14,557,000	14,422,000
Towson U.	3,423,000	3,612,000	3,794,000	8,788,000	17,198,000	19,215,000
U. of Baltimore	12,451,000	15,054,000	14,672,000	6,646,000	6,615,000	5,797,000
U. of Maryland Eastern Shore	7,133,000	8,092,000	8,636,000	9,274,000	10,730,000	13,422,000
RESEARCH UNIVERSITIES						
U. of Maryland Baltimore County	80,632,000	83,867,000	84,418,000	110,319,000	144,262,000	150,908,000
U. of Maryland Center for Environmental Science*	56,033,000	54,560,000	51,201,000	53,718,000	53,233,000	54,036,000
U. of Maryland (UMB & UMCP)	1,096,600,000	1,103,062,000	1,142,264,000	1,228,550,000	1,385,302,000	1,539,520,000
SELF REPORTING UNIVERSITIES						
Frostburg State U.	4,380,893	4,351,025	4,449,179	4,818,999	5,023,819	6,543,173
U. of Maryland Global Campus			204,336	278,053	274,042	568,596

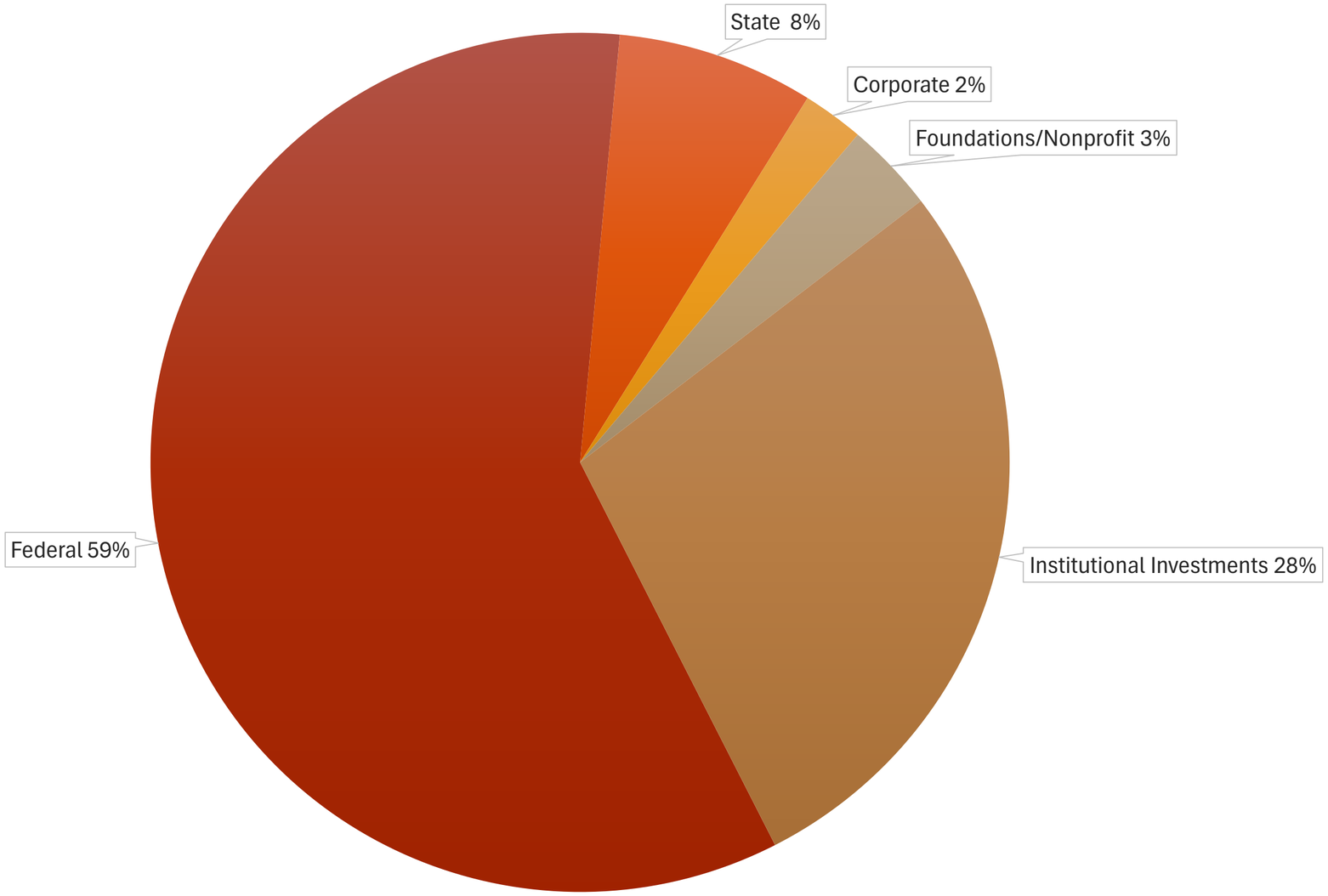
USM Enterprise*: NSF Rankings FY2024

Institution	YoY Difference FY23 to FY24	FY24 HERD Ranking All Institutions	FY23 HERD Ranking All Institutions	FY24 HERD Ranking Public Institutions	FY23 HERD Ranking Public Institutions
Bowie State U.	+42.8%	↗510	531	↗341	360
Coppin State U.	-14.8%	↘869	841	↗499	-
Salisbury U.	-0.9%	↘335	331	↘245	242
Towson U.	+11.7%	↗315	319	↗230	235
U. of Baltimore	-12.4%	↘444	411	↘310	292
U of Maryland Eastern Shore	+25.1%	↗342	355	↗250	259
U. of Maryland (UMB & UMCP)	+11.1%	↗14	18	↗9	11
U. of Maryland Baltimore County	+4.6%	↘160	156	↘115	112
U. of Maryland Center for Environmental Science	+1.5%	↘232	223	↘166	160

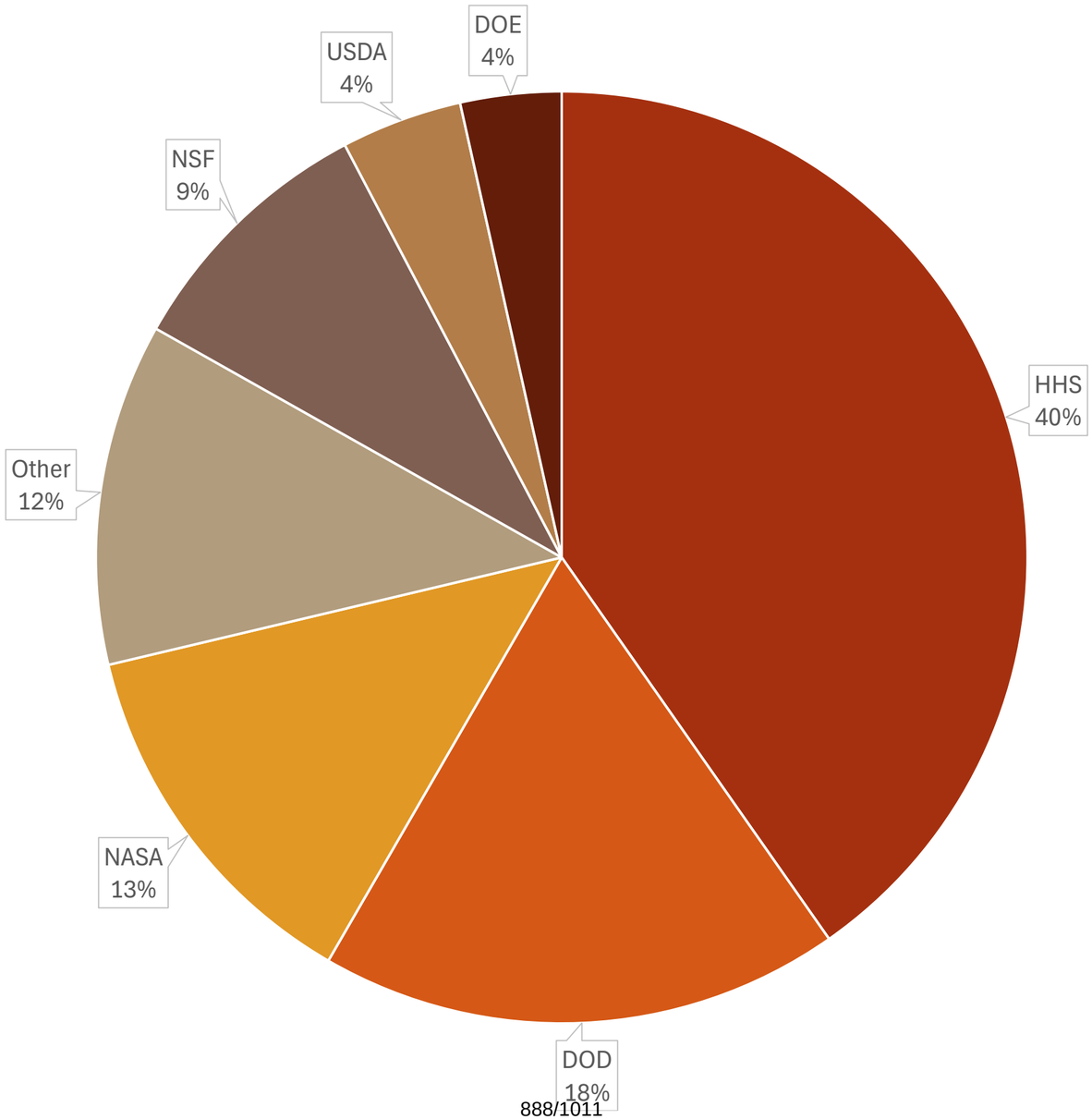
USM Enterprise*: NSF Rankings FY2024

Institution	FY24 Ranking by Federal Expenditures	FY23 Ranking by Federal Expenditures	NSF Ranking by Earned Doctorates	Earned Doctorates[1]
Bowie State U.	↗400	436	#402	13.3
Coppin State U.	-	-	-	-
Salisbury U.	↘362	355	-	-
Towson U.	↗356	380	#338	27.2
U. of Baltimore	↘410	372	-	-
U. of Maryland Eastern Shore	↗292	295	#366	21.1
U. Of Maryland (UMB & UMCP)	↘15	14	UMB: #176 UMCP: #22	62.2 95.5
U. of Maryland Baltimore County	↘143	140	#161	65.4
U. Of Maryland Center for Environmental Science	↘261	259	-	-

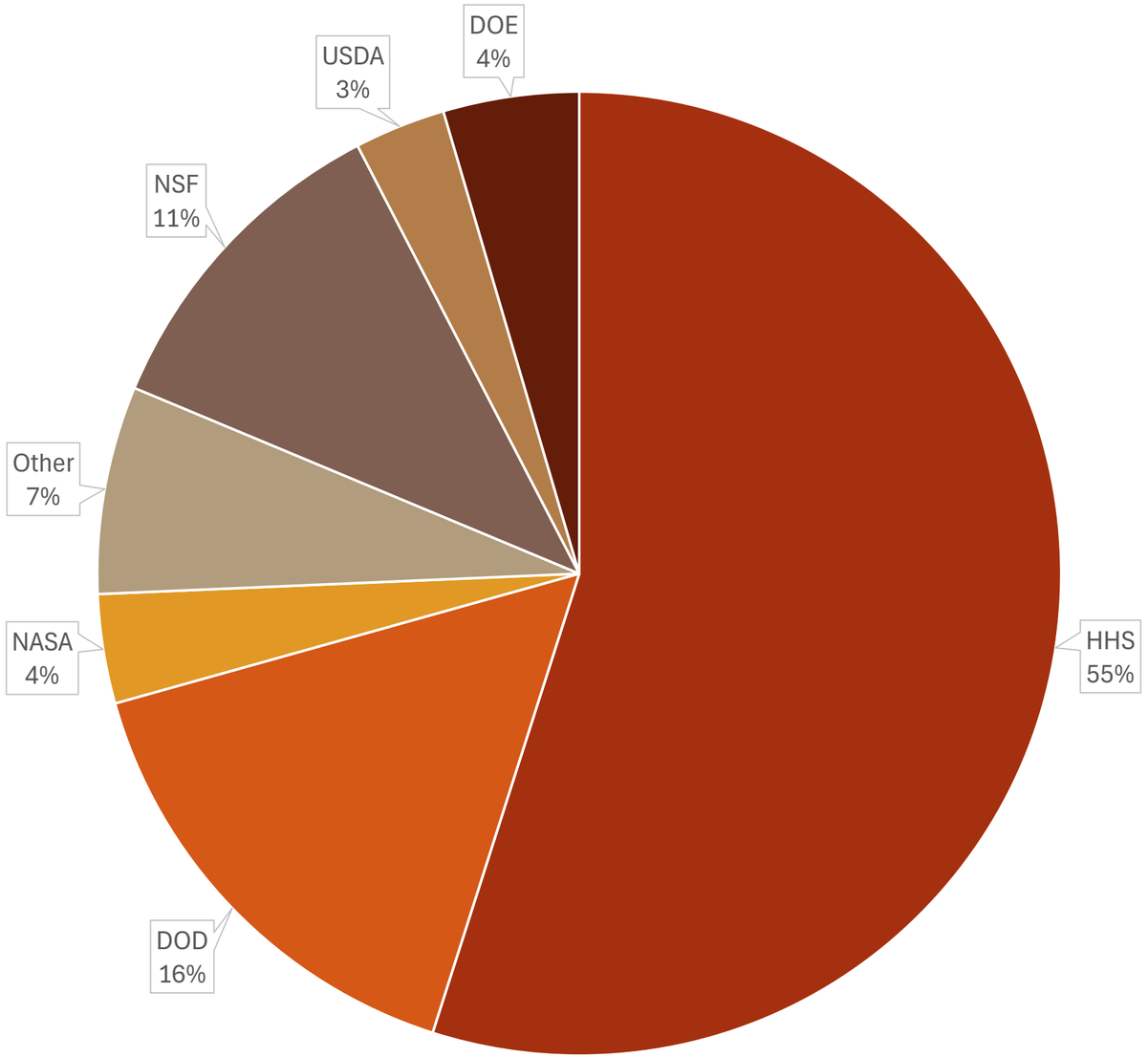
SNAPSHOTS FY2024 HERD: USM expenditures by funding source



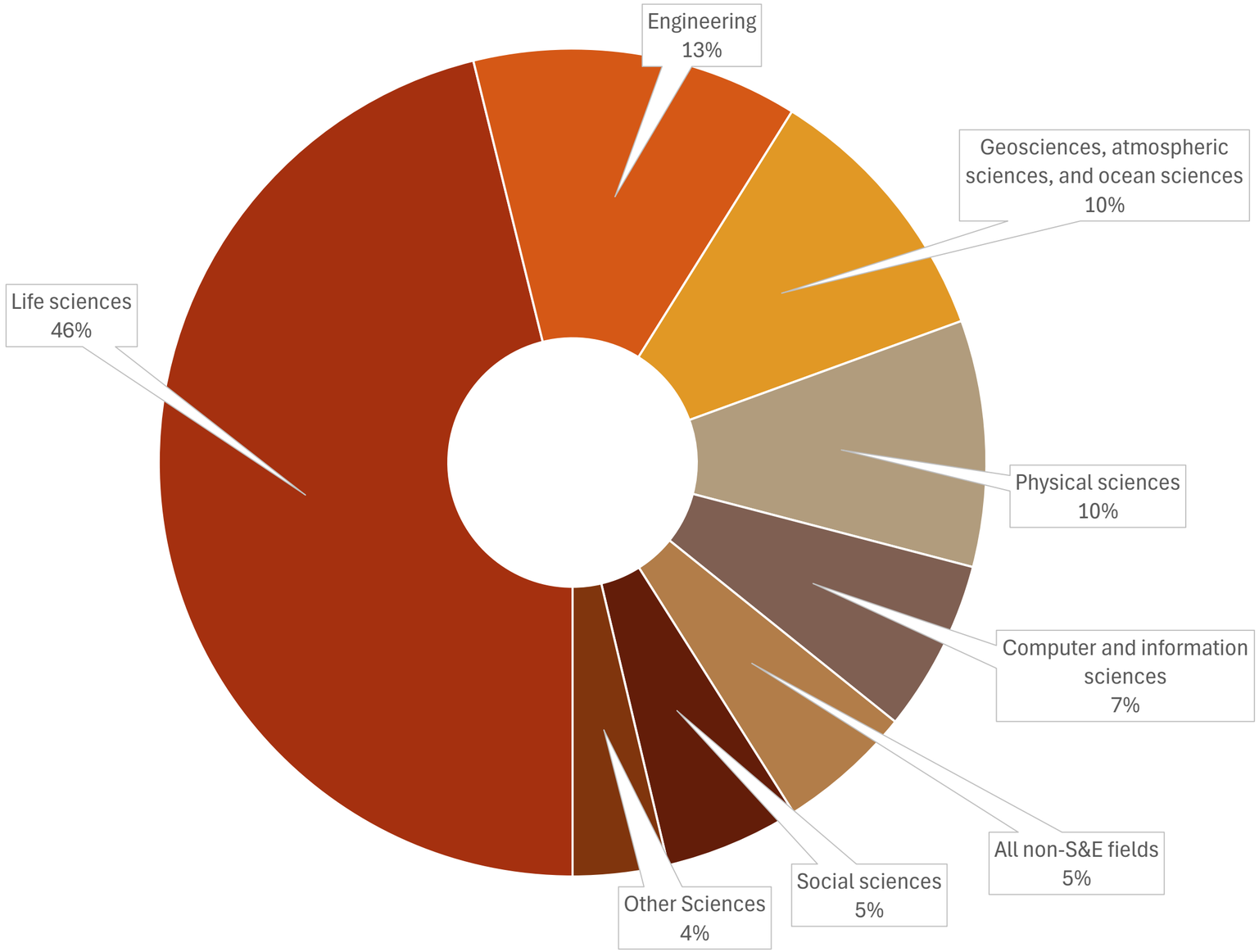
FY2024 HERD: USM Federal expenditures by Agency



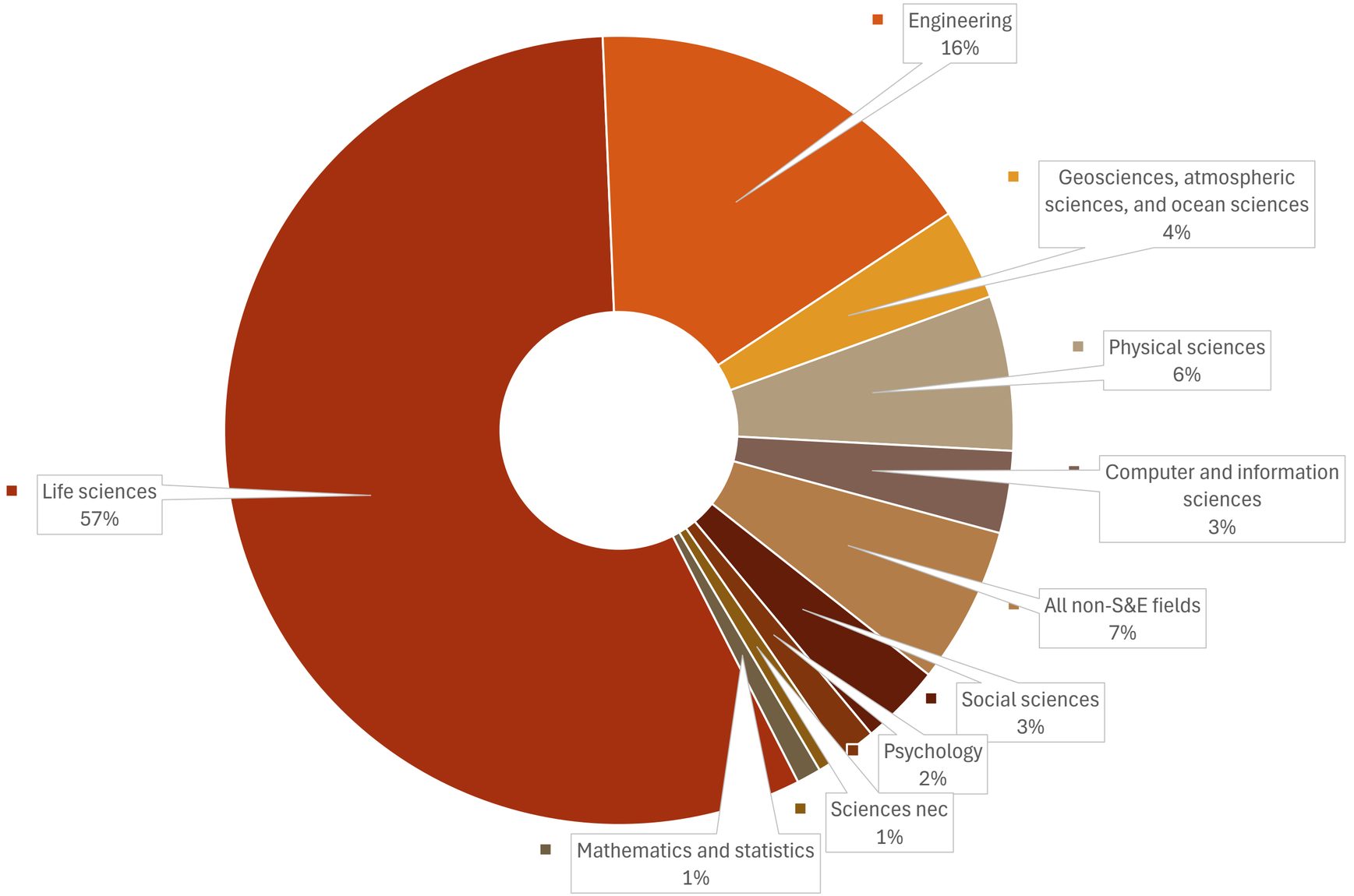
FY2024 HERD: All reporting institutions federal expenditures by agency



FY2024 HERD: USM expenditures by R&D Field



FY2024 HERD: All reporting institutions expenditures by R&D Field



Association of University Technology Managers (AUTM) Licensing Survey

The AUTM Licensing Survey is the primary source of information on intellectual property, protection, licensing, and commercialization at U.S. and Canadian universities, hospitals, and research institutions.

The AUTM Licensing Survey is collected annually from participating AUTM members each spring, which for USM corresponds to the fiscal year ending the summer before. Therefore, the activity shown in the following slides occurred between July of 2023 and June of 2024.

https://autm.net/surveys-and-tools/surveys/licensing-survey/2024licensingsurvey

Technology Transfer Metrics FY 2024

	Licenses and Options	Active Licenses	Gross License Income	Inventions Received	US Patent Applications Filed	Issued US Patents	IP Startups Formed
U. of Maryland Baltimore	16	195	$1,673,056	110	49	28	7
U. of Maryland College Park	23	251	$6,589,436	160	82	66	10
U. of Maryland Baltimore County	1	41	$52,624	36	15	11	3
USM Total*	39	487	$8,315,116	301	143	108	20

In calendar year 2025, USM ranked 11th among U.S. Public Universities in the National Academy of Inventors Worldwide Universities Granted U.S. Utility Patents List

*USM total is less than sum of institutions due to joint activity

USM Venture Development Report CY 2025

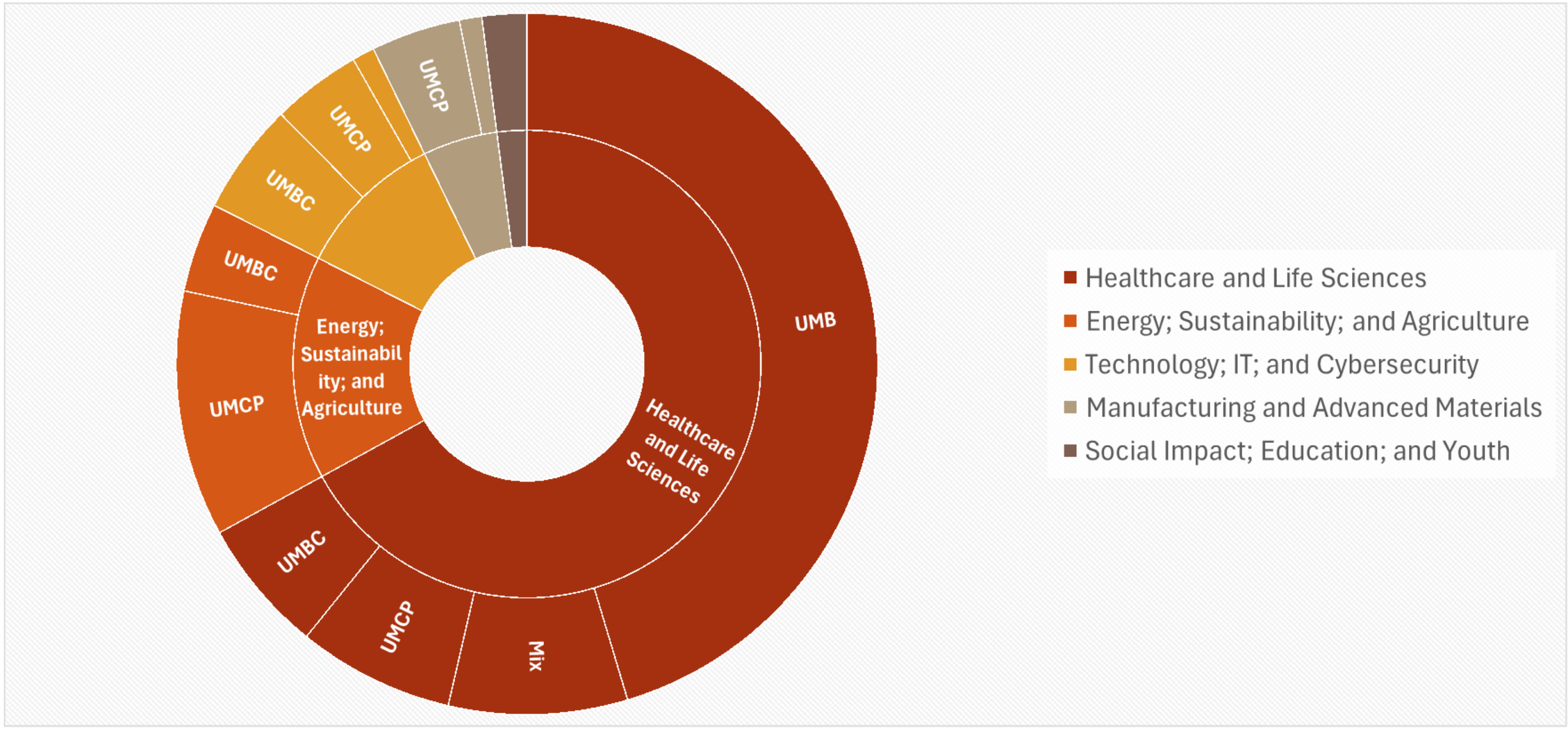
The USM Venture Development Report is the primary source of information on ventures supported across the University System of Maryland.
The USM Venture Development Report tracks which ventures USM institutions significantly report, their ties to USM in terms of founders and/or intellectual property, and how they were supported (e.g., programs, physical spaces, capital, or talent). Information is collected over two periods each year – January through June, and July through December. Ventures include non-profit and for-profit startups and small businesses; ventures reported are primarily located in the state of Maryland. It also includes startups significantly supported by the Small Business Development Centers affiliated with 3 USM institutions, which are included as number-only counts due to federal restrictions on data sharing.

Information from the Venture Development Report is shared in various ways, such as in the Managing for Results information for the Department of Management and Budget or in relation to the USM Strategic Plan. In this report, it is grouped into a calendar year and includes student ventures.

Survey Administration

The USM Venture Development Report is collected by the USM Office of Research and Economic Development.

Technology Transfer Startup Industries 2019-2025 (98 startups)

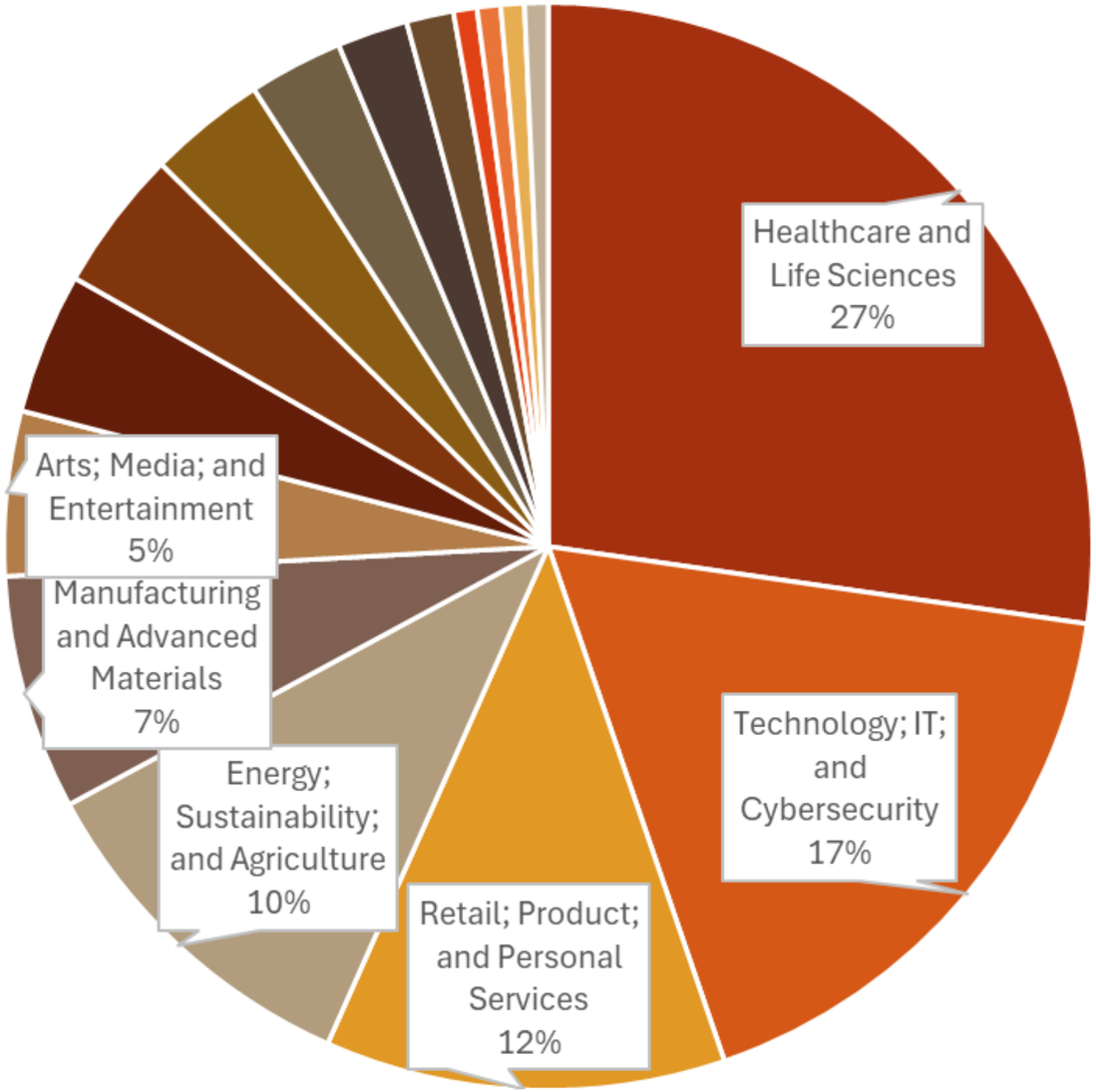


Ventured Supported by USM, CY 2025

Institution	Ventures Supported
Bowie State U.	10
Coppin State U.	0
Frostburg State U.	5
Salisbury U.	24
Towson U.	10
U. Of Baltimore	11
U. of Maryland Baltimore	27
U. Of Maryland College Park	134
U. Of Maryland Baltimore County	95
U. Of Maryland Center for Environmental Science	7
U. of Maryland Eastern Shore	0
U. of Maryland Global Campus	0
USM Office	11
USM Total*	274

*USM total is less than sum of institutions due to joint activity

Industries of Ventures Supported



Metrics as a Driver of Impact

4. Metrics as a driver of Impacts – Highlighted Rankings across USM

NSF HERD Survey 2024

The flagship research institutions, UMB and UMB, are identified 14 for total R & D funds, 15 for Federal Funding; 9 for Public institutions

Times Higher Educational World University Rankings 2026

University of Maryland College Park is ranked 116th; UMBC is ranked in the 601-800th category based on teaching, research, citations, industry income, and international outlooks

Carnegie Classification of Institutions of Higher Ed

USM has 3 R1 designations and 7 Community Engagement Classified campuses

Webometrics Rankings

UMD 31 in US, 53 in world

UMBC 171 – US

Towson - 257

UMCES 317 – US

Salisbury – 426

UMES - 2822

Faculty Excellence in Research

NATIONAL ACADEMY OF SCIENCES

19 members representing 3 USM universities

NATIONAL ACADEMY of MEDICINE

12 members representing 2 USM universities

NATIONAL ACADEMY OF ENGINEERING

11 members representing 2 USM universities

NAI
National Academy of Inventors

21 members representing 2 USM universities

Faculty & Student Excellence in Research

In 2025-26, 18 Fulbright U.S. Students &
8 Fulbright U.S. Scholars

19 members elected from 2 USM universities

6 members elected from 2 USM universities

TOPIC: University System of Maryland: FY 2027 Self-Support Charges and Fees (action)

COMMITTEE: Finance Committee

DATE OF COMMITTEE MEETING: April 9, 2026

SUMMARY: The procedure for approving student-related tuition, fees, and charges is a two-part process. This item involves the approval of room, board, and parking rates.

- Room Rates – Summary:

  – Many institutions have proposed increases in housing rates for FY 2027. These increases can be attributed to increases in demand for student housing services, operating costs, such as increases in utility rates, and the rising costs of goods and services.

  – Proposed increases in the typical annual dormitory charge are listed below:

$10,074 to $10,290	2.1%	University of Maryland, College Park
$7,479 to $8,227	10.0%	Bowie State University
$6,349 to $6,666	5.0%	University of Maryland, Eastern, Shore
$5,942 to $6,164	3.7%	Frostburg State University
$6,928 to $7,274	5.0%	Coppin State University
$7,834 to $7,940	1.4%	Salisbury University
$8,717 to $9,246	6.3%	University of Maryland, Baltimore County

- Board Rates – Summary:

  – The percentage increases for board range from an increase of 2.2% at the University of Maryland, College Park to an increase of 10.0% at the Bowie State University (BSU).

    - BSU: The increase in Board fees is for the purpose of supporting upcoming equipment and infrastructure upgrades to modernize facilities and improve efficiency across all campus dining locations. Expanded menu offerings include local and culturally diverse cuisine options for students.

  – Proposed increases in the typical annual board rate charges are listed below:

$6,673 to $6,820	2.2%	University of Maryland, College Park
$5,967 to $6,564	10.0%	Bowie State University
$5,042 to $5,294	5.0%	University of Maryland, Eastern Shore
$5,534 to $5,760	4.1%	Frostburg State University
$5,980 to $6,130	2.5%	Salisbury University
$6,244 to $6,522	4.5%	University of Maryland, Baltimore County

- Parking Rates – Summary:

  – Three USM institutions have proposed an increase to parking rates for FY 2027.
    - UMCP: a proposed increase of 1.8% ($380 to $387)
    - BSU: a proposed increase of 22.5% ($102 to $125)
      - The revenue generated from this fee increase will cover maintenance, updated/additional camera systems in parking lots, lighting, and a new ticketing system
    - CSU: a proposed increase of 6.7% ($75 to $80)

ALTERNATIVE(S): The expenditures planned for each self-supported activity are based on the revenue produced from the schedule of charges. A decrease in the charge structure would require a corresponding decrease in planned expenditures.

FISCAL IMPACT: The proposed charges and fees are determined to be the amount required to produce the revenue for the individual activities to operate on a viable fiscal basis without accumulating a deficit or postponing required expenditures to a future year.

CHANCELLOR'S RECOMMENDATION: That Finance Committee recommends that the Board of Regents approve the proposed self-support charges and fees for FY 2027 as set forth in the attachment.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL DATE: 4/9/26

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

"*NOTE: Notwithstanding any other provision of this or any other University System of Maryland publication, the University System of Maryland reserves the right to make changes in tuition, fees, and other charges at any time such changes are deemed necessary by the University System of Maryland institutions and the University System of Maryland Board of Regents.*"

University System of Maryland
Schedule of Self Support Charges and Fees
Fiscal Year 2027

	FY 2026	Recommended FY 2027	$	%
UNIVERSITY OF MARYLAND, BALTIMORE				
PARKING				
STUDENTS				
DAILY LEXINGTON GARAGE	7.00	7.00	0.00	0.0%
LEXINGTON MARKET ROOF-MONTHLY*	47.50	N/A	N/A	N/A
PASCAULT ROW AT THE LEXINGTON GARAGE -SEMESTER*	350.00	N/A	N/A	N/A
PASCAULT ROW AT THE LEXINGTON GARAGE - YEARLY*	585.00	N/A	N/A	N/A
FAYETTE SQUARE HOUSING AT LEXINGTON GARAGE - MONTHLY*	70.00	N/A	N/A	N/A
FAYETTE SQUARE HOUSING AT BALTIMORE GRAND - MONTHLY *	94.00	N/A	N/A	N/A
STUDENT COMMUTING (MARKET CENTER)**	N/A	40.00	N/A	N/A
STUDENT COMMUTING (MARKET CENTER) - INITIAL PERMIT ACCESS FEE**	N/A	25.00	N/A	N/A
STUDENT COMMUTING - MONTHLY**	N/A	90.00	N/A	N/A
STUDENT COMMUTING - NIGHT ONLY MONTHLY**	N/A	55.00	N/A	N/A

**Pascault Row and Fayette Square are no longer operating as part of UMB*
***Student Commuting fees were introduced at UMB after BOR submission in 2025*

UNIVERSITY OF MARYLAND, COLLEGE PARK				
ROOM AND BOARD				
ROOM*	10,074.00	10,290.00	216.00	2.1%
BOARD (POINT PLAN)	6,673.00	6,820.00	147.00	2.2%
PARKING FEE				
STUDENT - RESIDENT	736.00	750.00	14.00	1.9%
STUDENT - COMMUTER	380.00	387.00	7.00	1.8%

**The rate for a standard double room is $10,290. A surcharge may be applied for such items as a single room, a room with air conditioning, room with a private bath. A discount may apply for triple or quad rooms, double room without air conditioning or structural triple. See Appendix A for detail.*

University System of Maryland
Schedule of Self Support Charges and Fees
Fiscal Year 2027

	FY 2026	Recommended FY 2027	$	%
BOWIE STATE UNIVERSITY				
ROOM AND BOARD				
ROOM				
TOWERS				
DOUBLE	7,479.00	8,227.00	748.00	10.0%
SINGLE	8,047.00	8,852.00	805.00	10.0%
ALEX HALEY				
DOUBLE	8,800.00	9,680.00	880.00	10.0%
SINGLE	9,893.00	10,882.00	989.00	10.0%
QUAD	7,838.00	8,622.00	784.00	10.0%
TUBMAN & HOLMES				
DOUBLE	7,157.00	7,873.00	716.00	10.0%
SINGLE	7,768.00	8,545.00	777.00	10.0%
TRIPLE	6,488.00	7,137.00	649.00	10.0%
KENNARD				
DOUBLE	7,268.00	7,995.00	727.00	10.0%
SINGLE	7,877.00	8,665.00	788.00	10.0%
TRIPLE	6,514.00	7,165.00	651.00	10.0%
GOODLOE				
DOUBLE	8,488.00	9,337.00	849.00	10.0%
SINGLE	9,155.00	10,071.00	916.00	10.0%
BOARD				
GOLD 19 MEAL PLAN W/$225 FLEX	5,967.00	6,564.00	597.00	10.0%
GOLD 14 MEAL PLAN W/$250 FLEX	5,967.00	6,564.00	597.00	10.0%
GOLD 10 MEAL PLAN W/$300 FLEX	4,888.00	5,377.00	489.00	10.0%
CMRC 5 MEAL PLAN W/NO FLEX (CMRC Only)	2,132.00	2,345.00	213.00	10.0%
CMRC 5 MEAL PLAN W/$100 FLEX (CMRC Only)	2,332.00	2,565.00	233.00	10.0%
CMRC 7 MEAL PLAN W/NO FLEX (CMRC Only)	2,959.00	3,255.00	296.00	10.0%
CMRC 7 MEAL PLAN W/$150 FLEX (CMRC Only)	3,260.00	3,586.00	326.00	10.0%
COMMUTER 100 PLAN W/$235 FLEX	3,020.00	3,322.00	302.00	10.0%
COMMUTER 50 PLAN W/$215 FLEX	1,727.00	1,900.00	173.00	10.0%
COMMUTER 25 PLAN W/$170 FLEX	1,003.00	1,103.00	100.00	10.0%
SUMMER BLOCK 60 W/NO FLEX	679.00	747.00	68.00	10.0%
SUMMER BLOCK 30 W/NO FLEX	359.00	395.00	36.00	10.0%
PARKING FEE				
RESIDENT STUDENT	109.00	135.00	26.00	23.9%
COMMUTER	102.00	125.00	23.00	22.5%
COMMUTER SEMESTER ONLY	68.00	80.00	12.00	17.6%
MONTHLY	52.00	65.00	13.00	25.0%

Note: CMRC stands for the Christa McAuliffe Residential Community

University System of Maryland
Schedule of Self Support Charges and Fees
Fiscal Year 2027

	FY 2026	Recommended FY 2027	$	%
TOWSON UNIVERSITY				
ROOM AND BOARD				
ROOM				
DOUBLE	8,672.00	8,672.00	0.00	0.0%
SINGLE	10,196.00	10,196.00	0.00	0.0%
TOWER C 3 person room	6,936.00	6,936.00	0.00	0.0%
9 month HOUSING MULTIPLE	9,212.00	9,212.00	0.00	0.0%
9 month HOUSING SINGLE	10,832.00	10,832.00	0.00	0.0%
PREMIUM HOUSING - BARTON & DOUGLASS	10,076.00	10,076.00	0.00	0.0%
TOWSON RUN				
EFFICIENCIES - 1 BEDROOM	10,728.00	10,728.00	0.00	0.0%
EFFICIENCIES - 2 BEDROOM	10,142.00	10,142.00	0.00	0.0%
EFFICIENCIES - 4 BEDROOM	8,544.00	8,544.00	0.00	0.0%
APARTMENT - WV & MARSHALL				
2 BEDROOM	12,358.00	12,358.00	0.00	0.0%
4 BEDROOM	12,114.00	12,114.00	0.00	0.0%
APARTMENT - MARRIOTT CONVERSION to 10 WEST				
Shared Bedroom in Suite Floors 2-5, convenience kitchen, meal plan required	9,936.00	9,936.00	0.00	0.0%
Private Bedroom in Suite Floors 2-5, convenience kitchen, meal plan required	10,832.00	10,832.00	0.00	0.0%
Shared Bedroom in Suite with Den, Floors 2-5, convenience kitchen, meal plan required	10,142.00	10,142.00	0.00	0.0%
Shared Bedroom in Apartment	11,302.00	11,302.00	0.00	0.0%
Private Bedroom in Apartment	12,114.00	12,114.00	0.00	0.0%
Shared Bedroom in Apartment with Den	11,512.00	11,512.00	0.00	0.0%
Shared Bedroom in Apartment Premium (1409 and 1509) (re-evaluated Tier removed)	11,512.00	11,512.00	0.00	0.0%
BOARD				
BLOCK 25 MEAL PACKAGE WITH $100 IN DINING DOLLARS	400.00	400.00	0.00	0.0%
BLOCK 50 MEAL PACKAGE WITH $100 IN DINING DOLLARS	750.00	750.00	0.00	0.0%
BLOCK 100 MEAL PACKAGE WITH $200 IN DINING DOLLARS	1,275.00	1,275.00	0.00	0.0%
Platinum/10 Meal Exchanges per week with $1,000 Annual Dining Dollars	7,410.00	7,410.00	0.00	0.0%
Gold/7 Meal Exchanges per week with $600 Annual Dining Dollars	6,910.00	6,910.00	0.00	0.0%
Silver/5 Meal Exchange per week with $200 Annual Dining Dollars	6,290.00	6,290.00	0.00	0.0%
Bronze/2 Meal Exchange per week with $100 Annual Dining Dollars	5,750.00	5,750.00	0.00	0.0%
PARKING FEE				
RESIDENT STUDENTS	504.00	504.00	0.00	0.0%
COMMUTER CORE CAMPUS ANNUAL	403.00	403.00	0.00	0.0%
COMMUTER REMOTE (WV & STADIUM) ANNUAL	192.00	202.00	10.00	5.2%
COMMUTER CORE CAMPUS SEMESTER	222.00	222.00	0.00	0.0%
COMMUTER REMOTE (WV & STADIUM) SEMESTER	106.00	111.00	5.00	4.7%
UNIVERSITY OF MARYLAND, EASTERN SHORE				
ROOM AND BOARD				
ROOM				
TRADITIONAL DOUBLE	6,349.00	6,666.00	317.00	5.0%
TRADITIONAL SINGLE	7,394.00	7,764.00	370.00	5.0%
APARTMENT SINGLE (Student Apartments - Non-Efficiency)	7,463.00	7,836.00	373.00	5.0%
TRADITIONAL DOUBLE (Student Apartments - Semi-Private Bath)	6,528.00	6,854.00	326.00	5.0%
APARTMENT SINGLE (Clusters - Efficiency)	7,708.00	8,093.00	385.00	5.0%
APARTMENT SINGLE PRIVATE BATH (Clusters - Efficiency)	7,924.00	8,320.00	396.00	5.0%
APARTMENT EFFICIENCY SINGLE LEASE (Hawks Landing)	8,141.00	8,548.00	407.00	5.0%
APARTMENT EFFICIENCY SINGLE (Hawks Plaza)	8,439.00	9,030.00	591.00	7.0%
APARTMENT EFFICIENCY SINGLE (Hawks Run)*	7,781.00	8,326.00	545.00	7.0%
APARTMENT OFF-CAMPUS	8,439.00	9,030.00	591.00	7.0%

**Previously included in Apartment Single (Clusters - Efficiency)*

	FY 2026	Recommended FY 2027	$	%
UNIVERSITY OF MARYLAND, EASTERN SHORE (Cont'd)				
BOARD				
19 MEAL PLAN WITH $300 ANNUAL FOOD POINTS	5,042.00	5,294.00	252.00	5.0%
14 MEAL PLAN WITH $150 ANNUAL FOOD POINTS	4,789.00	5,028.00	239.00	5.0%
10 MEAL PLAN WITH $100 ANNUAL FOOD POINTS	3,907.00	4,102.00	195.00	5.0%
5 MEAL PLAN WITH $50 ANNUAL FOOD POINTS (COMMUTERS ONLY)	1,991.00	2,091.00	100.00	5.0%
PARKING FEE				
STUDENTS	62.00	62.00	0.00	0.0%
FROSTBURG STATE UNIVERSITY				
ROOM AND BOARD				
ROOM				
DOUBLE				
PLAN 1 (Allen, Diehl, Gray, Simpson, Sowers) Uphill Doubles	5,942.00	6,164.00	222.00	3.7%
PLAN 2 (Frederick, Westminster, Annapolis) Downhill Doubles	6,532.00	6,776.00	244.00	3.7%
PLAN 2b Converted Triples to Doubles - Downhill Deluxe Doubles	7,160.00	7,428.00	268.00	3.7%
Uphill Deluxe Doubles	6,368.00	6,606.00	238.00	3.7%
SINGLE				
Downhill Singles	8,644.00	8,968.00	324.00	3.7%
Uphill Singles	8,006.00	8,306.00	300.00	3.7%
BROWNSVILLE				
Suite with 2 single occupancy rooms	10,086.00	10,464.00	378.00	3.7%
Suite with 4 single occupancy rooms	10,086.00	10,464.00	378.00	3.7%
Suite with 1 single occupancy room + 1 double occupancy room - Single room rate	9,766.00	10,132.00	366.00	3.7%
Suite with 1 single occupancy room + 1 double occupancy room - Double room rate	7,922.00	8,218.00	296.00	3.7%
BOARD				
15 MEALS WITH $50 FLEX	6,652.00	N/A	N/A	N/A
*BLACK PLAN UNLIMITED WITH $225 BONUS BUCKS 10 guest passes	6,196.00	6,800.00	604.00	9.7%
*RED 19 PLAN WITH $175 BONUS BUCKS 8 guest passes	5,774.00	6,010.00	236.00	4.1%
14 MEALS WITH $125 FLEX	6,652.00	N/A	N/A	N/A
*WHITE 14 MEALS PER WEEK, $125 BONUS BUCKS 5 guest passes	5,534.00	5,760.00	226.00	4.1%
12 MEALS PER WEEK, $250 BONUS BUCKS	5,748.00	N/A	N/A	N/A
Residential Leadership Program Fee	78.00	78.00	0.00	0.0%
PARKING FEE				
STUDENTS - COMMUTER	50.00	50.00	0.00	0.0%

**FSU partnered with their new food service provider to restructure and simplify meal plans*
Bonus bucks, guest passes and rates were analyzed and restructured

COPPIN STATE UNIVERSITY				
ROOM AND BOARD				
ROOM				
TRIPLE	5,321.00	5,587.05	266.05	5.0%
DOUBLE	6,928.00	7,274.40	346.40	5.0%
SINGLE	7,263.00	7,626.15	363.15	5.0%
New Resident Hall				
DOUBLE	N/A	7,875.00	N/A	N/A
*BOARD				
BRONZE ANYTIME DINING PLAN ($50 DINING $s)	5,349.00	TBD	TBD	TBD
SILVER ANYTIME DINING PLAN ($100 DINING $s)	5,572.00	TBD	TBD	TBD
GOLD ANYTIME DINING PLAN ($150 DINING $s)	5,724.00	TBD	TBD	TBD
PARKING FEE				
ANNUAL COMMUTER AND RESIDENTIAL STUDENTS	75.00	80.00	5.00	6.7%
COMMUTER STUDENT - SPRING AND FALL SEMESTER	40.00	43.00	3.00	7.5%
STUDENT SUMMER RATE	32.00	32.00	0.00	0.0%

**Note: FY 2027 proposed board rates will be presented at a future date.*

University System of Maryland
Schedule of Self Support Charges and Fees
Fiscal Year 2027

		Recommended		
	FY 2026	FY 2027	$	%
UNIVERSITY OF BALTIMORE				
PARKING FEE				
STUDENTS - semester - unlimited parking	299.00	299.00	0.00	0.0%
SALISBURY UNIVERSITY				
ROOM AND BOARD				
ROOM (9 month)				
SINGLE				
APARTMENT STYLE (CP)	8,690.00	8,810.00	120.00	1.4%
APARTMENT STYLE (DV)	7,886.00	7,990.00	104.00	1.3%
APARTMENT STYLE (SGS 4x2) *	9,070.00	N/A	N/A	N/A
SUITE (NA, MK, PO, WI, CR, CK, SV)	8,956.00	9,154.00	198.00	2.2%
SUITE (St. Martin)	8,150.00	8,260.00	110.00	1.3%
APARTMENT STYLE (SGV) 3 bedroom x bath	8,426.00	8,610.00	184.00	2.2%
1 BEDROOMS & 1 BATHROOMS (SGS 9-month temporary rate) **	N/A	8,468.00	N/A	N/A
2 BEDROOMS & 2 BATHROOMS (SGS 9-month temporary rate) **	N/A	8,444.00	N/A	N/A
4 BEDROOMS & 4 BATHROOMS (SGS 9-month temporary rate) **	N/A	8,403.00	N/A	N/A
4 BEDROOMS & 2 BATHROOMS (SGS 9-month temporary rate) **	N/A	7,904.00	N/A	N/A
2 BEDROOMS & 1 BATHROOMS (SGS 9-month temporary rate) **	N/A	7,945.00	N/A	N/A
3 BEDROOMS & 2 BATHROOMS (SGS 9-month temporary rate) **	N/A	8,018.00	N/A	N/A
DOUBLE				
APARTMENT STYLE (CP)	7,834.00	7,940.00	106.00	1.4%
SUITE (NA, MK, PO, WI, CR, CK. SV)	7,976.00	8,150.00	174.00	2.2%
SUITE (St. Martin)	7,140.00	7,234.00	94.00	1.3%
ROOM (9 month)				
TRIPLE				
SUITE (CR, CK, SV)	6,926.00	7,080.00	154.00	2.2%
ROOM (12 month) (SGS)				
1 BEDROOMS & 1 BATHROOMS	10,130.00	10,350.00	220.00	2.2%
2 BEDROOMS & 2 BATHROOMS	10,100.00	10,320.00	220.00	2.2%
4 BEDROOMS & 4 BATHROOMS	10,050.00	10,270.00	220.00	2.2%
4 BEDROOMS & 2 BATHROOMS	9,450.00	9,660.00	210.00	2.2%
2 BEDROOMS & 1 BATHROOMS	9,500.00	9,710.00	210.00	2.2%
3 BEDROOMS & 2 BATHROOMS ***	N/A	9,800.00	N/A	N/A

** SGS 4X2 rate was a pilot program for freshmen--the pilot program is not in place for FY27.*
*** Sea Gull Square (SGS) will undergo renovations over the next five summers which necessitates 9-month contracts for a portion of the building each year.*
**** Two rooms configured as 3/2 for ADA compliance.*

BOARD				
ALL ACCESS (Unlimited meals in the Commons, $280 dining dollars, 4 guest passes per semester)	6,214.00	6,368.00	154.00	2.5%
200 MEALS PLUS (200 meals+$450 dining dollars, 2 guest passes per semester)	5,980.00	6,130.00	150.00	2.5%
125 MEALS Block (125 meals+$330 dining dollars, 2 guest passes per semester)	4,180.00	4,286.00	106.00	2.5%
75 MEALS Block (75 meals+$280 dining dollars, 2 guest passes per semester)	2,750.00	2,830.00	80.00	2.9%
45 MEALS Block (45 meals+$115 dining dollars, 2 guest passes per semester)	1,564.00	1,600.00	36.00	2.3%
PARKING FEE				
STUDENTS:				
Main Campus Permit (Vehicle only)	120.00	120.00	0.00	0.0%
Parking Garage Permit	100.00	100.00	0.00	0.0%
East Campus Permit	85.00	85.00	0.00	0.0%
Evening Only Permit (Evening commuting students)	45.00	45.00	0.00	0.0%
Motorcycle Permit	120.00	120.00	0.00	0.0%
Summer Permit	30.00	30.00	0.00	0.0%

University System of Maryland
Schedule of Self Support Charges and Fees
Fiscal Year 2027

		Recommended		
	FY 2026	FY 2027	$	%
UNIVERSITY OF MARYLAND, BALTIMORE COUNTY				
ROOM AND BOARD				
ROOM				
RESIDENCE HALLS (8 & 9 MONTH)	8,717.00	9,264.00	547.00	6.3%
RESIDENCE HALLS TRIPLE/QUAD	6,136.00	6,522.00	386.00	6.3%
RESIDENCE HALLS/SUITES CONVERTED SINGLE RATE	9,206.00	9,784.00	578.00	6.3%
RESIDENCE SUITES (8 MONTH)	8,717.00	9,264.00	547.00	6.3%
RESIDENCE SUITES (9 MONTH)	9,206.00	9,784.00	578.00	6.3%
RESIDENCE APARTMENTS (9 MONTH)	9,296.00	9,878.00	582.00	6.3%
BOARD				
UNLIMITED MEAL PLAN	6,244.00	6,522.00	278.00	4.5%
SAVVY 16	6,234.00	6,508.00	274.00	4.4%
TERRIFIC 12	5,370.00	5,600.00	230.00	4.3%
SUPER 225	5,516.00	5,678.00	162.00	2.9%
FLEXIBLE 14 MEAL PLAN	6,820.00	7,122.00	302.00	4.4%
OTHER AUXILIARY FEES				
NETWORK AND COMMUNICATION FEE				
ALL COMMUNITIES	375.00	390.00	15.00	4.0%
THE UNIVERSITIES AT SHADY GROVE				
PARKING FEE				
STUDENTS:				
Annual Student Rate	252.00	252.00	0.00	0.0%
Winter Only	63.52	63.52	0.00	0.0%
Spring/Summer	126.00	126.00	0.00	0.0%
Summer Only	63.52	63.52	0.00	0.0%

FY 27 UMCP Proposed Room Fees

	Traditional without Air Conditioning		Traditional with Air Conditioning		New Traditional		Semi-Suite		Suite		Apartment	
Single w/ Bath			$13,345	2.14%	$13,808	2.14%			$13,963	2.14%	$14,683	2.14%
Double As Single	$10,910	2.14%										
Single	$10,743	2.14%	$11,820	2.14%	$12,282	2.14%			$12,437	2.14%	$13,157	2.14%
Double w/ Bath	$10,743	2.14%	$11,820	2.14%	$12,282	2.14%	$11,065	2.14%	$12,437	2.14%	$13,157	2.14%
Double	$9,216	2.14%	$10,290	2.14%	$10,755	2.14%			$10,910	2.14%	$11,629	2.14%
Double requires Bunked Beds	$7,931	2.14%	$9,008	2.14%					$9,547	2.14%	$10,177	2.14%
Flex Double					$9,572	2.14%						
Structural Triple / Quad w/ Bath	$9,714	2.14%	$10,790	2.14%								
Structural Triple / Quad	$8,188	2.14%	$9,264	2.14%					$9,821	2.14%	$10,468	2.14%
Flex Triple / Quad												

Standard Room Rate

Note 1: Red print indicates the proposed FY27 room fee is less than the FY26 room fee ($10,074 traditional double w/ air conditioning)

University System of Maryland
Student Involvement Summary
FY 2027 Self-Support Charges and Fees Schedule

The completion and submission of this form is required for BOR consideration of USM institutional Room, Board, and other charge rates.

1.) Institution Name:	UNIVERSITY OF MARYLAND, BALTIMORE
2.) Name and title of the person completing this form:	Meghan Bruce Bojo, Executive Director, Academic Administration
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	Student Fee Advisory Board (SFAB)| Staff: Meghan Bruce Bojo and Raymond Dudeck
Meeting #1:	10/21/25
Meeting #2:	
Meeting #3:	

4.) Were the following topics discussed? (Yes, No, N/A)
(Please Select from the drop-down menu list in column C)

Parking Fees:	Yes
Room Rates:	Yes
Board (Dining Plans):	N/A
Other (Please Specify):	

5.) Briefly summarize the content that was discussed during the session(s):	It was noted that Parking Fees changed in January 2024 and the committee reviewed those changes. The need was due to losing a parking option. It was also noted that UMB no longer offers University housing and those rates were sunset.
6.) Briefly summarize the comments/feedback received during the session(s):	No issues/concerns
7.) If applicable, provide a list of non-mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any nonmandatory student fee during the determination process.	

University System of Maryland
Student Involvement Summary
FY 2027 Self-Support Charges and Fees Schedule

The completion and submission of this form is required for BOR consideration of USM institutional Room, Board, and other charge rates.

1.) Institution Name:	UNIVERSITY OF MARYLAND, COLLEGE PARK
2.) Name and title of the person completing this form:	Danny Catalano Director of Budget and Planning
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	The President oversees room, board, and parking fees, with guidance from the President's Cabinet. The Committee for the Review of Student Fees (CRSF) advises the Cabinet and ensures meaningful student participation, promoting transparency and informed decision-making. All room, board, and parking fees follow a structured process: each unit convenes an advisory committee of students and stakeholders to review and vote on proposed fees, after which the CRSF reviews the proposals and makes recommendations to the Cabinet. The Cabinet then advises the President, who recommends the fee schedule to the USM Board of Regents for approval.
Meeting #1:	10/27/2025 - SGA, GSG, RHA, University Budget Office Staff
Meeting #2:	02/02/2026 - SGA, GSG, RHA, Fee-Setting Units, University Budget Office Staff
Meeting #3:	02/24/2026 (scheduled)- SGA, GSG, RHA, President's Cabinet

4.) Were the following topics discussed? (Yes, No, N/A)
(Please Select from the drop-down menu list in column C)

Parking Fees:	Yes
Room Rates:	Yes
Board (Dining Plans):	Yes
Other (Please Specify):	

5.) Briefly summarize the content that was discussed during the session(s):	Each self- support unit explained their current fee structure, provided a review of forecasted headcount and expenses for the upcoming fee year, and the calculations that determine the per student fee amount.
6.) Briefly summarize the comments/feedback received during the session(s):	The CRSF supported the proposed fee increase for the Room Fee and Board Fee with a vote of 9 yes and 1 abstain. The CRSF supported the proposed Parking Fee increase with a vote of 9 yes and 1 no.
7.) If applicable, provide a list of <u>non</u>-mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any nonmandatory student fee during the	

University System of Maryland
Student Involvement Summary
FY 2027 Self-Support Charges and Fees Schedule

The completion and submission of this form is required for BOR consideration of USM institutional Room, Board, and other charge rates.

1.) Institution Name:	BOWIE STATE UNIVERSITY
2.) Name and title of the person completing this form:	Angela Morton-Assistant Director of Budget
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	T&F were presented to the Cabinet on 11/19/2025
Meeting #1:	SGA & GSA 12/2/2025
Meeting #2:	Staff Council 12/3/2025
Meeting #3:	Faculty Senate 12/11/2025; University Council/President Breaux 2/9/2026

4.) Were the following topics discussed? (Yes, No, N/A)
(Please Select from the drop-down menu list in column C)

Parking Fees:	Yes
Room Rates:	Yes
Board (Dining Plans):	Yes
Other (Please Specify):	N/A

5.) Briefly summarize the content that was discussed during the session(s):	The proposed 10% increase accounts for the rising demand for student housing to offer 12-month services, which significantly impacts the cost of security and programming. An increased number of homeless and housing-insecure students, in addition to out-of-state and student athletes, requires BSU residence halls to function beyond the historic 10-month period. Additionally, this increase covers inflation in service costs, added service contracts in the coming years, as well as fixed, variable, and unexpected maintenance and operations costs, and deferred maintenance expenses necessary to efficiently, effectively, and safely operate the department. Dining Operations is preparing to invest in new equipment and infrastructure to modernize facilities and improve efficiency across all campus dining locations. These upgrades will enhance food preparation capabilities, support expanded menu offerings, and ensure that our operations remain sustainable and adaptable to evolving student preferences. In addition to equipment improvements, Dining Operations is committed to diversifying and enriching the selection of food options available, with a particular emphasis on fresh, locally sourced, and culturally diverse cuisine. The proposed parking rate increase is necessary to ensure the ongoing maintenance and improvement of the university's parking system. The revenue generated from this fee will cover 1) Maintenance, 2) Updated/Additional camera systems in parking lots. 3) Lighting and 4) New ticketing system (T2).
6.) Briefly summarize the comments/feedback received during the session(s):	SGA asked about the timeline for the Tubman Hall renovations. Dean Jennings replied Fall 2026. GSA expressed concern that the students and faculty are parking in the wrong spaces. Public Safety will be monitoring the parking, and the new ticket system will aid in eliminating student and faculty parking in the wrong place.

University System of Maryland
Student Involvement Summary
FY 2027 Self-Support Charges and Fees Schedule

7.) If applicable, provide a list of non-mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any nonmandatory student fee during the determination process.	N/A

University System of Maryland
Student Involvement Summary
FY 2027 Self-Support Charges and Fees Schedule

The completion and submission of this form is required for BOR consideration of USM institutional Room, Board, and other charge rates.

1.) Institution Name:	TOWSON UNIVERSITY
2.) Name and title of the person completing this form:	Donna Auvil - University Budget Director
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	
Meeting #1:	February 17, 2025 - All Student Fee Forum, hosted by Student Affairs
Meeting #2:	
Meeting #3:	

4.) Were the following topics discussed? (Yes, No, N/A)
(Please Select from the drop-down menu list in column C)

Parking Fees:	Yes
Room Rates:	Yes
Board (Dining Plans):	Yes
Other (Please Specify):	

5.) Briefly summarize the content that was discussed during the session(s):	Each fee owner presented that their fees were not going to be increased for FY27. Parking provided information related to shuttle ridership and routes.
6.) Briefly summarize the comments/feedback received during the session(s):	Positive feedback all around for no fee increases
7.) If applicable, provide a list of non-mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any nonmandatory student fee during the determination process.	

University System of Maryland
Student Involvement Summary
FY 2027 Self-Support Charges and Fees Schedule

The completion and submission of this form is required for BOR consideration of USM institutional Room, Board, and other charge rates.

1.) Institution Name:	University of Maryland Eastern Shore
2.) Name and title of the person completing this form:	Beatrice Wright, Acting Assoc. VP & Budget Director
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	SGA - Host - Wade Henley, Beatrice Wright, Bonita Byrd, D. Jamar Simmons, Reginald Garcon
Meeting #1:	2/26/26
Meeting #2:	
Meeting #3:	

4.) Were the following topics discussed? (Yes, No, N/A)
(Please Select from the drop-down menu list in column C)

Parking Fees:	No
Room Rates:	Yes
Board (Dining Plans):	Yes
Other (Please Specify):	

5.) Briefly summarize the content that was discussed during the session(s):	The usual 2% increase would do little to substantially improve the conditions of the Residence Hall. A comparison of housing prices from other universities was presented. Potential upgrades that could happen with the additional increase. The dining plan increase incentives included theme meals and various food concepts recommended by the students.
6.) Briefly summarize the comments/feedback received during the session(s):	The students had concerns such as would they see a difference in the residence halls or food service. They were assured that the funds would be invested back into the residence halls. They were excited about Theme Food months. The vote was unanimous to approve the Self-Support fee increases with the option to have meetings to discuss the progress being made.
7.) If applicable, provide a list of <u>non</u>-mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any nonmandatory student fee during the determination process.	

University System of Maryland
Student Involvement Summary
FY 2027 Self-Support Charges and Fees Schedule

The completion and submission of this form is required for BOR consideration of USM institutional Room, Board, and other charge rates.

1.) Institution Name:	FROSTBURG STATE UNIVERSITY
2.) Name and title of the person completing this form:	Associate VP Budget & Finance
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	Bobcat Fee Advisory Committee: Student Government Association (President, Vice President, DEI Chair & Student Life Chair), Residence Hall Association, President's Leadership Circle, Graduate Student Representative, (3) Independent Student Representatives, Student Athletic Advisory Committee, Lane University Center Representative, Fraternity Sorority Life Representative & University Programming Council.
Meeting #1:	February 17, 2026 Bobcat Fee Advisory Committee - VP Admin. & Finance, AVP Student Affairs, & Other FSU Leadership
Meeting #2:	February 27, 2026 Bobcat Fee Advisory Committee - VP Admin. & Finance, AVP Student Affairs, & Other FSU Leadership to discuss scenarios from the prior meeting that the students requested. They asked for higher meal equivalencies. The new rates were presented and it was determined by all that they were cost prohibited.
Meeting #3:	

4.) Were the following topics discussed? (Yes, No, N/A)
(Please Select from the drop-down menu list in column C)

Parking Fees:	No
Room Rates:	Yes
Board (Dining Plans):	Yes
Other (Please Specify):	

5.) Briefly summarize the content that was discussed during the session(s):	FSU Leadership discussed the rate increases for room & board for fy2027 including what the increases will be and justification for the increases.
6.) Briefly summarize the comments/feedback received during the session(s):	
7.) If applicable, provide a list of non-mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any nonmandatory student fee during the determination process.	Students thought the room rates were in line with other universities. One student brought up the concern of laundry was not in the room rate and was pay per load. Others understood that inflation was justification for the increases. As for the increase in food service, some students requested in the original meeting that we increase the meal equivalencies more than inflation rates, so students could get more in the retail areas. The FSU team analyzed the request and called a second meeting with the students to discuss the change in meal equivalencies and meal plan rates. It was decided this scenario was cost prohibited. FSU and Elior took the opportunity to restructure the fy2026 meal plans to streamline and simplify the plans. In fy2027, we now have 3 plans versus 6 in fy2026. Each plan is concise and easy to understand.

University System of Maryland
Student Involvement Summary
FY 2027 Self-Support Charges and Fees Schedule

The completion and submission of this form is required for BOR consideration of USM institutional Room, Board, and other charge rates.

1.) Institution Name:	COPPIN STATE UNIVERSITY
2.) Name and title of the person completing this form:	Stephen R. Danik - Vice President for Administration and Finance
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	
Meeting #1:	Feb. 6, 2026, SGA Leadership, Dean Dorothy Parrish-Harris, Stephen Danik - VPAF
Meeting #2:	
Meeting #3:	

4.) Were the following topics discussed? (Yes, No, N/A)
(Please Select from the drop-down menu list in column C)

Parking Fees:	Yes
Room Rates:	Yes
Board (Dining Plans):	Yes
Other (Please Specify):	

5.) Briefly summarize the content that was discussed during the session(s):	CSU explained the rationale behind increasing the room and parking rates. CSU also explained that an RFP was in process for dining and that rates would not be known until the process is completed.
6.) Briefly summarize the comments/feedback received during the session(s):	The students understood the rationale for the increases and asked a few questions regarding how the funds could be used.
7.) If applicable, provide a list of <u>non</u>-mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any nonmandatory student fee during the determination process.	

University System of Maryland
Student Involvement Summary
FY 2027 Self-Support Charges and Fees Schedule

The completion and submission of this form is required for BOR consideration of USM institutional Room, Board, and other charge rates.

1.) Institution Name:	UNIVERSITY OF BALTIMORE
2.) Name and title of the person completing this form:	Mary Beth Waak - Director, University Budget and Financial Analysis
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	N/A: no changes to self support charges and fees have been proposed.
Meeting #1:	
Meeting #2:	
Meeting #3:	

4.) Were the following topics discussed? (Yes, No, N/A)
(Please Select from the drop-down menu list in column C)

Parking Fees:	
Room Rates:	
Board (Dining Plans):	
Other (Please Specify):	

5.) Briefly summarize the content that was discussed during the session(s):	
6.) Briefly summarize the comments/feedback received during the session(s):	
7.) If applicable, provide a list of <u>non</u>-mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any nonmandatory student fee during the determination process.	

University System of Maryland
Student Involvement Summary
FY 2027 Self-Support Charges and Fees Schedule

The completion and submission of this form is required for BOR consideration of USM institutional Room, Board, and other charge rates.

1.) Institution Name:	SALISBURY UNIVERSITY
2.) Name and title of the person completing this form:	Budget Officer: Elizabeth B. Zimmerman
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	
Meeting #1:	Graduate Student Council (GSC) 2/20/26
Meeting #2:	Student Gov Association (SGA) 2/26/26 shared presentation of FY27 rates electronically--in-person meeting was canceled due to snow closure.
Meeting #3:	Student Forum 3/1/26--will present proposed FY27 rates to Forum which includes SGA and leaders from other student groups.

4.) Were the following topics discussed? (Yes, No, N/A)
(Please Select from the drop-down menu list in column C)

Parking Fees:	Yes
Room Rates:	Yes
Board (Dining Plans):	Yes
Other (Please Specify):	

5.) Briefly summarize the content that was discussed during the session(s):	The FY27 parking, residence hall and meal plan rate schedule will be shared in person at the Student Forum on 3/1/26. The presentation includes a brief summary of how SU develops the proposed rates and provides a comparison to the current rates.
6.) Briefly summarize the comments/feedback received during the session(s):	The students did not have any specific questions about the proposed rates that were shared. They did voice general concerns about the impact on students when any costs are raised. There was also general discussion about operational costs of the university and how/where the additional revenues from increased fees would be utilized.
7.) If applicable, provide a list of non-mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any nonmandatory student fee during the determination process.	

University System of Maryland
Student Involvement Summary
FY 2027 Self-Support Charges and Fees Schedule

The completion and submission of this form is required for BOR consideration of USM institutional Room, Board, and other charge rates.

1.) Institution Name:	UNIVERSITY OF MARYLAND BALTIMORE COUNTY
2.) Name and title of the person completing this form:	Jared Fincke - Director, Budget & Resource Analysis
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	Hosting Staff: The Division of Student Affairs & Auxiliary Services met with the Resident Student Association
Meeting #1:	February 26th, 2026
Meeting #2:	
Meeting #3:	

4.) Were the following topics discussed? (Yes, No, N/A)
(Please Select from the drop-down menu list in column C)

Parking Fees:	No
Room Rates:	Yes
Board (Dining Plans):	Yes
Other (Please Specify):	Community Network & Communication Fee

5.) Briefly summarize the content that was discussed during the session(s):	Leadership from Residential Life and Auxiliary Services presented to the RSA the proposed increase in rates for Room and Board due to increased expenses in contractual costs for housekeeping, utilities and others. The proposed board rates are also tied to an increase in the Consumer Price Index for "food away from home."
6.) Briefly summarize the comments/feedback received during the session(s):	Students Offered comments, asked clarifying questions, and provided some feedback. Overall students sought to understands the rationale for the proposed increases, but did not express objections.
7.) If applicable, provide a list of non-mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any nonmandatory student fee during the determination process.	N/A

University System of Maryland
Student Involvement Summary
FY 2027 Self-Support Charges and Fees Schedule

The completion and submission of this form is required for BOR consideration of USM institutional Room, Board, and other charge rates.

1.) Institution Name:	THE UNIVERSITIES AT SHADY GROVE
2.) Name and title of the person completing this form:	Nhi Eklund
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	Student Council meeting Feb 13, 2026 hosted by Director of Finance Emiko Kawagoshi and Senior budget analyst, Nhi Eklund.
Meeting #1:	

4.) Were the following topics discussed? (Yes, No, N/A)
(Please Select from the drop-down menu list in column C)

Parking Fees:	Yes
Room Rates:	N/A
Board (Dining Plans):	
Other (Please Specify):	

5.) Briefly summarize the content that was discussed during the session(s):	Parking fees will remain the same as the last 2 years. No questions nor discussion followed from this announcement.
6.) Briefly summarize the comments/feedback received during the session(s):	None
7.) If applicable, provide a list of non-mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any nonmandatory student fee during the determination process.	Parking fees is the only non-mandatory fees applicable. No questions nor issues with current parking fees remaining the same as last year.

TOPIC: University System of Maryland: Fiscal Year 2027 Schedule of Tuition and Mandatory Fees (action)

COMMITTEE: Finance Committee

DATE OF COMMITTEE MEETING: April 9, 2026

SUMMARY: Each year, the Board of Regents exercises its authority to review and approve the schedule of tuition and mandatory fees for the USM institutions. The proposed FY 2027 schedule reflects the Board's ongoing commitment to affordability while supporting institutional financial stability and ensuring transparency in the tuition-setting process. The schedule includes both across-the-board tuition adjustments and differential rates based on specific criteria, balancing the needs of students and institutions.

General Provisions Summary – by Residency Status:

- Resident Tuition Summary: The proposed FY 2027 resident undergraduate full-time tuition rates will not increase more than 5.0% (UMCP). Resident undergraduate full-time tuition rate increases range from 2.0% (BSU, CSU, UBalt, SU) and up to 5.0% (UMCP).
- A total of six USM institutions have recommended a tuition rate increase for FT/UG, above 2.0% for FY 2027. They are as follows:
    - UMB (DDS): 3.5%
    - UMCP: 5.0%
    - TU: 3.0%
    - UMES: 3.0%
    - FSU: 3.0%
    - UMBC: 3.0%
- Non-Resident Tuition Summary: The proposed non-resident undergraduate full-time tuition rates will not increase more than 5.0% (UMCP, TU, UMES, UMBC). Non-Resident undergraduate full-time tuition rate increases range from 2.0% (BSU, CSU, UBalt) and up to 5.0% (UMCP, TU, UMES, UMBC).

Requests Under Special Criteria for Differential Tuition Rates:

Consistent with Section II.B. of the Policy on Tuition (VIII-2.01), institutions may seek Board approval for differential tuition rates based on specified criteria. The accompanying schedule includes requests aligned with these provisions, including proposals based on program modality and geographic considerations.

- University of Maryland, Baltimore (UMB) – Doctor of Social Work at the University of Maryland School of Social Work
    - The Doctor of Social Work (DSW) at the University of Maryland School of Social Work will be a three-year, advanced practice doctorate designed for experienced social workers seeking to deepen their expertise and expand their impact. This cohort-based program emphasizes collaborative learning and professional growth in five key areas: advanced clinical practice, supervision, leadership, teaching, and applied research.

- Students will engage closely with peers and expert faculty to refine advanced clinical skills, explore innovative approaches, and develop new frameworks that contribute to the evolving landscape of social work. Through rigorous coursework and experiential learning, the DSW program will prepare graduates to lead clinical innovation, elevate standards of care, and advance excellence in practice across diverse settings.
- The in-person, intensive learning model will bring students together on the Baltimore campus one weekend per month during the fall and spring semesters. This format fosters a strong sense of community and collaboration while providing the flexibility needed by working professionals.
- Projected tuition revenue of $311,440 for first year 16-student cohort.

- University of Maryland, Eastern Shore (UMES) – Fully Online Distance Academic Program
  - UMES seeks approval to establish a separate tuition rate structure for fully online distance academic programs.
  - The proposed separate tuition rate is necessary to ensure the financial sustainability of online programs, support required technology infrastructure and digital learning environments, maintain competitive positioning within the regional and national online education marketplace, expand access to non-traditional, adult, military-affiliated, and geographically distant learners, and align pricing with actual delivery costs rather than traditional campus-based cost structures.
  - The implementation of a separate tuition and fee structure for fully online distance education programs at the University of Maryland Eastern Shore (UMES) is projected to produce a positive net revenue impact while expanding enrollment without adversely affecting the traditional on-campus student population.
  - UMES projects that Years 1 to 2 will be a period of stabilization and moderate growth (3–7% incremental enrollment growth in online programs), and Years 3 to 5 will result in scaled growth of 8–15% annually in targeted high-demand programs.
- University of Maryland, Eastern Shore (UMES) – Veterinary Medicine Program (FY 2028)
  - The UMES School of Veterinary Medicine is proposing new tuition and associated program fees beginning in FY 2027 to support the implementation of the Doctor of Veterinary Medicine (DVM) program. The recommended tuition rate noted in the attached schedule reflects an estimated tuition rate for marketing purposes.
  - The program will enroll an initial cohort of 100 students, expanding to steady-state enrollment of 100 students across three cohorts (300 students across all 3 classes yearly). Revenue generated through tuition and program fees will support instructional delivery, clinical partnerships, facility operations, and long-term program sustainability. As enrollment reaches full capacity, the program is expected to become financially self-sustaining.
  - Beyond tuition revenue, the DVM program will enhance workforce development in veterinary medicine, expand access to professional education in Maryland, and contribute to regional economic and research growth.
- University of Baltimore (UBalt) – International Cohort Program
  - UBalt has entered into agreements with international institutions to host international student cohorts who are pursuing an MS in Business. The proposed rate for this cohort is the in-state rate + 20% of the difference between in-state and out-of-state rates.
  - In the years that the international cohort program runs, Ubalt expects to receive approximately $440K of tuition revenue.

- Frostburg State University (FSU) – Online Graduate & Doctoral Program:
  - FSU seeks approval to establish a single, unified tuition rate for all fully online graduate and doctoral programs—reducing a key price barrier for nonresident online students and strengthening FSU's competitiveness in a national market. Specifically, FSU proposes a unified online graduate tuition rate of $525 per credit hour for core online graduate programs, with limited program-specific differential tuition retained only where required by accreditation or clearly supported by market demand. For M.S. Nursing Family Nurse Practitioner (FNP) and Psychiatric Mental Health Nurse Practitioner (PMHNP), FSU proposes an online tuition rate of $580 per credit hour. For the Ed.D., FSU proposes a unified online doctoral rate of $705 per credit hour.
  - Under the proposed online tuition model, FSU projects revenue neutrality at current enrollments, with additional upside from modest enrollment growth.

Mandatory Fees: Also included on the schedule are mandatory fees. These fees support those services and activities that are not fully funded by either tuition revenue or state general funds such as athletics or student union fees. In accordance with USM Policy on Student Tuition, Fees, and Charges-VIII-2.50, institutions are required to meet with student groups, who have a formal role in the discussion and review of proposed fees and changes to existing fees. A brief summary of the student engagement process is attached.

ALTERNATIVE(S): The Board may elect to adjust the recommended schedules. Any change in a rate would require a corresponding adjustment to expenditures in order to maintain a balanced budget.

FISCAL IMPACT: The projected total FY 2027 tuition and fees revenue would increase approximately $59.3 million or 2.9% over the FY 2026 tuition and fees revenue.

CHANCELLOR'S RECOMMENDATION: That the Board of Regents approve the tuition and mandatory fees schedule as submitted, with the Chancellor authorized to make appropriate changes consistent with existing policies and guidelines. Any such changes will be in consultation with and reported to the Board.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL DATE: 4/9/26

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

"*NOTE: Notwithstanding any other provision of this or any other University System of Maryland publication, the University System of Maryland reserves the right to make changes in tuition, fees, and other charges at any time such changes are deemed necessary by the University System of Maryland institutions and the University System of Maryland Board of Regents.*"

University System of Maryland
Schedule of Tuition and Mandatory Fees
FY 2027 Full-Time Undergraduate Summary

		Recommended		
	FY 2026	FY 2027	Amount	%
UNIVERSITY OF MARYLAND, BALTIMORE (BSN/FT/UG)				
In-State Tuition	10,425	10,842	417	4.0%
Out-of-State Tuition	42,845	44,559	1,714	4.0%
BSN Tuition Clinical Education Cost Coverage	1,500	1,500	0	0.0%
Total Mandatory Fees	**2,114**	**2,114**	0	0.0%
Total In-State Bachelor of Science in Nursing, BSN - Undergraduate	**14,039**	**14,456**	417	3.0%
Total Out-of-State Bachelor of Science in Nursing, BSN - Undergraduate	**46,459**	**48,173**	1,714	3.7%
UNIVERSITY OF MARYLAND, COLLEGE PARK				
In-State Tuition	10,490	11,015	525	5.0%
Out-of-State Tuition	40,253	42,266	2,013	5.0%
Total Mandatory Fees	**1,800**	**1,820**	**20**	**1.1%**
Total In-State Cost	**12,290**	**12,835**	**545**	**4.4%**
Total Out-of-State Cost	**42,053**	**44,086**	**2,033**	**4.8%**
***Tuition Differential (Juniors & Seniors - Business, Engineering, Computer Science)**				
In-State Tuition	10,490	11,015	525	5.0%
Out-of-State Tuition	40,253	42,266	2,013	5.0%
Differential Pricing Rate Jr./Sr.	3,214	3,375	161	5.0%
Total Mandatory Fees	**1,714**	**1,820**	**106**	**6.2%**
Total In-State Full-time	**15,418**	**16,210**	**792**	**5.1%**
Total Out-of-State Full-time	**45,181**	**47,461**	**2,280**	**5.0%**
**These students pay the annual standard tuition and mandatory fees above PLUS the annual differential pricing rate.*				
**In-State and Out-of-State undergraduate students pay the same differential pricing rate.*				
BOWIE STATE UNIVERSITY				
In-State Tuition	6,235	6,360	125	2.0%
Out-of-State Tuition	17,170	17,513	343	2.0%
Total Mandatory Fees	**3,294**	**3,534**	**240**	**7.3%**
Total In-State Cost	**9,529**	**9,894**	**365**	**3.8%**
Total Out-of-State Cost	**20,464**	**21,047**	**583**	**2.8%**

University System of Maryland
Schedule of Tuition and Mandatory Fees
FY 2027 Full-Time Undergraduate Summary

		Recommended		
	FY 2026	FY 2027	Amount	%
TOWSON UNIVERSITY				
In-State Tuition	7,756	7,990	234	3.0%
Out-of-State Tuition	26,902	28,248	1,346	5.0%
Total Mandatory Fees	**4,430**	**4,700**	**270**	**6.1%**
Total In-State Cost	**12,186**	**12,690**	**504**	**4.1%**
Total Out-of-State Cost	**31,332**	**32,948**	**1,616**	**5.2%**
****Tuition Differential (Juniors & Seniors - Business, Nursing, Computer Science)**				
In-State Tuition	7,756	7,990	234	3.0%
Out-of-State Tuition	26,903	28,248	1,345	5.0%
Out-of-State Regional Tuition On-Site Hagerstown	12,936	13,583	647	5.0%
Differential Pricing Rate Jr./Sr.	1,500	1,500	0	0.0%
Total Mandatory Fees	**4,430**	**4,700**	**270**	**6.1%**
Total In-State Full-time	**13,686**	**14,190**	**504**	**3.7%**
Total Out-of-State Full-time	**32,833**	**34,448**	**1,615**	**4.9%**
Total Out-of-State Regional Tuition On-Site Hagerstown	**18,866**	**19,783**	**917**	**4.9%**
***These students pay the annual standard tuition and mandatory fees above PLUS the annual differential pricing rate.*				
UNIVERSITY OF MARYLAND EASTERN SHORE				
In-State Tuition	5,923	6,101	178	3.0%
Out-of-State Tuition	17,468	18,341	873	5.0%
Out-of-State Tuition - Eastern Shore Regional Rate	8,736	9,173	437	5.0%
Total Mandatory Fees	**3,443**	**3,580**	**137**	**4.0%**
Total In-State Cost	**9,366**	**9,681**	**315**	**3.4%**
Total Out-of-State Cost	**20,911**	**21,921**	**1,010**	**4.8%**
Total Out-of-State Cost - Eastern Shore Regional Rate	**12,179**	**12,753**	**574**	**4.7%**
FROSTBURG STATE UNIVERSITY				
In-State Undergraduate Tuition	7,414	7,640	226	3.0%
Out-of-State Undergraduate Tuition	23,306	23,306	0	0.0%
Out-of-State Undergraduate Tuition - Contiguous Counties	17,198	17,198	0	0.0%
Total Mandatory Fees	**3,050**	**3,138**	**88**	**2.9%**
Total In-State Cost	**10,464**	**10,778**	**314**	**3.0%**
Total Out-of-State Cost	**26,356**	**26,444**	**88**	**0.3%**
Total Out-of-State Contiguous Counties Cost	**20,248**	**20,336**	**88**	**0.4%**

University System of Maryland
Schedule of Tuition and Mandatory Fees
FY 2027 Full-Time Undergraduate Summary

		Recommended		
	FY 2026	FY 2027	Amount	%
COPPIN STATE UNIVERSITY				
In-State Undergraduate Tuition	5,133	5,236	103	2.0%
Out-of-State Undergraduate Tuition	12,194	12,438	244	2.0%
Total Mandatory Fees	**2,288**	**2,288**	**0**	**0.0%**
Total In-State Cost	**7,421**	**7,524**	**103**	**1.4%**
Total Out-of-State Cost	**14,482**	**14,726**	**244**	**1.7%**
UNIVERSITY OF BALTIMORE				
In-State Undergraduate Tuition	7,740	7,894	154	2.0%
Out-of-State Undergraduate Tuition	22,014	22,454	440	2.0%
Total Mandatory Fees	**2,460**	**2,528**	**68**	**2.8%**
Total In-State Cost	**10,200**	**10,422**	**222**	**2.2%**
Total Out-of-State Cost	**24,474**	**24,982**	**508**	**2.1%**
SALISBURY UNIVERSITY				
In-State Undergraduate Tuition	8,016	8,176	160	2.0%
Out-of-State Undergraduate Tuition	19,520	20,300	780	4.0%
Out-of-State Regional Tuition On-Site Hagerstown	13,520	14,060	540	4.0%
Total Mandatory Fees	**3,290**	**3,290**	**0**	**0.0%**
Total In-State Cost	**11,306**	**11,466**	**160**	**1.4%**
Total Out-of-State Cost	**22,810**	**23,590**	**780**	**3.4%**
Total Out-of-State Regional Cost On-Site Hagerstown	**16,810**	**17,350**	**540**	**3.2%**
UNIVERSITY OF MARYLAND GLOBAL CAMPUS				
In-State Tuition	330	337	7	2.1%
Out-of-State Tuition	499	499	0	0.0%
Out-of-State Regional Tuition On-Site Hagerstown	418	418	0	0.0%
Total Mandatory Fees	**15**	**15**	**0**	**0.0%**
Total In-State Cost	**345**	**352**	**7**	**2.0%**
Total Out-of-State Cost	**514**	**514**	**0**	**0.0%**
Total Out-of-State Regional Tuition On-Site Hagerstown	**433**	**433**	**0**	**0.0%**
UNIVERSITY OF MARYLAND, BALTIMORE COUNTY				
In-State Undergraduate Tuition	9,706	9,997	291	3.0%
Out-of-State Undergraduate Tuition	28,762	30,200	1,438	5.0%
Total Mandatory Fees	**3,973**	**4,104**	**131**	**3.3%**
Total In-State Cost	**13,679**	**14,101**	**422**	**3.1%**
Total Out-of-State Cost	**32,735**	**34,304**	**1,569**	**4.8%**

**UMCP - Tuition Differential for JUNIOR & SENIOR BUSINESS, ENGINEERING, & COMPUTER SCIENCE Majors*
***TU - Tuition Differential for JUNIOR & SENIOR BUSINESS, Nursing, & COMPUTER SCIENCE Majors*

University System of Maryland
Schedule of Tuition and Mandatory Fees
FY 2027 Full-Time Undergraduate Tuition & Fees
Recommended

Resident

	Tuition	% increase	Fees	% increase	Total	% increase
UMCP	11,015	5.0%	1,820	1.1%	12,835	4.4%
BSU	6,360	2.0%	3,534	7.3%	9,894	3.8%
TU	7,990	3.0%	4,700	6.1%	12,690	4.1%
UMES	6,101	3.0%	3,580	4.0%	9,681	3.4%
FSU	7,640	3.0%	3,138	2.9%	10,778	3.0%
CSU	5,236	2.0%	2,288	0.0%	7,524	1.4%
UBalt	7,894	2.0%	2,528	2.8%	10,422	2.2%
SU	8,176	2.0%	3,290	0.0%	11,466	1.4%
UMBC	9,997	3.0%	4,104	3.3%	14,101	3.1%
Average	**7,823**	**2.8%**	**3,220**	**3.0%**	**11,043**	**3.0%**
UMGC	337	2.1%	15	0.0%	352	2.0%

Non-Resident

	Tuition	% increase	Fees	% increase	Total	% increase
UMCP	42,266	5.0%	1,820	1.1%	44,086	4.8%
BSU	17,513	2.0%	3,534	7.3%	21,047	2.8%
TU	28,248	5.0%	4,700	6.1%	32,948	5.2%
UMES	18,341	5.0%	3,580	4.0%	21,921	4.8%
FSU	23,306	0.0%	3,138	2.9%	26,444	0.3%
CSU	12,438	2.0%	2,288	0.0%	14,726	1.7%
UBalt	22,454	2.0%	2,528	2.8%	24,982	2.1%
SU	20,300	4.0%	3,290	0.0%	23,590	3.4%
UMBC	30,200	5.0%	4,104	3.3%	34,304	4.8%
Average	**23,896**	**3.3%**	**3,220**	**3.0%**	**27,116**	**3.3%**
UMGC	499	0.0%	15	0.0%	514	0.0%

University System of Maryland
Schedule of Tuition and Mandatory Fees
FY 2027 Summary of Part-Time Tuition
Recommended

Undergraduate

	Resident	% Inc	Non Resident	% Inc
UMCP	459	5.0%	1,762	5.0%
BSU	278	1.8%	737	2.1%
TU	342	3.0%	1,188	5.0%
UMES	251	2.9%	676	5.0%
FSU	320	2.9%	654	2.0%
CSU	221	1.8%	692	2.1%
UBalt	357	2.0%	1,139	2.0%
SU	333	1.8%	837	4.0%
UMGC	337	2.1%	499	0.0%
UMBC	413	3.0%	1,253	5.0%
Average*	**331**	**2.6%**	**944**	**3.2%**

Excludes professional schools at UMB and UBalt.

Graduate

	Resident	% Inc	Non Resident	% Inc
UMCP	913	4.0%	1,916	2.0%
BSU	475	1.9%	760	2.0%
TU	586	5.0%	1,212	5.0%
UMES	378	3.0%	721	4.9%
FSU	496	2.7%	630	0.0%
CSU	400	2.0%	734	1.8%
UBalt	853	2.0%	1,252	2.0%
SU	453	1.8%	837	4.0%
UMGC	555	2.1%	659	0.0%
UMBC	818	5.0%	1,405	5.0%
Average*	**593**	**3.0%**	**1,013**	**2.7%**

Excludes professional schools at UMB and UBalt.

University System of Maryland
Schedule of Tuition and Mandatory Fees
Fiscal Year 2027

		Recommended		
	FY 2026	FY 2027	$	%
UNIVERSITY OF MARYLAND, BALTIMORE				
SCHOOL OF DENTISTRY				
Doctor of Dental Surgery, DDS				
In-State Tuition	**54,760.00**	**56,697.00**	**1,937.00**	**3.5%**
Out-of-State Tuition	**101,917.00**	**105,505.00**	**3,588.00**	**3.5%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	75.00	75.00	0.00	0.0%
Student Services Fee	333.00	333.00	0.00	0.0%
Campus Center Infrastructure Fee	1,350.00	1,350.00	0.00	0.0%
Total In-State Doctor of Dental Surgery, DDS	**56,849.00**	**58,786.00**	**1,937.00**	**3.4%**
Total Out-of-State Doctor of Dental Surgery, DDS	**104,006.00**	**107,594.00**	**3,588.00**	**3.4%**
Postgraduate Dental				
In-State Tuition	**50,548.00**	**52,338.00**	**1,790.00**	**3.5%**
Out-of-State Tuition	**79,587.00**	**82,393.00**	**2,806.00**	**3.5%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	60.00	60.00	0.00	0.0%
Student Services Fee	333.00	333.00	0.00	0.0%
Campus Center Infrastructure Fee	1,350.00	1,350.00	0.00	0.0%
Total In-State Postgraduate Dental	**52,622.00**	**54,412.00**	**1,790.00**	**3.4%**
Total Out-of-State Postgraduate Dental	**81,661.00**	**84,467.00**	**2,806.00**	**3.4%**
Graduate - Masters (Per Credit Hour)				
In-State Tuition	**826.25**	**852.70**	**26.45**	**3.2%**
Out-of-State Tuition	**1,394.25**	**1,437.70**	**43.45**	**3.1%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Graduate - Ph D (Per Credit Hour)				
In-State Tuition	**657.25**	**678.70**	**21.45**	**3.3%**
Out-of-State Tuition	**1,135.25**	**1,170.70**	**35.45**	**3.1%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Dental Hygiene - Undergraduate				
In-State Tuition	**6,090.70**	**6,217.70**	**127.00**	**2.1%**
Out-of-State Tuition	**33,364.70**	**34,037.70**	**673.00**	**2.0%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	68.00	68.00	0.00	0.0%
Student Services Fee	333.00	333.00	0.00	0.0%
Campus Center Infrastructure Fee	1,350.00	1,350.00	0.00	0.0%
Total In-State Dental Hygiene - Undergraduate	**8,172.70**	**8,299.70**	**127.00**	**1.6%**
Total Out-of-State Dental Hygiene - Undergraduate	**35,446.70**	**36,119.70**	**673.00**	**1.9%**
Dental Hygiene - Undergraduate (Per Credit Hour)				
In-State Tuition	**426.00**	**434.96**	**8.96**	**2.1%**
Out-of-State Tuition	**1,061.00**	**1,082.66**	**21.66**	**2.0%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	46.00	46.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%

Schedule of Tuition and Mandatory Fees
Fiscal Year 2027

		Recommended		
	FY 2026	FY 2027	$	%
School of Dentistry Shady Grove Programs				
Clinical Dental Hygiene Leader Dual Degree At Shady Grove				
In-State Tuition	**17,543.60**	**17,927.60**	**384.00**	**2.2%**
Out-of-State Tuition	**24,558.60**	**25,083.60**	**525.00**	**2.1%**
Technology Fee - per credit hour	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Auxiliary fee	771.00	796.00	25.00	3.2%
USG Facilities fee	46.50	48.00	1.50	3.2%
Student Activities	68.00	68.00	0.00	0.0%
Student Services fee	333.00	333.00	0.00	0.0%
Total In-State Clinical Dental Hygiene Leader Dual Degree	**18,904.10**	**19,314.60**	**410.50**	**2.2%**
Total Out-of-State Clinical Dental Hygiene Leader Dual Degree	**25,919.10**	**26,470.60**	**551.50**	**2.1%**

Schedule of Tuition and Mandatory Fees
Fiscal Year 2027

		Recommended		
	FY 2026	FY 2027	$	%
SCHOOL OF LAW				
JD Full Time Flat Rate Year One				
In-State Tuition (base tuition 32 credits)	**37,830.00**	**38,965.00**	**1,135.00**	**3.0%**
Out-of-State Tuition (base tuition 32 credits)	**55,844.00**	**57,519.00**	**1,675.00**	**3.0%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	65.00	65.00	0.00	0.0%
Student Services Fee	333.00	333.00	0.00	0.0%
Campus Center Infrastructure Fee	1,350.00	1,350.00	0.00	0.0%
Total In-State JD Full Time	**39,909.00**	**41,044.00**	**1,135.00**	**2.8%**
Total Out-of-State JD Full Time	**57,923.00**	**59,598.00**	**1,675.00**	**2.9%**
JD Part Time Flat Rate				
In-State Tuition (base tuition 20 credits, Year 1 Only)	**24,831.00**	**25,576.00**	**745.00**	**3.0%**
Out-of-State Tuition (base tuition 20 credits, Year 1 Only)	**36,556.00**	**37,652.00**	**1,096.00**	**3.0%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	49.00	49.00	0.00	0.0%
Student Services Fee	333.00	333.00	0.00	0.0%
Campus Center Infrastructure Fee	1,350.00	1,350.00	0.00	0.0%
Total In-State JD Part Time Flat Rate	**26,894.00**	**27,639.00**	**745.00**	**2.8%**
Total Out-of-State JD Part Time Flat Rate	**38,619.00**	**39,715.00**	**1,096.00**	**2.8%**
JD Part Time Flat Rate				
In-State Tuition (base tuition 20 credits, Year 2 Only)	**24,364.00**	**25,095.00**	**731.00**	**3.0%**
Out-of-State Tuition (base tuition 20 credits, Year 2 Only)	**35,866.00**	**36,942.00**	**1,076.00**	**3.0%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	49.00	49.00	0.00	0.0%
Student Services Fee	333.00	333.00	0.00	0.0%
Campus Center Infrastructure Fee	1,350.00	1,350.00	0.00	0.0%
Total In-State JD Part Time Flat Rate	**26,427.00**	**27,158.00**	**731.00**	**2.8%**
Total Out-of-State JD Part Time Flat Rate	**37,929.00**	**39,005.00**	**1,076.00**	**2.8%**
JD (Per Credit Hour)				
In-State Tuition	**1,404.00**	**1,446.00**	**42.00**	**3.0%**
Out-of-State Tuition	**2,071.00**	**2,133.00**	**62.00**	**3.0%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
Student Activities	49.00	49.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Master of Laws, LLM Full Time				
In-State Tuition (base tuition 12 - 14 credits)	**31,974.00**	**32,933.00**	**959.00**	**3.0%**
Out-of-State Tuition (base tuition 12 - 14 credits)	**31,974.00**	**32,933.00**	**959.00**	**3.0%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	65.00	65.00	0.00	0.0%
Student Services Fee	333.00	333.00	0.00	0.0%
Campus Center Infrastructure Fee	1,350.00	1,350.00	0.00	0.0%
Total In-State Master of Laws, LLM Full Time	**34,053.00**	**35,012.00**	**959.00**	**2.8%**
Total Out-of-State Master of Laws, LLM Full Time	**34,053.00**	**35,012.00**	**959.00**	**2.8%**
Master of Laws, LLM (Per Credit Hour)				
In-State Tuition <12 credits	**1,254.00**	**1,292.00**	**38.00**	**3.0%**
Out-of-State Tuition <12 credits	**1,254.00**	**1,292.00**	**38.00**	**3.0%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
Student Activities	49.00	49.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Online - Master of Science in Law, MSL (Per Credit Hour)				
AOC: Healthcare / Cybersecurity / Homeland Security				
In-State Tuition	**979.00**	**1,008.00**	**29.00**	**3.0%**
Out-of-State Tuition	**979.00**	**1,008.00**	**29.00**	**3.0%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%

Schedule of Tuition and Mandatory Fees
Fiscal Year 2027

		Recommended		
	FY 2026	FY 2027	$	%
SCHOOL OF MEDICINE				
Doctor of Medicine, MD				
In-State Tuition	**42,955.00**	**44,259.00**	**1,304.00**	**3.0%**
Out-of-State Tuition	**75,279.00**	**77,567.00**	**2,288.00**	**3.0%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	83.00	83.00	0.00	0.0%
Student Services Fee	333.00	333.00	0.00	0.0%
Campus Center Infrastructure Fee	1,350.00	1,350.00	0.00	0.0%
Total In-State Doctor of Medicine, MD	**45,052.00**	**46,356.00**	**1,304.00**	**2.9%**
Total Out-of-State Doctor of Medicine, MD	**77,376.00**	**79,664.00**	**2,288.00**	**3.0%**
Graduate - Masters (Per Credit Hour)				
In-State Tuition	**826.25**	**852.70**	**26.45**	**3.2%**
Out-of-State Tuition	**1,394.25**	**1,437.70**	**43.45**	**3.1%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities flat rate	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Graduate - PhD (Per Credit Hour)				
In-State Tuition	**657.25**	**678.70**	**21.45**	**3.3%**
Out-of-State Tuition	**1,135.25**	**1,170.70**	**35.45**	**3.1%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Masters in Genetic Counseling, MGC				
In-State Tuition	**22,435.00**	**24,670.00**	**2,235.00**	**10.0%**
Out-of-State Tuition	**37,038.00**	**40,734.00**	**3,696.00**	**10.0%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	75.00	75.00	0.00	0.0%
Student Services Fee	333.00	333.00	0.00	0.0%
Campus Center Infrastructure Fee	1,350.00	1,350.00	0.00	0.0%
Total In-State Masters in Genetic Counseling, MGC	**24,524.00**	**26,759.00**	**2,235.00**	**9.1%**
Total Out-of-State Masters in Genetic Counseling, MGC	**39,127.00**	**42,823.00**	**3,696.00**	**9.4%**
Masters in Public Health, MPH (Per Credit Hour)				
In-State Tuition	**946.00**	**949.00**	**3.00**	**0.3%**
Out-of-State Tuition	**1,673.00**	**1,676.00**	**3.00**	**0.2%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	47.00	47.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Medical & Research Technology - Undergraduate*				
In-State Tuition	**8,384.10**	**N/A**	**N/A**	**N/A**
Out-of-State Tuition	**26,135.10**	**N/A**	**N/A**	**N/A**
Technology Fee - flat rate	120.00	N/A	N/A	N/A
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	N/A	N/A	N/A
UMB Shuttle Fee for Full Time	189.00	N/A	N/A	N/A
Student Activities	51.00	N/A	N/A	N/A
Student Services Fee	333.00	N/A	N/A	N/A
Campus Center Infrastructure Fee	1,350.00	N/A	N/A	N/A
Total In-State Medical & Research Technology - Undergraduate	**10,449.10**	**N/A**	**N/A**	**N/A**
Total Out-of-State Medical & Research Technology - Undergraduate	**28,200.10**	**N/A**	**N/A**	**N/A**

Schedule of Tuition and Mandatory Fees
Fiscal Year 2027

		Recommended		
	FY 2026	FY 2027	$	%
Medical & Research Technology - Post-Baccalaureate Certificate*				
In-State Tuition	**15,525.30**	**N/A**	**N/A**	**N/A**
Out-of-State Tuition	**30,118.30**	**N/A**	**N/A**	**N/A**
Technology Fee - flat rate	120.00	N/A	N/A	N/A
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	N/A	N/A	N/A
UMB Shuttle Fee for Full Time	189.00	N/A	N/A	N/A
Student Activities	51.00	N/A	N/A	N/A
Student Services Fee	333.00	N/A	N/A	N/A
Campus Center Infrastructure Fee	1,350.00	N/A	N/A	N/A
Total In-State Medical & Research - Post-Baccalaureate Certificate	**17,590.30**	**N/A**	**N/A**	**N/A**
Total Out-of-State Medical & Research Post-Baccalaureate Certificate	**32,183.30**	**N/A**	**N/A**	**N/A**
Medical Research Technology - Undergraduate (Per Credit Hour)*				
In-State Tuition	**402.90**	**N/A**	**N/A**	**N/A**
Out-of-State Tuition	**946.40**	**N/A**	**N/A**	**N/A**
Technology Fee - per credit hour	10.00	N/A	N/A	N/A
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	N/A	N/A	N/A
UMB Shuttle Fee for Part Time	94.50	N/A	N/A	N/A
UMB Shuttle Fee for Full Time	189.00	N/A	N/A	N/A
Student Activities Fee	51.00	N/A	N/A	N/A
Student Services Fee - per credit hour	18.50	N/A	N/A	N/A
Campus Center Infrastructure Fee - per credit hour	75.00	N/A	N/A	N/A
Medical & Research Technology - Graduate (Per Credit Hour)*				
In-State Tuition	**799.15**	**N/A**	**N/A**	**N/A**
Out-of-State Tuition	**1,357.15**	**N/A**	**N/A**	**N/A**
Technology Fee - per credit hour	10.00	N/A	N/A	N/A
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	N/A	N/A	N/A
UMB Shuttle Fee for Part Time	94.50	N/A	N/A	N/A
UMB Shuttle Fee for Full Time	189.00	N/A	N/A	N/A
Student Activities Fee	51.00	N/A	N/A	N/A
Student Services Fee - per credit hour	18.50	N/A	N/A	N/A
Campus Center Infrastructure Fee - per credit hour	75.00	N/A	N/A	N/A
Doctor of Physical Therapy, DPT (Per Credit Hour)				
In-State Tuition	**733.00**	**750.00**	**17.00**	**2.3%**
Out-of-State Tuition	**1,251.00**	**1,278.00**	**27.00**	**2.2%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities Fee	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Master of Public Health, MPH (Dual Degree)				
In-State Tuition	**28,445.00**	**28,489.00**	**44.00**	**0.2%**
Out-of-State Tuition	**49,980.00**	**50,024.00**	**44.00**	**0.1%**
Technology Fee	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	67.00	67.00	0.00	0.0%
Student Services Fee	333.00	333.00	0.00	0.0%
Campus Center Infrastructure Fee	1,350.00	1,350.00	0.00	0.0%
Total In-State Master of Public Health, MPH	**30,526.00**	**30,570.00**	**44.00**	**0.1%**
Total Out-of-State Master of Public Health, MPH	**52,061.00**	**52,105.00**	**44.00**	**0.1%**

Schedule of Tuition and Mandatory Fees
Fiscal Year 2027

		Recommended		
	FY 2026	FY 2027	$	%
SCHOOL OF NURSING				
Bachelor of Science in Nursing, BSN - Undergraduate				
In-State Tuition	**10,425.00**	**10,842.00**	**417.00**	**4.0%**
Out-of-State Tuition	**42,845.00**	**44,559.00**	**1,714.00**	**4.0%**
BSN Tuition Clinical Education Cost Coverage	**1,500.00**	**1,500.00**	**0.00**	**0.0%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	100.00	100.00	0.00	0.0%
Student Services Fee	333.00	333.00	0.00	0.0%
Campus Center Infrastructure Fee	1,350.00	1,350.00	0.00	0.0%
Total In-State Bachelor of Science in Nursing, BSN - Undergraduate	**14,039.00**	**14,456.00**	**417.00**	**3.0%**
Total Out-of-State Bachelor of Science in Nursing, BSN - Undergraduate	**46,459.00**	**48,173.00**	**1,714.00**	**3.7%**
Bachelor of Science in Nursing, BSN - Undergraduate (Per Credit Hour)				
In-State Tuition	**450.00**	**468.00**	**18.00**	**4.0%**
Out-of-State Tuition	**1,532.00**	**1,593.00**	**61.00**	**4.0%**
BSN Tuition Clinical Education Cost Coverage (Maximum amount of $1,500)	**62.50**	**62.50**	**0.00**	**0.0%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	100.00	100.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Online RN-BSN - Undergraduate				
In-State Tuition	**10,148.00**	**10,554.00**	**406.00**	**4.0%**
Out-of-State Tuition	**41,645.00**	**43,311.00**	**1,666.00**	**4.0%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	100.00	100.00	0.00	0.0%
Student Services Fee	333.00	333.00	0.00	0.0%
Total In-State Online RN-BSN - Undergraduate	**10,723.00**	**11,129.00**	**406.00**	**3.8%**
Total Out-of-State Online RN-BSN - Undergraduate	**42,220.00**	**43,886.00**	**1,666.00**	**3.9%**
Online RN-BSN - Undergraduate (Per Credit Hour)				
In-State Tuition	**442.00**	**459.00**	**17.00**	**3.8%**
Out-of-State Tuition	**1,491.00**	**1,550.00**	**59.00**	**4.0%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	100.00	100.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Master of Science in Nursing, MSN (Per Credit Hour)				
AOC: MSN - Entry Into Practice				
In-State Tuition	**926.00**	**963.00**	**37.00**	**4.0%**
Out-of-State Tuition	**1,643.00**	**1,708.00**	**65.00**	**4.0%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	100.00	100.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%

Schedule of Tuition and Mandatory Fees
Fiscal Year 2027

		Recommended		
	FY 2026	FY 2027	$	%
Nursing - PhD (Per Credit Hour)				
In-State Tuition	**926.00**	**963.00**	**37.00**	**4.0%**
Out-of-State Tuition	**1,643.00**	**1,708.00**	**65.00**	**4.0%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	100.00	100.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Doctor of Nursing Practice, DNP (Per Credit Hour)				
In-State Tuition	**926.00**	**963.00**	**37.00**	**4.0%**
Out-of-State Tuition	**1,643.00**	**1,708.00**	**65.00**	**4.0%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities flat rate	100.00	100.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Online Masters of Science in Nursing, MSN (Per Credit Hour)				
AOC: Informatics / Nursing Leadership and Management				
In-State Tuition	**926.00**	**963.00**	**37.00**	**4.0%**
Out-of-State Tuition	**1,643.00**	**1,708.00**	**65.00**	**4.0%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	100.00	100.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
School of Nursing Shady Grove Campus				
Bachelor of Science in Nursing, BSN - Undergraduate at Shady Grove				
In-State Tuition	**10,425.00**	**10,842.00**	**417.00**	**4.0%**
Out-of-State Tuition	**42,845.00**	**44,559.00**	**1,714.00**	**4.0%**
BSN Tuition Clinical Education Cost Coverage	**1,500.00**	**1,500.00**	**0.00**	**0.0%**
Technology Fee - per credit hour	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Auxiliary fee	771.00	796.00	25.00	3.2%
USG Facilities fee	46.50	48.00	1.50	3.2%
Student Activities	100.00	100.00	0.00	0.0%
Student Services fee	333.00	333.00	0.00	0.0%
Total In-State Bachelor of Science in Nursing, BSN - Undergraduate	**13,317.50**	**13,761.00**	**443.50**	**3.3%**
Total Out-of-State Bachelor of Science in Nursing , BSN - Undergraduate	**45,737.50**	**47,478.00**	**1,740.50**	**3.8%**
Bachelor of Science in Nursing, BSN - Undergraduate at Shady Grove (Per Credit Hour)				
In-State Tuition	**450.00**	**468.00**	**18.00**	**4.0%**
Out-of-State Tuition	**1,532.00**	**1,593.00**	**61.00**	**4.0%**
BSN Tuition Clinical Education Cost Coverage (Maximum amount of $1,500)	**62.50**	**62.50**	**0.00**	**0.0%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Auxiliary fee	31.50	32.50	1.00	3.2%
USG Facilities fee	23.25	24.00	0.75	3.2%
Student Activities	100.00	100.00	0.00	0.0%
Student Services fee - per credit hour	18.50	18.50	0.00	0.0%
Doctor of Nursing Practice, DNP at Shady Grove (Per Credit Hour)				
In-State Tuition	**926.00**	**963.00**	**37.00**	**4.0%**
Out-of-State Tuition	**1,643.00**	**1,708.00**	**65.00**	**4.0%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Auxiliary fee	23.25	24.00	0.75	3.2%
USG Facilities fee	23.25	24.00	0.75	3.2%
Student Activities	100.00	100.00	0.00	0.0%
Student Services fee - per credit hour	18.50	18.50	0.00	0.0%

Schedule of Tuition and Mandatory Fees
Fiscal Year 2027

		Recommended		
	FY 2026	FY 2027	$	%
SCHOOL OF PHARMACY				
Doctor of Pharmacy, PHARMD				
In-State Tuition	**30,823.00**	**31,594.00**	**771.00**	**2.5%**
Out-of-State Tuition	**49,233.00**	**49,848.00**	**615.00**	**1.2%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	67.00	67.00	0.00	0.0%
Student Services Fee	333.00	333.00	0.00	0.0%
Campus Center Infrastructure Fee	1,350.00	1,350.00	0.00	0.0%
Total In-State Doctor of Pharmacy, PHARMD	**32,904.00**	**33,675.00**	**771.00**	**2.3%**
Total Out-of-State Doctor of Pharmacy, PHARMD	**51,314.00**	**51,929.00**	**615.00**	**1.2%**
Graduate - Masters (Per Credit Hour)				
In-State Tuition	**826.25**	**852.70**	**26.45**	**3.2%**
Out-of-State Tuition	**1,394.25**	**1,437.70**	**43.45**	**3.1%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Graduate - Master in Pharmaceutical Sciences (Per Credit Hour)				
In-State Tuition	**707.25**	**729.70**	**22.45**	**3.2%**
Out-of-State Tuition	**851.25**	**877.70**	**26.45**	**3.1%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Online Masters Programs (Per Credit Hour)				
AOC: Regulatory Science / Palliative Care				
In-State Tuition	**716.25**	**738.70**	**22.45**	**3.1%**
Out-of-State Tuition	**863.25**	**890.70**	**27.45**	**3.2%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Online PhD Programs (Per Credit Hour)				
AOC: Palliative Care				
In-State Tuition	**716.25**	**738.70**	**22.45**	**3.1%**
Out-of-State Tuition	**863.25**	**890.70**	**27.45**	**3.2%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Online Masters Programs (Per Credit Hour)				
AOC: Pharmacometrics / AI in Drug Development				
In-State Tuition	**826.25**	**852.70**	**26.45**	**3.2%**
Out-of-State Tuition	**1,394.25**	**1,437.70**	**43.45**	**3.1%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Graduate - PhD (Per Credit Hour)				
In-State Tuition	**657.25**	**678.70**	**21.45**	**3.3%**
Out-of-State Tuition	**1,135.25**	**1,170.70**	**35.45**	**3.1%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%

Schedule of Tuition and Mandatory Fees
Fiscal Year 2027

		Recommended		
	FY 2026	FY 2027	$	%
Doctor of Pharmacy, PHARMD (Per Credit Hour)				
In-State Tuition	**1,188.00**	**1,218.00**	**30.00**	**2.5%**
Out-of-State Tuition	**1,699.00**	**1,720.00**	**21.00**	**1.2%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	67.00	67.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
School of Pharmacy Shady Grove Campus				
Graduate - Masters in Medical Cannabis Science and Therapeutics at Shady Grove (Per Credit Hour)				
In-State Tuition	**716.25**	**738.70**	**22.45**	**3.1%**
Out-of-State Tuition	**863.25**	**890.70**	**27.45**	**3.2%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - Flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Facilities Fee	23.25	24.00	0.75	3.2%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
USG Auxiliary Fee - per credit hour	23.25	24.00	0.75	3.2%
Graduate - Masters in Pharmaceutical Sciences at Shady Grove (Per Credit Hour)				
In-State Tuition	**707.25**	**729.70**	**22.45**	**3.2%**
Out-of-State Tuition	**851.25**	**877.70**	**26.45**	**3.1%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Facilities Fee	23.25	24.00	0.75	3.2%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
USG Auxiliary Fee - per credit hour	23.25	24.00	0.75	3.2%

Schedule of Tuition and Mandatory Fees
Fiscal Year 2027

		Recommended		
	FY 2026	FY 2027	$	%
SCHOOL OF SOCIAL WORK				
Masters of Social Work - Full time (Admitted Prior to Fall 2023)				
In-State Tuition	**15,750.00**	**15,794.00**	**44.00**	**0.3%**
Out-of-State Tuition	**34,310.00**	**34,354.00**	**44.00**	**0.1%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	63.00	63.00	0.00	0.0%
Student Services Fee	333.00	333.00	0.00	0.0%
Campus Center Infrastructure Fee	1,350.00	1,350.00	0.00	0.0%
Total In-State Masters of Social Work	**17,827.00**	**17,871.00**	**44.00**	**0.2%**
Total Out-of-State Masters of Social Work	**36,387.00**	**36,431.00**	**44.00**	**0.1%**
Masters of Social Work - Admitted Prior to Fall 2023 (Per Credit Hour)				
In-State Tuition	**729.00**	**752.66**	**23.66**	**3.2%**
Out-of-State Tuition	**1,307.00**	**1,309.96**	**2.96**	**0.2%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	63.00	63.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Social Work - PhD (Per Credit Hour)				
In-State Tuition	**657.25**	**678.70**	**21.45**	**3.3%**
Out-of-State Tuition	**1,135.25**	**1,170.70**	**35.45**	**3.1%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Masters of Social Work - Admitted Fall 2023 and Later (Per Credit Hour)				
In-State Tuition	**729.00**	**752.66**	**23.66**	**3.2%**
Out-of-State Tuition	**1,372.00**	**1,374.96**	**2.96**	**0.2%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	63.00	63.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Online Masters of Social Work (Per Credit Hour)				
In-State Tuition	**729.00**	**752.66**	**23.66**	**3.2%**
Out-of-State Tuition	**1,372.00**	**1,374.96**	**2.96**	**0.2%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	63.00	63.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Doctor of Social Work (Per Credit Hour)**				
In-State Tuition	**N/A**	**975.00**	**N/A**	**N/A**
Out-of-State Tuition	**N/A**	**1,330.00**	**N/A**	**N/A**
Technology Fee - per credit hour	N/A	10.00	N/A	N/A
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	N/A	22.00	N/A	N/A
UMB Shuttle Fee for Part Time	N/A	94.50	N/A	N/A
UMB Shuttle Fee for Full Time	N/A	189.00	N/A	N/A
Student Activities	N/A	63.00	N/A	N/A
Student Services Fee - per credit hour	N/A	18.50	N/A	N/A
Campus Center Infrastructure Fee - per credit hour	N/A	75.00	N/A	N/A
School of Social Work Shady Grove Campus				
Masters of Social Work - Full time at Shady Grove (Admitted Prior to Fall 2023)				
In-State Tuition	**15,750.00**	**15,794.00**	**44.00**	**0.3%**
Out-of-State Tuition	**34,310.00**	**34,354.00**	**44.00**	**0.1%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Auxiliary fee	434.00	448.00	14.00	3.2%
USG Facilities fee	46.50	48.00	1.50	3.2%
Student Activities	63.00	63.00	0.00	0.0%
Student Services fee	333.00	333.00	0.00	0.0%
Total In-State Masters of Social Work	**16,768.50**	**16,828.00**	**59.50**	**0.4%**
Total Out-of-State Masters of Social Work	**35,328.50**	**35,388.00**	**59.50**	**0.2%**

Schedule of Tuition and Mandatory Fees
Fiscal Year 2027

		Recommended		
	FY 2026	FY 2027	$	%
Masters of Social Work - Admitted Prior to Fall 2023 (Per Credit Hour)				
In-State Tuition	**729.00**	**752.66**	**23.66**	**3.2%**
Out-of-State Tuition	**1,307.00**	**1,309.96**	**2.96**	**0.2%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Auxiliary fee	23.25	24.00	0.75	3.2%
USG Facilities fee	23.25	24.00	0.75	3.2%
Student Activities	63.00	63.00	0.00	0.0%
Student Services fee per credit hour	18.50	18.50	0.00	0.0%
Masters of Social Work at Shady Grove - Admitted Fall 2023 and Later (Per Credit Hour)				
In-State Tuition	**729.00**	**752.66**	**23.66**	**3.2%**
Out-of-State Tuition	**1,372.00**	**1,374.96**	**2.96**	**0.2%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Auxiliary Fee	23.25	24.00	0.75	3.2%
USG Facilities Fee	23.25	24.00	0.75	3.2%
Student Activities	63.00	63.00	0.00	0.0%
Student Services Fee - per Credit Hour	18.50	18.50	0.00	0.0%

Schedule of Tuition and Mandatory Fees
Fiscal Year 2027

		Recommended		
	FY 2026	FY 2027	$	%
SCHOOL OF GRADUATE STUDIES				
GRADUATE - MASTERS (Per Credit Hour)				
In-State Tuition	**826.25**	**852.70**	**26.45**	**0.03**
Out-of-State Tuition	**1,394.25**	**1,437.70**	**43.45**	**0.03**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
GRADUATE - PhD (Per Credit Hour)				
In-State Tuition	**657.25**	**678.70**	**21.45**	**3.3%**
Out-of-State Tuition	**1,135.25**	**1,170.70**	**35.45**	**3.1%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Online PhD Health Professions Education (Per Credit Hour)				
In-State Tuition	**822.25**	**847.70**	**25.45**	3.1%
Out-of-State Tuition	**1,027.25**	**1,059.70**	**32.45**	3.2%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Online Masters Programs (Per Credit Hour)				
AOC: Health Sciences / Global Health / Health Prof. Education / Diversity, Equity, Incl. / Gerontology / Clinical Informatics				
In-State Tuition	**806.25**	**831.70**	**25.45**	**3.2%**
Out-of-State Tuition	**1,027.25**	**1,059.70**	**32.45**	**3.2%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Master of Health Sciences - PA Program (Per Credit Hour)				
In-State Tuition	**806.25**	**831.70**	**25.45**	**3.2%**
Out-of-State Tuition	**1,027.25**	**1,059.70**	**32.45**	**3.2%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	75.00	75.00	0.00	0.0%
Doctor of Medical Science, DMSc (Per Credit Hour)				
In-State Tuition	**822.25**	**847.70**	**25.45**	**3.1%**
Out-of-State Tuition	**1,027.25**	**1,059.70**	**32.45**	**3.2%**
Technology Fee per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - (Flat Rate Unless Noted)				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.50	18.50	0.00	0.0%

* School of Medicine, Medical & Research Technology Program - no longer offered
** School of Social Work New Program - Doctor of Social Work

Schedule of Tuition and Mandatory Fees
Fiscal Year 2027

		Recommended		
	FY 2026	FY 2027	$	%
UNIVERSITY OF MARYLAND, COLLEGE PARK				
FULL-TIME UNDERGRADUATE STUDENT (See Also Special Tuition Rates)				
In-State Tuition	**10,490.00**	**11,015.00**	**525.00**	**5.0%**
Out-of-State Tuition	**40,253.00**	**42,266.00**	**2,013.00**	**5.0%**
Auxiliary Fees - flat rate (unless noted):				
Athletics	399.00	399.00	0.00	0.0%
Shuttle Bus	341.00	353.00	12.00	3.5%
Student Union	400.00	400.00	0.00	0.0%
Student Activities	102.00	103.00	1.00	1.0%
Recreation Services	476.00	483.00	7.00	1.5%
Student Sustainability Fee	30.00	30.00	0.00	0.0%
Student Counseling Center Fee	52.00	52.00	0.00	0.0%
Total Fees:	**1,800.00**	**1,820.00**	**20.00**	**1.1%**
Total In-State Cost	**12,290.00**	**12,835.00**	**545.00**	**4.4%**
Total Out-of-State Cost	**42,053.00**	**44,086.00**	**2,033.00**	**4.8%**
PART-TIME UNDERGRADUATE PER CREDIT HOUR (See Also Special Tuition Rates)				
In-State Tuition - per credit hour	**437.00**	**459.00**	**22.00**	**5.0%**
Out-of-State Tuition - per credit hour	**1,678.00**	**1,762.00**	**84.00**	**5.0%**
Auxiliary Fees - flat rate (unless noted):				
Athletics	133.00	133.00	0.00	0.0%
Shuttle Bus	171.00	177.00	6.00	3.5%
Student Union	200.00	200.00	0.00	0.0%
Student Activities	51.00	52.00	1.00	2.0%
Recreation Services	238.00	241.00	3.00	1.3%
Student Sustainability Fee	15.00	15.00	0.00	0.0%
Student Counseling Center Fee	26.00	26.00	0.00	0.0%
Total Fees:	**834.00**	**844.00**	**10.00**	**1.2%**
SPECIAL TUITION RATES FOR UNDERGRADUATES:				
JUNIORS & SENIORS MAJORING IN BUSINESS, ENGINEERING, & COMPUTER SCIENCE				
These students pay the annual standard tuition and mandatory fees above PLUS the annual differential pricing rate.				
In-State and Out-of-State undergraduate students pay the same differential pricing rate.				
Full-time Undergraduate Jr./Sr. rate	**3,214.00**	**3,375.00**	**161.00**	**5.0%**
Part-time Undergraduate Jr./Sr. rate (per credit hour)	**132.00**	**138.00**	**6.00**	**4.5%**
FULL-TIME UNDERGRADUATE STUDENT - JUNIORS & SENIORS MAJORING IN BUSINESS, ENGINEERING & COMPUTER SCIENCE				
In-State Tuition	10,490.00	11,015.00	525.00	5.0%
Out-of-State Tuition	40,253.00	42,266.00	2,013.00	5.0%
Differential Pricing Rate Jr./Sr.	3,214.00	3,375.00	161.00	5.0%
Fees (Per Student)	1,714.00	1,820.00	106.00	6.2%
Total In-State Full-time	**15,418.00**	**16,210.00**	**792.00**	**5.1%**
Total Out-of-State Full-time	**45,181.00**	**47,461.00**	**2,280.00**	**5.0%**

Schedule of Tuition and Mandatory Fees
Fiscal Year 2027

		Recommended		
	FY 2026	FY 2027	$	%
PART-TIME UNDERGRADUATE - JUNIORS & SENIORS MAJORING IN BUSINESS, ENGINEERING & COMPUTER SCIENCE				
In-State Tuition (Per Credit Hour)	437.00	459.00	22.00	5.0%
Out-of-State Tuition (Per Credit Hour)	1,678.00	1,762.00	84.00	5.0%
Differential Pricing Rate Jr./Sr. (Per Credit Hour)	132.00	138.00	6.00	4.5%
Total In-State Part-time	**569.00**	**597.00**	**28.00**	**4.9%**
Total Out-of-State Part-time	**1,810.00**	**1,900.00**	**90.00**	**5.0%**
Part-time mandatory fee (flat rate per student)	834.00	844.00	10.00	1.2%
FULL-TIME GRADUATE STUDENT (See Also Special Graduate Tuition Rates)				
In-State Tuition - per credit hour	**878.00**	**913.00**	**35.00**	**4.0%**
Out-of-State Tuition - per credit hour	**1,878.00**	**1,916.00**	**38.00**	**2.0%**
PhD Candidacy In-State Tuition - per semester	**1,432.00**	**1,489.00**	**57.00**	**4.0%**
PhD Candidacy Out-of-State Tuition - per semester	**2,732.00**	**2,787.00**	**55.00**	**2.0%**
Auxiliary Fees - flat rate (unless noted):				
Athletics	133.00	133.00	0.00	0.0%
Shuttle Bus	341.00	353.00	12.00	3.5%
Student Union	400.00	400.00	0.00	0.0%
Student Activities	52.00	55.00	3.00	5.8%
Recreation Services	476.00	483.00	7.00	1.5%
Student Counseling Center Fee	52.00	52.00	0.00	0.0%
Total Fees:	**1,454.00**	**1,476.00**	**22.00**	**1.5%**
PART-TIME GRADUATE per credit hour (See Also Special Graduate Tuition Rates)				
In-State Tuition - per credit hour	**878.00**	**913.00**	**35.00**	**4.0%**
Out-of-State Tuition - per credit hour	**1,878.00**	**1,916.00**	**38.00**	**2.0%**
PhD Candidacy In-State Tuition - per semester	**1,432.00**	**1,489.00**	**57.00**	**4.0%**
PhD Candidacy Out-of-State Tuition - per semester	**2,732.00**	**2,787.00**	**55.00**	**2.0%**
Auxiliary Fees - flat rate (unless noted):				
Athletics	66.00	66.00	0.00	0.0%
Shuttle Bus	171.00	177.00	6.00	3.5%
Student Union	200.00	200.00	0.00	0.0%
Student Activities	52.00	55.00	3.00	5.8%
Recreation Services	238.00	241.00	3.00	1.3%
Student Counseling Center Fee	26.00	26.00	0.00	0.0%
Total Fees:	**753.00**	**765.00**	**12.00**	**1.6%**
SPECIAL GRADUATE TUITION RATES:				
PROFESSIONAL GRADUATE PROGRAMS:				
(Full-time and part-time mandatory fees are at graduate rates listed above for programs at College Park. Additional fees above the standard fees or exceptions to the standard fees are noted below.)				
SCHOOL OF ARCHITECTURE				
PART-TIME GRADUATE STUDENTS - per credit hour				
Master (and Certificate) of Real Estate Development				
In-State Tuition - per credit hour	**933.00**	**970.00**	**37.00**	**4.0%**
Out-of-State Tuition - per credit hour	**1,240.00**	**1,290.00**	**50.00**	**4.0%**
School of Architecture Technology Fee (per semester) - Full-Time	100.00	100.00	0.00	0.0%
School of Architecture Technology Fee (per semester) - Part-Time	50.00	50.00	0.00	0.0%
SCHOOL OF ENGINEERING				
PART-TIME GRADUATE STUDENTS - per credit hour				
Professional Masters in Engineering[1]	**1,222.00**	**1,271.00**	**49.00**	**4.0%**
Distance Learning Engineering	**1,507.00**	**1,567.00**	**60.00**	**4.0%**
Masters in Telecommunications	**1,280.00**	**1,280.00**	**0.00**	**0.0%**
COLLEGE OF EDUCATION				
PART-TIME & FULL-TIME OFF-SITE GRADUATE STUDENTS - per credit hour				
Masters of Education, Masters of Arts, Doctor of Education and Certificate Programs[2]	**841.00**	**875.00**	**34.00**	**4.0%**
COLLEGE OF BUSINESS AND MANAGEMENT				
MBA PROGRAMS				
PART-TIME and FULL-TIME MBA (Program in College Park)				
Tuition - per credit hour	**1,759.50**	**1,759.50**	**0.00**	**0.0%**
MBA Association Fee (Fall only)	750.00	750.00	0.00	0.0%
PART-TIME MBA PROGRAM (Offsite programs)[3]				
Tuition - per credit hour	**1,733.00**	**1,733.00**	**0.00**	**0.0%**
PT MBA Association Fee (Fall and Spring - each semester)	150.00	200.00	50.00	33.3%

[1]For remote sites, students pay a Distance Education Technology Services fee of $150 per class and do not pay the standard auxiliary fees.

[2]Students do not pay the standard auxiliary fees.

[3]Students do not pay the standard auxiliary fees.

Schedule of Tuition and Mandatory Fees
Fiscal Year 2027

		Recommended		
	FY 2026	FY 2027	$	%
MASTERS OF FINANCE & MASTERS OF QUANTITATIVE FINANCE (Program in College Park)				
In-State Tuition - per credit hour	**1,631.00**	**1,631.00**	**0.00**	**0.0%**
Out-of-State Tuition - per credit hour	**2,115.00**	**2,115.00**	**0.00**	**0.0%**
MS Association Fee (Fall and Spring semester - each semester)	80.00	90.00	10.00	12.5%
MS IN ACCOUNTING, INFORMATION SYSTEMS, MARKETING ANALYTICS, SUPPLY CHAIN MANAGEMENT, BUSINESS ANALYTICS, BUSINESS & MANAGEMENT (Programs in College Park)				
In-State Tuition - per credit hour	**1,631.00**	**1,631.00**	**0.00**	**0.0%**
Out-of-State Tuition - per credit hour	**2,072.50**	**2,072.50**	**0.00**	**0.0%**
MS Association Fee (Fall and Spring - each semester)	80.00	90.00	10.00	12.5%
ONLINE MASTER OF SCIENCE IN BUSINESS ANALYTICS				
Tuition - per credit hour	**850.50**	**850.50**	**0.00**	**0.0%**
ONLINE MBA PROGRAM				
Tuition - per credit hour	**1,733.00**	**1,733.00**	**0.00**	**0.0%**
EXECUTIVE MBA PROGRAM - College Park Weekends	**136,806.00**	**136,806.00**	**0.00**	**0.0%**
Doctor of Business Administration (DBA)	**2,720.00**	**2,720.00**	**0.00**	**0.0%**
SCHOOL OF PUBLIC POLICY				
FULL-TIME & PART-TIME MASTERS GRADUATE STUDENTS (MPM/MPP)				
In-State Tuition - per credit hour	**1,055.00**	**1,087.00**	**32.00**	**3.0%**
Out-of-State Tuition - per credit hour	**2,095.00**	**2,158.00**	**63.00**	**3.0%**
EXEC MASTERS PUBLIC POLICY Weekends - total program cost	**49,960.00**	**51,459.00**	**1,499.00**	**3.0%**
MASTERS OF ENGINEERING AND PUBLIC POLICY				
In-State Tuition - per credit hour	**1,055.00**	**1,087.00**	**32.00**	**3.0%**
Out-of-State Tuition - per credit hour	**2,095.00**	**2,158.00**	**63.00**	**3.0%**
Full & PT - Masters Policy Studies: Public Adm. (MPS-PA) (flat rate per credit hour regardless of residency status)	**1,499.00**	**1,544.00**	**45.00**	**3.0%**
PhD GRADUATE STUDENTS pay campus standard tuition rates				
SCHOOL OF PUBLIC HEALTH				
MASTERS OF PUBLIC HEALTH				
FULL-TIME & PART-TIME GRADUATE STUDENTS				
In-State Tuition - per credit hour	**1,077.00**	**1,120.00**	**43.00**	**4.0%**
Out-of-State Tuition - per credit hour	**1,996.00**	**2,075.00**	**79.00**	**4.0%**
COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES				
Joint Program in Survey Methodology (JPSM) - per credit hour[4]	**1,223.00**	**1,260.00**	**37.00**	**3.0%**
[4] *Students do not pay the standard auxiliary fees.*				
BOWIE STATE UNIVERSITY				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Tuition	**6,235.00**	**6,360.00**	**125.00**	**2.0%**
Out-of-State Tuition	**17,170.00**	**17,513.00**	**343.00**	**2.0%**
Technology Fee - flat rate	289.00	309.00	20.00	6.9%
Auxiliary Fees - flat rate (unless noted):				
Athletic	1,087.00	1,250.00	163.00	15.0%
Intramural and Recreation	56.00	64.00	8.00	14.3%
Health Service Fee	180.00	191.00	11.00	6.1%
University Construction	198.00	218.00	20.00	10.1%
Student Union Operating	1,244.00	1,250.00	6.00	0.5%
Student Activity	210.00	221.00	11.00	5.2%
Sustainability Fee	5.00	5.00	0.00	0.0%
Bowie Card Fee	25.00	26.00	1.00	4.0%
Total Fees:	**3,294.00**	**3,534.00**	**240.00**	**7.3%**
Total In-State Cost	**9,529.00**	**9,894.00**	**365.00**	**3.8%**
Total Out-of-State Cost	**20,464.00**	**21,047.00**	**583.00**	**2.8%**
FULL-TIME ONLINE PROGRAM				
In-State Tuition (Annual)	**6,235.00**	**6,360.00**	**125.00**	**2.0%**
Out-of-State Tuition (Annual)	**17,170.00**	**17,513.00**	**343.00**	**2.0%**
Technology Fee - flat rate (Annual)	289.00	309.00	20.00	6.9%
Total Flat Rate fees:	**289.00**	**309.00**	**20.00**	**6.9%**
Auxiliary Fees: flat rate (Annual)				
Bulldog Card Fee	25.00	26.00	1.00	4.0%
Total Fees:	**25.00**	**26.00**	**1.00**	**4.0%**
Total In-State Cost	**6,549.00**	**6,695.00**	**146.00**	**2.2%**
Total Out-of-State Cost	**17,484.00**	**17,848.00**	**364.00**	**2.1%**
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	**273.00**	**278.00**	**5.00**	**1.8%**
Out-of-State Tuition	**722.00**	**737.00**	**15.00**	**2.1%**
Technology Fee - per credit hour	12.02	12.85	0.83	6.9%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	45.29	52.08	6.79	15.0%
Intramural and Recreation Fee	2.32	2.67	0.35	15.0%
Health Service Fee	7.47	7.91	0.44	5.9%

Schedule of Tuition and Mandatory Fees
Fiscal Year 2027

		Recommended		
	FY 2026	FY 2027	$	%
University Construction	8.25	9.08	0.83	10.0%
Student Union Operating	51.84	52.10	0.26	0.5%
Student Activity	8.77	9.21	0.44	5.0%
Sustainability Fee - flat rate	5.00	5.00	0.00	0.0%
Bowie Card Fee - flat rate	25.00	26.00	1.00	4.0%
Total Auxiliary fees:	**153.94**	**164.04**	**10.10**	**6.6%**
Total Fees	**165.96**	**176.89**	**10.93**	**6.6%**
Total Mandatory Fee Rate per semester	**150.96**	**161.39**	**10.43**	**6.9%**
PART-TIME ONLINE PROGRAM				
In-State Tuition	**273.00**	**278.00**	**5.00**	**1.8%**
Out-of-State Tuition	**722.00**	**737.00**	**15.00**	**2.1%**
Technology Fee (per credit hour)	12.02	12.85	0.83	6.9%
Total Flat Rate fees:	**12.02**	**12.85**	**0.83**	**6.9%**
Auxiliary Fees - per credit hour (unless noted):				
Bulldog Card Fee - flat rate *(Annual)*	25.00	26.00	1.00	4.0%
Total Auxiliary fees:	**25.00**	**26.00**	**1.00**	**4.0%**
Total Fees	**37.02**	**38.85**	**1.83**	**4.9%**
Total Mandatory Fee Rate per semester	**24.52**	**25.85**	**1.33**	**5.4%**
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	**466.00**	**475.00**	**9.00**	**1.9%**
Out-of-State Tuition	**745.00**	**760.00**	**15.00**	**2.0%**
Technology Fee - per credit hour	12.02	12.85	0.83	6.9%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	45.29	52.08	6.79	15.0%
Intramural and Recreation Fee	2.32	2.67	0.35	15.0%
Health Service Fee	7.47	7.91	0.44	5.9%
University Construction	8.25	9.08	0.83	10.1%
Student Union Operating	51.84	52.10	0.26	0.5%
Student Activity	13.62	14.30	0.68	5.0%
Sustainability Fee - flat rate	5.00	5.00	0.00	0.0%
Bowie Card Fee - flat rate	25.00	26.00	1.00	4.0%
Total Auxiliary fees:	**158.79**	**169.14**	**10.35**	**6.5%**
Total Mandatory Fee Rate per semester	**155.81**	**166.49**	**10.68**	**6.9%**
GRADUATE ONLINE PROGRAM				
In-State Tuition	**466.00**	**475.00**	**9.00**	**1.9%**
Out-of-State Tuition	**745.00**	**760.00**	**15.00**	**2.0%**
Technology Fee (per credit hour)	**12.02**	**12.85**	**0.83**	**6.9%**
Total Flat Rate fees:	**12.02**	**12.85**	**0.83**	**6.9%**
Auxiliary Fees				
Bulldog Card Fee - flat rate (Annual)	**25.00**	**26.00**	**1.00**	**4.0%**
Total Auxiliary fees:	**25.00**	**26.00**	**1.00**	**4.0%**
Total Fees	**37.02**	**38.85**	**1.83**	**4.9%**
Total Mandatory Fee Rate per semester	**24.50**	**25.85**	**1.35**	**5.5%**
DOCTORAL ONLINE PROGRAM				
In-State Tuition	**466.00**	**475.00**	**9.00**	**1.9%**
Out-of-State Tuition	**745.00**	**760.00**	**15.00**	**2.0%**
Technology Fee (per credit hour)	**12.02**	**12.85**	**0.83**	**6.9%**
Total Flat Rate fees:	**12.02**	**12.85**	**0.83**	**6.9%**
Auxiliary Fees				
Bulldog Card Fee - flat rate (Annual)	**25.00**	**26.00**	**1.00**	**4.0%**
Total Auxiliary fees:	**25.00**	**26.00**	**1.00**	**4.0%**
Total Fees	**37.02**	**38.85**	**1.83**	**4.9%**
Total Mandatory Fee Rate per semester	**24.50**	**25.85**	**1.35**	**5.5%**

Schedule of Tuition and Mandatory Fees
Fiscal Year 2027

		Recommended		
	FY 2026	FY 2027	$	%
TOWSON UNIVERSITY				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Tuition	**7,756.00**	**7,990.00**	**234.00**	**3.0%**
Out-of-State Tuition	**26,902.00**	**28,248.00**	**1,346.00**	**5.0%**
Out-of-State Regional Tuition On-Site Hagerstown	**12,936.00**	**13,582.80**	**646.80**	**5.0%**
Technology Fee - flat rate	270.00	286.00	16.00	5.9%
Auxiliary Fees - flat rate* (unless noted):				
Athletics	1,376.00	1,466.00	90.00	6.5%
Auxiliary Services	2,568.00	2,632.00	64.00	2.5%
Wellness	100.00	200.00	100.00	100.0%
Student Services - SGA	116.00	116.00	0.00	0.0%
Total Fees	**4,430.00**	**4,700.00**	**270.00**	**6.1%**
Total In-State Cost	**12,186.00**	**12,690.00**	**504.00**	**4.1%**
Total Out-of-State Cost	**31,332.00**	**32,948.00**	**1,616.00**	**5.2%**
Total Out-of-State Regional Cost On-Site Hagerstown	**14,582.00**	**15,308.80**	**726.80**	**5.0%**
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	**332.00**	**342.00**	**10.00**	**3.0%**
Out-of-State Tuition	**1,131.00**	**1,188.00**	**57.00**	**5.0%**
Out-of-State Regional Tuition On-Site Hagerstown	**560.00**	**588.00**	**28.00**	**5.0%**
Technology Fee - per credit hour	12.00	14.00	2.00	16.7%
Auxiliary Fees - per credit hour* (unless noted):				
Athletics	52.00	53.00	1.00	1.9%
Auxiliary Services	114.00	117.00	3.00	2.6%
Wellness	0.00	0.00	0.00	0.0%
Student Services - SGA	9.00	9.00	0.00	0.0%
Total Fees:	**187.00**	**193.00**	**6.00**	**3.2%**
SPECIAL TUITION RATES FOR UNDERGRADUATES:				
JUNIORS & SENIORS MAJORING IN BUSINESS, NURSING, & COMPUTER SCIENCE				
These students pay the annual standard tuition and mandatory fees above PLUS the annual differential pricing rate.				
In-State and Out-of-State undergraduate students pay the same differential pricing rate.				
Full-time Undergraduate Jr./Sr. rate	**1,500.00**	**1,500.00**	**0.00**	**0.0%**
Part-time Undergraduate Jr./Sr. rate (per credit hour)	**63.00**	**63.00**	**0.00**	**0.0%**
FULL-TIME UNDERGRADUATE STUDENT - JUNIORS & SENIORS MAJORING IN BUSINESS, NURSING & COMPUTER SCIENCE				
In-State Tuition	**7,756.00**	**7,990.00**	**234.00**	**3.0%**
Out-of-State Tuition	**26,903.00**	**28,248.00**	**1,345.00**	**5.0%**
Out-of-State Regional Tuition On-Site Hagerstown	**12,936.00**	**13,582.80**	**646.80**	**5.0%**
Differential Pricing Rate Jr./Sr.	**1,500.00**	**1,500.00**	**0.00**	**0.0%**
Fees (Per Student)	**4,430.00**	**4,700.00**	**270.00**	**6.1%**
Total In-State Full-time	**13,686.00**	**14,190.00**	**504.00**	**3.7%**
Total Out-of-State Full-time	**32,833.00**	**34,448.00**	**1,615.00**	**4.9%**
Total Out-of-State Regional Tuition On-Site Hagerstown	**18,866.00**	**19,782.80**	**916.80**	**4.9%**
PART-TIME UNDERGRADUATE - JUNIORS & SENIORS MAJORING IN BUSINESS, NURSING & COMPUTER SCIENCE				
In-State Tuition (Per Credit Hour)	**332.00**	**342.00**	**10.00**	**3.0%**
Out-of-State Tuition (Per Credit Hour)	**1,131.00**	**1,188.00**	**57.00**	**5.0%**
Out-of-State Regional Tuition On-Site Hagerstown	**560.00**	**588.00**	**28.00**	**5.0%**
Differential Pricing Rate Jr./Sr. (Per Credit Hour)	**63.00**	**63.00**	**0.00**	**0.0%**
Total In-State Part-time	**395.00**	**405.00**	**10.00**	**2.5%**
Total Out-of-State Part-time	**1,194.00**	**1,251.00**	**57.00**	**4.8%**
Total Out-of-State Regional Tuition On-Site Hagerstown	**623.00**	**651.00**	**28.00**	**4.5%**
Part-time mandatory fee (per credit hour)	187.00	193.00	6.00	3.2%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	**558.00**	**586.00**	**28.00**	**5.0%**
Out-of-State Tuition	**1,154.00**	**1,212.00**	**58.00**	**5.0%**
Out-of-State Regional Tuition On-Site Hagerstown	**798.00**	**837.90**	**39.90**	**5.0%**
Technology Fee - per credit hour	12.00	14.00	2.00	16.7%
Auxiliary Fees - per credit hour* (unless noted):				
Athletics	52.00	53.00	1.00	1.9%
Auxiliary Services	110.00	113.00	3.00	2.7%
Graduate SGA	7.00	8.00	1.00	14.3%
Total Fees:	**181.00**	**188.00**	**7.00**	**3.9%**

*Auxiliary fees for students attending Towson University North East or TUNE are one-half the main campus rate. Students taking classes at Hagerstown and other locations, (with the exception of TUNE) with a greater than 25 mile radius from the main campus pay only the technology fee and the auxiliary services construction fee.

Schedule of Tuition and Mandatory Fees
Fiscal Year 2027

		Recommended		
	FY 2026	FY 2027	$	%
JOINT DEGREE WITH UNIVERSITY OF BALTIMORE FOR M.S. ACCOUNTING & BUSINESS ADVISORY SERVICE**				
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition (in person and Web instruction)	**875.00**	**875.00**	**0.00**	**0.0%**
Regional Tuition (in person and Web instruction)#	**875.00**	**875.00**	**0.00**	**0.0%**
Out-of-State Tuition (in person and Web instruction)	**1,209.00**	**1,209.00**	**0.00**	**0.0%**
Technology Fee - per credit hour	11.00	12.00	1.00	9.1%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee (combined constr, ops + student center)	64.00	64.00	0.00	0.0%
Student Services Fee	23.00	23.00	0.00	0.0%
Student Government Association - flat rate	50.00	50.00	0.00	0.0%
PART-TIME GRADUATE PER COURSE - AIT PROGRAM				
Tuition AIT program (except AIT 500 & 501) - per course	**1,911.00**	**1,911.00**	**0.00**	**0.0%**
Tuition - AIT 500 - per course	**2,387.00**	**2,387.00**	**0.00**	**0.0%**
Tuition - AIT 501 - per course	**2,070.00**	**2,070.00**	**0.00**	**0.0%**
Tuition - AIT 885 - per course	**636.00**	**636.00**	**0.00**	**0.0%**
PART-TIME DOCTORATE PER UNIT - CAIT PROGRAM	**752.00**	**752.00**	**0.00**	**0.0%**
PART-TIME ONLINE GRADUATE PROGRAMS (100% ONLINE PROGRAMS)				
Tuition for 100% Online Programs* (specific programs provided below) - flat rate regardless of residency**	**558.00**	**586.00**	**28.00**	**5.0%**
Tuition for Post-Professional Occupational Therapy (Doctorate) - flat rate regardless of residency	**856.00**	**899.00**	**43.00**	**5.0%**
Technology Fee - per credit hour	11.00	14.00	3.00	27.3%

**Joint degree with University of Baltimore (UBalt) for the MS is charged and billed through UBalt
#Includes residents of the District of Columbia, Northern Virginia (counties of Arlington, Clarke, Culpeper, Fairfax, Fauquier, Loudon, Prince William, Rappahannock, Spotsylvania, Stafford, and Warren and cities of Alexandria, Fairfax, Falls Church, Fredericksburg, Manassas and Manassas Park, Southern Pennsylvania (counties of Adams, Chester, Lancaster, and York), and Delaware (all counties).
*** Programs include Design for User Experience (Cert), Holocaust Education (Cert), Instructional Technology (MS and PhD), Integrated Homeland Security (MS), Jewish Studies, Ed and Communal Leadership (MA), Occupational Science (PhD), and Special Education (MS); Professional Spanish, Accomplished Teaching for Student Impact

UNIVERSITY OF MARYLAND EASTERN SHORE				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Tuition	**5,923.00**	**6,101.00**	**178.00**	**3.0%**
Out-of-State Tuition	**17,468.00**	**18,341.00**	**873.00**	**5.0%**
Out-of-State Tuition - Eastern Shore Regional Rate	**8,736.00**	**9,173.00**	**437.00**	**5.0%**
Technology Fee - flat rate	192.50	202.00	9.50	4.9%
Auxiliary Fees - flat rate (unless noted):				
Athletic	1,128.00	1,151.00	23.00	2.0%
Student Union	828.00	869.00	41.00	5.0%
Recreational Facilities	1,017.00	1,017.00	0.00	0.0%
Student Health Services	116.00	170.00	54.00	46.6%
Student Activities	158.00	165.50	7.50	4.7%
Sustainability	3.00	5.00	2.00	66.7%
Total Fees:	**3,442.50**	**3,579.50**	**137.00**	**4.0%**
Total In-State Cost	**9,365.50**	**9,680.50**	**315.00**	**3.4%**
Total Out-of-State Cost	**20,910.50**	**21,920.50**	**1,010.00**	**4.8%**
Total Out-of-State Cost - Eastern Shore Regional Rate	**12,178.50**	**12,752.50**	**574.00**	**4.7%**
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	**244.00**	**251.00**	**7.00**	**2.9%**
Out-of-State Tuition	**644.00**	**676.00**	**32.00**	**5.0%**
Out-of-State Tuition - Eastern Shore Regional Rate	**322.50**	**332.00**	**9.50**	**2.9%**
Technology Fee per credit hour	11.00	12.00	1.00	9.1%
Auxiliary Fees:				
Student Union Fee per credit hour	35.00	36.50	1.50	4.3%
Student Health Services per credit hour	6.00	7.00	1.00	16.7%
Athletic fee per credit hour	48.00	49.00	1.00	2.1%
OFF-SITE/SATELLITE SITES*				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Tuition	**5,923.00**	**6,101.00**	**178.00**	**3.0%**
Out-of-State Tuition	**17,468.00**	**18,341.00**	**873.00**	**5.0%**
Out-of-State Tuition Eastern Shore Regional Rate	**8,736.00**	**9,173.00**	**437.00**	**5.0%**
Technology Fee	192.50	202.00	9.50	4.9%
Auxiliary Operations & Facility Fee	639.00	671.00	32.00	5.0%
Total In-State Cost	**6,754.50**	**6,974.00**	**219.50**	**3.2%**
Total Out-of-State Cost	**18,299.50**	**19,214.00**	**914.50**	**5.0%**
Total Eastern Shore Regional Cost	**9,567.50**	**10,046.00**	**478.50**	**5.0%**
PART-TIME UNDERGRADUATE STUDENT PER CREDIT HOUR				
In-State Tuition	**244.00**	**251.00**	**7.00**	**2.9%**
Out-of-State Tuition	**644.00**	**676.00**	**32.00**	**5.0%**
Out-of-State Tuition Eastern Shore Regional Rate	**322.50**	**332.00**	**9.50**	**2.9%**
Technology Fee	11.00	12.00	1.00	9.1%
Auxiliary Operations & Facility Fee per credit hour	60.00	63.00	3.00	5.0%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	**367.00**	**378.00**	**11.00**	**3.0%**
Out-of-State Tuition	**687.00**	**721.00**	**34.00**	**4.9%**
Out-of-State Tuition - Eastern Shore Regional Rate	**510.00**	**535.50**	**25.50**	**5.0%**
Technology Fee per credit hour	11.00	12.00	1.00	9.1%
Auxiliary Operations & Facility Fee	85.00	89.00	4.00	4.7%
FULL-TIME VIRTUAL UNDERGRADUATE STUDENT				
In-State Tuition	**N/A**	**6,101.00**	**N/A**	**N/A**
Out-of-State Tuition	**N/A**	**18,341.00**	**N/A**	**N/A**
Out-of-State Tuition - Eastern Shore Regional Rate	**N/A**	**9,173.00**	**N/A**	**N/A**

Schedule of Tuition and Mandatory Fees
Fiscal Year 2027

		Recommended		
	FY 2026	FY 2027	$	%
Technology Fee - flat rate	N/A	215.00	N/A	N/A
PART-TIME VIRTUAL UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	**N/A**	**251.00**	**N/A**	**N/A**
Out-of-State Tuition	**N/A**	**676.00**	**N/A**	**N/A**
Out-of-State Tuition - Eastern Shore Regional Rate	**N/A**	**332.00**	**N/A**	**N/A**
Technology Fee per credit hour	N/A	12.00	N/A	N/A
PART-TIME VIRTUAL GRADUATE PER CREDIT HOUR				
In-State Tuition	**N/A**	**378.00**	**N/A**	**N/A**
Out-of-State Tuition	**N/A**	**721.00**	**N/A**	**N/A**
Out-of-State Tuition - Eastern Shore Regional Rate	**N/A**	**535.50**	**N/A**	**N/A**
Technology Fee per credit hour	N/A	12.00	N/A	N/A

Schedule of Tuition and Mandatory Fees
Fiscal Year 2027

		Recommended		
	FY 2026	FY 2027	$	%
DOCTORATE				
In-State Tuition	**376.50**	**388.00**	**11.50**	**3.1%**
Out-of-State Tuition	**707.00**	**742.00**	**35.00**	**5.0%**
Out-of-State Tuition Eastern Shore Regional Rate	**525.00**	**551.00**	**26.00**	**5.0%**
Technology Fee per credit hour	11.00	12.00	1.00	9.1%
Auxiliary Operations & Facility Fee	85.00	89.00	4.00	4.7%
Physician Assistant				
In-State Tuition (per credit hour)	**550.00**	**566.50**	**16.50**	**3.0%**
Out-of-State Tuition (per credit hour)	**904.00**	**949.00**	**45.00**	**5.0%**
Out-of-State Tuition Eastern Shore Regional Rate(per credit hour)	**672.00**	**705.50**	**33.50**	**5.0%**
Technology Fee per credit hour	11.00	12.00	1.00	9.1%
Auxiliary Operations & Facility Fee	85.00	89.00	4.00	4.7%
SCHOOL OF PHARMACY				
Pharmacy D Program				
In-State Tuition	**31,699.00**	**31,699.00**	**0.00**	**0.0%**
Out-of-State Tuition	**62,167.00**	**62,167.00**	**0.00**	**0.0%**
Out-of-State Pharm D program Regional Rate	**50,283.00**	**50,283.00**	**0.00**	**0.0%**
Technology Fee - flat rate	192.50	202.00	9.50	4.9%
Auxiliary Operations & Facility Fee	2,228.00	2,339.00	111.00	5.0%
Total Fees:	**2,420.50**	**2,541.00**	**120.50**	**5.0%**
Total In-State Pharm D program	**34,119.50**	**34,240.00**	**120.50**	**0.4%**
Total Out-of-State Pharm D program	**64,587.50**	**64,708.00**	**120.50**	**0.2%**
Total Out-of-State Pharm D program Regional Rate	**52,703.50**	**52,824.00**	**120.50**	**0.2%**
PHARMACY D PROGRAM PER CREDIT HOUR				
In-State Tuition	**933.00**	**933.00**	**0.00**	**0.0%**
Out -of-State Tuition	**1,834.00**	**1,834.00**	**0.00**	**0.0%**
Out -of-State Tuition Eastern Shore Regional Rate	**1,407.00**	**1,407.00**	**0.00**	**0.0%**
Technology Fee - flat rate	192.50	202.00	9.50	4.9%
Auxiliary Operations & Facility Fee	382.00	401.00	19.00	5.0%

FY28 Estimated Tuition Rates for New Program				
(estimated rates presented for program marketing purposes only)				
SCHOOL OF VETERINARY MEDICINE		**FY2028**		
Veterinary Medicine Program				
In-State Tuition	**N/A**	**39,300.00**	**N/A**	**N/A**
Out-of-State Tuition	**N/A**	**74,250.00**	**N/A**	**N/A**
Out-of-State Tuition Eastern Shore Regional Rate	**N/A**	**55,000.00**	**N/A**	**N/A**
Technology Fee - flat rate	N/A	202.00	N/A	N/A
Auxiliary Operations & Facility Fee	N/A	2,339.00	N/A	N/A
Total In-State Veterinary Medicine Program	**N/A**	**41,841.00**	**N/A**	**N/A**
Total Out-of-State Veterinary Medicine Program	**N/A**	**76,791.00**	**N/A**	**N/A**
Total Out-of-State Eastern Shore Regional Rate	**N/A**	**57,541.00**	**N/A**	**N/A**

**Includes the Baltimore Museum of Institute and Hagerstown students. Previously no mandatory fees were charged to these students.*

FROSTBURG STATE UNIVERSITY				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Undergraduate Tuition	**7,414.00**	**7,640.00**	**226.00**	**3.0%**
Out-of-State Undergraduate Tuition	**23,306.00**	**23,306.00**	**0.00**	**0.0%**
Out-of-State Undergraduate Tuition - Regional Rate	**17,198.00**	**17,198.00**	**0.00**	**0.0%**
Technology Fee - flat rate	216.00	222.00	6.00	2.8%
Auxiliary Fees - flat rate (unless noted):				
Athletic	1,184.00	1,220.00	36.00	3.0%
Student Union Operating	456.00	468.00	12.00	2.6%
Auxiliary Facilities	698.00	718.00	20.00	2.9%
Student Activity	402.00	414.00	12.00	3.0%
Sustainability Fee	32.00	32.00	0.00	0.0%
Transportation Fee	62.00	64.00	2.00	3.2%
Total Fees:	**3,050.00**	**3,138.00**	**88.00**	**2.9%**
Total In-State Cost	**10,464.00**	**10,778.00**	**314.00**	**3.0%**
Total Out-of-State Cost	**26,356.00**	**26,444.00**	**88.00**	**0.3%**
Total Out-of-State Regional Cost	**20,248.00**	**20,336.00**	**88.00**	**0.4%**
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	**311.00**	**320.00**	**9.00**	**2.9%**
Out-of-State Tuition	**641.00**	**654.00**	**13.00**	**2.0%**
Out-of-State Tuition - Regional Rate	**484.00**	**484.00**	**0.00**	**0.0%**
Technology Fee - per credit hour	19.00	20.00	1.00	5.3%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	50.00	51.00	1.00	2.0%
Student Union Operating	19.00	20.00	1.00	5.3%
Auxiliary Facilities	30.00	31.00	1.00	3.3%
Student Activity - flat rate	18.00	18.00	0.00	0.0%
Sustainability Fee	1.00	1.00	0.00	0.0%
Transportation Fee	5.00	5.00	0.00	0.0%

Schedule of Tuition and Mandatory Fees
Fiscal Year 2027

		Recommended		
	FY 2026	FY 2027	$	%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	**483.00**	**496.00**	**13.00**	**2.7%**
Out-of-State Tuition	**630.00**	**630.00**	**0.00**	**0.0%**
NEW On-line Graduate - Tech Fee Only for on-line	**N/A**	**525.00**	**N/A**	**N/A**
NEW On-line Nurse Practitioner - Tech Fee Only for on-line	**N/A**	**580.00**	**N/A**	**N/A**
Nurse Practitioner In-State Tuition	**544.00**	**N/A**	**N/A**	**N/A**
Nurse Practitioner Out-of-State Tuition	**750.00**	**N/A**	**N/A**	**N/A**
Nurse Practitioner Out-of-State Tuition - Regional Rate	**616.00**	**N/A**	**N/A**	**N/A**
Physician's Assistant In-State Tuition	**637.00**	**662.00**	**25.00**	**3.9%**
Physician's Assistant Out-of-State Tuition	**928.00**	**956.00**	**28.00**	**3.0%**
Physician's Assistant Out-of-State Tuition - Regional Rate	**761.00**	**784.00**	**23.00**	**3.0%**
Technology Fee - per credit hour	19.00	20.00	1.00	5.3%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	50.00	51.00	1.00	2.0%
Student Union Operating	19.00	20.00	1.00	5.3%
Auxiliary Facilities	30.00	31.00	1.00	3.3%
Student Activity - per credit hour	5.00	5.00	0.00	0.0%
Sustainability Fee	1.00	1.00	0.00	0.0%
Transportation Fee	5.00	5.00	0.00	0.0%
PART-TIME DOCTORAL PER CREDIT HOUR				
In-State Tuition	**684.00**	**N/A**	**N/A**	**N/A**
Out-of-State Tuition	**858.00**	**N/A**	**N/A**	**N/A**
NEW On-line Doctoral	**N/A**	**705.00**	**N/A**	**N/A**
Technology Fee - per credit hour	19.00	20.00	1.00	5.3%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	50.00	N/A	N/A	N/A
Student Union Operating	19.00	N/A	N/A	N/A
Auxiliary Facilities	30.00	N/A	N/A	N/A
Student Activity - per credit hour	5.00	N/A	N/A	N/A
Sustainability Fee	1.00	N/A	N/A	N/A
Transportation Fee	5.00	N/A	N/A	N/A
COPPIN STATE UNIVERSITY				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Undergraduate Tuition	**5,133.00**	**5,236.00**	**103.00**	**2.0%**
Out-of-State Undergraduate Tuition	**12,194.00**	**12,438.00**	**244.00**	**2.0%**
Technology Fee - flat rate	200.00	200.00	**0.00**	**0.0%**
Auxiliary Fees - flat rate (unless noted):				
Athletic	1,050.00	1,050.00	0.00	0.0%
College Center	472.00	472.00	0.00	0.0%
Auxiliary Construction	376.00	376.00	0.00	0.0%
Student Activity	190.00	190.00	0.00	0.0%
Total Fees:	**2,288.00**	**2,288.00**	**0.00**	**0.0%**
Total In-State Cost	**7,421.00**	**7,524.00**	**103.00**	**1.4%**
Total Out-of-State Cost	**14,482.00**	**14,726.00**	**244.00**	**1.7%**
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	**217.00**	**221.00**	**4.00**	**1.8%**
Out-of-State Tuition	**678.00**	**692.00**	**14.00**	**2.1%**
Technology Fee - flat rate	84.00	84.00	0.00	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	77.00	77.00	0.00	0.0%
College Center - flat rate	139.00	139.00	0.00	0.0%
Auxiliary Construction	12.00	12.00	0.00	0.0%
Student Activity - flat rate	47.00	47.00	0.00	0.0%
USM Hagerstown Regional On-Site Undergraduate Tuition				
Out-of-State Tuition - Full-Time	**9,899.00**	**10,097.00**	**198.00**	**2.0%**
Out-of-State Tuition - Part-Time (per credit hour)	**524.00**	**534.00**	**10.00**	**1.9%**
Off Campus Initiative Activity Fee - flat rate	100.00	100.00	0.00	0.0%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	**392.00**	**400.00**	**8.00**	**2.0%**
Out-of-State Tuition	**721.00**	**734.00**	**13.00**	**1.8%**
Technology Fee - flat rate	84.00	84.00	0.00	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	77.00	77.00	0.00	0.0%
College Center - flat rate	139.00	139.00	0.00	0.0%
Auxiliary Construction	12.00	12.00	0.00	0.0%
Student Activity - flat rate	47.00	47.00	0.00	0.0%
USM Hagerstown Regional On-Site Graduate Tuition				
Out-of-State Tuition - Part-Time (per credit hour)	**596.00**	**608.00**	**12.00**	**2.0%**
Off Campus Initiative Activity Fee - flat rate	100.00	100.00	0.00	0.0%

Schedule of Tuition and Mandatory Fees
Fiscal Year 2027

		Recommended		
	FY 2026	FY 2027	$	%
DOCTORATE OF NURSE PRACTITIONERS PER CREDIT HOUR				
In-State Tuition	**781.00**	**797.00**	**16.00**	**2.0%**
Out-of-State Tuition	**1,201.00**	**1,225.00**	**24.00**	**2.0%**
Technology Fee - flat rate	84.00	84.00	0.00	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	77.00	77.00	0.00	0.0%
College Center - flat rate	139.00	139.00	0.00	0.0%
Auxiliary Construction	12.00	12.00	0.00	0.0%
Student Activity - flat rate	47.00	47.00	0.00	0.0%
UNIVERSITY OF BALTIMORE				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Undergraduate Tuition	**7,740.00**	**7,894.00**	**154.00**	**2.0%**
Out-of-State Undergraduate Tuition	**22,014.00**	**22,454.00**	**440.00**	**2.0%**
Technology Fee - flat rate	288.00	312.00	24.00	8.3%
Auxiliary Fees - flat rate (unless noted):				
Auxiliary Operations Fee	672.00	672.00	0.00	0.0%
Student Center Fee	864.00	864.00	0.00	0.0%
Student Services Fee	576.00	600.00	24.00	4.2%
Student Government Association*	60.00	80.00	20.00	33.3%
Total Fees:	**2,460.00**	**2,528.00**	**68.00**	**2.8%**
Total In-State Cost	**10,200.00**	**10,422.00**	**222.00**	**2.2%**
Total Out-of-State Cost	**24,474.00**	**24,982.00**	**508.00**	**2.1%**
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	**350.00**	**357.00**	**7.00**	**2.0%**
In-State Tuition - Web Instruction	**383.00**	**382.00**	**(1.00)**	**-0.3%**
Out-of-State Tuition	**1,117.00**	**1,139.00**	**22.00**	**2.0%**
Out-of-State Tuition - Web Instruction	**1,168.00**	**1,177.00**	**9.00**	**0.8%**
Technology Fee - per credit hour	12.00	13.00	1.00	8.3%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee	28.00	28.00	0.00	0.0%
Student Center Fee	36.00	36.00	0.00	0.0%
Student Services Fee	24.00	25.00	1.00	4.2%
Student Government Association - flat rate*	60.00	80.00	20.00	33.3%
High School Dual Enrollment	**175.00**	**178.50**	**3.50**	**2.0%**
Technology Fee - per credit hour	6.00	6.50	0.50	8.3%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee	14.00	14.00	0.00	0.0%
Student Center Fee	18.00	18.00	0.00	0.0%
Student Services Fee	12.00	12.50	0.50	4.2%
Student Government Association - flat rate*	30.00	40.00	10.00	33.3%
FULL-TIME LAW STUDENT (J.D.)				
In-State FT Law Tuition - J.D.	**33,944.00**	**34,622.00**	**678.00**	**2.0%**
Regional FT Law Tuition - J.D.**	**33,944.00**	**34,622.00**	**678.00**	**2.0%**
Out-of-State FT Law Tuition - J.D.	**50,624.00**	**51,636.00**	**1,012.00**	**2.0%**
Technology Fee - flat rate	288.00	312.00	24.00	8.3%
Auxiliary Fees - flat rate (unless noted):				
Auxiliary Operations Fee	672.00	672.00	0.00	0.0%
Student Center Fee	864.00	864.00	0.00	0.0%
Student Services Fee	576.00	600.00	24.00	4.2%
Student Bar Association*	74.00	74.00	0.00	0.0%
Total Fees:	**2,474.00**	**2,522.00**	**48.00**	**1.9%**
Total In-State FT Law - J.D.	**36,418.00**	**37,144.00**	**726.00**	**2.0%**
Regional FT Law Tuition - J.D.**	**36,418.00**	**37,144.00**	**726.00**	**2.0%**
Total Out-of-State FT Law - J.D.	**53,098.00**	**54,158.00**	**1,060.00**	**2.0%**
FULL-TIME LAW STUDENT (LL.M. - US)				
In-State FT Law Tuition - LL.M. - US	**22,512.00**	**N/A**	**N/A**	**N/A**
Out-of-State FT Law Tuition - LL.M. - US	**22,512.00**	**N/A**	**N/A**	**N/A**
Technology Fee - flat rate	288.00	N/A	N/A	N/A
Auxiliary Fees - flat rate (unless noted):				
Auxiliary Operations Fee	672.00	N/A	N/A	N/A
Student Center Fee	864.00	N/A	N/A	N/A
Student Services Fee	576.00	N/A	N/A	N/A
Student Bar Association*	74.00	N/A	N/A	N/A
Total Fees:	**2,474.00**	**N/A**	**N/A**	**N/A**
Total In-State FT Law - LL.M. - US	**24,986.00**	**N/A**	**N/A**	**N/A**
Total Out-of-State FT Law - LL.M. - US	**24,986.00**	**N/A**	**N/A**	**N/A**

Schedule of Tuition and Mandatory Fees
Fiscal Year 2027

		Recommended		
	FY 2026	FY 2027	$	%
PART-TIME LAW PER CREDIT HOUR				
J.D. In-State Tuition	**1,405.00**	**1,433.00**	**28.00**	**2.0%**
J.D. Regional Tuition**	**1,405.00**	**1,433.00**	**28.00**	**2.0%**
J.D. Out-of-State Tuition	**1,980.00**	**2,019.00**	**39.00**	**2.0%**
LL.M. US In-State Tuition	**758.00**	**773.00**	**15.00**	**2.0%**
LL.M. US Out-of-State Tuition	**758.00**	**773.00**	**15.00**	**2.0%**
LL.M. Tax In-State/Masters Tax In-State Tuition	**1,103.00**	**1,125.00**	**22.00**	**2.0%**
LL.M. Tax Out-of-State/Masters Tax Out-of-State Tuition	**1,103.00**	**1,125.00**	**22.00**	**2.0%**
Technology Fee - per credit hour	12.00	13.00	1.00	8.3%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee	28.00	28.00	0.00	0.0%
Student Center Fee	36.00	36.00	0.00	0.0%
Student Services Fee	24.00	25.00	1.00	4.2%
Student Bar Association - flat rate *	74.00	74.00	0.00	0.0%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	**936.00**	**955.00**	**19.00**	**2.0%**
Regional Tuition***	**936.00**	**955.00**	**19.00**	**2.0%**
Out-of-State Tuition - Fully on-line programs	**936.00**	**955.00**	**19.00**	**2.0%**
Out-of-State Tuition - Other than fully on-line programs	**1,308.00**	**1,334.00**	**26.00**	**2.0%**
Technology Fee - per credit hour	12.00	13.00	1.00	8.3%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee	28.00	28.00	0.00	0.0%
Student Center Fee	36.00	36.00	0.00	0.0%
Student Services Fee	24.00	25.00	1.00	4.2%
Student Government Association - flat rate*	60.00	80.00	20.00	33.3%
PART-TIME GRADUATE PER CREDIT HOUR				
Business - other than MBA and MS in Taxation:				
In-State Tuition	**893.00**	**911.00**	**18.00**	**2.0%**
Regional Tuition**	**893.00**	**911.00**	**18.00**	**2.0%**
Out-of-State Tuition - Fully on-line programs	**893.00**	**911.00**	**18.00**	**2.0%**
Out-of-State Tuition - Other than fully on-line programs	**1,233.00**	**1,258.00**	**25.00**	**2.0%**
Internation Cohort Program ****	**N/A**	**980.00**	**N/A**	**N/A**
Technology Fee - per credit hour	12.00	13.00	1.00	8.3%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee	28.00	28.00	0.00	0.0%
Student Center Fee	36.00	36.00	0.00	0.0%
Student Services Fee	24.00	25.00	1.00	4.2%
Student Government Association - flat rate*	60.00	80.00	20.00	33.3%
PART-TIME GRADUATE PER CREDIT HOUR - Arts & Sciences				
In-State Tuition	**836.00**	**853.00**	**17.00**	**2.0%**
Regional Tuition**	**836.00**	**853.00**	**17.00**	**2.0%**
Out-of-State Tuition - Fully on-line programs	**836.00**	**853.00**	**17.00**	**2.0%**
Out-of-State Tuition - Other than fully on-line programs	**1,227.00**	**1,252.00**	**25.00**	**2.0%**
Technology Fee - per credit hour	12.00	13.00	1.00	8.3%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee	28.00	28.00	0.00	0.0%
Student Center Fee	36.00	36.00	0.00	0.0%
Student Services Fee	24.00	25.00	1.00	4.2%
Student Government Association - flat rate*	60.00	80.00	20.00	33.3%
PART-TIME GRADUATE PER CREDIT HOUR - Public Affairs				
In-State Tuition	**848.00**	**865.00**	**17.00**	**2.0%**
Regional Tuition**	**848.00**	**865.00**	**17.00**	**2.0%**
Out-of-State Tuition - Fully on-line programs	**848.00**	**865.00**	**17.00**	**2.0%**
Out-of-State Tuition - Other than fully on-line programs	**1,229.00**	**1,254.00**	**25.00**	**2.0%**
Technology Fee - per credit hour	12.00	13.00	1.00	8.3%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee	28.00	28.00	0.00	0.0%
Student Center Fee	36.00	36.00	0.00	0.0%
Student Services Fee	24.00	25.00	1.00	4.2%
Student Government Association - flat rate*	60.00	80.00	20.00	33.3%
DOCTORAL PER CREDIT HOUR (800+ level only)				
In-State Tuition (Arts & Sciences)	**1,061.00**	**1,082.00**	**21.00**	**2.0%**
Regional Tuition (Arts & Sciences) **	**1,061.00**	**1,082.00**	**21.00**	**2.0%**
Out-of-State Tuition (Arts & Sciences)	**1,800.00**	**1,836.00**	**36.00**	**2.0%**
Technology Fee - per credit hour	12.00	13.00	1.00	8.3%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee	28.00	28.00	0.00	0.0%
Student Center Fee	36.00	36.00	0.00	0.0%
Student Services Fee	24.00	25.00	1.00	4.2%
Student Government Association - flat rate*	60.00	80.00	20.00	33.3%

Schedule of Tuition and Mandatory Fees
Fiscal Year 2027

		Recommended		
	FY 2026	FY 2027	$	%
DOCTORAL PER CREDIT HOUR (800+ level only)				
In-State Tuition (Public Affairs)	**1,092.00**	**1,114.00**	**22.00**	**2.0%**
Regional Tuition (Public Affairs) **	**1,092.00**	**1,114.00**	**22.00**	**2.0%**
Out-of-State Tuition (Public Affairs)	**1,800.00**	**1,836.00**	**36.00**	**2.0%**
Technology Fee - per credit hour	12.00	13.00	1.00	8.3%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee	28.00	28.00	0.00	0.0%
Student Center Fee	36.00	36.00	0.00	0.0%
Student Services Fee	24.00	25.00	1.00	4.2%
Student Government Association - flat rate*	60.00	80.00	20.00	33.3%

*Full year rate is shown. Half of the amount will be charged per semester.
**Includes residents of the District of Columbia, Northern Virginia (counties of Arlington, Clarke, Culpeper, Fairfax, Fauquier, Loudon, Prince William, Rappahannock, Spotsylvania, Stafford, and Warren and cities of Alexandria, Fairfax, Falls Church, Fredericksburg, Manassas and Manassas Park, Southern Pennsylvania (counties of Adams, Chester, Lancaster, and York), and Delaware (all counties).
***MBA at the Hagerstown Regional Center will include the following counties for regional tuition rates:
West Virginia: Morgan, Berkeley, and Jefferson; Pennsylvania: Adams, Franklin, and Fulton;
**** New Rate for Internation MS in Business Programs for International Cohorts

SALISBURY UNIVERSITY

FULL-TIME UNDERGRADUATE STUDENT				
In-State Undergraduate Tuition	**8,016.00**	**8,176.00**	**160.00**	**2.0%**
Out-of-State Undergraduate Tuition	**19,520.00**	**20,300.00**	**780.00**	**4.0%**
Out-of-State Regional Tuition On-Site Hagerstown	**13,520.00**	**14,060.00**	**540.00**	**4.0%**
Technology Fee - flat rate	510.00	510.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Athletic	900.00	900.00	0.00	0.0%
Facilities Fee	1,020.00	1,020.00	0.00	0.0%
Student Life Fee	550.00	550.00	0.00	0.0%
Student Health & Wellness Fee	150.00	150.00	0.00	0.0%
Student Activity Fee	136.00	136.00	0.00	0.0%
Sustainability Fee	24.00	24.00	0.00	0.0%
Total Fees:	**3,290.00**	**3,290.00**	**0.00**	**0.0%**
Total In-State Cost	**11,306.00**	**11,466.00**	**160.00**	**1.4%**
Total Out-of-State Cost	**22,810.00**	**23,590.00**	**780.00**	**3.4%**
Total Out-of-State Regional Cost On-Site Hagerstown	**16,810.00**	**17,350.00**	**540.00**	**3.2%**

Adjusted components of mandatory fees based on revenue and expense analysis.

PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	**327.00**	**333.00**	**6.00**	**1.8%**
Out-of-State Tuition	**805.00**	**837.00**	**32.00**	**4.0%**
Out-of-State Regional Tuition On-Site Hagerstown	**555.00**	**577.00**	**22.00**	**4.0%**
Technology Fee - per credit hour	23.00	23.00	0.00	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	30.00	30.00	0.00	0.0%
Facilities Fee	40.00	40.00	0.00	0.0%
Student Life Fee	23.00	23.00	0.00	0.0%
Student Health & Wellness Fee	6.00	6.00	0.00	0.0%
Student Activity Fee	6.00	6.00	0.00	0.0%
Sustainability Fee	1.00	1.00	0.00	0.0%

Adjusted components of mandatory fees based on revenue and expense analysis.

PART-TIME GRADUATE (excluding DNP, EdD, GIS, Online MBA, Online MSW, MSN) PER CREDIT HOUR				
In-State Tuition	**445.00**	**453.00**	**8.00**	**1.8%**
Out-of-State Tuition	**805.00**	**837.00**	**32.00**	**4.0%**
Out-of-State Regional Tuition On-Site Hagerstown	**535.00**	**549.00**	**14.00**	**2.6%**
Technology Fee - per credit hour	24.00	24.00	0.00	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	28.00	28.00	0.00	0.0%
Facilities Fee	40.00	40.00	0.00	0.0%
Student Life Fee	20.00	20.00	0.00	0.0%
Student Health & Wellness Fee	6.00	6.00	0.00	0.0%
Student Activity Fee	10.00	10.00	0.00	0.0%
Sustainability Fee	1.00	1.00	0.00	0.0%

Adjusted components of mandatory fees based on revenue and expense analysis.

EdD PER CREDIT HOUR *				
In-State Tuition	**595.00**	**607.00**	**12.00**	**2.0%**
Out-of-State Tuition	**1,035.00**	**1,076.00**	**41.00**	**4.0%**
Technology Fee - per credit hour	24.00	24.00	0.00	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	28.00	28.00	0.00	0.0%
Facilities Fee	40.00	40.00	0.00	0.0%
Student Life Fee	20.00	20.00	0.00	0.0%
Student Health & Wellness Fee	6.00	6.00	0.00	0.0%
Student Activity Fee	10.00	10.00	0.00	0.0%
Sustainability Fee	1.00	1.00	0.00	0.0%
Total Fees:	129.00	129.00	0.00	0.0%
Total In-State Cost	724.00	736.00	12.00	1.7%
Total Out-of-State Cost	1,164.00	1,205.00	41.00	3.5%

**** Salisbury University was approved for a modality change to move this program to fully online. Students who were matriculated into the program before the change will continue to be charged as noted above (separate in-state and out-of-state rates). Students who matriculate into the program as of fall 2023 will be charged the online fee listed below.***

Schedule of Tuition and Mandatory Fees
Fiscal Year 2027

		Recommended		
	FY 2026	FY 2027	$	%
ON-LINE GRADUATE PROGRAMS PER CREDIT HOUR				
GIS	**719.00**	**743.00**	**24.00**	**3.3%**
MBA	**820.00**	**848.00**	**28.00**	**3.4%**
MSW	**820.00**	**848.00**	**28.00**	**3.4%**
DNP	**837.00**	**865.00**	**28.00**	**3.3%**
MSN	**572.00**	**590.00**	**18.00**	**3.1%**
EdD (for new students as of Fall 2023)	**805.00**	**832.00**	**27.00**	**3.4%**
UNIVERSITY OF MARYLAND GLOBAL CAMPUS				
UNDERGRADUATE PER CREDIT HOUR CHARGES				
In-State Tuition	**330.00**	**337.00**	**7.00**	**2.1%**
Out-of-State Tuition	**499.00**	**499.00**	**0.00**	**0.0%**
Out-of-State Regional Tuition On-Site Hagerstown	**418.00**	**418.00**	**0.00**	**0.0%**
Technology Fee - per credit hour	15.00	15.00	0.00	0.0%
UNDERGRADUATE MILITARY PER CREDIT HOUR	**250.00**	**250.00**	**0.00**	**0.0%**
GRADUATE PER CREDIT HOUR CHARGES				
In-State Tuition	**544.00**	**555.00**	**11.00**	**2.0%**
Out-of-State Tuition	**659.00**	**659.00**	**0.00**	**0.0%**
Technology Fee - per credit hour	15.00	15.00	0.00	0.0%
MBA	**694.00**	**694.00**	**0.00**	**0.0%**
M.S. CYBERSECURITY	**694.00**	**694.00**	**0.00**	**0.0%**
M.S. CYBERSECURITY POLICY	**694.00**	**694.00**	**0.00**	**0.0%**
M.S. DATA ANALYTICS	**694.00**	**694.00**	**0.00**	**0.0%**
DOCTOR OF MANAGEMENT (DM)	**1,087.00**	**1,087.00**	**0.00**	**0.0%**
UNIVERSITY OF MARYLAND, BALTIMORE COUNTY				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Undergraduate Tuition	**9,706.00**	**9,997.00**	**291.00**	**3.0%**
Out-of-State Undergraduate Tuition	**28,762.00**	**30,200.00**	**1,438.00**	**5.0%**
Technology Fee - flat rate	375.00	383.00	8.00	2.1%
Auxiliary Fees - flat rate (unless noted):				
Athletic & Recreation	1,465.00	1,524.00	59.00	4.0%
Parking & Transportation	530.00	545.00	15.00	2.8%
Auxiliary Facilities	655.00	655.00	0.00	0.0%
Campus Engagement	840.00	882.00	42.00	5.0%
Student Activities	108.00	115.00	7.00	6.5%
Total Fees:	**3,973.00**	**4,104.00**	**131.00**	**3.3%**
Total In-State Cost	**13,679.00**	**14,101.00**	**422.00**	**3.1%**
Total Out-of-State Cost	**32,735.00**	**34,304.00**	**1,569.00**	**4.8%**
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	**401.00**	**413.00**	**12.00**	**3.0%**
Out-of-State Tuition	**1,193.00**	**1,253.00**	**60.00**	**5.0%**
Technology Fee - per credit hour	20.00	20.00	0.00	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic & Recreation	61.00	63.00	2.00	3.3%
Parking & Transportation	29.00	30.00	1.00	3.4%
Auxiliary Facilities	28.00	28.00	0.00	0.0%
Campus Engagement	43.00	46.00	3.00	7.0%
Student Activity	7.00	8.00	1.00	14.3%
Total Fees:	**188.00**	**195.00**	**7.00**	**3.7%**
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	**779.00**	**818.00**	**39.00**	**5.0%**
Out-of-State Tuition	**1,338.00**	**1,405.00**	**67.00**	**5.0%**
Technology Fee - per credit hour	19.00	19.00	0.00	0.0%
Athletic & Recreation	39.00	41.00	2.00	5.1%
Graduate Program	22.00	22.00	0.00	0.0%
Parking & Transportation	29.00	30.00	1.00	3.4%
Auxiliary Facilities	28.00	28.00	0.00	0.0%
Campus Engagement	46.00	50.00	4.00	8.7%
Total Fees:	**183.00**	**190.00**	**7.00**	**3.8%**
INFO SYSTEMS ON-LINE PROGRAM TUITION/ PER CREDIT	**934.00**	**962.00**	**28.00**	**3.0%**
MANAGEMENT OF AGING SERVICES GRADUATE PROGRAM				
In-State Tuition	**779.00**	**818.00**	**39.00**	**5.0%**
Out-of-State Tuition	**1,338.00**	**1,405.00**	**67.00**	**5.0%**

Schedule of Tuition and Mandatory Fees
Fiscal Year 2027

		Recommended		
	FY 2026	FY 2027	$	%
THE UNIVERSITIES AT SHADY GROVE				
MANDATORY AUXILIARY FEE (Undergraduate Students)				
Full-Time Student - flat rate	771.00	796.00	25.00	3.2%
Part-Time Student - per credit hour	31.50	32.50	1.00	3.2%
MANDATORY AUXILIARY FEE (Graduate Students)				
Full-Time Student - flat rate	434.00	448.00	14.00	3.2%
Part-Time Student - per credit hour	23.25	24.00	0.75	3.2%
MANDATORY FACILITIES FEE (All students)				
Full-Time Student - flat rate	46.50	48.00	1.50	3.2%
Part-Time Student - flat rate	23.25	24.00	0.75	3.2%

University System of Maryland
Student Involvement Summary
FY 2027 Tuition & Fee Schedule

The completion and submission of this form is required for BOR consideration of USM institutional Tuition and Fees.

1.) Institution Name:	UNIVERSITY OF MARYLAND, BALTIMORE
2.) Name and title of the person completing this form:	Meghan Bruce Bojo, Executive Director, Academic Administration
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	Student Fee Advisory Board (SFAB)| Staff: Meghan Bruce Bojo and Raymond Dudeck
Meeting #1:	10/21/25
Meeting #2:	
Meeting #3:	
4.) List each Mandatory Fee discussed. Provide a concise description of each:	
Mandatory Fee Name/Description:	Student Government Association Fee supports the University Student Government Association (USGA) and its associated operations and programming.
Mandatory Fee Name/Description:	Shuttle fee supports the operation of the UM Shuttle.
Mandatory Fee Name/Description:	Campus Center Infrastructure Fee supports URecFit + Wellness, Event Services, Campus Life Business Services, One Card, and the debt service (bond) for the building.
Mandatory Fee Name/Description:	Student Services Fee covers student programming and support services for students- the writing center, student development and leadership, disability services, and international student support.
Mandatory Fee Name/Description:	Student Technology Fee provides technology support centrally and to each school.
Mandatory Fee Name/Description:	Tuition Late Fee is changed when tuition is paid late, at a rate of 5% of the tuition with a maximum. The Tuition Late Fee is waived if financial aid distribution is late.
5.) Briefly summarize the content that was discussed during the session(s):	The committee reviewed the fees and were made aware that no increases were requested. It was noted that Parking Fees changed in January 2024 and the committee reviewed those changes. The need was due to losing a parking option. The committee discussed the writing of the letter UMB's President. It was also noted that UMB no longer offers University housing and those rates were sunset.
6.) Briefly summarize the comments/feedback received during the session(s):	No concerns
7.) If applicable, provide a list of non-mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any non-mandatory student fee during the determination process.	Each of the schools met with a student committee to review student specific fees. School of Graduate Studies: October 20, 2025. School of Dentistry: November 14, 2025. Carey School of Law: November 11, 2025. School of Medicine: December 3, 2025. School of Nursing: November 5, 2025. School of Pharmacy: November 3, 2025. School of Social Work: January 26, 2026.

University System of Maryland
Student Involvement Summary
FY 2027 Tuition & Fee Schedule

The completion and submission of this form is required for BOR consideration of USM institutional Tuition and Fees.

1.) Institution Name:	UNIVERSITY OF MARYLAND, COLLEGE PARK
2.) Name and title of the person completing this form:	Danny Catalano Director of Budget and Planning
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	The President oversees mandatory student fees, with guidance from the President's Cabinet. The Committee for the Review of Student Fees (CRSF) advises the Cabinet and ensures meaningful student participation, promoting transparency and informed decision-making. All mandatory fees follow a structured process: each unit convenes an advisory committee of students and stakeholders to review and vote on proposed fees, after which the CRSF reviews the proposals and makes recommendations to the Cabinet. The Cabinet then advises the President, who recommends the fee schedule to the USM Board of Regents for approval.
Meeting #1:	10/27/2025 - SGA, GSG, RHA, University Budget Office Staff
Meeting #2:	02/02/2026 - SGA, GSG, RHA, Fee-Setting Units, University Budget Office Staff
Meeting #3:	02/24/2026 (scheduled)- SGA, GSG, RHA, President's Cabinet
4.) List each Mandatory Fee discussed. Provide a concise description of each:	Student Activities Fee These fees support student governance and also provide programs and resources for all graduate and undergraduate students including access to legal aid services, funding for recognized student organizations and their programs, activities and programs hosted by organizations like Student Entertainment Events (SEE), and advocacy for students in institutional decision making
Mandatory Fee Name/Description:	Recreation Services Fee The Recreation Services fee supports the in-person and virtual offerings provided by University Recreation & Wellness (RecWell). When on campus, students have access to over 400,000 square feet of indoor recreation spaces, including group fitness studios, an indoor pool, weight rooms, cardio equipment, sport courts and more. Additionally, RecWell manages over 200 acres of outdoor space to meet the recreational needs of all students. When not on campus, students have access to countless virtual group fitness classes, esport and trivia intramural leagues, and an array of adventure offerings like virtual escape rooms and scavenger hunts. Being physically active is a crucial component of success in and out of the classroom, and RecWell is dedicated to creating a culture of wellness where all members of the university community thrive.
Mandatory Fee Name/Description:	Shuttle Bus Fee The Transportation Services (DOTS) fee supports Shuttle-UM, an essential mobility option for students that also facilitates campus sustainability priorities. Shuttle-UM is a 24/7 operation that provides transit service on and around campus to more than 2.6 million riders a year. In addition to 22 fixed bus routes, Shuttle-UM offers interstate bus service for students during university breaks, paratransit services for individuals with temporary or permanent disabilities, and the overnight, safety-focused "NITE Ride" service. It is a critical transportation solution for students without vehicles. Shuttle-UM routes also reduce the number of automobiles on campus, minimizing vehicular congestion and furthering the University's Climate Action Plan. The mandatory fee also supports Shuttle-UM vehicle and transportation facilities maintenance .
Mandatory Fee Name/Description:	

University System of Maryland
Student Involvement Summary
FY 2027 Tuition & Fee Schedule

The completion and submission of this form is required for BOR consideration of USM institutional Tuition and Fees.

1.) Institution Name:	UNIVERSITY OF MARYLAND, COLLEGE PARK
5.) Briefly summarize the content that was discussed during the session(s):	Each self- support unit explained their current fee structure, provided a review of forecasted headcount and expenses for the upcoming fee year, and the calculations that determine the per student fee amount.
6.) Briefly summarize the comments/feedback received during the session(s):	The CRSF unanimously supported the proposed fee increase for the Undergraduate Student Activities Fee, Graduate Student Activities Fee and Recreation Fee. The CRSF supported the proposed Shuttle Bus Fee increase with a vote of 9 yes and 1 no. The following fees are not proposed to increase: Athletics Fee, Student Counseling Center Fee, Student Sustainability Fee and Student Union Fee.
7.) If applicable, provide a list of <u>non</u>-mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any non-mandatory student fee during the determination process.	

University System of Maryland
Student Involvement Summary
FY 2027 Tuition & Fee Schedule

The completion and submission of this form is required for BOR consideration of USM institutional Tuition and Fees.

1.) Institution Name:	BOWIE STATE UNIVERSITY
2.) Name and title of the person completing this form:	Angela Morton-Assistant Director of Budget
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	T&F were presented to the Cabinet on 11/19/2025
Meeting #1:	SGA & GSA 12/2/2025
Meeting #2:	Staff Council 12/3/2025
Meeting #3:	Faculty Senate 12/11/2025; University Council/President Breaux 2/9/2026
4.) List each Mandatory Fee discussed. Provide a concise description of each:	Athletic fee supports expenses to manage 13 intercollegiate programs in the CIAA division.
Mandatory Fee Name/Description:	Technology Fee used for upgrades in technology needed in the dormitories and classrooms
Mandatory Fee Name/Description:	Intramural and Recreation fee is for student demand in wellness programs, fitness activities and new programs
Mandatory Fee Name/Description:	Health Service Fee helps supports initiatives to improve the overall wellness of the students.
Mandatory Fee Name/Description:	University Construction fee is used for enhancements that will improve the overall quality and safety on the campus.
Mandatory Fee Name/Description:	Student Union Operating fee add additional upgrades and services in the Student Center for the student.
Mandatory Fee Name/Description:	Student Activity fee (SGA & GSA) fee is used for undergraduate and graduate activities such as campus clubs, homecoming.
Mandatory Fee Name/Description:	Sustainability Fee broadens sustainability efforts around the campus.
Mandatory Fee Name/Description:	Bowie Card Fee supports the cost of Id cards. We are currently changing to a new system which handles proximity cards which allows contactless transactions and door access around campus.
5.) Briefly summarize the content that was discussed during the session(s):	During the meetings with the members of the Shared Governance, the Vice-Presidents and/or Designees were present to discuss the Proposed FY 2027 Tuition & Mandatory Fees and Self-Supporting Fees. The Budget Office presented each fee. The Vice-President would explain the justification for the proposed fee increase. The students were given the opportunity to ask questions and comment on the fee. The Shared Governance was given a copy of the FY 2027 Proposed Tuition and Mandatory Fees and Self-Supporting Fees prior to the meeting. Hard copies were available at the meeting.
6.) Briefly summarize the comments/feedback received during the session(s):	The Vice-Presidents, when speaking, were detailed in their justification for their proposed fee. GSA asked for the timeline for completing the computer upgrades. GSA was told for Fall 2026. Dean Jennings explained how the Wellness Center provides 8 services. The Wellness Center works with the Counseling Center for Mental Health. SGA asked about the Construction Fee. It was explained that the construction fee covers deferred maintenance, boiler upgrades, and the purchase of generators. The Student Activity Fee increase is proposed due to rising event security costs. The Graduate Student Activity Fee increase is proposed for Student Research and conference attendance. The Shared Governance approved the fees.

University System of Maryland
Student Involvement Summary
FY 2027 Tuition & Fee Schedule

The completion and submission of this form is required for BOR consideration of USM institutional Tuition and Fees.

1.) Institution Name:	BOWIE STATE UNIVERSITY
7.) If applicable, provide a list of non-mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any non-mandatory student fee during the determination process.	N/A

University System of Maryland
Student Involvement Summary
FY 2027 Tuition & Fee Schedule

The completion and submission of this form is required for BOR consideration of USM institutional Tuition and Fees.

1.) Institution Name:	TOWSON UNIVERSITY
2.) Name and title of the person completing this form:	Donna Auvil, University Budget Director
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	
Meeting #1:	February 17, 2025 - All Student Fee Forum, hosted by Student Affairs
Meeting #2:	
Meeting #3:	
4.) List each Mandatory Fee discussed. Provide a concise description of each:	
Mandatory Fee Name/Description:	Auxiliary Service Fee - supports a variety of student services & operational functions provided by the University to the students. Examples of services include: Campus Recreation, Student Activities, Transportation, University Union, Civic Engagement & Social Responsibility.
Mandatory Fee Name/Description:	Athletics Fee - assists with operating budget for Athletics program.
Mandatory Fee Name/Description:	Technology Fee - provides software, classroom hardware, classroom technology, etc.
Mandatory Fee Name/Description:	Wellness Fee - supports the Student Health & Wellness program; clinical support, 24/7 access to crisis support, sexual assault advocacy, counseling, health promotion & prevention education and more.
Mandatory Fee Name/Description:	Student Government (SGA) and Graduate Student (GSA) fees - provides operating budgets for various student activities and student publications administered by the SGA & GSA as well as provides professional development for students.
Mandatory Fee Name/Description:	
5.) Briefly summarize the content that was discussed during the session(s):	A brief summary of the overall University budget was provided, explaining the various forms of revenue. Each mandatory fee was presented by the fee owner who explained what the fee covered and how it benefited the student. Tuition rates were reviewed.
6.) Briefly summarize the comments/feedback received during the session(s):	A few questions of clarification of services were asked during the session. Positive feedback was received for those fees that were not increasing as well as for the explanation of those that were going to increase.
7.) If applicable, provide a list of non-mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any non-mandatory student fee during the determination process.	Room, Board & Parking rates

University System of Maryland
Student Involvement Summary
FY 2027 Tuition & Fee Schedule

The completion and submission of this form is required for BOR consideration of USM institutional Tuition and Fees.

1.) Institution Name:	UNIVERSITY OF MARYLAND EASTERN SHORE
2.) Name and title of the person completing this form:	Beatrice Wright, Acting Associate Vice President & Budget Director
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	SGA - Hosts - Wade Henley, Beatrice Wright, Bonita Byrd, D. Jamar Simmons, Reginald Garcon
Meeting #1:	2/26/26
Meeting #2:	
Meeting #3:	
4.) List each Mandatory Fee discussed. Provide a concise description of each:	Technology Fee - used to enhance technology infrastructure
Mandatory Fee Name/Description:	Athletic Fee - entitles students to athletic contests and use of the athletic facilities
Mandatory Fee Name/Description:	Student Union Fee - operation of the Student Center
Mandatory Fee Name/Description:	Recreational Facilities Fee - support recreational services to include construction
Mandatory Fee Name/Description:	Student Health Services Fee - enhance Student Health Center and support student mental health counseling
Mandatory Fee Name/Description:	Student Activities Fee - entitles the students to activities and supports the Student Government Association
Mandatory Fee Name/Description:	Sustainability Fee - support the sustainable activities on campus such as composting and recycling
5.) Briefly summarize the content that was discussed during the session(s):	Each fee was discussed. Justification was provided for the increases in fees to keep up with the additional cost of operating the university.
6.) Briefly summarize the comments/feedback received during the session(s):	The students had quite a bit of discussion regarding the increase in fees and unanimously voted to accept the proposed increases while adding an additional increase to the Sustainability Fee.
7.) If applicable, provide a list of <u>non</u>-mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any non-mandatory student fee during the determination process.	

University System of Maryland
Student Involvement Summary
FY 2027 Tuition & Fee Schedule

The completion and submission of this form is required for BOR consideration of USM institutional Tuition and Fees.

1.) Institution Name:	FROSTBURG STATE UNIVERSITY
2.) Name and title of the person completing this form:	Denise Schurg - Associate VP Budget & Finance
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	Bobcat Fee Advisory Committee: Student Government Association (President, Vice President, DEI Chair & Student Life Chair), Residence Hall Association, President's Leadership Circle, Graduate Student Representative, (3) Independent Student Representatives, Student Athletic Advisory Committee, Lane University Center Representative, Fraternity Sorority Life Representative & University Programming Council
Meeting #1:	September 9, 2025 Bobcat Fee Advisory Committee - VP Admin. & Finance, VP Student Affairs, Provost & Other FSU Leadership
Meeting #2:	
Meeting #3:	
4.) List each Mandatory Fee discussed. Provide a concise description of each:	
Mandatory Fee Name/Description:	**Tuition Rates- all tuition rates were discussed - in-state, out-of-state & regional and at the undergraduate and graduate level**
Mandatory Fee Name/Description:	**Activity Fee**
Mandatory Fee Name/Description:	**Athletic Fee**
Mandatory Fee Name/Description:	**Auxiliary Fee**
Mandatory Fee Name/Description:	**Lane University Center Operating Fee**
Mandatory Fee Name/Description:	**Transportation Fee**
Mandatory Fee Name/Description:	**Technology Fee**
5.) Briefly summarize the content that was discussed during the session(s):	Each fee was discussed as to what the fee provides and the logic for the fee increase.
6.) Briefly summarize the comments/feedback received during the session(s):	Most of the students understood the need for tuition increases. The majority of the fee increases were understandable. There were a few comments inquiring why all students had to pay the athletic fee when they don't participate or utilize those resources. One comment asked to reevaluate the bus service as they feel it's not utilized enough. More than one student supported a higher increase of the LUC Fee. (all comments are available)
7.) If applicable, provide a list of non-mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any non-mandatory student fee during the determination process.	FSU's timeframe for non-mandatory course, lab and program fee to be submitted will occur in March 2027. The course, lab, and program fees occur every other year per FSU internal policy.

University System of Maryland
Student Involvement Summary
FY 2027 Tuition & Fee Schedule

The completion and submission of this form is required for BOR consideration of USM institutional Tuition and Fees.

1.) Institution Name:	COPPIN STATE UNIVERSITY
2.) Name and title of the person completing this form:	Stephen R. Danik - Vice President for Administration and Finance
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	
Meeting #1:	Feb. 6, 2026, SGA Leadership, Dean Dorothy Parrish-Harris, Stephen Danik - VPAF
Meeting #2:	
Meeting #3:	
4.) List each Mandatory Fee discussed. Provide a concise description of each:	
Mandatory Fee Name/Description:	Athletic: Supports the university's intercollegiate athletics program and athletic facilities.
Mandatory Fee Name/Description:	College Center Supports the operation, maintenance, and improvements of the campus College Center/student union facilities.
Mandatory Fee Name/Description:	Auxiliary Construction: Helps finance construction, renovation, and debt service for auxiliary campus facilities.
Mandatory Fee Name/Description:	Student Activity Funds student programming and campus engagement activities.
Mandatory Fee Name/Description:	
Mandatory Fee Name/Description:	
5.) Briefly summarize the content that was discussed during the session(s):	CSU explained the rationale behind a 2% increases in in-state and out of state tuition at both the undergraduate and graduate levels.
6.) Briefly summarize the comments/feedback received during the session(s):	The SGA did not provide any feedback or garner any questions during the presentation of mandatory fees.
7.) If applicable, provide a list of <u>non</u>-mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any non-mandatory student fee during the determination process.	

University System of Maryland
Student Involvement Summary
FY 2027 Tuition & Fee Schedule

The completion and submission of this form is required for BOR consideration of USM institutional Tuition and Fees.

1.) Institution Name:	UNIVERSITY OF BALTIMORE
2.) Name and title of the person completing this form:	Mary Beth Waak - Director, University Budget and Financial Analysis
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	The Student Advisory Committee is hosted by the AVP of Administration and Finance. Members include faculty, staff, and members of the Student Government Association and the Student Bar Association.
Meeting #1:	9/19/25
Meeting #2:	10/31/25
Meeting #3:	11/20/25
4.) List each Mandatory Fee discussed. Provide a concise description of each:	$1 increase per credit hour increase to the Technology Fee. Supports technology-related initiatives connected to academic instruction and information services. Specifically, it funds instructional and informational technology projects that benefit the academic activities of students and faculty.
Mandatory Fee Name/Description:	$1 per credit hour increase to the Student Services Fee. The Student Services Fee funds a variety of co-curricular services, events, and programs offered mainly through the university's Student Affairs offices.
Mandatory Fee Name/Description:	$10 per semester increase to the Student Government Fee The Student Government Association Fee supports the operations and activities of the university's student government and student organizations.
5.) Briefly summarize the content that was discussed during the session(s):	The 2% tuition increase, Mandatory fee increases, and non-mandatory fee increases. We are also proposing reductions to Web Tuition increment for on line classes.
6.) Briefly summarize the comments/feedback received during the session(s):	Each unit proposing an increase presented their supporting documentation. Pertinent questions were asked and addressed. After discussion, the group agreed to submit the proposal to the President of the University.
7.) If applicable, provide a list of <u>non</u>-mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any non-mandatory student fee during the determination process.	College of Arts and Sciences CPSY 623 Career Counseling - Increase fee to $50 School of Law The University of Baltimore School of Law will be entering into an institutional partnership with a national bar vendor to help improve bar passage and improve bar review course affordability. A new Bar Success Fee will be implemented for AY 2026-2027 for all J.D. students. J.D. students will pay a per semester fee of $275/$206.25 (full time/part time, respectively) for bar success curricular materials during law school. The fees paid will also be applied to reduce the price of an already reduced-price bar review course after graduation. Under the new institutional partnership, no student will pay more than $1650 for bar success curricular materials during law school and a bar review course after graduation.

University System of Maryland
Student Involvement Summary
FY 2027 Tuition & Fee Schedule

The completion and submission of this form is required for BOR consideration of USM institutional Tuition and Fees.

1.) Institution Name:	SALISBURY UNIVERSITY
2.) Name and title of the person completing this form:	Budget Officer: Elizabeth B Zimmerman
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	
Meeting #1:	Graduate Student Council (GSC) 2/20/26
Meeting #2:	Student Gov Association (SGA) 2/26/26 shared presentation of FY27 rates electronically--in-person meeting was canceled due to snow closure.
Meeting #3:	Student Forum 3/1/26--will present proposed FY27 rates to Forum which includes SGA and leaders from other student groups
4.) List each Mandatory Fee discussed. Provide a concise description of each:	
Mandatory Fee Name/Description:	•Athletics Fee: The Athletics Fee supports 19 intercollegiate athletics teams competing at the NCAA Division III level in the Coast to Coast Conference (18 sports) and New Jersey Athletic Conference (Football).
Mandatory Fee Name/Description:	•Facilities Fee: This fee each semester supports the maintenance, renovation, construction, and debt service of university facilities.
Mandatory Fee Name/Description:	•Student Activities Fee: Each semester this fee supports student government, registered student organizations, the student newspaper/radio station, Safe Ride, and various cultural events.
Mandatory Fee Name/Description:	•Student Life: This fee each semester supports the operations at the Guerrieri Student Union, the intramural sports and E-sports leagues and competitions for various skill levels and the recreational facility operations at Maggs Physical Activities Center and University Fitness Center.
Mandatory Fee Name/Description:	•Sustainability Fee: The Sustainability fee each semester funds various environmental sustainability projects of students. Projects are approved by a committee comprised of students, faculty and staff.
Mandatory Fee Name/Description:	•Technology Fee: The Technology fee each semester supports distance education delivery, classroom technology, mobile technology, computer labs, and student printing.
Mandatory Fee Name/Description:	•Student Health and Wellness Fee: Eliminating the patient visit fee to support student health more broadly. Supports physical health spaces, well being events and increasing mental health needs.
5.) Briefly summarize the content that was discussed during the session(s):	The FY27 Tuition and fee schedule will be shared in person at the Student Forum on 3/1/26. The presentation includes a brief summary of how SU develops the proposed rates and provides a detailed breakdown of our mandatory fee components.
6.) Briefly summarize the comments/feedback received during the session(s):	The students did not have any specific questions about the proposed rates that were shared. They did voice general concerns about the impact on students when any costs are raised. There was also general discussion about operational costs of the university and how/where the additional revenues from increased fees would be utilized.
7.) If applicable, provide a list of non-mandatory fees that	

University System of Maryland
Student Involvement Summary
FY 2027 Tuition & Fee Schedule

The completion and submission of this form is required for BOR consideration of USM institutional Tuition and Fees.

1.) Institution Name:	UNIVERSITY OF MARYLAND GLOBAL CAMPUS
2.) Name and title of the person completing this form:	Fabiola Desire Senior Director, Budget Operations
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	Student Advisory Committee (STAC)
Meeting #1:	2/12/2026, Student Advisory Committee (STAC)
Meeting #2:	
Meeting #3:	
4.) List each Mandatory Fee discussed. Provide a concise description of each:	
Mandatory Fee Name/Description:	
Mandatory Fee Name/Description:	
Mandatory Fee Name/Description:	
Mandatory Fee Name/Description:	
Mandatory Fee Name/Description:	
Mandatory Fee Name/Description:	
5.) Briefly summarize the content that was discussed during the session(s):	Tuition Rates and Technology Fee: Utilized for improvements to the institutional IT infrastructure and help support technological advancements and tools to enhance the student experience.
6.) Briefly summarize the comments/feedback received during the session(s):	The committee was thankful for the information shared.
7.) If applicable, provide a list of non-mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any non-mandatory student fee during the determination process.	Non-applicable

University System of Maryland
Student Involvement Summary
FY 2027 Tuition & Fee Schedule

The completion and submission of this form is required for BOR consideration of USM institutional Tuition and Fees.

1.) Institution Name:	UNIVERSITY OF MARYLAND BALTIMORE COUNTY
2.) Name and title of the person completing this form:	Jared Fincke, Director of Budget & Resource Analysis
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	Hosting Staff: Divisions of Administration and Finance and Student Affairs. Presenting Staff: Campus leadership responsible for administering each fee ("fee owners")
Meeting #1:	November 5th, 2025 - Black and Gold Student Advisory Board
Meeting #2:	November 12th, 2025 - Black and Gold Student Advisory Board
Meeting #3:	December 3rd & 10th, 2025 - Black & Gold Student Advisory Board
4.) List each Mandatory Fee discussed. Provide a concise description of each:	
Mandatory Fee Name/Description:	Technology Fee- This fee supports the computer infrastructure on campus: computer networking, internet infrastructure, the myUMBC portal, student labs, wireless systems, and the Information Technology Help Desk.
Mandatory Fee Name/Description:	Athletics and Recreation Fee -This fee supports intercollegiate athletics and recreation, including club sports, intramurals, fitness programs and open facility usage.
Mandatory Fee Name/Description:	Transportation and Parking - This fee supports the parking infrastructure on campus and the system of safe and reliable shuttle bus services.
Mandatory Fee Name/Description:	Auxiliary Facilities Fee -This fee supports the development and maintenance of facilities essential to UMBC's auxiliary programs.
Mandatory Fee Name/Description:	Campus Engagement Fee - This fee supports services and programs available at the Commons through the Division of Student Affairs.
Mandatory Fee Name/Description:	Student Activities Fee - This fee covers the costs of various undergraduate student activities and student publications administered by the Student Government Association.
5.) Briefly summarize the content that was discussed during the session(s):	The students were provided with an overview of the committee's responsibilities, the timeline for the fee review process, the university's budget, and the university's mandatory fee structure. The Fee Owners shared how the fee revenue currently supports their operations, presented the proposed fee amount, and highlighted the activities or expenses that the additional revenue will support and answered students' questions.
6.) Briefly summarize the comments/feedback received during the session(s):	Prior to the fee owner presentations, students were provided with the proposed fee rates and supporting materials and were given the opportunity to submit questions in advance. Fee owners addressed these questions, along with additional concerns raised during the sessions, as part of their presentations. Students asked thoughtful questions regarding the rationale for the proposed increases and sought clarification on how the additional revenues would be used. Some concerns were expressed about the Parking and Transportation fee and the Athletics fee, particularly in light of overall affordability. However, students generally acknowledged the impact of rising operating and cost pressures and understood the need for the proposed rate adjustments. The fees submitted reflect the rates as presented during the sessions
7.) If applicable, provide a list of <u>non</u>-mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any non-mandatory student fee during the determination process.	The International Student Fee was presented and discussed as part of the student engagement process. Students were provided with an overview of the current fee structure, the purpose of the fee, and how the revenues support services and programming for international students. Students asked clarifying questions but generally expressed an understanding of the need for and purpose of the fee. No new non-mandatory fees were established as a result of this process.

University System of Maryland
Student Involvement Summary
FY 2027 Tuition & Fee Schedule

The completion and submission of this form is required for BOR consideration of USM institutional Tuition and Fees.

1.) Institution Name:	THE UNIVERSITIES AT SHADY GROVE
2.) Name and title of the person completing this form:	Nhi Eklund
3.) For each Student Involvement Session, provide the date, student advisory group name (e.g., SGA) and campus staff hosting:	
Meeting #1:	Student Council meeting Feb 13, 2026 hosted by Director of Finance Emiko Kawagoshi and Senior budget analyst, Nhi Eklund.
4.) List each Mandatory Fee discussed. Provide a concise description of each:	
Mandatory Fee Name/Description:	Auxiliary Fees support Student services such as Counseling Ctr, Career Development, Macklin Ctr, and Ctr for Transfer Access.
Mandatory Fee Name/Description:	Facility fees fund maintenance and replacement of furniture; upgrades & refreshes physical space; campus safety, first aid and emergency notifications.
Mandatory Fee Name/Description:	Technology fees fund our technology costs such as classroom & computer lab technology, network, technical resources, and library technology. Technology fees are set by home institution and not USG. We receive 50% of Tech fees and home institution keeps 50%.
Mandatory Fee Name/Description:	
Mandatory Fee Name/Description:	
Mandatory Fee Name/Description:	

University System of Maryland
Student Involvement Summary
FY 2027 Tuition & Fee Schedule

The completion and submission of this form is required for BOR consideration of USM institutional Tuition and Fees.

1.) Institution Name:	THE UNIVERSITIES AT SHADY GROVE
5.) Briefly summarize the content that was discussed during the session(s):	1) USG explained how these fees are collected from home institution and USG invoices the home institution according to enrollment and credit hours. 2) Discussed Mandatory fees provide us with only 5% of our gross revenue and that 85% is from state appropriation. 3) USG provided 4 expense categories that increase YOY such as utilities, supplies, other contractual services, and equipment maintenance and repair. 4) USG shows 2 pie charts of FY26 Budgeted Revenues & Expenses to illustrate allocation percentages by types of Revenue and Expenses, respectively. 5) USG proposes mandatory fees increases for FY27 to be slightly under HEPI of 3.6%. 6) USG shows chart of HEPI rates from FY20 through FY25 versus actual mandatory fees increases. USG historically increase rates are lower than the HEPI rate. 7) The proposed increase of 3.23% will generate an addt'l $52K and in total will yield about $1.9M in fee revenue which is only 5% of total revenue.
6.) Briefly summarize the comments/feedback received during the session(s):	Student Council did not have any concerns on the proposed increase in mandatory fees. They asked the following questions: 1) if there was ever a surplus at year-end. We explained that we always have more expenses than we have funds so a surplus won't be a possibility. 2) Student Council also asked about how the fees were used. We reiterated that fees are to help pay for Student services, Facilities and Security and Technology. Mandatory fee revenue only makes up 5% of what we need to pay to operate. 3) Lastly Technology fees structure was noted as inconsistent among all home campuses.
7.) If applicable, provide a list of <u>non</u>-mandatory fees that were presented/discussed during the student engagement session(s) and any feedback received. As a reminder, in accordance with BOR Policy VIII-2.50, the advisory or similar committee(s) shall have the current fee structure explained and shall be consulted prior to the establishment of any non-mandatory student fee during the determination process.	N/A

TOPIC: Frostburg State University: Expansion and Restructuring of Regional Tuition Program (action)

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: April 9, 2026

SUMMARY: Frostburg State University (FSU) seeks approval to expand and restructure its current regional tuition program beginning in academic year 2027–2028. Approval at this time will allow the university to incorporate the revised pricing structure into upcoming recruitment and marketing efforts in advance of the 2027 admissions cycle.

The proposal would replace FSU's existing regional tuition rate, currently available to students residing within a 120-mile radius of the campus, with an expanded regional classification under which eligible students would be charged the Maryland resident undergraduate tuition rate. The revised structure would include the Northern Virginia counties currently eligible for the regional rate and expand eligibility to additional counties in neighboring states, including a subset of counties located within the Appalachian region.

This request is made pursuant to Board policy VIII-2.01 – Policy on Tuition, Section II. B.4 (Geographic Considerations), which permits institutions, with Board approval, to offer reduced tuition rates to students from designated geographic areas when justified by factors such as regional economic impact, student recruitment goals, and community partnerships. Frostburg's proposal is intended to simplify the institution's current tuition discounting structure, strengthen competitiveness with nearby institutions in West Virginia and Pennsylvania that offer reduced tuition or significant merit aid to Maryland students, and support enrollment growth in the university's natural recruitment region. Frostburg has sufficient enrollment capacity to accommodate additional students under this initiative while continuing to serve Maryland residents.

If approved, the revised regional tuition classification would take effect beginning in FY 2028 and would supersede FSU's currently authorized regional tuition rate. All other tuition and mandatory fee rates for FY 2028 will continue to be reviewed and approved by the Board of Regents through the normal annual tuition and fee approval process.

ALTERNATIVE(S): Frostburg could continue operating under its current regional tuition structure, which provides a discounted tuition rate for students residing within a 120-mile radius of the campus. The institution would continue to rely on existing tuition discounting and merit aid strategies to compete for students in neighboring states.

FISCAL IMPACT: Extending the resident tuition rate to eligible students under the expanded regional program may reduce gross tuition revenue from some currently enrolled regional and out-of-state students. However, the institution anticipates offsetting this impact through reduced institutional discounting and revenue associated with incremental enrollment, including room, board, and mandatory fees. The university expects the initiative to support enrollment growth and stabilize tuition revenue over time.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve Frostburg State University's expansion and restructuring of its regional tuition program, which will replace the current regional tuition classification beginning in the 2027–2028 academic year.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 4/9/26
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

FROSTBURG STATE UNIVERSITY

Proposal to the University System of Maryland Board of Regents

To Establish an In-State Tuition Rate for Students from the Appalachian Regional Commission's Subregions 1 & 2 and the Geographic Area Currently included in FSU's "Regional Tuition" Model

(Policy Reference: USM VIII-2.01 – Special Criteria for Differential Tuition Rates: Geographic Considerations)

Executive Summary

Frostburg State University (FSU) seeks approval from the University System of Maryland (USM) Board of Regents to offer in-state tuition to students residing in counties designated by the Appalachian Regional Commission (ARC) Northern and Northern North Central subregions and the existing regional rate structure for 120-mile range (Appendix A). This policy change directly responds to a 37% decline in in-state regional undergraduate enrollment over the past decade and intensifying competition from neighboring-state institutions that routinely undercut Frostburg's current regional and out-of-state pricing through reduced tuition programs and aggressive merit-based aid.

Enrollment modeling indicates the institution would reach break-even with approximately 50 additional full-time students, representing less than one additional student per ARC county per year. This level of growth is consistent with recent enrollment losses to institutions in West Virginia and Pennsylvania and is achievable within existing recruitment pipelines and broader marketing reach.

Extending in-state tuition to ARC-region residents and our current regional rate aligns with FSU's mission as a regional access institution and formalizes a recruitment footprint that already defines the university's out-of-state enrollment. The initiative would:

- Expand access to affordable higher education for students across the northern Appalachian regions;
- Strengthen FSU's competitiveness against institutions in neighboring states —particularly in West Virginia and Pennsylvania—that consistently undercut current regional tuition discount pricing;
- Stabilize and grow enrollment by formalizing a region that already comprises the majority of FSU's out-of-state student population;

- Simplify the university's current tuition discounting model and reduce financial aid complexity; and
- Support economic mobility and talent retention throughout the ARC region by increasing educational attainment and workforce readiness.

While the policy would reduce gross tuition revenue from current ARC students, modeling shows these reductions can be offset through lower discount rates and increased room-and-board revenue. A modest increase of under 50 additional full-time students would allow FSU to break even, with higher enrollment growth generating net revenue gains.

Approval of this three-year pilot classification for AY 2027–2030 would enable Frostburg State to enhance affordability, improve regional competitiveness, and reinforce its long-standing commitment to serving the educational and economic needs of Western Maryland and the broader Appalachian region.

1. Objective

Frostburg State University requests authority to classify residents of the ARC Northern and North Central regions, as well as individuals residing within a 120-mile regional radius of the university, as in-state students for tuition purposes. This change will improve affordability for students in Appalachia, strengthen regional yield, reduce scholarship discounting complexity, and align institutional pricing with FSU's mission and natural geographic recruitment footprint.

2. Background Information

Over the past decade, FSU has experienced a significant decline in undergraduate enrollment, driven primarily by a 37% reduction in regional in-state students. FSU's traditional regional pull from Western Maryland – particularly Allegany, Garrett, and Washington counties—has weakened due to demographic contraction and competition from institutions closer to metropolitan areas or online. While out-of-state and regional-rate enrollment (driven by the transition to Division II Athletics) and transfer student enrollment (supported by the growth of the RN-to-BSN and LPN-to-BSN online programs) have provided some stabilization, the overall trend reflects a smaller pool of local high school graduates and rising competitive pressure.

Table 1 shows that total regional in-state enrollment declined from 1,160 (2016) to 730 (2025), a reduction of 37.1%. Allegany decreased by 35%, Garrett by 31%, and Washington by 43% over the same period. The contraction underscores the importance of expanding our affordable pricing footprint beyond Maryland's borders into the ARC region.

Table 1: Regional Undergraduate Enrollment (2016–2025)

Regional Undergraduate Enrollment	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Allegany	718	656	664	603	565	531	513	518	500	465
Garrett	141	166	150	163	147	108	108	104	100	97
Washington	301	283	292	258	253	229	185	181	185	171
Total	**1160**	**1105**	**1106**	**1024**	**965**	**868**	**806**	**803**	**785**	**730**

Although Frostburg State University has operated under a regional contiguous-county tuition model for over a decade, the anticipated enrollment gains associated with in-state pricing have not materialized, especially among prospective students in adjacent West Virginia and Pennsylvania markets.

2.2 Regional Demographics and Population Density

Western Maryland is sparsely populated compared to the Baltimore-Washington corridor, creating structural recruitment challenges. The absolute pool of college-eligible residents in FSU's primary service counties (Garrett, Allegany, Washington) and the regional tuition rate area is materially smaller than in metropolitan counties feeding other USM institutions.

Garrett County is sparsely populated, about 44 people per square mile, while Allegany County is near 159 people per square mile, and Washington County is approximately 340 people per square mile. Census.gov+2Census Reporter+2 (**Appendix B**). By contrast, core Baltimore–Washington market counties have population densities measured in the thousands per square mile, creating far larger contiguous populations of college-age residents and stronger yield potential for state flagship and suburban institutions. For example, Montgomery County is approximately 2,146 people/sq mi and Prince George's County is at 1,963 people/sq mi. Census Reporter+1 These density differences – paired with a demographically aging population in Western Maryland – limit the local application pool and amplify the impact of out-of-state offers from nearby institutions.

The 120-mile regional tuition service area surrounding Frostburg State University is characterized by rural and small-population communities with comparatively low population density. Much of this region spans Appalachian counties in Western Maryland, West Virginia, and Pennsylvania, where population decline, aging demographics, and limited college-going populations reduce the overall pool of traditional undergraduate students. As a result, despite geographic proximity, the regional market does not generate enrollment volumes comparable to more densely populated metropolitan areas, reinforcing the need for expanded regional tuition flexibility to remain competitive and accessible to prospective students within the University's primary service region.

2.3 Competitive Pressures

FSU increasingly competes with regional institutions, most notably in West Virginia and Pennsylvania, that deploy aggressive merit scholarships and reduced out-of-state pricing. This dynamic enables high-achieving Maryland and ARC-region students to access net prices at or below FSU's current regional rate through merit awards and special tuition programs. For context, a

typical ARC-region nonresident currently receives an average institutional discount of approximately 34 percent, resulting in an estimated net tuition of $13,500–$15,000 depending on eligibility for Reach or athletic tuition differentials.

These prospective FSU students are not choosing FSU but are selecting regional institutions like West Virginia University (WVU) that offer extensive merit-based aid and reduced-tuition programs that often undercut Frostburg's regional/out-of-state pricing. Over the past several years, West Virginia University (WVU) has significantly increased its institutional merit-scholarship funding, disbursing over $167 million in scholarships during the 2023-24 cycle. WVU Admissions+1 WVU explicitly offers merit scholarships to both in-state and out-of-state students, including those from states such as Maryland. West Virginia University+1 Additionally, through its "Reduced Tuition Programs" initiative, residents of Garrett County, Maryland (who hold an associate degree from Garrett College) may become eligible to pay in-state tuition rates at WVU. West Virginia University A snapshot of tuition at competitive, regional universities is provided in Table 2.

Taken together, these mechanisms mean that high-achieving Maryland students who secure merit awards at WVU or meet the reduced tuition criteria may effectively pay tuition costs comparable to or even below the in-state Maryland rate at Frostburg State University, thereby creating strong competitive pressure for retaining those students in-state. In the fall of 2025, 68 students who applied to FSU enrolled at WVU per National Student Clearinghouse data.

Table 2: Tuition at Competing, Regional Universities

Institution	In-State Tuition	Out-of-State Tuition	Typical Merit / Transfer Awards & Affordability Programs
Frostburg State University (FSU)	~$7,400	~$23,300	Transfer scholarships typically **$1,500–$3,000/year**; Associate Degree Scholars Award **$3,000/year** (up to 4 semesters). **Regional rate discounts** for nearby states.
West Virginia University (WVU)	~$10,700*	~$30,400*	**WVU Guarantee** covers tuition & fees for qualifying WV residents with family **AGI ≤ $65,000** (last dollar after aid) when FAFSA is filed annually. Includes transfer and general merit awards. Noting reduced tuition programs for Garrett County, MD.
Shepherd University	~$9,000	~$19,300	Merit & transfer awards typically **$2,000–$6,000/year**, GPA-based.
Shippensburg University (PA)	~$9,600	~$11,900	Merit awards commonly **$1,000–$4,000/year** for high-performing students.

**WVU figures reflect published tuition + mandatory fees.*

3. Alignment with FSU's Mission

FSU's mission emphasizes regional service, educational access, and workforce development. Extending in-state tuition to ARC-region residents advances these commitments by:

- Expanding access for rural and first-generation students across Appalachia,
- Strengthening workforce pipelines in high-need fields (e.g., nursing, education, engineering, business, psychology) where regional employers partner with FSU, and

- Reinforcing FSU's role as the premier four-year institution serving Western Maryland and the tri-state mid-Appalachian area.

4. The Appalachian Regional Commission (ARC) and Regional Tuition Area

4.1 Overview of the ARC (Appendix C) and Regional Tuition Area

The ARC is a federal-state partnership focused on innovation, community capacity, and economic growth across Appalachia. The ARC spans 13 states and 206,000 square miles and is home to more than 26 million residents – 10% of whom are 18-24 years of age – many facing persistent socioeconomic disparities. FSU is uniquely positioned with USM to support the ARC's goals by educating and retaining talent in the region (Appendix D demonstrates Fall 24 FSU students in the ARC's Northern and North Central subregions). This proposal includes all counties within the states of West Virginia and Pennsylvania, the University's existing 120-mile regional tuition service area, and the remaining portions of the ARC Northern and North Central subregions (Appendix A), including limited areas of Ohio and New York. Also, recent program and campus closures within the Pennsylvania State University system (Appendix E) create a strategic opportunity for FSU to expand recruitment in nearby regions by leveraging its competitive in-state tuition model and accessible regional programming to attract displaced and new students.

4.2 Current FSU Enrollment from ARC Counties

FSU already functions as a de facto regional institution for the tri-state mid-Appalachian area. Approximately 84% of FSU's out-of-state enrollment originates from within 120 miles of campus – primarily southwestern Pennsylvania and northeastern/eastern West Virginia. These students currently access the Regional Discounted Tuition rate (see below). The remaining 8.8% of out-of-state students originate from areas beyond 120 miles from campus and include students from outside of the Northern and North Central ARC subregions. These numbers substantiate that FSU's existing out-of-state tuition population is already deeply regional, reflecting the institution's natural recruitment zone within the ARC and regional 120-mile zone. See Appendix D for a map of the current ARC students (Northern & North Central subregions).

Extending in-state tuition to all ARC counties in the Northern and North Central subregions, all of WV/PA, and the existing regional tuition area would formalize and strengthen this draw, allowing FSU to achieve a more competitive net price versus institutions across this region.

5. Financial Analysis

5.1 Complexity of FSU's Out-of-State Tuition Structure

Out-of-state students face the challenge of understanding FSU's complex out-of-state tuition. FSU, with the Regents' approval, has attempted to reduce our high out-of-state tuition by approving the *Regional Rate* for those residing within a 120-mile radius of the campus. FSU also offers Reach scholarships to qualified out-of-state students, and out-of-state student-athletes may be eligible for athletic tuition differential waivers. In addition to the high cost of tuition discounting, out-of-state

prospective students find our tuition structure cumbersome when estimating their cost of attendance. This complexity reduces the number of applications and our yield.

FSU Tuition (2025–26):

- In-State: $7,414, per year
- Out-of-State: $23,306 per year
- Regional (within 120 miles of campus): $17,198 per year
- Reach Scholarship $5,500

(Source: Frostburg State University Tuition & Fees, 2025–26)

5.2 Fiscal Impact of Current ARC Region Students

FSU enrolls approximately 205 students within the ARC North Central and Northern subregions and the 120 mile regional tuition service area. The average discount rate for these students is 34%, which accounts for Reach Scholarships and the Athletic Tuition Differential. When factoring in the current discount rate of 34%, the **estimated gross annual revenue loss** from applying in-state tuition to all current ARC-region students and regional students, including all students in West Virginia and Pennsylvania is approximately **$1.0M** plus $250,000 marketing budget ($1.25 million).

5.3 Break-Even and Plausible Growth Scenarios

Enrollment modeling indicates that an increase of approximately 50 new full-time in-state students (at ≈ $7,414 net tuition, $3,050 student fees, and $14,144 average room and board) will offset the $1.25 M revenue reduction. Given FSU's strategic initiative, including the Division II athletics transition, expanded online completer programs (RN-to-BSN, LPN-to-BSN), and enhanced regional recruitment pipelines—this level of enrollment growth is achievable within three years.

Primary offset mechanisms:

1. Lower discounting due to simplified, competitive pricing.
2. Room and board revenue from incremental on-campus students (currently $14,144 per year)

As indicated in Table 3, modeling indicates FSU would break even with 50 additional full-time students when factoring in room and board, fees, and reduced discounts.

Table 3: Alternative Growth Strategies

Scenario	Incremental FT Students	Gross Tuition Change	Room & Board	Student Fees	Total Revenue	Net Contribution
Breakeven	50	$370,700	$726,100	$152,500	$1,249,300	$15,132
Moderate Growth	75	$556,050	$1,089,150	$228,750	$1,873,950	$639,782
High Growth	100	$741,400	$1,452,200	$305,000	$2,498,600	$1,264,432

5.4 Sensitivity and Risk Mitigation

The pilot structure allows USM to evaluate outcomes annually and recalibrate if enrollment or fiscal objectives are not met.

- If incremental enrollment is fewer than 50 students, targeted scholarship controls and housing revenue will still materially reduce net impact; academic program capacity and Division II athletic pipelines provide upside.
- Mitigation Strategies: Cap high-cost merit awards in overlapping ARC markets; prioritize need-based grants, expand transfer and online completer pathways (RN-BSN, LPN-BSN, and other completers) to diversify intake.

6. Implementation Plan

- Effective term: Fall 2027 (AY 2027-2028)
- Eligibility: Students with permanent residence in any Northern and North Central ARC-designated county, and the geographic area currently included in the "Regional Tuition" model.
- Process:
    - Update admissions communications, website, and net-price calculators.
    - Align Financial Aid packaging policies to the new classification, reduce overlapping merit where net price already meets competitive thresholds.
    - Coordinate with Housing, Dining, and Registrar for capacity and compliance.
    - Expand and align the institutional marketing strategy to effectively serve and recruit students across the newly designated in-state tuition region.
- Equity & Access: Targeted outreach to first-generation and low-income students' partnerships with high schools and community colleges across the region.

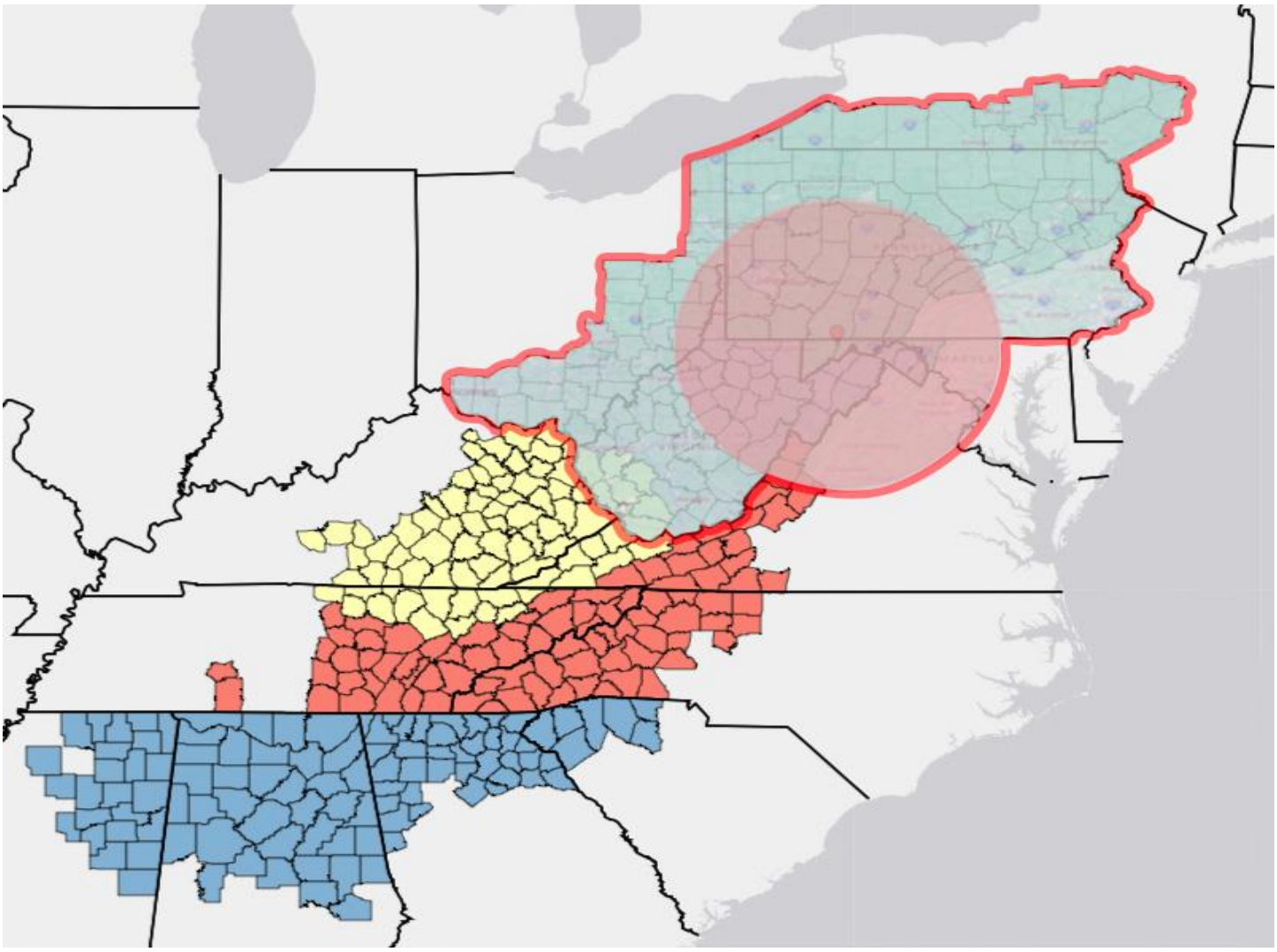
7. Recommendation

Frostburg State University (FSU) recommends approval for a three-year pilot classification (Academic Years 2027–2030) to extend in-state tuition eligibility to students residing within the Appalachian Regional Commission (ARC) Northern and North Central subregions, including all counties in West Virginia and Pennsylvania, in addition to FSU's existing regional tuition area. The pilot program will include annual assessment and reporting to the University System of Maryland (USM) to evaluate enrollment outcomes, financial sustainability, and regional impact.

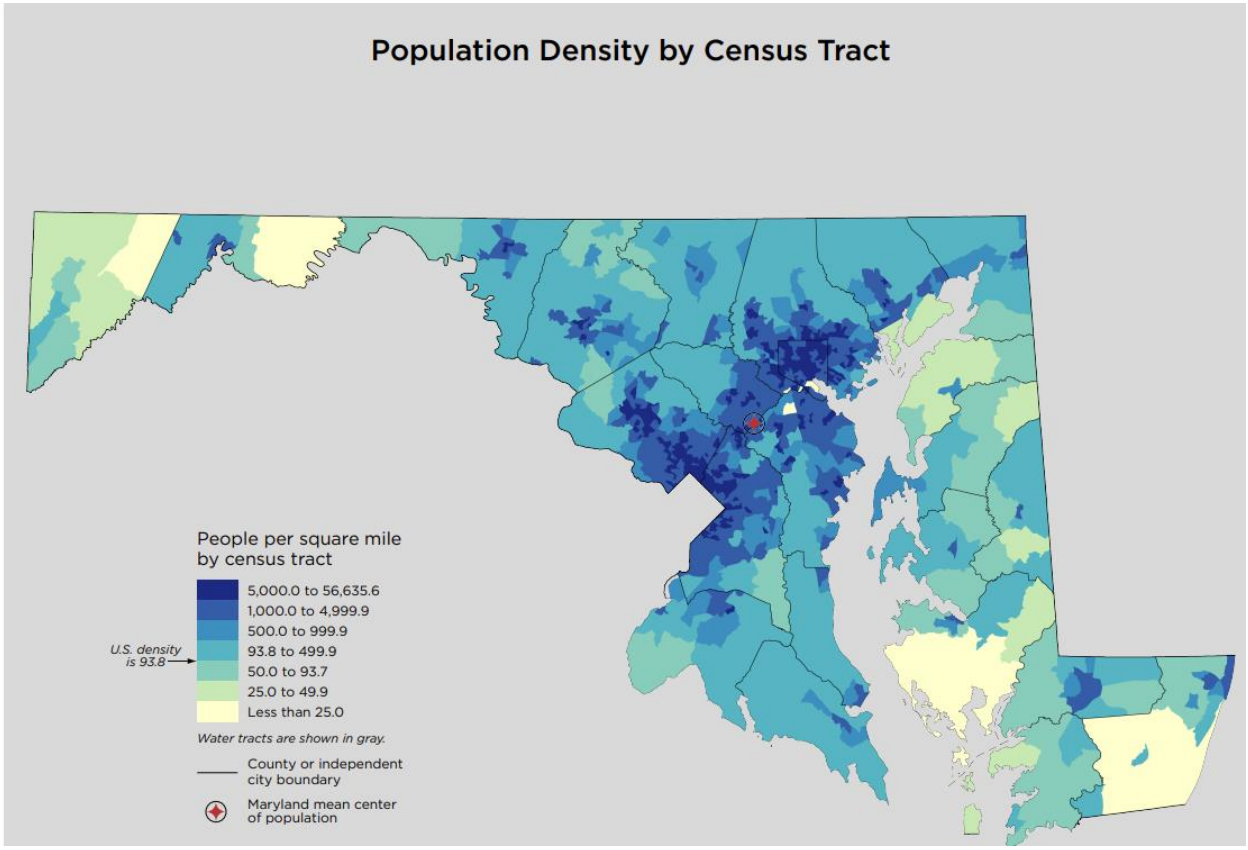
This request is consistent with USM Policy VIII-2.01, which permits geographically based differential tuition classifications when aligned with institutional mission and demonstrable enrollment need. This initiative advances regional equity, enrollment stability, and workforce development, reinforcing FSU's founding purpose to serve Western Maryland and neighboring Appalachian communities.

Appendices

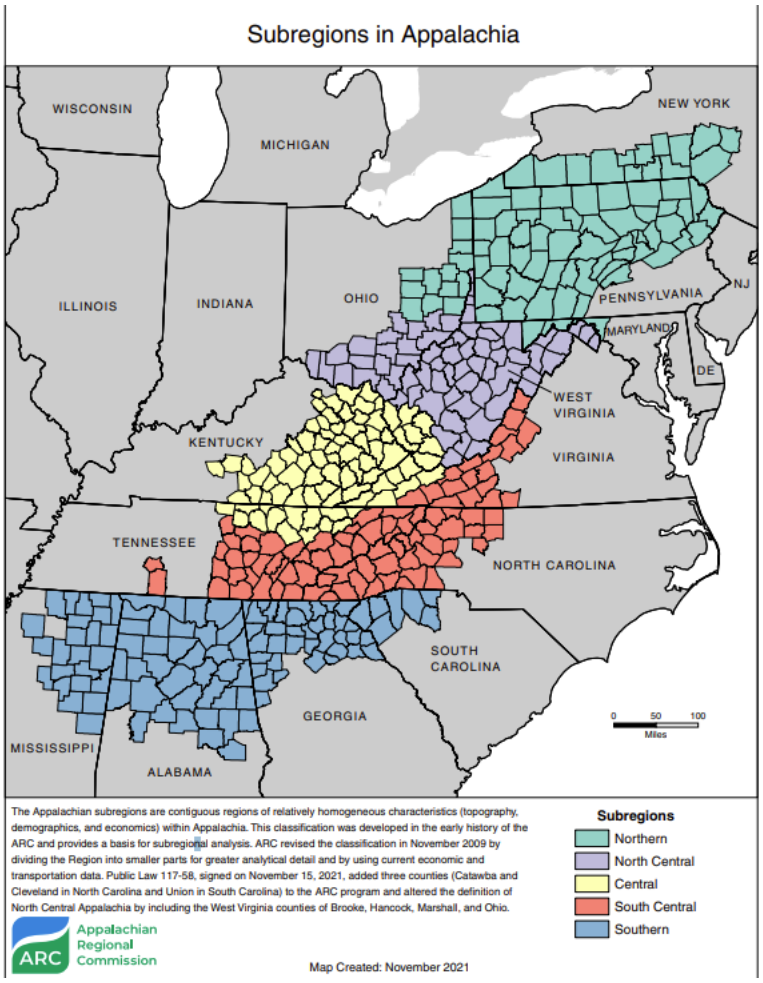
Appendix A. Appalachian Regional Commission (ARC) Northern and Northern North Central regions and the existing regional rates for 120 mile range



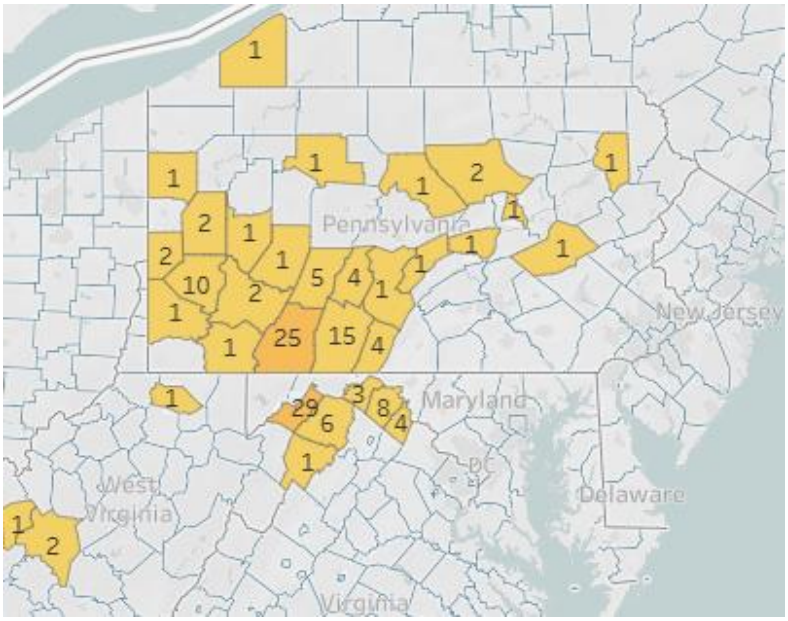
Appendix B. 2020 Census Maryland Profile: Population Density



Appendix C. Appalachian Regional Commission Map



Appendix D. Fall 24 FSU Students in ARC Northern & North Central Subregions



Appendix E. Penn State Closures: Seven Commonwealth Campuses after the 2026-27



Closing

TOPIC: Towson University: Implementation of Pilot Undergraduate Regional Tuition Rate Program (action)

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: April 9, 2026

SUMMARY: Towson University (TU) requests approval to implement a pilot undergraduate regional tuition rate beginning in Fall 2027 and continuing until Spring 2031. TU seeks to accelerate our approach to entrepreneurial enrollment management during an era when multiple factors are contributing to increased competition for students. Factors such as the "enrollment cliff," continuing questions about the value of an advanced degree, fewer international students enrolling at US institutions, and other factors have contributed to the need for colleges and universities to be more creative and innovative in the consideration of their tuition, fees, and other costs of attendance. TU seeks to be "out front" on the cutting edge by proposing an inventive approach that we believe will grow our regional market.

This proposed initiative would replace the institution's current "Black and Gold" scholarship model (refer to attachments for more information about this program) with a regional tuition classification set at 200% of the TU in-state undergraduate rate. This proposed regional tuition pilot program would allow for a more competitive tuition pricing structure for TU's most robust out-of-state markets that are close to Maryland and are home for most TU's out-of-state students. These states are: Delaware, District of Columbia, Pennsylvania, New Jersey, New York, Virginia, and West Virginia.

Approval at this time is critical to allow the university to incorporate this revised pricing structure into recruitment and marketing efforts for new students entering Fall 2027. This pilot will continue for four academic years, during the expected time that first-year students beginning their academic program at TU will graduate. During the pilot period, data will be collected to analyze the effect of this pilot on student applications, admission rates, yield, student performance, and career outcomes, including the proportion of these students who remain and work in Maryland post-graduation.

The proposal is intended to reverse a decline in enrollment from primary out-of-state markets where public higher education institution peers within the target regions increasingly have undercut TU's out-of-state rates. Between Fall 2015 and Fall 2025, first-time student enrollments from key target states fell significantly; for example, New Jersey enrollment dropped from 244 to 69, and Pennsylvania from 117 to 86. Research indicates that 63% of families eliminate colleges based on the published "sticker price" alone, often before discovering scholarship opportunities such as the current TU "Black and Gold" program and other financial aid programs.

Strategic Objectives: The following strategic objectives have been identified as the key indicators for enrollment success.

- **Market Clarity**: Replacing a complex scholarship model with a fixed multiplier provides absolute transparency and stability, making the university a financially competitive and viable choice for families who likely would otherwise look exclusively at their home state's public institutions or other higher education institutions.

- **Competitiveness**: The proposed regional rate of approximately $15,512 (which would have been the rate in FY 2026) positions TU competitively against regional peers such as the University of Delaware, James Madison, Penn State, Rutgers (among others), against whom TU currently loses a significant number of its admitted students.

- **Enrollment Growth**: Modeling forecasts that incremental new student enrollments will grow by over 200 students each year during the pilot period. Accounting for retention, the net headcount in these regions is projected to increase significantly over the duration of this proposed pilot program.

This request is made pursuant to Board policy VIII-2.01 – Policy on Tuition, Section II.B.4 (Geographic Considerations), which permits reduced tuition rates to achieve student recruitment goals. TU has sufficient capacity to accommodate the resulting incremental enrollments.

Supporting details are included in Appendix A.

ALTERNATIVE(S): TU could continue to rely on the Black and Gold scholarship model. However, this model lacks the "sticker price" transparency required to compete with schools that eliminate high-cost out-of-state options early in the search process. And to increase the number of students enrolling from these regions, TU would have to increase institutional spending on Financial Aid to continue offsetting the out-of-state rate. That is, Black and Gold is NOT a discounting model; it is a scholarship program that requires the university to “back-fill” an offered reduction in tuition with financial aid funds. The cost to the university for each black and gold scholarship student is currently $12,000, and the cumulative cost amounts to nearly $9,600,000.

FISCAL IMPACT: Initially, extending the regional rate to existing students in the seven target states will incur a $1.9M cost. TU would need 127 additional students to reach the break-even point. Enrollment modeling suggests that the program will become cash-positive no later than the second year (and very likely earlier), netting at least a projected $10M annual increase in tuition revenue, and at least a projected $7.5M increase in annual tuition revenue over the proposed four-year pilot cycle after accounting for the cost to transition from the current “Black and Gold” scholarship program currently in place.

CHANCELLOR’S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve Towson University’s implementation of a pilot regional tuition rate program at 200% of its in-state undergraduate rate for a four-year pilot period starting Fall 2027 for students enrolling at TU from Delaware, District of Columbia, New Jersey, New York, Pennsylvania, Virginia, and West Virginia.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL DATE: 4/9/26

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

Regional Tuition Rate Proposal for Towson University Pilot

Conceptual Setup

In an increasingly competitive landscape for students, many universities have reevaluated their stance on out-of-state tuition. A variety of models have been employed to discount out-of-state tuition to spur additional enrollment. In response, Towson University is proposing a 4-year pilot to launch a regional tuition model.

Strategic Rationale for Regional Rates

In an increasingly competitive higher education landscape, the "sticker price" of out-of-state tuition often serves as a significant barrier to entry, even for students within a short driving distance of Maryland. Regional tuition rates function as a targeted pricing strategy designed to:

- **Expand the Primary Market:** By reducing the cost of attendance for specific neighboring regions, TU effectively expands its "local" footprint, making the university a financially viable choice for families who would otherwise look exclusively at their own state's public institutions.
- **Improve Yield Rates:** A more competitive price point directly correlates with higher yield (the percentage of admitted students who enroll). It allows TU to compete head-to-head with regional peers on both quality and cost.
- **Diversify the Student Body:** Increasing out-of-state enrollment brings a broader range of perspectives to campus, enhancing the educational environment and the university's regional profile.
- **Growing Price Sensitivity:** Industry data (Sallie Mae) indicates that 63% of families eliminate colleges from their list based on the published sticker price alone, often before discovering scholarship opportunities. A transparent regional rate targets this segment of the market directly.

Pricing Models: TU researched different models adopted by other universities:

<u>Multiplier of in-state tuition</u>

University pegs out-of-state tuition to a fixed proportion of their in-state rates.

Examples: The recently approved Expand Eagle Nation program at Coppin State is using this model by offering in-state tuition for students from 41 states that have no HBCU. UMES uses this model for some graduate programs for students residing in Delaware and parts of Virginia. UMES prices these programs at about 40% above in-state tuition. The Western Undergraduate Exchange allows students from several western states to choose from many programs across the West and pay no more than 150% of in-state tuition

Pros: Provides absolute transparency and stability. Because it is tied to the existing tuition structure, it scales automatically with approved tuition increases and is easily understood by prospective students. Very easy to market.

Cons: Less directly tied to the specific pricing of competitors in the target region. This is especially true if the competitors have large variability in tuition rates.

Flat Discount

Universities reduce out-of-state tuition by a fixed amount. This can be done directly with pricing or indirectly with scholarships.

Example: Frostburg State University currently uses this approach by discounting out-of-state tuition by about $6,000 for out-of-state students who live within 120 miles of their campus.

Pros: Simple to manage. Scales automatically when other tuition rates change.

Cons: Not overly strategic. May not be tied closely to the price of competitors. Tough to market if using a scholarship.

Flagship/State-by-state pricing

A University will set their tuition and/or fees based on another competing institution.

Example: University at Albany will match the in-state flagship tuition for students in any state.

Pros: If the issue is direct competition from other Universities, this is the most direct way to address the issue.

Cons: Extremely difficult to manage. It requires constant monitoring of external tuition rates and creates a fluctuating price point that is difficult for student billing systems to automate and for families to predict. Towson is not a flagship university and competes with a wide variety of schools. Selecting appropriate competing institutions is not clear.

Tuition Reciprocity Model

Groups of states arrange for reduced tuition rates within a given area.

Example: The New England Board of Higher Education Tuition Break program allows New England residents to pay a reduced tuition rate (50% above in-state) at out-of-state public colleges and universities. Students must be enrolled in an approved program not available at public institutions in their home state. Other programs like the Western Undergraduate Exchange (WUE) and the Midwest Student Exchange (MSEP) have successfully used the "percentage-of-in-state" logic (typically 150%-200%) to maintain enrollment levels in regions facing demographic declines.

Pros: Can help manage enrollment issues across several institutions with a single program.

Cons: Complex to manage due to the number of institutions involved and differences in state budgets. Can create competitive imbalances as flagship universities would benefit from name recognition and the expense of other schools. Difficult to manage by program and significantly reduces the student population to those in boutique majors.

Conclusion:

Why the In-State Multiplier is the Optimal Path for TU

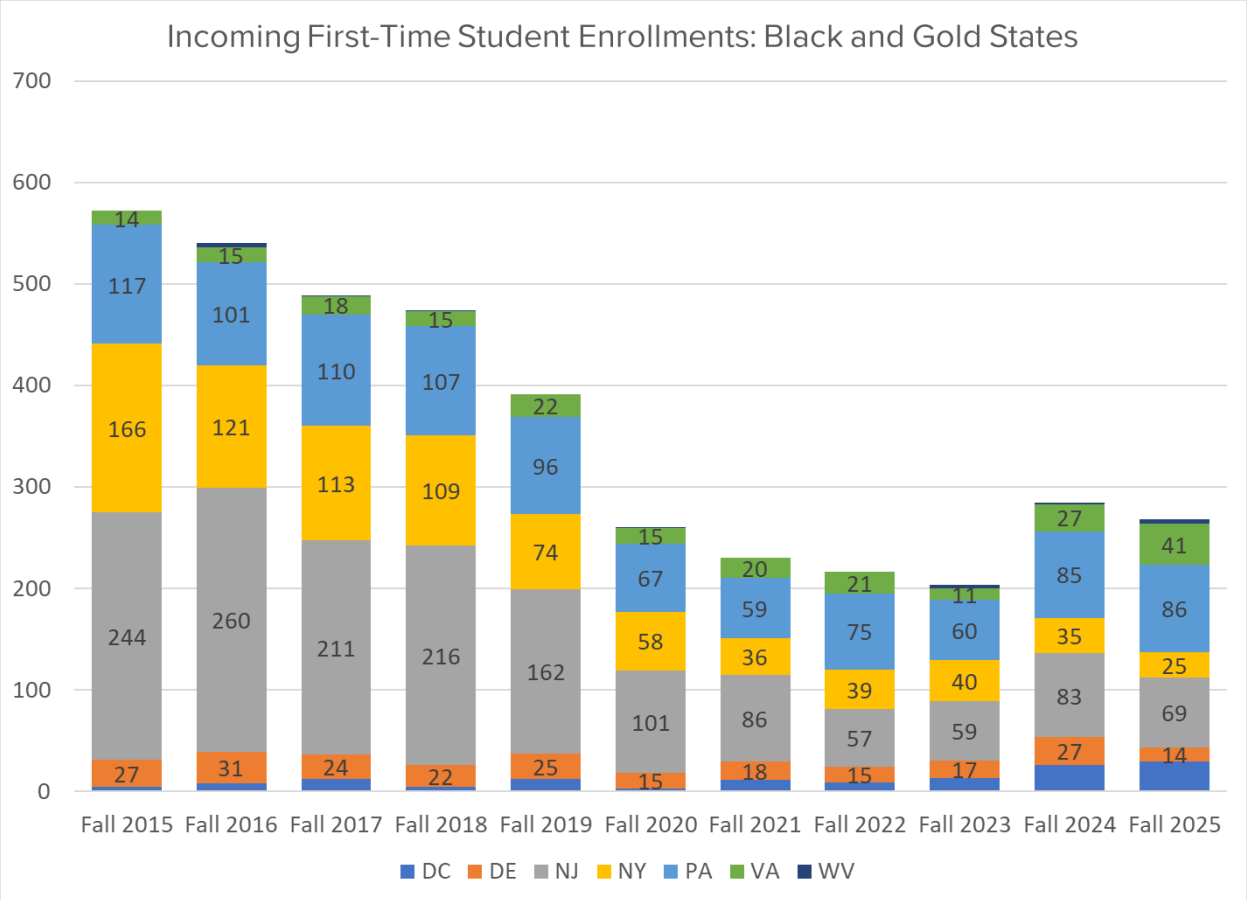
After careful analysis, Towson University has opted to pursue the In-State Multiplier Model. This decision is grounded in two primary factors: administrative efficiency and market clarity.

Unlike the flagship discount model, which requires manual adjustments and complex tracking of external data, the multiplier model integrates seamlessly into our existing billing infrastructure. This reduces the risk of errors and minimizes the "administrative tax" on our staff. More importantly, it offers a clear, predictable value proposition for incoming students. By stating that the regional rate is a fixed factor of the in-state rate, we provide a transparent path to enrollment that builds trust and simplifies the decision-making process for families.

TU proposes to launch this as a four-year pilot program.

Current Landscape at Towson University

Towson has been using a Black and Gold Scholarship as a financial aid strategy to reduce the cost of out-of-state tuition for a select group of states where we have seen substantial enrollment declines over the past several years.



We are entering Year 4 for the Black and Gold scholarship, which began for undergraduate students entering Fall 2023. Originally, the scholarship targeted six states and DC but recently expanded to additional states along the East Coast. The original states include New York, New Jersey, Pennsylvania, Delaware, Virginia, West Virginia, and the District of Columbia. [1] The Institution is budgeted to spend $9.6M of TU's financial aid funds in FY27 on these scholarships, affecting an estimated 870 students (1,013 students are enrolled from these States). The gross tuition for these 870 students totals $23,392,235, and the net tuition (after the scholarship expenditures) is

[1] The new states include Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, North Carolina, South Carolina, Georgia, and Florida.

$13,827,348. Net tuition per scholarship recipient is $15,902. The remaining 143 students enrolled at TU from these States generate an additional $3,859,491, bringing the net total tuition revenue for students from these states to $17,686,839.

As an alternative to this model, TU proposes a regional rate for these six states, available to all undergraduate students enrolled at TU from these states. Our current out-of-state tuition rate is $26,902. Our proposed regional rate would be set at 200% of the in-state rate, currently $7,756 per year. A regional rate of $15,512, applied to all undergraduate students enrolled at TU, currently, from NY, NJ, PA, DE, VA, WV, and DC, would yield a net tuition of $15,713,656 creating a tuition revenue reduction against the current B&G model of $1,973,183 (this assumes all students currently enrolled, along with future enrollees move to the regional rate upon implementation).

Tuition Comparison 2025-2026

State	School	Tuition Resident	# of admitted students lost over last 3 years
NY	SUNY - Albany	7,070	104
PA	West Chester University	7,994	309
VA	JMU	8,312	579
VA	George Mason University	10,392	383
VA	VCU	13,520	245
NJ	Rutgers	14,933	203
DE	University of Delaware	15,280	1,017
MD	Towson University*	15,512	
NJ	Rowan University	17,428	153
PA	Temple University	19,608	613
PA	Penn State University	20,856	801
PA	University of Pittsburgh	20,966	336
MD	Towson University (Current)**	26,902	

**TU's rate is shown as the proposed regional rate*

***TU's current out-of-state rate*

****Schools in red indicate institutions where more than 300 admitted students have chosen to go over TU.*

The proposed regional rate has been benchmarked against institutions within the states of interest, including flagships. The table above shows the current in-state tuition for schools within the region of interest (from least to greatest). The fourth column shows how many TU-admitted students enrolled at these institutions over the last three years, with those highlighted in red being the institutions from which TU loses the most students. The average tuition rate for schools in red is $14,773/year, placing the proposed regional rate within that range.

The regional rate model is intended to increase enrollments from these states by increasing applications from students in the "regional rate" locations. Using this data, against the regional rate, the breakeven point for the rate would be about 127 new, incremental students ($1,973,183 – the tuition loss by moving away from B&G and to a regional rate – divided by $15,512).

It is anticipated that, with the publicized regional rate (which is different from a scholarship, often learned about after applying) and increased applications, we are projecting that TU will see an additional increase in total headcount from the seven identified states of at least 610 students (1,013 to 1,623) over the four-year pilot period. This enrollment growth is driven by a substantial increase in incoming student enrollment, rising from our current 350 incoming students to at least 550 in year 4. Based on the first year's success, the projection would be adjusted. With these headcount increases and our student retention rates in mind, we were able to forecast the incremental tuition revenue from moving away from B&G and toward a regional rate.

The table below shows the forecasted enrollment gains and the impact on annual tuition revenues:

	Retention Rates	Current Population	Year 1	Year 2	Year 3	Year 4
Freshman		350	475	500	525	550
Sophomore	81%	253	283	385	405	425
Junior	88%	202	223	250	339	357
Senior	86%	208	174	191	214	291
Total Headcount from these States		1,013	1,155	1,326	1,483	1,623
Total Tuition from these States		**$17.7M**	**$17.9M**	**$20.6M**	**$23.0M**	**$25.2M**
Difference vs Current*			**$0.2M**	**$2.9M**	**$5.3M**	**$7.5M**

The program is forecast to turn financially positive within the first year, and over a four-year period – the timeline over which we'd request to be the proprietary pilot for USM – it would yield at least $7.5M in forecast incremental tuition revenues (netted against the loss of $1.9M from discontinuing the B&G scholarship). After an 8-year period, which is the time it would take to fully recognize the incremental enrollment growth of this program before it levels off, it is forecast that TU would net at least $9.6M in new tuition revenues. As we do with all tuition rates, we will adjust this regional rate as we monitor enrollment changes.

It is recommended to keep a form of Black and Gold, however, not at the same levels we currently offer. This support would be selectively applied on the basis of merit and geography, so that no student is negatively affected financially by the transition to a

regional tuition rate. Remaining Black and Gold resources can be reallocated to support recruitment in regional states and beyond the region. This would be inserted into TU's overall merit and need-based financial aid strategy.

TOPIC: Review of USM Board of Regents Policy Workgroup Phase 1 Progress (information)

COMMITTEE: Governance & Compensation Committee

DATE OF COMMITTEE MEETING: April 9, 2026

SUMMARY: The Workgroup Chair will report the activities, deliverables, and progress during Phase 1 of the USM Policy Workgroup. The USM Policy Workgroup is charged with conducting a comprehensive review of Board of Regents policies. The members of the Governance & Compensation Committee will discuss this report.

ALTERNATIVE(S): Language in deliverables could be amended based on the discussion.

FISCAL IMPACT: There is no anticipated fiscal impact.

CHANCELLOR'S RECOMMENDATION: That the Governance & Compensation Committee discuss the workgroup's progress.

COMMITTEE RECOMMENDATION: DATE:

BOARD ACTION: DATE:

SUBMITTED BY: Denise Wilkerson

Phase 1: Initial Review and Workplan Development

Timeline: February – April 2026
Purpose: To establish a structured process for reviewing all Board of Regents policies and to develop a roadmap to guide the workgroup's efforts through Phase 2.

Activities:
Workgroup:

- Define how policies will be evaluated.
- Establish the structure and priorities for Phase 2.
- Determine the scope of work for the AGB consultant.
- Move recommendations through the governance review and approval process.

Staff:

- Begin to compile all relevant policies, statutes, and accreditation standards.
- Investigate options for a policy tracking tool.

Deliverables:

- Phase 2 workplan
- Policy review cover sheet
- AGB Consultant scope of work

Phase 2: Policy Review and Recommendations

Timeline: May – November 2026
Purpose: To conduct a comprehensive, methodical review of all BOR policies and produce actionable recommendations supported by statutory, accreditation, and governance analysis.

Activities:
Workgroup:

- Conduct focused reviews on identified priority policies.
- Draft and benchmark policy recommendations.
- Move recommendations through the governance review and approval process.
- Identify policy gaps for Phase 3.

Staff:

- Using the priorities identified, develop a shortlist of policies for the workgroup to prioritize in its review (Note: this should be completed as soon as possible and no later than June 1, 2026).
    - Policies should be prioritized if they contain a combination of the following considerations:
        - **Risk:** Exposes the system to substantial risk
        - **Compliance:** Incompliant with or contradicts state or federal standards
        - **Friction:** Recently tested and produces recurring friction
        - **Relevance:** Related to an emerging, sensitive, or high-visibility topic
        - **Scope:** Large-scale or system-level implications
        - **Governance:** Needs clarity on governance and authority
        - **Recommended:** Otherwise recommended for review by committee chair or staff
        - **Timeliness:** Overdue for review
    - Policies added to the shortlist must include a package of the following materials:
        - Policy review cover sheet
        - Brief description of the policy and rationale for prioritization
        - All relevant legal and contextual documents
        - Set of contacts for subject matter experts
- Begin review of low-priority BOR policies using the approved framework.
- Select and begin to populate a policy tracking tool with relevant policies, statutes, and accreditation standards.
- Identify policy gaps for Phase 3.

Deliverables:

- Short list of priority policies for urgent review of workgroup (Note: this should be completed as soon as possible and no later than June 1, 2026)
- Completed policy review for priority policies
- Progress on policy review for low-priority policies
- Centralized policy tracking tool
- Final recommendation package and board materials

Phase 3: New Policy Recommendations

Timeline: *Timeline to be determined*
Purpose: To develop new Board of Regents policies to address gaps identified in Phase 2.

This phase builds directly on the findings and Board direction from Phase 2.

Activities:
Workgroup:

- Identify priority policy gaps.
- Develop high-level concepts with each new policy.
- Refine and benchmark proposals.
- Governance review and board action.

Staff:

- Continued review of low-priority BOR policies using the approved framework.
- Continued population of the policy tracking tool with relevant policies, statutes, and accreditation standards.

Deliverables:

- Completed review of policy gaps
- Final recommendation package and board materials
- Progress on policy review for low-priority policies

University System of Maryland

University System of Maryland Board of Regents Policy Review Coversheet

Policy

Policy Title: _____

Policy Number: _____

Policy Section: _____

Committee(s): _____

Link: _____

Last Reviewed/Revised: _____

Next Scheduled Review: _____

Review Period: ☐ Annual ☐ Bi-annual ☐ Every 5 years ☐ Triggered by change in law/strategy

*Please check the box if a statement **applies** and leave the box blank if a statement **does not apply**.*
Please use the notes section to provide a supporting narrative as needed.

Policy Workgroup Review

Policy is recommended for workgroup review by:

☐ Staff ☐ Workgroup ☐ Advisors ☐ Consultant ☐ Committee Chair ☐ Other: _____

Staff support for this policy review provided by: _____

Policy is recommended for review based on these considerations:

☐ **Risk:** Exposes the system to substantial risk ☐ Low ☐ Medium ☐ High

☐ **Compliance:** Incompliant with or contradicts state or federal standards

☐ **Friction:** Recently tested and produces recurring friction

☐ **Relevance:** Related to an emerging, sensitive, or high-visibility topic

☐ **Scope:** Large-scale or system-level implications

☐ **Governance:** Needs clarity on governance or authority

☐ **Recommended:** Otherwise recommended for review by committee chair or staff

☐ **Timeliness:** Overdue for review

Summary of Rationale for Recommendation

Provide a brief description of the policy and rationale for prioritization

_____

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University System of Maryland

Continued Need & Scope

☐ Policy addresses a systemwide function.

☐ Policy purpose is clearly stated and still relevant.

☐ Policy is aligned with current best practices.

☐ Policy objectives are being met in practice.

Recommendation: ☐ Retain ☐ Amend ☐ Rescind ☐ Consolidate

Notes: _____

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Clarity & Consistency

☐ Written in clear, policy-level language.

☐ Definitions are provided where needed.

☐ Cross-references to other USM policies are accurate and current.

☐ Formatting is consistent.

Notes: _____

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Statutory & Regulatory Compliance

Provide all relevant documents for this recommendation

☐ Consistent with Maryland Codes

☐ Education Article ☐ Personnel & Pensions ☐Finance ☐ Other: _____

☐ Reflects current federal law.

☐ Aligned with current accreditation standards.

☐ All relevant documents are attached to the policy tracking database.

Notes: _____

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UNIVERSITY SYSTEM of MARYLAND

Risk Analysis

☐ Addresses material risks (legal, financial, reputational, operational).

☐ Clear accountability and oversight mechanisms are defined.

☐ Reporting requirements to the Board or Chancellor are specified where appropriate.

Notes: _____

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Strategic & Mission Alignment

☐ Aligned with the university system's mission, vision, and strategic priorities.

Notes: _____

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Shared Governance

☐ Consultation occurred with relevant shared governance councils.

☐ Institutional impact has been assessed.

☐ Procedures exist to support implementation systemwide.

☐ Communication plan identified for significant changes.

Notes: _____

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Reporting

☐ This policy contains a reporting requirement

☐ N/A - This policy does not contain a reporting requirement

Reporting Frequency: ☐ Annual ☐ Specific Date: _____ ☐ Other: _____

Reporting Recipient: ☐ USM Office: _____

☐ State Agency or Department: _____

☐ Other: _____

Notes: _____

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Additional Support

Contacts: *List contacts for subject matter experts who may be valuable in the review process (Name, Title, Organization, Email)*

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Exemplars & Other Contextual Documents: *As needed, list and provide policy exemplars from peers and other relevant contextual documents to aid in the review process*

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USM Policy Sections – High-Level Overview

Section I: Systemwide Councils and Institutional Boards (9 policies)

Covers policies regarding the structure and governance of systemwide councils (e.g., faculty, staff, students) and institutional advisory boards. These policies outline roles, membership, responsibilities - including Maryland public ethics requirements of regents - and how shared governance bodies interact with system leadership and the Board of Regents.

Section II: Faculty (30 policies)

Covers policies governing faculty employment across the full faculty lifecycle, including appointment types (tenure-track, non-tenure track, adjunct, and part-time), qualifications, contracts, workload, evaluation, compensation, and recognition. These policies also address faculty leave and benefits, professional responsibilities and governance roles, formal processes for grievances, appeals, and retrenchment.

Section III: Academic Affairs (38 policies)

Covers academic policies governing instruction; student academic progress; and institutional standards, including integrity, grading, advising, admissions, enrollment, records, and academic calendars. It includes policies regarding the development, approval, review and abolition of academic programs and degrees; as well as policies on credit, transferability, affordability, and systemwide coordination of academic offerings.

Section IV: Research (7 policies)

Covers policies regarding the administration and conduct of research across the system. Policies address research compliance, intellectual property, human subjects of research, and the management of grants and sponsored programs.

Section V: Student Affairs (12 policies)

Covers policies on student life, including student employment and housing; student rights and responsibilities, including misconduct; student services and support systems; and intercollegiate athletics. It includes policies related to admissions, equity, and student well-being.

Section VI: General Administration (25 policies)

Covers broad institutional policies related to compliance, safety, and administration, including nondiscrimination, Title IX/sex discrimination, child abuse and neglect, emergency preparedness, and campus safety requirements. It also includes policies regarding operational and governance matters of facilities use, naming and advertising, records and public information

management, requests for advice of legal counsel, and use of alcohol at USM institutions and facilities, smoking at USM institutions, and reporting of campus crime statistics.

Section VII: Personnel / Human Resources (62 policies)

Covers comprehensive human resources policies governing the full employee lifecycle, including recruitment, hiring, evaluation, compensation, classification, and separation for staff and system leadership. It also includes policies outlining employee benefits—such as leave, wellness, and tuition remission; and policies addressing conduct, grievance procedures, performance management and organizational operations.

Section VIII: Fiscal and Business Affairs (53 policies)

Covers policies governing employment practices for staff and administrators, including hiring, compensation, benefits, leave, workplace conduct, and use of contracted labor. It covers policies on operational matters including budget; procurement; acquisition, disposal and leasing of real property; business activities and financial management; audits; travel and moving expenses; enterprise risk management; and workforce management policies that support institutional operations.

Section IX: External Relations (7 policies)

Covers policies on how the system interacts with external stakeholders, including government, philanthropic donors, and alumni associations. It also includes policies governing USM affiliated foundations and the use of foundation and alumni association funds that benefit USM employees.

Section X: Information Technology (2 policies)

Covers policies on IT governance which addresses data management, cybersecurity, and acceptable use of technology resources; and systemwide standards for digital infrastructure and information security.

TOPIC: Report on Symposium on Trust in Science (information)

COMMITTEE: Research and Economic Development

DATE OF COMMITTEE MEETING: N/A

SUMMARY: The Office of the Vice Chancellor for Research and Economic Development convened a symposium on the topic of trust in science called Science at the Crossroads on March 27, 2026. This symposium brought experts together for panels on the ethics of communicating research, research publishing, and emerging technologies.

ALTERNATIVE(S): N/A

FISCAL IMPACT: There is no anticipated fiscal impact

CHANCELLOR'S RECOMMENDATION:

For information items: N/A.

COMMITTEE RECOMMENDATION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Committee Staff Name (301) ###-####	

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TOPIC: Resolution of Appreciation for Vice Chancellor Mosca (action)

COMMITTEE: Committee of the Whole

DATE OF MEETING: April 17, 2026

SUMMARY: Following over twenty years of employment with the University System of Maryland (USM), Vice Chancellor Mosca is retiring in May 2026. The Board will consider a resolution of appreciation for Mr. Mosca's service to the USM.

ALTERNATIVE(S): The Board could choose not to consider this action.

FISCAL IMPACT: The fiscal impact will need to be discussed.

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the board discuss and vote on this resolution.

COMMITTEE ACTION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 410-576-5734	

UNIVERSITY SYSTEM of MARYLAND

RESOLUTION OF THE BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF MARYLAND CONCERNING THE EXEMPLARY SERVICE OF

Dave Mosca

USM Senior Vice Chancellor for Accountability

WHEREAS, Senior Vice Chancellor for Accountability Dave Mosca has led the USM Office of Internal Audit since 2005, during which time he served three USM chancellors — William E. Kirwan, Robert Caret, and Jay A. Perman; and

WHEREAS, throughout his long and distinguished tenure, Dave has overseen more than 1,500 audits and investigations, leading internal audit as it worked to ensure that the System and the Board of Regents are accountable to USM's students and employees, state leaders, and the people of Maryland, and

WHEREAS, under his leadership, the Office of Internal Audit has demonstrated excellence in evaluating risk management strategies, internal controls, compliance activity, and governance processes; conducting fraud investigations; and providing financial and cybersecurity support; and

WHEREAS, Dave's innovative vision led to his implementation of an anonymous reporting system for concerns related to health and safety, bullying and harassment, waste, fraud, and abuse; and

WHEREAS, his steadfast commitment to the principles of accountability, transparency, and integrity has strengthened USM's operations and governance, led to greater understanding of risk assessment, safeguarded public trust, and ensured responsible stewardship of Maryland's resources; and

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Regents of the University System of Maryland, upon the occasion of his forthcoming retirement, gratefully acknowledges and commends Dave Mosca for his exemplary service to the USM and to the entire state of Maryland.

Linda R. Gooden
Chairman, Board of Regents

Jay A. Perman
Chancellor,
University System of Maryland

DATE

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Convening Closed Session (action)

COMMITTEE: Committee of the Whole

DATE OF MEETING: April 17, 2026

SUMMARY: The Open Meetings Act permits public bodies to close their meetings to the public in special circumstances outlined in §3-305 of the Act and to carry out administrative functions exempted by §3-103 of the Act. The Board of Regents will now vote to reconvene in closed session. As required by law, the vote on the closing of the session will be recorded. A written statement of the reason(s) for closing the meeting, including a citation of the authority under §3-305 and a listing of the topics to be discussed, is available for public review.

It is possible that an issue could arise during a closed session that the Board determines should be discussed in open session or added to the closed session agenda for discussion. In that event, the Board would reconvene in open session to discuss the open session topic or to vote to reconvene in closed session to discuss the additional closed session topic.

ALTERNATIVE(S): No alternative is suggested.

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the BOR vote to reconvene in closed session.

COMMITTEE ACTION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 410-576-5734	

UNIVERSITY SYSTEM of MARYLAND

STATEMENT REGARDING CLOSING A MEETING
OF THE USM BOARD OF REGENTS

Date: April 17, 2026
Time: Approximately 11:45 a.m.
Location: Virtual Meeting

STATUTORY AUTHORITY TO CLOSE A SESSION

Md. Code, General Provisions Article §3-305(b):

(1) To discuss:

[X] (i) The appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom it has jurisdiction; or

[X] (ii) Any other personnel matter that affects one or more specific individuals.

(2) [X] To protect the privacy or reputation of individuals with respect to a matter that is not related to public business.

(3) [ ] To consider the acquisition of real property for a public purpose and matters directly related thereto.

(4) [ ] To consider a preliminary matter that concerns the proposal for a business or industrial organization to locate, expand, or remain in the State.

(5) [ ] To consider the investment of public funds.

(6) [ ] To consider the marketing of public securities.

(7) [X] To consult with counsel to obtain legal advice on a legal matter.

(8) [X] To consult with staff, consultants, or other individuals about pending or potential litigation.

(9) [X] To conduct collective bargaining negotiations or consider matters that relate to the negotiations.

(10) [ ] To discuss public security, if the public body determines that public discussions would constitute a risk to the public or public security, including:

(i) the deployment of fire and police services and staff; and

(ii) the development and implementation of emergency plans.

(11) [ ] To prepare, administer or grade a scholastic, licensing, or qualifying examination.

(12) [X] To conduct or discuss an investigative proceeding on actual or possible criminal conduct.

(13) [X] To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter.

(14) [X] Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiation strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding or proposal process.

(15) [X] To discuss cybersecurity, if the public body determines that public discussion would constitute a risk to:

(i) security assessments or deployments relating to information resources technology;

(ii) network security information, including information that is:

1. related to passwords, personal identification numbers, access codes, encryption, or other components of the security system of a governmental entity;

2. collected, assembled, or maintained by or for a governmental entity to prevent, detect, or investigate criminal activity; or

3. related to an assessment, made by or for a governmental entity or maintained by a governmental entity, of the vulnerability of a network to criminal activity; or

(iii) deployments or implementation of security personnel, critical infrastructure, or security devices.

Md. Code, General Provisions Article §3-103(a)(1)(i):

[ ] Administrative Matters

TOPICS TO BE DISCUSSED:

1. Committee on Advancement: Consideration of (i) action items of naming requests by three institutions to name a building after individuals and/or company.

2. Committee on Audit: Discussion of personnel matters as these arise related to matters on the closed session agenda; discussion of legal matters with Counsel of the Higher Education Division of the Maryland Office of the Attorney General and receipt of legal advice; discussion of legislative audit matters that are confidential by statute as these are ongoing; discussion of investigative matters involving actual or potential criminal conduct which may lead to criminal prosecution, review of the office of internal audit's CY 2026 plan of activity, meeting separately with independent auditor's engagement partner and USM"s VC of accountability; and discussion of IT security matters that pose vulnerabilities of networks, critical IT infrastructure and information resources.
3. Committee on Education Policy and Student Life and Safety: The Committee on Education Policy and Student Life will discuss recommendations for Regents' Faculty Awards and nominations for honorary degrees.
4. Committee on Finance: Award of a contract for advancement CRM implementation services.
5. Committee on Governance and Compensation: Update on status of collective bargaining at USM institutions; Information update regarding specific personnel contracts subject to review under BOR VII-10.0 Policy on Board of Regents Review of Certain Contracts and Employment Agreements; and Two personnel matters regarding USM employees.
6. Committee of the Whole: Meetings with two presidents as part of their performance reviews; Information update regarding specific personnel contracts subject to review under BOR VII-10.0 Policy on Board of Regents Review of Certain Contracts and Employment Agreements; and Discussions with legal counsel about implications of recent federal actions.

REASON FOR CLOSING:

1. Committee on Advancement: To maintain confidentiality of personal information concerning individuals who are proposing to have a building named after them at an institution (§3-305(b)(1)(i) and (2).
2. Committee on Audit: To maintain the confidentiality of personnel matters involved in various topics on the closed session agenda, including legal advice, investigations of possible criminal activity and ongoing legislative audits (General§3-305(b)(1)); To maintain confidentiality and attorney-client privilege regarding legal advice received from the OAG's Higher Education Division (§3-305(b)(7)); To maintain confidentiality of discussions of investigations involving possible criminal behavior, which could result in criminal prosecutions (§3-305(b)(12)); To maintain the confidentiality of matters involved in ongoing legislative audits, as required by Section 2-1226 of the State Government Article of the Annotated Code of Maryland (§3-305(b)(13)); To maintain confidentiality of USM's cybersecurity to avoid disclosing risk vulnerability of networks, critical IT infrastructure and information resources; (§3-305(b)(15); To carry out an administrative function: discussion of calendar year's 2026 internal audit plan of activity. (§ 3-103(a)(1)(i); To carry out an administrative function: the Committee's separate meeting with the VC of Accountability and independent auditors (§3-103(b)(1)(ii).
3. Committee on Finance: To maintain confidentiality of bid proposals prior to BOR approval and the awarding of a new contract (§3-305(b)(14)).
4. Committee on Governance and Compensation: To maintain confidentiality regarding collective bargaining negotiations (§3-305(b)(9)) and; To maintain confidentiality of discussion regarding specific employment agreements and compensation (§3-305(b)(1)).

5. Committee of the Whole: To maintain confidentiality of discussions regarding an individual personnel matter (§3-305(b)(1)); To maintain confidentiality of discussions in connection with employee performance reviews (§3-305(b)(1)); and To maintain confidentiality and attorney-client privilege with respect to communications with, and advice from, legal counsel (§3-305(b)(7) and (8)).