



March 1, 2024

The Honorable Sanjay Rai, Ph.D.  
Acting Secretary of Higher Education  
Maryland Higher Education Commission  
6 North Liberty Street  
Baltimore, Maryland 21201

Dear Secretary Rai,

The University of Baltimore is seeking to offer the MBA at the Hagerstown's Regional Higher Education Center. Currently, no other institutions offer an MBA program at University System of Maryland Hagerstown (USMH), and there is a demand for professionals to advance their educational standing in the region and beyond.

In 2023, the director of the Hagerstown Regional Higher Education Center approached the leadership of the Merrick School of Business at the University of Baltimore to gauge interest in offering our MBA degree on their campus. A LOI was submitted to USM in 2023 which circulated and produced no objections. After extensive discussions among interested parties, a MOU was signed between the two parties. Over the past 6 months, the Merrick School of Business has modeled market demand and worked to develop an implementation plan.

We believe offering an on-campus MBA program will assist USMH in increasing enrollment, meeting the market demand, and filling the gap as it develops a unique niche in the marketplace with growing emphasis on business education leveraging a hybrid format. Furthermore, the USMH region expands beyond Western Maryland sharing borders with Pennsylvania and West Virginia. This presents an excellent opportunity to offer the MBA program at USMH to help professionals in the region continue their education and work toward higher management level positions in the region.

The current MBA HEGIS code is 0506.01 and the CIP code is 52.0201.

If you have any questions or require additional information, please contact Aaron Wachhaus at 410-837-6113 or [awachhaus@ubalt.edu](mailto:awachhaus@ubalt.edu).

Sincerely,

Ralph O. Mueller  
Sr. Vice President and Provost

Encl.

cc: Dr. Candace Caraco, Associate Vice Chancellor for Academic Programs, Academic & Enrollment Services and Articulation



## Cover Sheet for In-State Institutions Non-substantial Modification to Existing Program

Institution Submitting Proposal	
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*Each action below requires a separate proposal and cover sheet.*

- |  |  |
|--|--|
| Articulation Agreement                                       | CIP Code Change                              |
| New Certificate Program within Existing                      | Closed Site Approval                         |
| Non-substantial Modification to Existing Program             | Discontinue Program                          |
| Non-substantial Modification to Existing Certificate Program | Suspend Program                              |
| Change in Program Modality                                   | Reactivate Program                           |
| Title Change   | Statewide and/or Health Manpower Designation |

Payment Submitted:	Yes No	Payment Type:	R*STARS # JB037758	Payment Amount:	Date Submitted:
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Department Proposing Program				
Degree Level and Degree Type				
Current Title of Proposed Program				
Total Number of Credits				
Current Codes	HEGIS:	CIP:		
Program Modality	Current:	On-campus	Distance Education ( <i>fully online</i> )	Both
	Proposed:	On-campus	Distance Education ( <i>fully online</i> )	Both
Program Resources	Using Existing Resources		Requiring New Resources	
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>	Fall	Spring	Summer Year:	
Provide Link to Most Recent Academic Catalog	URL:			
Preferred Contact for this Proposal	Name:			
	Title:			
	Phone:			
	Email:			
President/Chief Executive	Type Name:			
	Signature:	Date:		

Revised 1/2021

**UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR**

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

**The University of Baltimore**  
Institution Submitting Proposal

**Master of Business Administration/Hagerstown HREC**  
Title of Proposed Program

**Master of Business Administration**  
Award to be Offered

**Fall 2024**  
Projected Implementation Date

**0506.01**  
Proposed HEGIS Code


**52.0201**  
Proposed CIP Code

Merrick School of Business  
Department in which program will be located

Mikhail Pevzner  
Department Contact

410-837-5862  
Contact Phone Number

mpevzner@ubalt.edu  
Contact E-Mail Address

  
Signature of President or Designee

2/29/2024  
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 existing Master's of Business Administration (MBA) program within the Merrick School of Business is inspired by real-world business challenges, empowers students to build their own focus or specialization, and is internationally accredited by AACSB. Through course study, students learn to manage innovation and strategy, lead and manage people, interface with external stakeholders, manage the value chain, manage performance and risk, and leverage technology and business intelligence. The program helps students advance their careers and can be applicable to any industry field. Potential employers include firms in marketing, accounting, finance, government contracting, health care, and supply chain.

Students in the MBA program will be required to complete between 36-48 credit hours in total. MBA specializations include cybersecurity and organizational resilience, data analysis, digital business, entrepreneurship and innovation, finance, global management, health care management, leadership and management, marketing, and public-sector management.

The proposed UBalt MBA program offering at USMH aims to serve students who have earned a bachelor's degree, including working professionals from different fields looking for career advancement. USMH offered an MBA program through Frostburg State University that was moved completely online in 2014. At the time, the program averaged 11 graduates per year. Currently, no other institutions offer an MBA program at University System of Maryland Hagerstown (USMH), and there is a demand for professionals to advance their educational standing in the region and beyond.

The proposed offering is distinctive as it offers a face-to-face option for students in the Hagerstown area who prefer this modality. All required courses will be offered in a fully face-to-face or hybrid model, with the majority of the specialization and foundation courses available online.

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

The University of Baltimore’s (UBalt) 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 Hagerstown MBA program directly relates to Goals 1, 4, and 6. By offering an MBA program at the Hagerstown Regional Higher Education Center, the University of Baltimore enhances its reputation for training highly qualified management professionals in the diverse area ripe for higher levels of economic growth but is currently socio-economically more depressed (Goal 6). In doing so, UBALT is bringing the research and teaching expertise of its faculty to a broader Maryland community thus fostering more equitable economic development for our State (Goal 1). Redeploying our highly qualified faculty to another area with potentially unserved student demand also contributes to a more efficient use of faculty and staff resources, thus ensuring more long-term institutional financial stability (Goal 4).

**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.)**

As reflected in detail in Section L, tuition revenue from this program is expected to exceed the costs of instruction, even when using conservative estimates of actual enrollment and allocating faculty expenses based on full-time faculty salaries. The Merrick School of Business is not requesting additional funds and expects that this venture produce an increase in net assets.

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

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

The Merrick School of Business, working with the Hagerstown RHEC, is committed to providing a high level of administrative, financial, and technical support to our offering of the Master of Business Administration degree at Hagerstown. Additional support costs will be covered by tuition revenue.

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

We anticipate a long-lived working relationship with the Hagerstown RHEC and our offering of a face-to-face MBA at this location. However, should we discontinue this agreement, we are committed to allowing an appropriate period of time for actively 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;**
- 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**

UBalt's offering of the MBA program at USMH is primarily driven by Goal 1(b): Satisfying societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education.

In particular, this initiative can significantly impact local and regional economic development, workforce enhancement, and the broader societal fabric in the following ways:

- a) Economic Growth and Workforce Development*

Hagerstown's strategic location near borders of Maryland, Virginia, West Virginia and Pennsylvania, as well as being within driving distance of Washington D.C. and Baltimore, positions it as a potential hub for economic growth. Indeed, according to Maryland Department of Commerce, "Washington County's [where Hagerstown is the main city] private sector industries generate nearly \$7.8 billion in economic output. Key employers include Amazon, The Bowman Group, FedEx Ground, Meritus Health System, Sierra Nevada Corporation, Specialty Granules, Tractor Supply Co., and Volvo Group. Washington County is home to more than twenty industrial, technology and business parks, Foreign Trade Zone #255, and two State Enterprise Zones. Significant recent announcements include Johnson Development's \$150 million investment of a 1.8 million square foot logistics center, Hitachi Rail's \$80 million investment of a 300,000 square foot metro rail car manufacturing facility, and Trammel Crows \$100 million capital investment of a 2 million square foot distribution center, all located in Hagerstown... [Moreover] Approximately 20 business and industrial parks in Washington County, including a technology park, are concentrated in the Hagerstown and Williamsport areas with easy access to I-70 and I-81."<sup>1</sup>

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<sup>1</sup> <https://commerce.maryland.gov/Documents/ResearchDocument/WashingtonBef.pdf>

These exciting economic developments in Hagerstown's vicinity as well as USMH strategic location near major interstates suggest that the demand for highly qualified managers in the area of USMH's footprint is poised to grow. However, the same report also suggests that only 22% of the population of Washington County where USMH is located have a bachelor's or higher degree. This is markedly lower than the national average of 38%<sup>2</sup>. This suggests that the area has a potential deficit of well-educated managers. Thus, introducing an MBA program here could catalyze this potential by equipping local professionals with advanced business skills. This would not only enhance the region's talent pool but also attract new businesses, fostering a more vibrant economic environment. For minority and disadvantaged groups, this means more job opportunities and pathways to upward mobility.

b) *Educational Access and Diversity*

The accessibility of graduate-level business education is crucial for breaking cycles of disadvantage and promoting diversity within the professional sphere. According to the Bureau of Census, Hagerstown area is approximately 21% African-American<sup>3, 4, 5</sup>, and about 23% of the population of Hagerstown live below poverty line<sup>6</sup>. By situating an MBA program in Hagerstown, educational institutions open doors to individuals who might face barriers to pursuing such education, whether due to geographic isolation, economic hardship, or both. This effort directly supports minority and disadvantaged students, offering them the tools needed for professional and personal advancement.

c) *Local Industry Support and Entrepreneurship*

The diverse industrial base of Hagerstown and Washington County, encompassing manufacturing, healthcare, logistics, and more, stands to benefit significantly from a locally tailored MBA program. For example, healthcare specialization in UBALT's MBA program could significantly help train managers of the surrounding area's medical facilities. Similarly, UBALT MBA's Finance specialization could help develop skills of employees in real estate and construction industry. Our entrepreneurship specialization could help foster local small business creation which could in turn help stem potential population drain of the younger area residents to larger locales such as Washington DC, Pittsburgh and Baltimore. The MBA as a whole could provide very valuable training to Amazon Fulfillment Center's managers in the area.

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<sup>2</sup> <https://www.collegetransitions.com/blog/percentage-of-americans-with-college-degrees/#:~:text=In%20the%20Census%20Bureau's%20most,doing%20so%20in%20record%20numbers.>

<sup>3</sup> According to Pew Research Center, the national average of African-American population is about 14%: <https://www.pewresearch.org/social-trends/fact-sheet/facts-about-the-us-black-population/#:~:text=The%20Black%20population%20of%20the,Black%20Americans%20are%20diverse.>

<sup>4</sup> <https://www.census.gov/quickfacts/fact/table/hagerstowncitymaryland/INC110222>

<sup>5</sup> <https://www.washco-md.net/business-development/talent-workforce/>

<sup>6</sup> <https://time.com/6320076/american-poverty-levels-state-by-state/>

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

**The 2022 State Plan for Postsecondary Education: Student Success with Less Debt outlines three primary goals for the postsecondary community in Maryland:**

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

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

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

Through our collaboration with the Hagerstown RHEC, we hope to meet several elements of the 2022 statewide plan for higher education. Priority 1 under Student Access is to “Study the affordability of postsecondary education in Maryland.” Table 1 below indicates that our graduate tuition is the lowest among MBA programs offered by the other AACSB-accredited Universities in Maryland.

**Table 1: Comparative Total Program Costs for graduate MBA programs among AACSB-accredited universities in Maryland<sup>7</sup>:**

Johns Hopkins University	\$82,600
University of Maryland College Park	\$94,288
Morgan State University	\$30,000
Loyola University of Maryland	\$42,120
The University of Baltimore	\$36,000

Table 1 thus clearly shows that our UBALT MBA program would further ensure equitable and affordable access to Hagerstown area residents. UBALT’s MBA program in USMH will serve Maryland residents both in the immediate vicinity of Hagerstown and in more rural Maryland areas in the surrounding counties. Because the program provides access to such high quality specializations as Data Analytics, Cybersecurity and Organizational Resilience, Healthcare as well as Public Sector Management it further fosters innovation in Maryland higher education which improves access and student success in finding more gainful employment, contributing to Priorities 5 (“Maintain the commitment to high-quality postsecondary education in Maryland”) and 7 (“Enhance the ways postsecondary education is a platform for ongoing lifelong learning”) of Maryland State Plan for Higher Education.

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<sup>7</sup> The table was created on the basis of information from the respective program’s websites.



**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.**

According to Washington County's Department of Business and Economic Development<sup>8</sup>, the following are major employers in USMH footprint area:

- Amazon – Retail
- Meritus Medical Center – Healthcare
- CITI – Credit Card Processing
- Fiserv – Credit Card Processing
- Volvo Group Trucks – Diesel Engine and Transmission Manufacturing
- FedEx Ground – Package Delivery
- Hagerstown Community College – Education
- Bowman Group, LLC – Developer
- Merkle Response Management Group – Data Entry
- ARC of Washington County – Social Services

The major employers listed above span a variety of sectors including retail (Amazon), healthcare (Meritus Medical Center), financial services (CITI, Fiserv), manufacturing (Volvo Group Trucks), logistics (FedEx Ground), education (Hagerstown Community College), real estate development (Bowman Group, LLC), data management (Merkle Response Management Group), and social services (ARC of Washington County).

Here is how employees with an MBA degree could be helpful to these companies:

- Retail and Logistics (Amazon, FedEx Ground): Potential high demand for MBAs in strategic planning, operations, supply chain management, and logistics management.
- Healthcare (Meritus Medical Center): Demand for MBAs with a focus on healthcare management, financial management, and operations.
- Financial Services (CITI, Fiserv): High demand for MBAs in finance, risk management, operational management, and innovation.
- Manufacturing (Volvo Group Trucks): Need for MBAs in supply chain management, operations, strategic management, and product development.
- Education and Social Services (Hagerstown Community College, ARC of Washington County): Potential demand in administrative roles, strategic planning, and program management.
- Real Estate and Data Management (Bowman Group, LLC, Merkle Response Management Group): MBAs could be valuable in strategic development, project management, and data analysis roles.

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<sup>8</sup> <https://www.washco-md.net/business-development/talent-workforce/>

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

As industries evolve, managers need to stay abreast of the latest trends, technologies, and best practices. Training programs should focus on enhancing leadership skills, decision-making, and adaptability. In particular, these companies' managers will likely need upskilling in the following additional areas:

- **Digital Literacy:** With increasing reliance on technology, managers must be proficient in digital tools, data analytics, and cybersecurity.
- **Soft Skills and Emotional Intelligence:**
  - Effective communication, conflict resolution, and empathy are crucial for successful management. Training should emphasize these interpersonal skills.
  - **Cultural Competence:** Given the diverse workforce, managers should receive training on understanding and appreciating different cultures.
- **Change Management and Innovation:**
  - Managers need strategies to navigate organizational changes, mergers, and disruptions. Training should address change management principles.
- **Innovation and Creativity:** Encouraging innovative thinking and problem-solving is essential for staying competitive.
- **Remote Work and Virtual Leadership:**
  - The pandemic has accelerated remote work. Managers must adapt to leading virtual teams effectively. Training should cover remote communication, team building, and performance management.
- **Legal and Compliance Knowledge:**
  - Managers should be well-versed in labor laws, workplace safety, and ethical practices. Training programs should provide updates on relevant regulations.
- **Financial Acumen:**
  - Understanding budgets, financial statements, and cost management is crucial. Training can enhance financial literacy for managers.
- **Collaboration and Team Building:**
  - Effective teamwork and collaboration drive organizational success. Training should focus on building cohesive teams and resolving conflicts.

UBALT's MBA program curriculum addresses all these areas. Furthermore, offering an on-campus MBA program will assist USMH in increasing enrollment, meeting the market demand, and filling the gap as it develops a unique niche in the marketplace with growing emphasis on business education leveraging a hybrid format. Furthermore, the USMH region expands beyond Western Maryland sharing borders with Pennsylvania and West Virginia. This presents an excellent opportunity to offer the MBA program at USMH to help professionals in the region continue their education and work toward higher management level positions in the region.

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.

According to Maryland Department of Labor, the overall demand for managerial occupations in Maryland is expected to increase by 12% between 2020 and 2030<sup>9</sup>. Table 2 below shows the breakdown in this aggregate expectation by managerial category:

**Table 2: Maryland Employment Projections for Selected Managerial Occupations**

Occupational Title	Employment 2020	Employment 2030	Change 2020-2030	Change 2020-2030 (%)
General and Operations Managers	53969	59684	5715	11%
Advertising, Marketing, Promotions, Public Relations, and Sales Managers	16651	18690	2039	12%
Advertising and Promotions Managers	736	783	47	6%
Marketing Managers	5871	6648	777	13%
Sales Managers	7291	8201	910	12%
Public Relations and Fundraising Managers	2753	3058	305	11%
Operations Specialties Managers	47952	55346	7394	15%
Administrative Services and Facilities Managers	7110	7981	871	12%
Computer and Information Systems Managers	13771	15402	1631	12%
<b>Financial Managers</b>	<b>15137</b>	<b>18525</b>	<b>3388</b>	<b>22%</b>
Industrial Production Managers	1858	2009	151	8%
Purchasing Managers	1960	2128	168	9%
Transportation, Storage, and Distribution Managers	2799	3225	426	15%
Compensation and Benefits Managers	403	450	47	12%
Human Resources Managers	3425	3921	496	14%
Training and Development Managers	1489	1705	216	15%
Construction Managers	10996	12579	1583	14%
<b>Medical and Health Services Managers</b>	<b>13196</b>	<b>16800</b>	<b>3604</b>	<b>27%</b>
<b>Social and Community Service Managers</b>	<b>4563</b>	<b>5560</b>	<b>997</b>	<b>22%</b>
Personal Service Managers; Entertainment & Recreation Managers, Except Gambling; and Managers, All Other	17633	19002	1369	8%

We note that a more pronounced level of growth is expected among Financial Managers, Medical and Health Services Managers and Social and Community Service Managers. These are the types of managers more likely to be represented among Hagerstown-area companies listed above. These types of managers are also more likely to benefit from MBA education, in particular with specializations offered by UBALT MBA program.

<sup>9</sup> <https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>

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

According to Graduate Management Admission Council<sup>10</sup>, “Prospective students who prefer a professional MBA program type have a median age of 28 years and a median of four years work experience.” The students who are more likely to benefit from a part-time MBA degree seek it as means of advancing in their employment. According to DataUSA<sup>11</sup>, “The economy of Hagerstown, MD employs 18.2k people. The largest industries in Hagerstown, MD are Health Care & Social Assistance (2,627 people), Retail Trade (2,496 people), and Accommodation & Food Services (1,502 people), and the highest paying industries are Public Administration (\$66,821), Professional, Scientific, & Technical Services (\$64,837), and Utilities (\$58,571)... [Furthermore] From 2020 to 2021, employment in Hagerstown, MD grew at a rate of 6.56%, from 17k employees to 18.2k employees. The most common job groups, by number of people living in Hagerstown, MD, are Office & Administrative Support Occupations (2,208 people), Sales & Related Occupations (1,850 people), and Material Moving Occupations (1,492 people).”

In other words, Hagerstown job market is likely to have a lot of potential MBA students who are seeking to advance from lower-level administrative jobs to more lucrative managerial jobs. Such jobs are more likely to be available in the neighboring Montgomery County alongside its 270 Tech Corridor and in Washington, D.C. which is reachable by both Amtrak and car. Indeed, according to 2017 Gaithersburg-Germantown Chamber of Commerce<sup>12</sup>, “The North I-270 Corridor is a vibrant, affordable, commercial market with access to a young, educated workforce. There is a significant tech/biotech presence that continues to grow.” The report listed over 50 tech or biotech companies that could all have employees interested in pursuing an MBA.

In addition, there are several military bases in the vicinity of Hagerstown, most notably Fort Detrick, located in Frederick, MD, about 26 miles away from USMH. “Fort Detrick is home to U.S. Army Medical Research and Materiel Command, Army Medical research Institute of Infectious Diseases and the National Cancer Institute. Fort Detrick is the largest employer in Frederick County, Maryland.”<sup>13</sup> Thus, an MBA degree could be of particular interest to the current or former U.S. military members who seek to transition to the civilian workforce.

#### **Reasonableness of Program Duplication:**

Currently, 14 Maryland institutions offer Master of Business Administration degrees within the state of Maryland, in addition to a myriad of online institutions offering them virtually. As such, an MBA degree is not innately distinctive. However, our program offering has a unique value proposition – offering a Master of Business Administration in a face-to-face format in Hagerstown. This offering meets the needs of busy working adults who want in-person learning within a reasonable distance of their home and work.

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<sup>10</sup> <https://www.gmac.com/-/media/files/gmac/research/prospective-student-data/2018-mbacom-prospective-students-survey-mba-and-business-masters-demand-may-2018.pdf>

<sup>11</sup> [https://datausa.io/profile/geo/hagerstown-md#:~:text=The%20most%20common%20job%20groups,Moving%20Occupations%20\(1%2C492%20people\).](https://datausa.io/profile/geo/hagerstown-md#:~:text=The%20most%20common%20job%20groups,Moving%20Occupations%20(1%2C492%20people).)

<sup>12</sup> <https://www.ggchamber.org/wp-content/uploads/2017/10/270N-Corridor-Tech-Report.pdf>

<sup>13</sup> <https://www.military.com/base-guide/fort-detrick>

**D. 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.**

Several HBIs within Maryland offer Master of Business Administration degrees, including Morgan State University and Bowie State University. We anticipate no impact on the enrollment of either institution as this program is offered in Hagerstown, nearly 90 miles from each of these campuses.

**E. 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.**

As mentioned in the prior two paragraphs, we do not expect this offering to negatively impact our colleagues at HBIs. Our program is clearly geographically anchored to western Maryland and the surrounding market in West Virginia and Pennsylvania of a program offered at every graduate business school within the state. It will not impair, in any way, the distinctive mission of HBIs in Maryland.

**F. 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.**

In 2023, the director of the Hagerstown Regional Higher Education Center approached the leadership of the Merrick School of Business at the University of Baltimore to gauge interest in offering our MBA degree on their campus. After extensive discussions among interested parties, a MOU was signed between the two parties. Over the past 6 months, the Merrick School of Business has modeled market demand and worked to develop an implementation plan. In fall 2023, we submitted a letter of intent to the University System of Maryland and received no objections to our proposal. The next step in this process is to seek approval of the Maryland Higher Education Commission for this program offering.

The MBA at Hagerstown will fall under the direction of Dr. Mikhail Pevzner, Graduate Program Director, and under the leadership of Dean Raju Balakrishnan 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.**

**Goal 1 – Managing Strategy and Innovation:** Graduates will be able to integrate knowledge to frame problems and develop creative strategies to enhance an organization’s competitiveness.

- LO 1.1: Students will create and evaluate an original new product/service concept using various methods that stimulate creativity.
- LO 1.2: Students will apply their knowledge of business and management to develop creative solutions to a strategic challenge facing an organization.

**Goal 2 - Managing and Leading People:** Graduates will be able to collaborate in teams and lead with integrity within a dynamic, multicultural work environment.

- LO 2.1: Students will identify ethical issues and address the issues in a socially responsible way.
- LO 2.2: Students will collaborate effectively in teams.

**Goal 3 – Interfacing with External Stakeholders:** Graduates will understand the processes for identifying and responding to the needs and requirements of stakeholders and constituents in the environment external to the organization.

- LO 3.1: Students will identify and explain the effects of market forces, the regulatory forces, and the environmental forces that impact organizations.
- LO 3.2: Students will evaluate an organization's processes for creating and delivering value in the market and identify strategies for enhancing its effectiveness.

**Goal 4 - Managing the Value Chain:** Graduates will understand the systems and processes necessary to achieve organizational efficiency and effectiveness.

- LO 4.1: Students will plan, design and improve operational systems to effectively and efficiently produce and deliver an organization's goods and services.

**Goal 5 – Managing Performance and Risk:** Graduates will use information to assess and manage operational performance and risk.

- LO 5.1: Students will use accounting-based and operational information to assess performance.
- LO 5.2: Students will use financial analysis to solve business problems and recommend actions that maximize shareholder value.

**Goal 6 – Leveraging Technology and Business Intelligence**

- LO 6.1: Students will recommend information technology to support and advance business strategy and operations.
- LO 6.2: Students will evaluate and apply selected analytics techniques to help enhance organizational competitiveness.

**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

**Program Requirements:**

**Program Prerequisites (0 – 12 credits):**

Course Number	Title	Credits
ACCT 505	Introduction to Accounting	1.5
ECON 505	Micro Economics	1.5
ECON 506	Macro Economics	1.5
FIN 505	Essentials of Finance	1.5
MKTG 505	Marketing Essentials	1.5
OPM 505	Introduction to Operations Management	1.5
OPRE 505	Fundamentals of Statistics	1.5
OPRE 506	Managerial Statistics	1.5

Program prerequisites may be waived based on undergraduate coursework.

**Required Core Courses (13.5 credits):**

Course Number	Title	Credits
ACCT 605	Performance Management & Accounting Controls	3
ECON 605	Business and Public Policy in a Global Economy	1.5
ENTR 605	Creativity and the Entrepreneurial Mindset	1.5
FIN 605	Financial Management	1.5
INSS 605	IT for Business Transformation	3
MGMT 605	Leading with Integrity	1.5
OPRE 605	Business Analytics	1.5

**Flexible Core Courses (10.5 credits)**

\* Students must take one course in each of the following areas: FIN, MGMT, MKTG, and OPM

Course Number	Title	Credits
FIN 615	Entrepreneurial Finance	1.5
FIN 625	Corporate Finance	1.5
MGMT 615	Managing in a Dynamic Environment	3
MGMT 625	Collaboration, Negotiation & Conflict Management	3
MKTG 635	Entrepreneurial Marketing	3
MKTG 645	Customers and Markets	3



OPM 615	Innovation and Project Management	3
OPM 625	Operations and Supply Chain Management	3

Capstone Course (3 credits):

Course Number	Title	Credits
MGMT 790	Strategic Management Capstone	3

**Specialization Courses (9 credits)**

\* Students may choose from many specializations including Data Analytics, Finance, Leadership and Management Development, Entrepreneurship and Innovation, Marketing, Health Care Management, and Public-Sector Management. Not all specialization will be offered at Hagerstown, but students may complete specialization requirements by enrolling in our online offerings. The courses listed below apply to the specialization in Leadership and Management Development, one of our most popular specializations. These courses may be offered on-site based on student demand.

Course Number	Title	Credits
APPL 642	Motivation, Satisfaction and Leadership	3
ENTR 750	Leading and Managing Innovation	3
MGMT 625	Collaboration, Negotiation and Conflict Management	3
MGMT 710	Human Resource Management	3
MGMT 730	Leadership, Learning and Change	3
MGMT 731	Leadership Seminar	3

Course Descriptions (credit hours are given in parentheses)

**ACCT 505 ACCOUNTING ESSENTIALS (1.50)**

Introduces students to the basics of corporate financial reporting and financial statement analysis from the manager’s perspective. Emphasizes the analysis of financial statements and provides an overview of U.S. Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS) rules for most critical accounting items. Prerequisite: graduate standing

**ACCT 605 PERFORMANCE MANAGEMENT AND ACCOUNTING CONTROLS (3)**

Focuses on how managers can use accounting information in the budgeting process to assist them in planning, controlling and making decisions. Introduces students to internal controls, corporate governance and enterprise risk management. Prerequisites: ACCT 504 or ACCT 505.

**ECON 505 MICRO ECONOMICS (1.50)**

Covers comparative advantage, supply and demand, elasticity, opportunity cost, competition and monopoly, and externalities. Emphasizes understanding concepts that are

useful in making effective choices in a variety of economic and managerial situations.  
Prerequisite: graduate standing.

**ECON 506 MACRO ECONOMICS (1.50)**

Covers economic growth, monetary and fiscal policy, inflation and unemployment. Emphasizes understanding concepts, such as Federal Reserve policy, that are useful for managerial decision-making. Prerequisite: graduate standing.

**ECON 605 BUSINESS AND PUBLIC POLICY IN A GLOBAL ECONOMY (1.50)**

This course uses an economic framework to analyze and evaluate public policy issues that may affect businesses. Ethical and managerial implications are integrated. Applications of the framework include globalization, environmental, and health care issues. Prerequisite: ECON 505 and ECON 506.

**ENTR 605 CREATIVITY AND THE ENTREPRENEURIAL MINDSET (1.50)**

Focuses on personal and organizational creativity and enables students to recognize and develop creative abilities in organizations. Includes a final team-based new product pitch that allows students to apply creativity in a business context. Prerequisite: graduate standing.

**FIN 505 ESSENTIALS OF FINANCE (1.50)**

Provides introductory-level coverage of financial management. Topics include overview of financial markets, financial statement analysis, time value of money, risk-return tradeoff, security pricing and valuation, and capital budgeting decision tools.

**FIN 605 FINANCIAL MANAGEMENT (1.50)**

The course provides intermediate-level coverage of topics in financial statements and their analysis, financial forecasting, security risk and pricing and capital budgeting. The course is designed to build on the basic skills acquired in introductory finance courses.

**FIN 615 ENTREPRENEURIAL FINANCE (1.50)**

Provides intermediate-level coverage of topics in venture capital and private equity, asset allocation, security risk and pricing, decision-making and nonpublic corporate finance.

**FIN 625 CORPORATE FINANCE (1.50)**

Provides advanced-level coverage of capital budgeting and intermediate-level coverage of topics in asset pricing, capital structure, dividend policy, and derivative instruments such as options and futures.

**INSS 605 IT FOR BUSINESS TRANSFORMATION (3)**

Examines the key roles that information systems and technologies play in the current business environment as well as the disruptive and innovative nature of information systems in promoting the fundamental transformation of industries, businesses and society. Covers current major issues in the field of management of information systems, such as social computing, cybersecurity, big data and mobile technologies. Prerequisites: graduate standing.

**MGMT 605 LEADING WITH INTEGRITY (1.50)**

Focuses on leadership, integrity and core management principles. Provides an overview of concepts and practices essential to managerial effectiveness, including developing a vision for the organization in a complex business environment, setting objectives, planning, motivating others, managing for results, and a grounding in ethics at the individual and organizational level. Prerequisite: graduate standing.

**MGMT 615 MANAGING IN A DYNAMIC ENVIRONMENT (3)**

Covers the processes and necessary skills for leading and managing people in organizations that compete in dynamic environments. Emphasizes leading and motivating diverse employee populations in global organizations, and human resource management issues, including evaluation, rewards, and employment law. Prerequisite: MGMT 605 or MGMT 600.

**MGMT 625 COLLABORATION, NEGOTIATION AND CONFLICT MANAGEMENT (3)**

Addresses negotiation skills and the capacity to effectively resolve conflicts. Students apply theory and research to the practice of negotiation and conflict management through practical, hands-on experience including simple buyer-seller bargaining; labor-management negotiations; impasse resolution; and complex, multiparty, multi-issue negotiations. Prerequisite: MGMT 605 or MGMT 600.

**MGMT 710 STRATEGIC HUMAN RESOURCE MANAGEMENT (3)**

Covers human-resource management from a strategic perspective with an emphasis on fit with organizational goals and strategies in order to gain and sustain a competitive advantage. Issues discussed include HRM strategies, HR planning, recruitment, selection, performance management, and training and development. Additional emphasis is placed on high performance work systems, the increased use of contract workers, international dimensions of HR and ethical considerations.

**MGMT 730 LEADERSHIP, LEARNING AND CHANGE (3)**

Based on the idea that the deeper we go into the exploration of organizational leadership, learning and change, the more we need to deal with the dimensions of the sense-making, connection-building, choice-making, vision-inspiring, reality-creating roles of leaders. The course involves a series of workshops designed to help students learn something that cannot be taught: leading, learning and changing “from within.” Readings, assignments and Web forum interactions are designed to inspire “practices of deep inflection”: storytelling, historical inquiry, reflective reading and writing, dialogue and action research.

**MGMT 731 LEADERSHIP SEMINAR (3)**

Focuses on the critical issues pertaining to success in operating at the executive level in business and other organizations. Topics include vision, values clarification, knowing the customer, communications for internal motivation and public awareness, ethical responsibilities, decision-making, resource decisions, performance maximization, human asset activities and individual leader behaviors for effectiveness. Prerequisite: graduate standing.

**MGMT 790 STRATEGIC MANAGEMENT CAPSTONE (3)**

An experiential capstone in which students assume the perspective of general managers facing decisions of strategic importance to their organizations. Emphasizes the critical functions of goalsetting, strategy formulation, implementation and control processes.

Prerequisites: ACCT 605, ECON 605, ENTR 605, FIN 605, INSS 605, MGMT 605, MKTG 605, OPRE 605.

**MKTG 505 MARKETING ESSENTIALS (1.50)**

Covers concepts, processes and institutions necessary for effective marketing of goods and services, including analyses of market opportunities, buyer behavior, product planning, pricing, promotion and distribution. Prerequisite: graduate standing.

**MKTG 635 ENTREPRENEURIAL MARKETING STRATEGY (3)**

Explores the role of marketing in creating value for the firm and its stakeholders. In particular, this course underscores market opportunity analysis, product development, creation and formulation of strategic positioning, pricing feasibility, channel strategies and communication in entrepreneurial and intrapreneurial settings with limited resources.

Prerequisite: MKTG 505.

**MKTG 645 MARKETING STRATEGY AND ANALYSIS (3)**

Explores the role of marketing in creating value for the firm and its stakeholders and examines market strategy in the context of a dynamic external environment. It also focuses on choosing customers and markets through analysis of market dynamics in B2B, B2C and nonprofit organizations. Prerequisite: MKTG 505.

**OPM 505 INTRODUCTION TO OPERATIONS MANAGEMENT (1.50)**

Overview of the concepts and tools used for the creation and delivery of goods and services. Describes the role of effective operations management for organizational success and competitiveness. Demonstrates approaches for improving quality, productivity, customer service and overall performance. Prerequisite: graduate standing.

**OPM 615 INNOVATION AND PROJECT MANAGEMENT (3)**

Covers the essentials of innovation and project management from project selection through implementation, monitoring, control and termination. Topics covered include: product/process innovation, project identification, risk and uncertainty in project management, project planning and budgeting, selecting the project team, resource allocation, implementation and control, and project evaluation and termination.

Prerequisite: OPM 505 or permission of instructor.

**OPM 625 OPERATIONS AND SUPPLY CHAIN MANAGEMENT (3)**

Provides in-depth coverage of the concepts, techniques and tools used to design, create, control and improve manufacturing and services operations. Topics covered include: operations strategy, quality management, high- and low-contact services, forecasting, smart pricing, procurement, global supply chains, sustainability in manufacturing and services, aggregate sales and operations planning, inventory control and operations scheduling.

Prerequisite: OPM 505 or MGMT 506.

**OPRE 505 FUNDAMENTALS OF STATISTICS (1.50)**

Emphasizes applications of descriptive statistics in business. Topics covered include: basic probability concepts, summary measures of location and dispersion, discrete and continuous probability distributions, sampling distribution of mean, and introductions to confidence interval estimation and hypothesis testing. Excel-based software is used for computer implementation. Prerequisite: graduate standing.

**OPRE 506 MANAGERIAL STATISTICS (1.50)**

Emphasizes applications of inferential statistics in business. Topics covered include: confidence interval estimation, hypothesis testing, analysis of variance, simple linear regression and an introduction to multiple regression. Excel-based software is used for computer implementation. Prerequisite: OPRE 505.

**OPRE 605 BUSINESS ANALYTICS (1.50)**

Explores business analytics and its applications to management decision-making for a range of business situations. Covers problem structuring; big data; data mining; optimization; computer simulation; decision analysis; and predictive modeling. Prerequisite: OPRE 504 or OPRE 505 and OPRE 506 or equivalent or permission of the M.B.A. program director.

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

Not applicable to graduate degrees.

**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 the University of Baltimore.

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

Please see the attached MOU between the University of Baltimore and the Hagerstown RHEC.

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 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 program director will communicate with Hagerstown RHEC and university marketing departments to ensure that any marketing materials, such as program fact sheets, reflect the program curriculum. See above for information about the catalog and website.

The catalog is updated annually and posted online, in addition to the routine program web page updates.

## **G. Adequacy of Articulation**

**Address how an undergraduate program supports transfer from other public institutions, especially community colleges. Identify as well any planned accelerated options or dual degrees. For graduate programs, identify any internal accelerated pathways or dual degrees or other planned partnerships that involve articulation.**

The Program is within the scope of Accelerated BS-MS programs within the University of Baltimore, as articulated by the University System of Maryland's rules for Accelerated Programs. Under this Policy, an undergraduate student with GPA of 3.5 or higher is allowed to take up to 9 graduate credits and double-count them towards their graduate degree.

**H. 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
Pevzner, Mikhail	Accounting	Ph.D., 2007	Full Professor	Full-time	ACCT 605
Williams, Jan	Accounting	Ph.D., 2006	Full Professor	Full-time	ACCT 605
Guo, Ge	Decision Science	Ph.D., 2018	Assistant Professor	Full-time	OPRE 605
Gerlowski, Daniel	Economics	Ph.D., 1987	Full Professor	Full-time	ECON 605
Zhang, Ting	Economics	Ph.D., 2008	Associate Professor	Full-time	ECON 605
Lingelbach, David	Entrepreneurship	Ph.D., 2009	Full Professor	Full-time	ENTR 605
Sunny, Sanwar	Entrepreneurship	Ph.D., 2019	Assistant Professor	Full-time	ENTR 605, FIN 615
Chen, Dong	Finance	Ph.D., 2008	Associate Professor	Full-time	FIN 605, 625
Nguyen, Hoang	Finance	Ph.D., 2007	Associate Professor	Full-time	FIN 605, FIN 625
Yunus, Nafeesa	Finance	Ph.D., 2007	Associate Professor	Full-time	FIN 605, FIN 625, FIN 750, FIN 755
Pezeshkan, Amir	International Business	Ph.D., 2015	Associate Professor	Full-time	MGMT 605, MGMT 615, MGMT 780
Carter, William	Management	Ph.D., 2015	Associate Professor	Full-time	MGMT 790
Richardson, Paul	Management	D.M., 2012	Adjunct Faculty	Part-time	OPM 615, OPM 625
Weaver, Jeffrey	Management	Ph.D., 2008	Adjunct Faculty	Part-time	MGMT 605, MGMT 615, MGMT 625
Wynne, Kevin	Management	Ph.D., 2016	Assistant Professor	Full-time	MGMT 605, MGMT 615, MGMT 625, MGMT 730
Fowler, Danielle	MIS	Ph.D., 1996	Associate Professor	Full-time	INSS 605, INSS 651
Mirani, Rajesh	MIS	Ph.D., 1992	Associate Professor	Full-time	INSS 605, INSS 722
Zhang, Cong	MIS	Ph.D., 2021	Assistant Professor	Full-time	INSS 611, INSS 612
Pitta, Dennis	Marketing	Ph.D., 1983	Full Professor	Full-time	MKTG 635, MKTG 645
Randhawa, Praneet	Marketing	Ph.D., 2014	Associate Professor	Full-time	MKTG 635, MKTG 645
Sriram, Ven	Marketing	Ph.D., 1987	Full Professor, Chair of the Faculty	Full-time	MKTG 635, MKTG 645

**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 University of Baltimore 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 trainings. The University's Center for Excellence in Learning, Teaching and Technology (CELTT) provides a wide range of training opportunities in pedagogy that begins with the orientation of new faculty and continues on an ongoing basis in multiple modalities.

**b) The learning management system (LMS)**

The University of Baltimore 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, The University of Baltimore'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.

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

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

The University of Baltimore currently offers the Master of Business Administration program both on our Baltimore campus and online. Our Bogolomny Library provides an extensive collection of online resources that will fully support our offering at Hagerstown.



**J. 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 University System of Maryland at Hagerstown (USMH) is a regional higher-education center located in downtown Hagerstown. USMH operates under the auspices of the University System of Maryland (USM). Classrooms are currently adequately equipped for both blended and face-to-face instruction and have up-to-date IT infrastructure. The Hagerstown campus hosts five institutions currently – Frostburg State University, Salisbury University, Towson University, University of Maryland Eastern Shore, and University of Maryland Global campus.

- 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.**

Although our course offerings will primarily be on campus at the Hagerstown RHEC, students may elect to take some electives or prerequisites online.

The University of Baltimore provides every student with an email address, access to Learning Management System (Canvas), and free access to Office 365 software (Word, Excel and Powerpoint).

All faculty and credit-earning students are provided with an institutional e-mail account that integrates with the institution's learning management system, Canvas. 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.

**K. 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. Do not leave any cells blank (use “0” if no data is applicable).

Narrative: It is anticipated that first year enrollment at the Hagerstown RHEC MBA program will be 15 students, and that these students will enroll in a minimum of 12 credits per year. In the second year, we expect to have two cohorts of students, some in their first year and some in their second year. By the third year, we assume that some portion of the first cohort will have completed the program and graduated, although this depends upon the number of credits completed per year. Revenue projections are conservative and don't include any prerequisite coursework for the program. We also assume that all students are paying in-state tuition.

<b>TABLE 1: PROGRAM RESOURCES</b>					
<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Tuition and Fee Revenue (c + g below)	\$190,980	\$393,480	\$405,360	\$417,240	\$429,840
a. Number of F/T students					
b. Annual Tuition/Fee Rate					
c. Total F/T Revenue (a*b)					
d. Number of P/T students	15	30	30	30	30
e. Credit Hour Rate [ <i>PT tuition &amp; mandatory fees – see note</i> ]	\$1,061	\$1,093	\$1,126	\$1,159	\$1,194
f. Annual Credit Hours Rate (per student, average)	12	12	12	12	12
g. Total P/T Revenue (d*e*f)	\$190,980	\$393,480	\$405,360	\$417,240	\$429,840
2. Grants, Contracts & Other External Sources	0	0	0	0	0
3. Other Sources – N/A	0	0	0	0	0
<b>TOTAL (Add 1-4)</b>	<b>\$190,980</b>	<b>\$393,480</b>	<b>\$405,360</b>	<b>\$417,240</b>	<b>\$429,840</b>

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)	\$152,650	\$314,459	\$323,893	\$333,610	\$343,618
a. Number of FTE	0.75	1.5	1.5	1.5	1.5
b. Total Salary	\$135,000	\$278,100	\$286,443	\$295,036	\$303,887
c. Total Benefits	\$17,650	\$36,359	\$37,450	\$38,573	\$39,730
2. Admin Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. Number of FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
3. Support Staff (b + c below)	\$18,000	\$18,900	\$19,845	\$20,837	\$21,879
a. Number of FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary	\$15,000	\$15,750	\$16,538	\$17,364	\$18,233
c. Total Benefits	\$3,000	\$3,150	\$3,308	\$3,473	\$3,647
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)	\$170,650	\$333,359	\$343,738	\$354,447	\$365,497

Note: Salary and benefit projections (lines 1, 1b, 1c, 3, 3b, and 3c) 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 multiple graduate programs. With expected program growth, actual faculty expenses may be lower if part-time faculty are deployed. Furthermore, we assume that coursework will be taught by full-time and adjunct faculty. There are no expenses related to administrative staff, technical support, library, or new or renovated space attributable to the program.

**L. 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.

**M. 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 University of Baltimore is an unusually diverse institution, with an average undergraduate age over 27, a majority minority undergraduate population, and over 400 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.

The addition of a Hagerstown offering fits well within our portfolio. Washington County, where Hagerstown is located, is relatively diverse, with 26% of the population identifying as non-white in the most recent census. In addition, there is a significant population of veterans, which creates a significant demand for face-to-face offerings.

Finally, the population of Washington County, with a median household income under \$70,000, is significantly less wealthy than Marylanders in general. We believe that our participation in USMH will help to increase opportunities and be a driver of economic growth in the area.

**N. 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.

**O. 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 is expected to be delivered primarily on-site, although students may complete some elective courses online. The University of Baltimore provides a wide variety of distance education programs. In the Merrick School of Business, we currently provide MBA and MS in Accounting and Business Advisory Services degrees online. Thus, the University of Baltimore 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 MBA program has long been offered in both on-campus and online modalities. The University of Baltimore provides support for distance education, both at the program level and in individual courses, through its Center for Excellence in Learning, Teaching, and Technology.



**Memorandum of Understanding between  
The University Systems of Maryland at Hagerstown  
And University of Baltimore**

**I. Introduction**

This Memorandum of Understanding (MOU) constitutes an agreement between The University Systems of Maryland at Hagerstown (USMH) and University of Baltimore (UBalt) which sets forth the principles, terms, and conditions under which UBalt will offer academic programs at the USMH facility and USMH will provide academic support and student services.

USMH is a regional higher education center that offers upper-level bachelor completion courses, graduate academic programs, training programs, and other related activities of the institutions of the University System of Maryland at its facility in Washington County, Maryland. USMH operates under the aegis of the University Systems of Maryland. Frostburg State University serves as the coordinating institution for USMH.

An academic undergraduate program at USMH typically accepts transfer students with approximately 60 credit hours and provides them with two additional academic years towards completion of a degree.

As UBalt looks to the future in offering additional programs at USMH, each added program will not require a new MOU, but rather an amendment to this MOU documenting such program(s).

Each program's curriculum and academic expectations are held constant between those offered on main campus and those offered at USMH.

## **II. Term and Termination**

The term of this MOU shall be from July 1, 2024 through June 30, 2029, unless terminated sooner in accordance with the provisions of this MOU. The term may be renewed or extended upon the mutual written agreement of both parties. The parties agree to discuss renewal terms at least six months prior to June 30, 2029.

UBalt will evaluate all offerings at USMH in accordance with main campus program evaluations and maintain compliance with all accreditation standards. Faculty evaluations are confidential and shall not be shared with USMH. However, program evaluation components should be shared with USMH with the aim of resolving any difficulties including, but not limited to: number of qualified applicants and acceptance rate of enrolled students; student attrition at USMH; any issues pertaining to difficulties in recruiting and the retention of faculty; and the availability of internships and/or fieldwork experiences required or strongly recommended by the programs at USMH.

USMH and UBalt representatives should meet routinely to review and discuss the program evaluation process, as well as any additional challenges/opportunities that the programs encounter.

Either party may terminate this MOU in the event of default by the other party by giving the defaulting party sixty (60) days written notice of termination. This notice shall describe the default that is the basis for termination and evidence of a lack of effort by the other party to resolve the basis.

Both institutions agree that if this MOU is terminated, USMH will continue to provide the facilities and UBalt will continue to teach the courses necessary for all currently matriculated students to graduate from their respective programs. No student will be admitted to any program after notice of termination is given and the parties mutually agree in writing to terminate this MOU.

### III. USMH Responsibilities

- a. Office space for UBalt faculty and staff working at the Hagerstown facility. This includes, but is not limited to, full time and adjunct faculty; academic advisors; recruiters; site coordinators; and student success persons.

It is generally recognized that USMH offices are large enough to accommodate two persons. Exceptions include site coordinators and UBalt staff who, by the nature of the confidentiality of their work and discussions, require either ongoing or time-to-time private office or meeting space. Such space shall be negotiated on an individual basis.

- b. One desk, two guest chairs, one bookcase, one trashcan, and one filing cabinet shall be provided per office occupant.
- c. One desktop computer shall be provided per desk. Such computers shall be regularly updated to meet technology standards for office computers at UBalt.
- d. One telephone shall be provided per desk. Long distance charges to be paid by UBalt.
- e. Reliable and consistent technology support for all instructional spaces to allow for smooth connection to distant sites and transmission of synchronous lectures. Provisions of additional tech support beyond what is regularly available, if negotiated, shall be documented as an addendum to this agreement.
- f. Printing and copying services will be available. Charges to be paid by UBalt for staff and faculty. Students will pay-on-site for printing and copying services.
- g. Adequate classroom and meeting spaces, including distance education rooms, computer labs, conference rooms, and access to student lounges.
- h. Library media support, including the availability of databases that main campus UBalt students in the same program have access to. Additional library services shall include: A small general reference materials section; electronic resources through USM; delivery of



books and articles ordered online to USMH; reserve room services; and instruction on use of the media center and services provided there.

- i. While USMH does not intend to begin assessing rent for UBalt programs. USMH reserves the right to do so in the future with a ninety (90) day written notice to UBalt prior to commencement. Rental rates will not exceed Universities at Shady Grove rates and most likely would be less.
- j. Provide support to site coordinators in coordinating with local access to clinical and community resources that are part of UBalt students' education.
- k. Provide UBalt faculty, staff, and students with USMH ID badges that allow appropriate access to elevators and stairwells and after-hours building access (faculty and staff only, as arranged). USMH must be reimbursed for the cost of lost badges.
- l. All student USMH ID badges will be disabled at the end of each term and require renewal at the beginning of each subsequent term until graduation. UBalt shall share with USMH the information necessary for USMH to confirm each student's enrollment status for the purpose of renewing ID badges for another term.
- m. The USMH Student Success Center will provide unlimited student access for writing assistance and career advising to UBalt students.
- n. USMH directs all students' requesting/needing short-term access to mental health or counseling services to Meritus Behavioral Services (MBS). Up to three confidential sessions may be scheduled per student. USMH is invoiced directly by MBS, and in turn USMH invoices UBalt for its students, while keeping students anonymous and without reference to the nature of the sessions. Additional session/services must be arranged by the student in coordination with his/her applicable insurance carrier.

#### **IV. University of Baltimore Responsibilities**

- a. UBalt will deliver undergraduate and graduate programs as mutually agreed upon and amended to this agreement during the term of this agreement.
- b. Delivery of programs will include on-site instruction as well as combined face-to-face and distance education delivery models.
- c. Classes will be offered in the day and/or evening at the sole discretion of UBalt.
- d. All students in all UBalt programs offered at USMH must be able to take 100% of their course requirements through a combination of face-to-face, IVN, and hybrid delivery such that no required courses are offered solely online.
- e. It is the exclusive prerogative of UBalt to approve and hire qualified staff, faculty, clinical instructors, and preceptors for all programs and courses at USMH. Including both those assigned to USMH and those who travel regularly from the UBalt main campus.
- f. Scheduling of students for all required courses and internships is the responsibility of UBalt.
- g. UBalt is responsible for providing a schedule of courses offered at USMH no less than one month before the start of each semester.
- h. UBalt is responsible for providing USMH with program evaluation information (see the second paragraph under section II, above).
- i. UBalt is responsible for providing reporting on the number of students enrolled in each course to USMH during each semester.
- j. UBalt will coordinate with the marketing department at USMH to promote programs and other activities in accordance with the USMH style guide.
- k. UBalt will be responsible for obtaining parking passes from the city of Hagerstown for UBalt faculty and staff. All parking fees are the responsibility of UBalt.

## **V. Academic Programs Offered by University of Baltimore**

- Delivery of programs will be by on-site instruction and hybrid classes.
- Classes may be offered day and/or evening. The number of students enrolled for each course shall be variable. In the event enrollment is less than anticipated, the class may be cancelled at the discretion of UBalt.

Undergraduate and Graduate Programs Offered at UBalt:

- MBA/Master's of Business Administration

## **VI. Program Marketing and Information by USMH**

It is the mission of USMH to provide an enriching, state-of-the-art, and user-friendly learning environment for participating students, including:

- a. Maintaining a website that communicates academic and extracurricular news and information for access by students and faculty.
- b. UBalt program content on the USMH website shall be coordinated such that it is consistent with the UBalt main campus website.
- c. Include UBalt program information in all general USMH publication materials and promotional activities, hardcopy and electronic, to ensure consistency.
- d. Provide access the USMH's alert system (text and email) to all UBalt faculty, staff, and students.
- e. Collect and disseminate basic directory information including UBalt faculty and staff names, titles, email addresses, and program association, as appropriate.
- f. USMH primarily promotes its academic partners and their programs by listing of such in hardcopy and electronic advertisements, brochures, and promotions.

Additionally, USMH directly promotes all new programs during their first year of being offered at USMH (coordinated with academic department and main campus staff). Such program promotion should be considered supplemental to create a large marketing impact, and not as a replacement for promotional marketing created by main campus.

## **VII. Financial Agreement**

- a. It is acknowledged that UBalt shall keep 100% of all collected tuition and UBalt fees revenue.
- b. UBalt will electronically communicate the new tuition rate and mandatory fees charged to students at USMH to USMH each year, this should be done as soon as such becomes official for the purpose of creating a new financial link on the USMH website.
- c. Amended to this MOU will be an official declaration of which fees identified on the UBalt campus website are, and are not, applicable to students at USMH. Generally, it is presumed that any fees charged by UBalt to students at USMH would specifically support programs and activities at USMH, while fees such as athletic, technology, and student government fees that USMH students would not likely benefit from would not be included on the list. If at any time during the term of this agreement the fees on this list change, it is the obligation of UBalt to present the rationale for such changes to the USMH Governing Council. Upon being approved, the new list shall be amended to this agreement.
- d. USMH accepts an on-going responsibility to upgrade its IVN distance learning technology, and its computer and telephone systems as necessary to stay current and ensure reliability.

**VIII. Modification and Amendment**

This MOU may be modified or amended only in writing, and by the mutual agreement of both parties.

**IX. Acceptances**

UBalt:

Kent L. Schinke 8/27/23

Name: Date

Title: *PRESIDENT*

University Systems of Maryland at Hagerstown:

JAC 9/25/23

Name: Dr. Jacob Ashby Date

Title: Executive Director