



**Cover Sheet for In-State Institutions  
New Program or Substantial Modification to Existing Program**

Institution Submitting Proposal	The University of Baltimore
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*Each action below requires a separate proposal and cover sheet.*

- |   |   |
|---|---|
| <input checked="" type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program            |
| <input type="radio"/> New Area of Concentration       | <input type="radio"/> Substantial Change to an Area of Concentration    |
| <input type="radio"/> New Degree Level Approval       | <input type="radio"/> Substantial Change to a Certificate Program       |
| <input type="radio"/> New Stand-Alone Certificate     | <input type="radio"/> Cooperative Degree Program                        |
| <input type="radio"/> Off Campus Program              | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input type="radio"/> Yes	Payment <input checked="" type="radio"/> R*STARS #	JB119179	Payment	Date	2/9/26
Submitted: <input type="radio"/> No	Type: <input type="radio"/> Check #		Amount: \$850.00	Submitted:	

Department Proposing Program	Merrick School of Business		
Degree Level and Degree Type	Undergraduate, Bachelor of Science		
Title of Proposed Program	Accounting		
Total Number of Credits	120		
Suggested Codes	HEGIS: 0502.00	CIP: 52.0301	
Program Modality	<input type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input checked="" type="radio"/> Both		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer            Year: 2026		
Provide Link to Most Recent Academic Catalog	URL: <a href="https://www.ubalt.edu/schools-and-colleges/merrick-school-of-business/academics/undergraduate-business-programs.cfm">https://www.ubalt.edu/schools-and-colleges/merrick-school-of-business/academics/undergraduate-business-programs.cfm</a>		

Preferred Contact for this Proposal	Name: Aaron Wachhaus
	Title: Associate Provost - Academic Affairs
	Phone: 410-837-6113
	Email: Awachhaus@ubalt.edu

President/Chief Executive	Type Name: <del>Aaron Wachhaus</del> pp. Ralph O. Mueller
	Signature:  Date: 2/9/26

	Date of Approval/Endorsement by Governing Board:
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**UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR**

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

**The University of Baltimore**

Institution Submitting Proposal

**Bachelor of Science in Accounting**

Title of Proposed Program

**Bachelor of Science in Accounting**

Award to be Offered

**Fall 2026**

Projected Implementation Date

**0502.00**

Proposed HEGIS Code

**52.0301**

Proposed CIP Code

Merrick School of Business

Department in which program will be located

Kathryn Demarest


Department Contact

410-837-5207

Contact Phone Number

kdemarest@ubalt.edu

Contact E-Mail Address



Signature of President or Designee

2/4/2026

Date

## **A. Centrality to Institutional Mission and Planning Priorities:**

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

The University of Baltimore (UBALT), a Predominantly Black Institution in Maryland, seeks MHEC's authorization to offer a Bachelor of Science in Accounting. The Merrick School of Business has offered a concentration in accounting within the Bachelor of Science in Business Administration program for decades. While this designation appropriately reflects an intense focus on accounting within the context of a business education, it can be confusing to prospective students searching for a degree in accounting. It is not clear from this nomenclature that the program has the same scope as bachelor's degree programs at other colleges and can lead students to believe that other schools may be a better choice. In a tightly crowded market, with 15 other schools offering bachelor's degrees in accounting just within the state of Maryland, it is essential that we clearly identify this degree program. This proposal proposes a bachelor's degree program that retains all the elements of the current offering but with a new title.

The Merrick School of Business has a long tradition in accounting, having offered accounting education since our inception in 1925. In addition to the bachelor's degree, we also offer undergraduate and graduate certificates, a joint Master of Accounting and Business Advisory Services program with Towson University, and a completely online Master of Accounting and Business Advisory Services degree. University of Baltimore graduates are represented at the partner level in regional and international accounting firms across the Metro area.

Our accounting faculty are highly qualified and well-respected in the community. Dr. Jan Williams is the Director of the Accounting Honors Program and recently completed her term as the Chair of the Maryland State Board of Public Accountancy. Dr. Mikhail Pevzner, who serves as the Graduate Program Director in addition to his faculty role in accounting, is an expert in valuation and has served in a consulting role with the Securities and Exchange Commission. Dr. Lourdes White is a pioneer and award-winner in online education, and her research on ethics, performance evaluation and risk management has been published in leading academic journals. Johnny Ramsey, a recent addition to the accounting department, retired as a Senior Manager from KPMG and provides leadership in auditing and government accounting, also serving as the faculty advisor for Beta Alpha Psi, the accounting, finance, and information systems honor society.

Our students are highly recruited, finding employment with Big 4 and regional public accounting firms, government and non-profit organizations, and major private employers. In addition to a comprehensive education in accounting, our non-traditional students bring a level of self-awareness and maturity that is valued by employers. The creation of a separate bachelor's degree in accounting enhances our ability to attract and develop future accountants for the Baltimore Metro region.

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

UBALT's strategic goals are:

- Goal 1: Position UBALT as the region's premier professional, career-focused university.
- Goal 2: Strengthen student success.
- Goal 3: Solidify UBALT's commitment to community engagement and service.
- Goal 4: Organize for long-term financial stability.
- Goal 5: Achieve excellence in research, scholarship, and creative activity.
- Goal 6: Strengthen UBALT's commitment to diversity, equity, and inclusion.

The proposed degree in accounting very clearly aligns with Goal 1, underscoring our commitment to training accounting professionals. Our curriculum is state-of-the-art, with a focus on critical thinking and incorporating AI and data analytics. It equips our students with the necessary competencies to remain competitive in today's swiftly evolving marketplace.

Furthermore, our program offers something that other peer institutions do not – a focus on the working adult reflected in our course scheduling and other services. This program will be offered in both in-person and online modalities. Most of our accounting coursework is offered in a hybrid format in the evenings, bringing students to campus for about 50% of the class meetings. This format allows students to develop team building skills and to dive deeply into case studies and advanced technology. Our hybrid evening offerings are complemented by many classes also being offered online in a completely asynchronous format.

Outside of the classroom, we offer a variety of experiences for accounting students, including the only accounting honors program in the state of Maryland, a very active Beta Alpha Psi chapter, and a VITA (Volunteer Income Tax Assistance) program serving the Baltimore community.

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

This program will be fully funded through the existing structure of the Merrick School of Business. It will require no new faculty or courses and will rely on the current program funding. Please refer to Tables 1 and 2 in Section L of this proposal.

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

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

UBALT is fully committed to supporting highly affordable and effective accounting education. Business education is at the core of UBALT's mission. To that end, UBALT provides its accounting program with the resources necessary to maintain its high quality and reputation as is manifested in MSB's continued re-accreditation by AACSB.

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

Undergraduate accounting education is at the core of the Merrick School of Business and at UBALT as a whole. The program is expected to continue in the foreseeable future, and MSB is committed to a high level of student support.

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

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

**a) The need for the advancement and evolution of knowledge**

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

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

As previously discussed, a strong, relevant grounding in accounting is essential to a growing economy and well-functioning markets. However, accounting education is evolving, with a shift in emphasis from more fundamental skillsets, such as bookkeeping, to a heavy focus on critical thinking, technological agility, and data analytics. For example, students with a major in accounting will learn how to use artificial intelligence to identify trends in profitability as well as potentially fraudulent transactions.

The Merrick School of Business is working to broaden the accounting profession by creating pathways for students from a wide range of backgrounds, strengthening the field through diverse perspectives.

UBALT is a minority-serving, Predominantly-Black Institution with a highly diverse student body in multiple dimensions - racially, economically, and ethnically. The proposed degree program serves societal needs, increasing the educational opportunities for diverse students to obtain a high-quality degree in accounting, which serves as the launching pad for long-term economic growth and generational wealth.

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

The 2022 Maryland State Plan for Postsecondary Education outlines three primary goals for the postsecondary community in Maryland:

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

- Priority 1: Study the affordability of postsecondary education in Maryland.
- Priority 2: Examine and improve financial literacy programs for students and families to encourage financial planning to pay for postsecondary education
- Priority 3: Analyze and improve systems that inform and evaluate a student's academic readiness for post-secondary education
- Priority 4: Analyze systems that impact how specific student populations access affordable and quality postsecondary education

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

- Priority 5: Maintain the commitment to high-quality postsecondary education in Maryland.
- Priority 6: Improve systems that prevent timely completion of an academic program.
- Priority 7: Enhance the ways postsecondary education is a platform for ongoing lifelong learning.

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

- Priority 8: Promote a culture of risk-taking.

The proposed BS in Accounting degree at the University of Baltimore specifically supports Priorities 5 and 8 in the Maryland State Plan for Postsecondary Education.

Our proposed BS in Accounting supports Priority 5, creating another path for a bachelor's degree in accounting at a public PBI, AACSB-accredited institution in Maryland. With AACSB accreditation serving as a clear market for quality, increasing the number of affordable options for Maryland students is essential.

This proposal also supports Priority 8. Risk-taking requires informed decisions, and accountants are at the center of that process, providing both historical data and projections for the future. In addition, accountants are critical to identify and measuring opportunities and risks through data analysis and the application of professional standards and guidance.

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

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

Currently, our BSBA students with a concentration in accounting are highly successful in securing employment in the field of accounting. This standalone degree, however, will broaden pathways to employment. Graduates of the BS in Accounting program will find employment in public accounting firms and, businesses of all sizes, as well as federal, state, and local government and non-profit organizations. Students will find employment as entry level accountants, auditors, budget analysts, tax examiners, and tax preparers, as well as other accounting adjacent fields.

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

According to the Maryland Department of Labor, the job market for accountants and auditors is just above the statewide average of 6.03%. The Maryland Long Term Occupational Projections (<https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>) estimate total annual openings of 2,391 for accountants and auditors, representing a significant employment need.

**Maryland Department of Labor Data on Employment**

Occ Code	Occupational Title	Employment			
		2023	2033	# Change	% Change
13-2011	Accountants and Auditors	28,462	30,185	1,723	6.05%
13-2031	Budget Analysts	2,617	2,669	52	1.99%
13-2081	Tax Examiners and Collectors, and Revenue Agents	517	526	9	1.74%
13-2082	Tax Preparers	1,345	1,413	68	5.06%

National level data provided by the Bureau of Labor Statistics (<https://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm>), similarly, finds that employment of accountants and auditors is expected to grow at 5%, faster than the average of all occupations.

However, total enrollment in accounting programs across the state suggests a potential shortage of potential new accountants to fill these positions. We thus expect that there will be more than sufficient demand for our graduates in the foreseeable future.

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

Entry into the accounting profession represents a real opportunity for a professional career. According to data provided by the AICPA (<https://www.aicpa-cima.com/professional-insights/article/cpa-explained-careers-ethics-and-why-licensure-is-the-gold-standard>), entry level accountants earn \$60,000-\$75,000 per year with great opportunities for growth. The Maryland Long Term Occupational Projections (<https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>) estimate total annual openings of 2,391 for accountants and auditors, representing a significant employment need.

Nationally, we see the same trends, where the number of retirements of accountants is more than double the number of new accounting graduates according to the AICPA’s Trends Report 2025 (<https://www.aicpa-cima.com/professional-insights/download/2023-trends-report>). Even if every accounting program in the state or nation would double the number of graduates, there would still be a shortage of supply. It’s also important to note the critical role of accountants in our financial markets and national security – this is need that cannot be left unfilled. UBalt alone cannot stem this trend, but we can make a significant impact for Maryland.

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

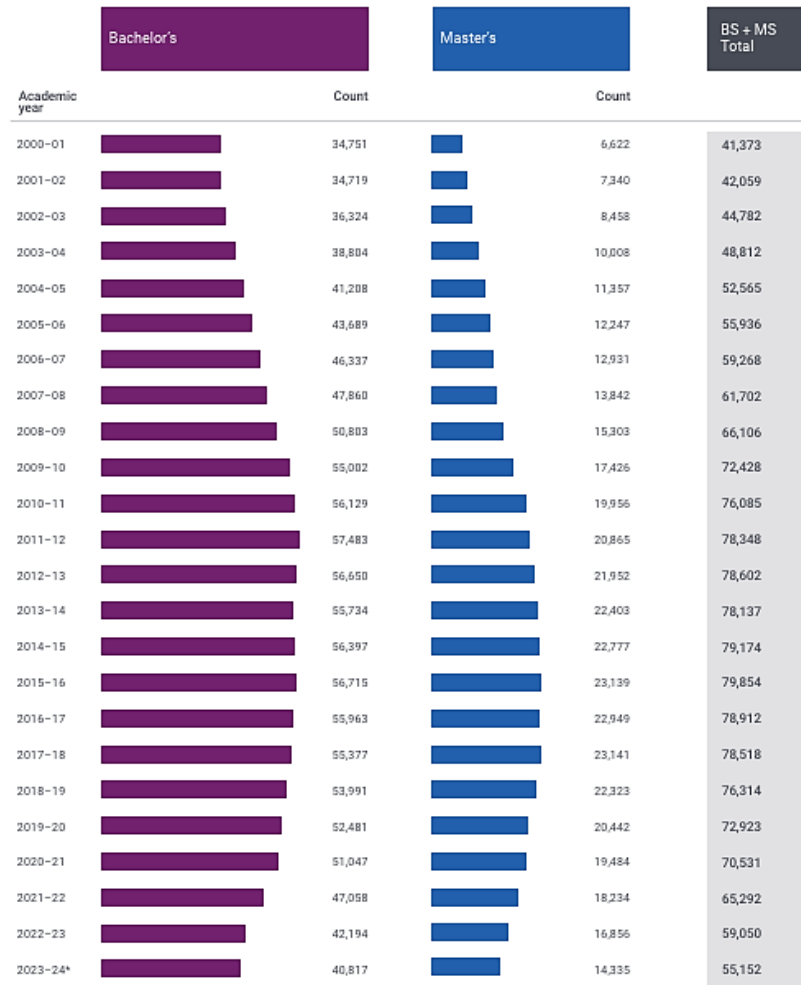
Following a national trend, the number of students enrolled in undergraduate accounting programs has decreased over the past two decades. However, we expect that this decline will show a leveling trend based on increased interest in the program with new transfer students, changes to the requirements for a CPA license in Maryland, and the ability to award a BS Accounting degree.

Graduates by academic year	ACTUAL					PROJECTED				
	AY 2021	AY 2022	AY 2023	AY 2024	AY 2025	AY 2026	AY 2027	AY 2028	AY 2029	AY 2030
<b>BSBA AoC Accounting</b>	34	24	20	13	11	12	12	12	12	12
<b>Accounting UDC</b>	11	4	1	2	0	2	2	2	2	2

According to the Maryland Occupational Projections 2023-2033 provided by the Maryland Department of Labor, there will be a 6.05% increase in employment over the ten-year period for accountants and auditors. However, as the AICPA and other groups have recognized, there is a diminishing pipeline of new accounting graduates to fill new positions and replace those who are retiring. According to the AICPA’s Trends Report (<https://www.aicpa-cima.com/professional-insights/download/2023-trends-report>), the number of bachelor’s

degrees in accounting peaked in 2012 with a substantial decrease of nearly 30% since that time. The trend in master's degrees in accounting has been similar, peaking in 2018 and exhibiting a similarly sharp decline. While this data is concerning for the accounting profession, when coupled with employment projections, it demonstrates that there is a very strong job market for accounting graduates.

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



\*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
	<b>TOTAL GENERAL EDUCATION</b>	<b>38</b>

**\*\*\*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
	<b>Total Lower Division Business Core (see note)</b>	<b>27</b>

**\*\*\*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

1.

**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 202, 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 201, 202, 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, 310
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 202, 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
Keohane, Jennifer	Communications	Ph.D., 2015	Associate Professor	Full-time	CMAT 201, 203
Alkhateeb, Haitham	Mathematics	Ph.D, 1995	Full Professor	Full-time	MATH 115

**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.

<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)	\$256,014	\$271,580	\$288,092	\$305,608	\$324,189
a. Number of F/T students	6	6	6	7	7
b. Annual Tuition/Fee Rate	\$10,413	\$10,621	\$10,834	\$11,050	\$11,271
c. Total F/T Revenue (a*b)	\$62,478	\$66,277	\$70,306	\$74,581	\$79,115
d. Number of P/T students	32	33	35	36	37
e. Credit Hour Rate [ <i>PT tuition &amp; mandatory fees – see note</i> ]	\$504	\$514	\$524	\$535	\$546
f. Annual Credit Hours Rate (per student, average)	12	12	12	12	12
g. Total P/T Revenue (d*e*f)	\$193,536	\$205,303	\$217,785	\$231,027	\$245,073
2. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
3. Other Sources – N/A	\$0	\$0	\$0	\$0	\$0
<b>TOTAL (Add 1-4)</b>	<b>\$256,014</b>	<b>\$271,580</b>	<b>\$288,092</b>	<b>\$305,608</b>	<b>\$324,189</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.

<b>TABLE 2: PROGRAM EXPENDITURES</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. 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.

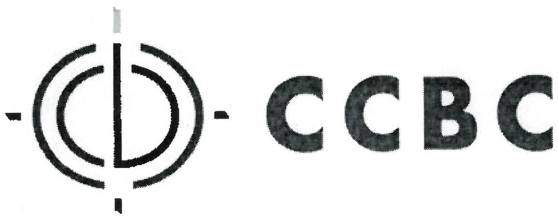
**P. Adequacy of Distance Education Programs ([as outlined in COMAR 13B.02.03.22](#))**

- 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.



Date: 2/19/20

To Whom It May Concern,

This joint letter is to affirm our interest in partnering to align the **CCBC Associate of Arts in Accounting** to University of Baltimore's **Bachelor of Science in Accounting**. Any students earning the **CCBC Associate of Arts in Accounting** from CCBC qualify for transfer under this map. This course alignment, as well as our partnership with the Degrees to Succeed program, symbolizes the priority both institutions have in supporting students pursuing a **Bachelor of Science in Accounting**.

As part of the process of developing this curriculum map, staff and faculty from both institutions have:

1. Thoroughly reviewed course articulation and transferability, and
2. Developed a comprehensive map of the first two years of associate degree study.

In addition, both institutions are committed to discussing how our programs can work jointly to further promote and support student success. It is our intention to fully execute this map upon approval by MHEC of the University of Baltimore degree plan.

To support the finalization of the curriculum map, each institution has identified the following staff:

University of Baltimore

Name: Artjona Adeoye

Title: Transfer Program Coordinator

Email: [aadeoye@ubalt.edu](mailto:aadeoye@ubalt.edu)

Phone: 410-837-6677

CCBC

Ann Gamble

Director of Transfer & Degree Acceleration

[agamble@ccbcmd.edu](mailto:agamble@ccbcmd.edu)

443-840-1735

Signed

*Kathryn Demarest*

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Name: Kate Demarest, MBA, MST, CPA  
Title: Associate Dean, Merrick School of  
Business  
University of Baltimore

*Raju Balakrishnan*

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Name: Raju Balakrishnan, Ph.D.  
Title: Dean, Merrick School of Business  
University of Baltimore

*Mark Williams*

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Name: Mark Williams  
Title: Department Chair, Business Studies  
Community College of Baltimore County

*Jane Mattes*

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Name: Jane Mattes  
Title: Dean, School of Business, Technology  
and Law  
Community College of Baltimore County