



March 10, 2026

TOWSON.EDU

—  
Mark R. Ginsberg, Ph.D.  
*President*

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

Sanjay Rai, Ph.D.  
Secretary of Higher Education  
Maryland Higher Education Commission  
217 E. Redwood Street  
Baltimore, MD 21202

Dear Dr. Rai:

In accordance with the Code of Maryland Regulation (COMAR) 13B.02.03.06, Towson University seeks your review and approval to offer the following six new undergraduate degrees, effective fall 2026:

- Bachelor of Science in Business Analytics
- Bachelor of Science in Business Economics
- Bachelor of Science in Finance
- Bachelor of Science in Financial Planning
- Bachelor of Science in Marketing
- Bachelor of Science in Project Management

All the coursework that will comprise the six new proposed undergraduate degree programs is currently offered through TU's Business Administration major (HEGIS code 0506.01; CIP code 52.0201) as either a concentration or specialization within that degree program. TU proposes to elevate these six concentrations/specializations into standalone baccalaureate degree programs. The elevation of these existing concentrations/specializations, which already effectively operate as standalone degree programs in everything but name, will involve no change to curriculum, faculty, or program administration: These programs will be implemented using existing resources under Education Article § 11-206.1. Establishing these six concentrations/specializations as standalone degree programs reflects current industry standards and responds to consistent student demand for greater program clarity and degree recognition, thereby improving our graduates' marketability.

If you have any questions or require additional information, please contact Rhodri Evans, Assistant Provost for Assessment, Accreditation and Compliance, at rhodrievans@towson.edu or by phone at 410-704-3312.

Thank you in advance for your review.

Sincerely,



Mark R. Ginsberg, Ph.D.  
President

MG/rjme

cc: Dr. Candace Caraco, Associate Vice Chancellor for Academic Affairs,  
USM  
Dr. Melanie L. Perreault, Provost and Executive Vice President for  
Academic Affairs  
Dr. Clare N. Muhoro, Vice Provost for Academic Affairs  
Dr. Prabakar Kothandaraman, Dean, College of Business and  
Economics





Office Use Only: PP#

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

Institution Submitting Proposal	Towson University
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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 type="radio"/> OR*STARS # JC179572	Payment	Date
Submitted: <input type="radio"/> No	Type: <input type="radio"/> Check #	Amount: \$850	Submitted: 03/16/26

Department Proposing Program	Business Analytics & Technology Management		
Degree Level and Degree Type	Bachelor of Science		
Title of Proposed Program	Project Management		
Total Number of Credits	120		
Suggested Codes	HEGIS: 0506.03	CIP: 52.0211	
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input 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://catalog.towson.edu/undergraduate/">https://catalog.towson.edu/undergraduate/</a>		

Preferred Contact for this Proposal	Name: Rhodri Evans		
	Title: Assistant Provost for Assessment, Accreditation & Compliance		
	Phone: 410-704 3312		
	Email: rhodrievans@towson.edu		

President/Chief Executive	Type Name: Mark R. Ginsberg, Ph.D.		
	Signature:	Date: 3/16/2026	
	Date of Approval/Endorsement by Governing Board:		

Revised 4/2025



College of Business and Economics  
Department of Business Analytics & Technology Management  
**Proposal for Bachelor of Science in Project Management**

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

### ***A.1 Program description and relation to TU mission.***

Towson University (TU) proposes the elevation of the existing concentration in Project Management within the Bachelor of Science (BS) in Business Administration into a stand-alone Bachelor of Science in Project Management. This change involves no new curriculum, no new courses, no new faculty, and requires no additional resources. The program will continue to be administered by the Department of Business Analytics & Technology Management within the College of Business and Economics (CBE) and will remain fully within the scope of accreditation by the Association to Advance Collegiate Schools of Business International (AACSB).

A project manager is responsible for planning, organizing, executing, and delivering a project successfully—on time, on budget, and according to scope. Project management is a specialized but versatile knowledge and skill set. The field is increasingly technical and has become one of the most important functions within organizations. With this change, Towson University will be the only university in Maryland offering a stand-alone bachelor’s degree in project management, filling a critical statewide gap.

Mirroring the structure of majors at other AACSB-accredited business schools, the existing concentration requires a foundation in cross-disciplinary business courses and 24 credits in project management courses. Because AACSB classifies programs by discipline, treating majors, concentrations, and specializations as equivalent,<sup>1</sup> the change will have no effect on current accreditation. However, it will benefit students by providing them with a clearer, more marketable credential aligned with industry expectations. Major status is desired by TU students because the discipline of project management will be reflected on their diplomas. The proposed change improves alignment with the search practices of employers and applicant tracking systems that rely on degree titles, thereby enhancing students’ competitiveness for internships and full-time positions. Classification as a major will also provide transparency in data availability and increase accuracy in tracking programs.

Furthermore, the change is aligned with the mission of TU. Through a foundation in the liberal arts and a commitment to academic excellence, interdisciplinary study, research and public service, Towson University prepares students for careers in high demand today and in the future. Project management capabilities, including use of specialized project management software, are core to Maryland’s economy and essential skills for student career success.

### ***A.2 Alignment with TU’s strategic goals and priorities.***

The elevation of the concentration of Project Management to a stand-alone Bachelor of Science in Project Management directly advances TU’s six institutional priorities: Educate, Innovate, Engage, Include, Support, and Sustain.

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<sup>1</sup> See <https://www.aacsb.edu/-/media/documents/accreditation/2020-interpretive-guidance-july-2021.pdf> wherein “majors or other areas where intellectual capital would be expected to be maintained, including concentrations and specialties” are held to identical standards (e.g., p. 10).

**Educate:** Project management is a high-demand field aligned with state and regional workforce needs. Students graduate with a Student Certificate in Project Management (SCiPM) through the International Project Management Association USA (IPMA-USA) and professional certification in Microsoft Excel—preparing them for immediate career success.

**Innovate:** The curriculum is continuously updated to reflect emerging technologies used across industry, including Microsoft Project, Process modeling software, Oracle e-Business Suite, and AI tools.

**Engage & Include:** Courses are infused with applied learning opportunities, collaborative problem-solving, and real-world projects. All students complete a professional internship, strengthening connections with employers and expanding access to equitable experiential learning.

**Support:** Major status enhances the clarity and visibility of a student’s course of study, improving employer recognition and supporting stronger outcomes in internships, job placement, and graduate school admissions.

**Sustain:** The proposed change is fiscally responsible. Because the curriculum, faculty, and administrative structures already exist, the elevation to a major requires no new university resources while improving program visibility and institutional effectiveness.

### ***A.3 Adequate funding for first five years.***

TU has offered a concentration in Project Management since 2010. The proposed change to a stand-alone major will effectively be a change in name only, will require no new resources, and will continue to be adequately funded.

### ***A.4 Institutional commitment.***

TU is committed to continuing to provide the administrative, financial, and technical support required to support the program. The program will continue to be housed in the Department of Business Analytics & Technology Management within the College of Business and Economics. No new administrative, financial, or technical support is required.

The existing concentration in Project Management within the BS in Business Administration would be converted to a BS in Project Management. All students currently enrolled in the concentration would have the option of switching to the BS in Project Management or completing the concentration within Business Administration for a period of four years. The vast majority will choose to switch. As the program structure and course offerings will remain the same, no additional accommodations will be necessary.

TU is committed to student success and will provide all enrolled students with the necessary courses and resources (such as advisors to guide students through the program and technical support from the Office of Technology Services) so they can graduate on schedule.

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

### ***B.1 Demonstrated demand and need.***

Project management is a documented high-demand field nationwide and in Maryland. Virtually all sectors—including healthcare, information technology, financial services, defense

contracting, logistics, and construction—depend on project managers for successful execution of strategic initiatives. The stand-alone degree supports statewide workforce development, therefore addressing a societal need, by producing graduates with industry-recognized skills aligned to Project Management Institute (PMI) standards.

The program expands access to high-demand project management careers for Maryland students, particularly transfer students and working professionals. Because no curriculum changes are required, the program maintains affordability and broad accessibility while improving degree clarity.

### ***B.2 Consistency with the Maryland State Plan for Postsecondary Education.***

Elevating the program to a stand-alone major will directly support the Maryland State Plan for Postsecondary Education’s goal of Student Success by strengthening the quality, clarity, and market relevance of academic pathways that prepare students for high-demand careers. It will reinforce **Priority 5: Maintain the commitment to high-quality postsecondary education in Maryland** by providing students with 1) a more accurate disciplinary identity; 2) improved advising clarity; 3) and a credential that aligns with industry expectations and national and state norms. The change also advances **Priority 7: Enhance the ways postsecondary education is a platform for ongoing lifelong learning** by creating a more transparent structure that better supports students pursuing advanced certifications, graduate study, and professional roles in project management. Because the proposal requires no new resources, it embodies the State Plan’s emphasis on accessible, high-quality, and future-focused educational offerings that contribute to Maryland’s long-term economic vitality.

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

### ***C.1 Employment opportunities.***

Graduates of the program are prepared for roles such as project manager, project coordinator, and operations project specialist. These roles typically require bachelor’s-level preparation and are associated with Standard Occupational Classification (SOC) codes including Project Management Specialists (13-1082).

Employers routinely filter applicants by degree title, and a stand-alone Project Management major aligns with these hiring practices more directly than a concentration within Business Administration.

### ***C.2 Market demand.***

According to data from the TU Career Center, 85% of 2024 graduates of the current Project Management concentration were employed or pursuing further education six months after earning their degree. The average entry-level salary of program graduates was \$65,266. Employers ARGO System, Morgan Stanley, Northrup Grumman, Novo Nordisk, Whiting-Turner Contracting, the U.S. Department of Labor, and Under Armour, among others.

**C.3 Expected vacancies over the next five years.**

According to the Bureau of Labor Statistics, demand for Project Management Specialists is projected to grow faster than average through 2034 at 6%, with a 2024 median salary of \$100,750.<sup>2</sup> Maryland workforce data indicate even higher projected demand (8.83%), with almost 30,000 job openings by 2032.<sup>3</sup>

**C.4 Projected supply of prospective graduates.**

The conversion of the program to a stand-alone major will benefit the current population of TU students, as well as the population of transfer students who choose TU. As of fall 2025, there were 127 students enrolled in the Project Management concentration. Table C1 shows the number of incoming first-time and transfer students who either declared Project Management as their concentration or who did not initially declare a concentration/specialization over the past five years. Table C2 shows the number of students transferring into the TU College of Business and Economics from community colleges in Maryland over the past five years.

**Table C1: Enrollment in Potential Feeder Programs (Incoming First-time and Incoming Transfer students, Towson University)**

Institution	Program Name	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Towson University	Business Administration -- undeclared	165	136	136	106	107
Towson University	Business Administration, Concentration in Project Management	27	16	21	27	31

Source: Towson University Institutional Research<sup>4</sup>

**Table C2: Enrollment in Potential Feeder Programs (Number of Students Transferring into TU)**

Community College	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Allegany College of Maryland	1	1	0	0	0	0
Anne Arundel Community College	35	36	30	24	29	18
Baltimore City Community College	1	5	6	2	3	2
Carroll Community College	13	9	10	14	11	12
Cecil Community College	2	5	4	2	1	3
Chesapeake College	1	4	4	1	1	3
College of Southern Maryland	7	3	10	10	3	10
Community College of Baltimore County	51	68	61	46	53	46
Frederick Community College	16	16	9	10	9	11
Hagerstown Community College	5	4	4	1	3	3
Harford Community College	44	49	42	32	26	26
Howard Community College	28	33	38	16	20	18

<sup>2</sup> <https://www.bls.gov/ooh/business-and-financial/project-management-specialists.htm>

<sup>3</sup> <https://labor.maryland.gov/lmi/iandoproj/occupationalprojections.xlsx>

<sup>4</sup> <https://wp.towson.edu/institutionalresearch/academic-plans/>

<b>Community College</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>	<b>Fall 2023</b>	<b>Fall 2024</b>	<b>Fall 2025</b>
Montgomery College	37	41	27	22	21	22
Prince Georges Community College	4	14	9	7	7	12
Wor Wic Community College	2	1	1	0	1	1

Source: Towson University Institutional Research<sup>5</sup>

**D. Reasonableness of Program Duplication.**

***D.1 Program duplication.***

No Maryland institution offers a stand-alone Bachelor of Science in Project Management. TU’s proposed major is therefore unique within the state. Some institutions offer courses in project management or graduate certificates, but none offer a stand-alone major.

TU’s program is nationally distinctive through SCiPM certification opportunities. Minimal impact on other institutions is expected because TU already offers the concentration and the change does not alter capacity or curriculum.

***D.2 Justification for the proposed program.***

The basic structure of the current concentration, with a foundation in cross-disciplinary courses in business and 24 credits focused in project management, is similar to the structure of majors at other AACSB-accredited business schools (see Appendix A). The current concentration in Project Management offered at TU is equivalent to a major in all but name. Major status is desired by TU students because the discipline of project management will be reflected on their diplomas, and they deserve the same access as students at other universities. Classification as a major will also provide transparency in data availability and increase accuracy in tracking programs.

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

The conversion of TU’s existing Project Management concentration to a stand-alone major, which involves no curricular changes and requires no additional resources, should have minimal impact on high-demand programs at Maryland’s HBIs. No Maryland HBI currently offers a stand-alone major in Project Management.

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

The conversion of TU’s existing Project Management concentration to a stand-alone major, which involves no curricular changes and requires no additional resources, should have minimal impact on the uniqueness and institutional identities and missions of Maryland’s HBIs.

**G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes.**

***G.1 Oversight of the program.***

The curriculum that will constitute the new stand-alone major is already established; no resources are required to develop the degree program as all the coursework and faculty needed to teach it are already in place. The Project Management concentration has been

<sup>5</sup> <https://wp.towson.edu/institutionalresearch/transfer-students/>

offered since 2010. The curriculum is aligned with PMI standards, and the course credits fulfill the education requirements needed for PMP® exam eligibility. The program also incorporates the Student Certificate in Project Management (SCiPM) through IPMA-USA, giving students an additional industry-recognized credential that highlights their commitment to and readiness for a career in project management.

The program meets rigorous standards of faculty qualification consistent with AACSB guidelines of greater than 60% of student credit hours in the discipline taught by full-time faculty and greater than 90% taught by faculty with a graduate degree. In academic year 2025-2026, 77% of courses required within the Project Management concentration were taught by full-time faculty, and 100% had earned an advanced degree.

Faculty teaching in the program and their credentials are listed in Table I1.

**G.2 Educational objectives and learning outcomes.**

Program learning goals are appropriate and aligned with both TU’s broad institutional student learning outcomes (ISLOs) and AACSB guidance.

**Table G1: Alignment of Program Learning Goals with TU Goals**

<b>Program Learning Goal</b>	<b>Aligned TU ISLO</b>
Apply Project Management Knowledge in the Context of Professional Employment	Specialized Knowledge in Defined Fields
Communicate Properly and Effectively	Effective Communication
Apply Critical Thinking and Problem-Solving Skills to Organizational Decision Making	Critical Analysis and Reasoning
Use Technology Effectively in Business Settings	Information Literacy and Technological Competency
Work Effectively Toward Achieving Common Goals within Diverse Teams	Working in Multifaceted Work Environments
Distinguish Between Ethical and Unethical Conduct in their Professional Lives	Local and Global Citizenship and Leadership

**G.3 Assessment and documentation of student learning outcomes.**

Faculty involvement and collaboration in the assurance of learning process was commended by the peer review team during our more recent AACSB review in 2023. Moreover, the Department of Business Analytics & Technology Management remains committed to maintaining a mature, responsive assessment process. All learning objectives are measured by at least one faculty-created direct measure infused into a course, as well as indirect assessments from students and employers. Cross-disciplinary faculty on a college Assessment Committee ensure that results and opportunities for improvement are communicated to their home departments, other relevant committees, and CBE leadership.

#### G.4 Program requirements.

As is typical in AACSB-accredited universities, the program requires a standard set of cross-disciplinary business courses as well as focused instruction within the specific discipline (i.e., major/concentration/specialization, which are treated identically by AACSB). A listing of required courses is given in Table G2. See Appendices A and B for the course descriptions for the required courses in the major and a sample four-year program completion plan.

**Table G2: Program Requirements**

Course Number	Course Title	Credit Weighting
<b>Foundation Courses Required for Admission to Major (18 credits)</b>		
ACCT 201*	Principles of Financial Accounting	3
ECON 201*	Microeconomic Principles	3
ECON 202*	Macroeconomic Principles	3
LEGL 225*	Legal Environment of Business	3
ECON 205 or MATH 231*	Statistics for Business and Economics I or Statistics	3
MATH 211*	Applied Calculus	3
<b>Foundational Courses in Business (32 credits)</b>		
ACCT 202*	Managerial Accounting	3
BUSX 301	Business Communications	3
EBTM 250	Problem Solving in Business I	1
EBTM 251	Problem Solving in Business II	1
EBTM 337	Enterprise Information Systems	3
FIN 331	Principles of Financial Management	3
MKTG 341	Marketing and Creativity	3
MNGT 361	Leadership and Management	3
EBTM 350	Business Analytics	3
EBTM 365	Principles of Operations Management	3
MNGT 481	Strategic Management	3
BUSX 460	Professional Experience	3
<b>Project Management Requirements (24 credits)</b>		
EBTM 343	Introduction to Project Management	3
EBTM 425	Business Requirements and Analysis	3
EBTM 446	Business Intelligence	3
EBTM 450	Advanced Project Management	3
EBTM 454	Business Process Management	3
EBTM 462	Project Quality and Six Sigma	3
<b>Select Two from the Following (6 credits)</b>		
ACCT 341	Management Accounting I	3
ACCT 442	Management Accounting II	3
EBTM 310	Introduction to ERP Systems	3
EBTM 419	Supply-Chain Management	3
<b>Total Program Requirements</b>		<b>74</b>
<b>Additional Core Curriculum/Elective Credits Required to Complete Degree</b>		<b>46</b>
<b>Total Credits for BS Degree</b>		<b>120</b>

\*May be transferred from a community college

### **G.5 General education requirements.**

TU's [Core Curriculum](#), comprising fourteen categories within four themes (43-46 credits in total), satisfies the general education requirements mandated by the State of Maryland (COMAR 13B.06.01.03) and educational effectiveness standards held by the university's accrediting body, the Middle States Commission on Higher Education. To fulfill TU's Core Curriculum requirements, students must complete one course from each of the following categories (1-14).

**Table G3: TU Core Curriculum Requirements**

<b>Core Category</b>	<b>Credits</b>
Fundamentals	
(1) Towson Seminar (Must be completed with a minimum C grade; course not required for transfer students)	3
(2) English Composition (Must be completed with a minimum C grade)	3
(3) Mathematics	3-4
(4) Creativity & Creative Development*	3
Ways of Knowing	
(5) Arts and Humanities*	3
(6) Social & Behavioral Sciences	3
(7) & (8) Biological & Physical Sciences	7-8
Writing in a Chosen Field	
(9) Advanced Writing Seminar (Must be completed with a minimum C grade)	3-4
Perspectives	
(10) Metropolitan Perspectives	3
(11) The United States as a Nation	3
(12) Global Perspectives	3
(13) Diversity & Difference	3
(14) Ethical Issues & Perspectives	3
<b>Total Credits</b>	<b>43-46</b>

\*Courses fulfilling Core 4 and Core 5 requirements must be from different subjects.

ECON 205 or MATH 231 (Core 3), ECON 201 or ECON 202 (Core 6), BUSX 301 (Core 9), and LEGL 225 (Core 11) fulfill both TU Core Curriculum and major requirements.

### **G.6 Specialized accreditation requirements.**

Converting the current concentration in Project Management into a stand-alone major will not affect the program's accreditation status; it will remain fully within the scope of AACSB accreditation.

### **G.7 Outside contracts.**

Not applicable.

### **G.8 Program assurances.**

Curriculum, course, and degree requirements are updated and published annually in TU's academic catalog. The Department of Business Analytics & Technology Management's website provides links to detailed information about degree requirements as well as information that

will help students be successful in the program, such as advising resources, scholarships, and internship opportunities. TU's website offers extensive information about student support services, financial aid, and tuition costs each year.

The College of Business and Economics has a dedicated Student Academic and Career Services unit with professional advisors trained on the Project Management curriculum. All TU undergraduate students are required to meet with an academic advisor each semester. In the first meeting with an advisee after the student reaches 45 credits, the academic advisor helps the student develop a Four-Year Degree Completion Plan, according to the academic requirements for the major. During subsequent advising meetings, the advisor reviews the student's progress towards their degree and helps the student plan courses for the next semester. The advisor may help the student modify the degree completion plan, if necessary. A dedicated career advisor within CBE works with the TU Career Center to provide advice to students and help with the search for an internship and a post-graduation job. All students in the Project Management program will be required to complete a professional internship as part of the BUSX 460: Professional Experience course.

Students in the program have the same opportunities for scholarships as students across the College of Business and Economics.

#### ***G.9 Assurances of advertising, recruiting, and admissions materials.***

TU regularly reviews its advertising, recruiting, and admissions materials to ensure that they clearly and accurately represent programs and services available, and that there is consistency across different modes of communication such as the TU website, the academic catalog, and other print and online promotional materials.

#### **H. Adequacy of Articulation.**

TU has signed an articulation agreement with Cecil College to facilitate transfer into the program (see Appendix D). Additionally, TU maintains statewide ARTSYS-aligned articulation pathways for business programs with all Maryland community colleges. Because the Project Management curriculum remains unchanged, all existing pathways will continue to apply directly to the Project Management major.

#### **I. Adequacy of Faculty Resources.**

##### ***I.1. Quality of program faculty.***

Faculty in the Department of Business Analytics & Technology Management meet AACSB instructional qualification standards. Current faculty capacity is sufficient to support the stand-alone major. A listing of faculty and the courses in the major content area that they regularly teach is given in Table I1.

**Table I1: Faculty Resources**

<b>Faculty Name</b>	<b>Status (Full-Time, Part-Time, Adjunct)</b>	<b>Highest Degree Earned/ Field of Study/Institution/ Degree Award Date</b>	<b>Title/Rank</b>	<b>Courses Faculty Regularly Teach (Course Number)</b>
Adams, Jessica	Part-time	MS, Applied Math, Johns Hopkins University, 2016	Adjunct Professor	MATH 231
Allan, Shaun	Part-time	MS Mathematics, Towson University, 2017	Adjunct Professor	MATH 211
Azmi Shabestari, Mehrzad	Full-Time	PhD, Accounting, Rutgers University, 2017	Associate Professor	ACCT 201
Berkley, Darrin	Part-time	PhD, Mathematics Education, Morgan State University, 2012	Adjunct Professor	MATH 231
Bitoude, Eric	Part-time	MS Math Education, UMBC, 2014	Adjunct Professor	MATH 211
Bonanno, Francis	Part-Time	MBA, University of Maryland, 2008	Adjunct Professor	BUSX 460
Bonaparte, Isaac	Full-Time	PhD, Accounting, Morgan State University, 2013	Professor	ACCT 341
Boro, Irene	Part-Time	PhD, Morgan State University, 2026	Adjunct Professor	FIN 331
Boyd Leon, Chris	Full-Time	PhD, Economics, University of Minnesota, 2022	Assistant Professor	ECON 201
Bracken, Victoria	Part-time	MBA, University of Baltimore/TU, 2018	Adjunct Professor	MATH 231
Brannon, David	Full-time	PhD, Entrepreneurship, Syracuse University, 2011	Professor	MNGT 481
Brown, Dima	Part-Time	DBA, University of Maryland Global Campus, 2023	Adjunct Professor	ACCT 201
Buchoff, Barry	Full-Time	MBA, Loyola University, 1975 (CPA)	Assistant Professor	ACCT 202
Case, Vera	Full-Time	JD, University of Maryland, 1993	Teaching Professor	BUSX 301, BUSX 460
Cavallaro, Angela	Full-Time	MS, Behavioral Science, Johns Hopkins University, 2002	Assistant Teaching Professor	BUSX 301
Chang, Hua	Full-Time	PhD, Marketing, Drexel University, 2014	Associate Professor	MKTG 341
Chapman, Graig	Part-time	MS, Mathematics, SUNY at Albany, 2017	Adjunct Professor	MATH 231
Charvat, Matthew	Part-Time	MS, Human Resource Development, Towson University, 2009	Adjunct Professor	MNGT 361
Cheng, Feng	Full-Time	PhD, Operations, Arizona State University, 2020	Assistant Professor	EBTM 350
Christensen, Finn	Full-Time	PhD, Economics, University of Minnesota, 2022	Assistant Professor	ECON 201
Cook, William	Full-Time	MBA, Loyola University, 1988	Associate Teaching Professor	EBTM 250, EBTM 251
Coriale, Kenneth	Full-Time	MA, Economics, University of Maryland, 2018	Assistant Teaching Professor	ECON 201

<b>Faculty Name</b>	<b>Status (Full-Time, Part-Time, Adjunct)</b>	<b>Highest Degree Earned/ Field of Study/Institution/ Degree Award Date</b>	<b>Title/Rank</b>	<b>Courses Faculty Regularly Teach (Course Number)</b>
Crispell, Jacquelyn	Part-time	MS, Science Administration, Johns Hopkins University, 1990	Adjunct Professor	MATH 231
Cutrone, Joseph	Part-Time	PhD, Mathematics, Johns Hopkins University, 2011	Adjunct Professor	EBTM 250, MATH 231
Dalsimer, Kevin	Part-time	MS Math Education, Towson University, 2004	Adjunct Professor	MATH 211
Davis, Shymaine	Full-Time	MBA, Johns Hopkins University, 2001 (CPA)	Assistant Teaching Professor	ACCT 201
DeAlmeida, Robert	Part-Time	MS Economics, University of Baltimore, 1985	Adjunct Professor	BUSX 460
Delahanty, Kathryn	Full-Time	JD, University of Maryland, 1994	Teaching Professor	BUSX 301
DeMallie, Suzanne	Full-Time	MS, Teaching, Goucher College, 2011 (CPA)	Assistant Teaching Professor	FIN 331
Donnelly, Mark	Full-Time	MSF, Finance, Loyola University, 2008, CFP	Professor of Practice	FIN 331
Du, Lijing	Full-Time	PhD, Finance, University of Kansas, 2013	Professor	FIN 331
Dukes, Lawrence	Full-Time	MAS, Information Technology, Johns Hopkins University, 1982	Assistant Teaching Professor	MKTG 341
Dutta, Koushikee	Full-time	PhD, Management and Entrepreneurship, Louisiana Tech University, 2021	Assistant Professor	MNGT 481
Ellison, Lori	Full-time	PhD, Business and Management, University of Maryland, 2009	Professor of Practice	MNGT 481
Essien, Shawn	Part-Time	JD, University of Baltimore, 1998	Adjunct Professor	LEGL 225
Estelle, Matthew	Full-time	M.A., Mathematics Education, Ohio State University, 2009	Assistant Teaching Professor	MATH 211
Fanelle, Brandon	Part-Time	BS, Business Administration, 2015 (CFP)	Adjunct Professor	BUSX 460
Fardanesh, Soheila	Full-Time	MA, Mathematical Economics, University of Colorado, 1982	Teaching Professor	ECON 205
Fernandez, Edward	Part-time	MS, Mathematics Education, Towson University, 2009	Adjunct Professor	MATH 231
Flores, Mark	Full-Time	MBA, University of Baltimore, 2013	Assistant Teaching Professor	BUSX 460, MNGT 361
Fluelling, Vanecia	Full-Time	PhD, Information Technology, Morgan State University, 2019	Professor of Practice	MKTG 341
Frye, Raquel	Full-Time	MS, Economics, Georgia State University, 2004	Associate Teaching Professor	ECON 201

<b>Faculty Name</b>	<b>Status (Full-Time, Part-Time, Adjunct)</b>	<b>Highest Degree Earned/ Field of Study/Institution/ Degree Award Date</b>	<b>Title/Rank</b>	<b>Courses Faculty Regularly Teach (Course Number)</b>
Glushakow-Smith, Lily	Full-time	MS, Mathematics, Sam Houston State University, 2023	Assistant Teaching Professor	MATH 231
Goodyear, Bryan	Part-time	MS, Management Information Systems, University of Maryland Global Campus, 2019	Adjunct Professor	EBTM 337
Groves, Melissa	Full-Time	PhD, Economics, University of Massachusetts, 2000	Associate Professor	ECON 201
Haile, Redate	Part-Time	MS, Information System Technology, The George Washington University School of Business, 2019	Adjunct Professor	EBTM 343
Han, Chaodong	Full-Time	PhD, Logistics and Supply Chain Management, University of Maryland, 2009	Professor	EBTM 419
Hardy, William	Part-Time	MS Marketing/Finance, Northwestern, 2004	Adjunct Professor	MKTG 341
Hartnett, Ryan	Part-Time	MS, Business, University of Scranton, 2015	Adjunct Professor	MNGT 361
Hazra, Megharanji	Full-Time	MS, Economics, University of Calcutta, 2002	Associate Teaching Professor	ECON 201, ECON 202
Hogan, Elizabeth	Full-Time	MBA, Georgetown University, 2009	Assistant Teaching Professor	EBTM 250, EBTM 251
Hou, Xuezhong	Full-time	PhD Applied Mathematics, Oakland University, 2000	Professor	MATH 211
Huang, Jian	Full-Time	PhD, Finance, University of Kansas, 2013	Professor	FIN 331
Iotina, Gergana	Full-Time	JD, University of Baltimore, 2002	Clinical Assistant Professor	LEGL 225
Ji, Justin	Full-Time	PhD, Management, University of Kansas, 2009	Associate Professor	MNGT 361
Johnson, Quincey	Full-Time	JD, University of Maryland, 1993	Teaching Professor	BUSX 301, LEGL 225
Jones, Bruce	Part-Time	MBA, University of Baltimore, 2007	Adjunct Professor	MNGT 361
Jung, Juergen	Full-Time	PhD, Economics, Indiana University, 2008	Professor	ECON 202
Khoshghadam, Leila	Full-Time	PhD, Marketing, Old Dominion University, 2020	Assistant Professor	MKTG 341
Kim, Eunice	Full-Time	PhD, Marketing, Yale University 2010	Assistant Professor	MKTG 341
King, Andrew	Part-Time	MBA, Loyola University, 2016	Adjunct Professor	MNGT 361
Knight, Stacy	Full-Time	MBA, Loyola University, 1995	Associate Teaching Professor	MKTG 341

<b>Faculty Name</b>	<b>Status (Full-Time, Part-Time, Adjunct)</b>	<b>Highest Degree Earned/ Field of Study/Institution/ Degree Award Date</b>	<b>Title/Rank</b>	<b>Courses Faculty Regularly Teach (Course Number)</b>
Kulkarni, Gauri	Full-Time	PhD, University of Maryland, 2009	Associate Professor	MKTG 341
Kwon, Kyungeun	Full-Time	PhD, Accounting, Virginia Commonwealth University, 2022	Assistant Professor	ACCT 201
Leppo, Sam	Full-Time	MA, Economics, American University, 2000	Teaching Professor	ECON 202
Li, Jianan	Full-Time	PhD, Management, Nanjing University, 2017	Assistant Professor	MNGT 361
Li, Xiaolin	Full-Time	PhD, Management Systems, Kent State University, 2008	Professor	EBTM 446
Litterello, David	Part-Time	MBA, New York Institute of Technology, 1992	Adjunct Professor	BUSX 460, MNGT 361
Liu, Yang	Full-Time	PhD, Economics, Rutgers University, 2024	Assistant Professor	ECON 201, ECON 202
Liu, Yanli	Full-Time	PhD, Economics, Northeastern University, 2024	Assistant Professor	ECON 201
Magnotta, Sarah	Full-Time	PhD, University of Kentucky, 2015	Associate Professor	MKTG 341
Manley, James	Full-Time	PhD, Economics, University of California Berkeley, 2008	Professor	ECON 205
Markowitz, Ivan	Part-time	MS, Electrical Engineering, University of Pennsylvania, 1969	Adjunct Professor	MATH 231
McComas, Heather	Part-Time	MS, Information Technology, Towson University, 2015	Adjunct Professor	BUSX 460
Mohamed, Mona	Full-time	DSc, Information Technology, Towson University, 2018	Associate Professor	EBTM 337
Moyer, Todd	Full-time	EdD, Temple University, 2003	Professor	MATH 211
Nag, Barindra	Full-Time	PhD, Management Science, University of Maryland, 1997	Professor	EBTM 337, EBTM 365
Noyes, Donna	Full-time	MS Applied and Computational Mathematics, Johns Hopkins University, 2022	Assistant Teaching Professor	MATH 211
O'Leary, Erica	Full-time	MS, Mathematics, Northwestern University, 2018	Assistant Teaching Professor	MATH 231
Palmateer, Jason	Full-Time	MA, Economics, University of Iowa, 1994	Teaching Professor	ECON 205
Parolia, Neeraj	Full-Time	PhD, Business Administration, University of Central Florida, 2008	Associate Professor	EBTM 450
Parolia, Neeraj	Full-time	PhD, Business Administration, Central Florida University, 2008	Associate Professor	EBTM 337
Pillutla, Sharma	Full-time	PhD, Operations Management, Syracuse University, 1993	Professor	EBTM 337
Prettyman, Alexa	Full-Time	PhD, Economics, Georgia State University, 2021	Assistant Professor	ECON 201
Pustovit, Aleksandra	Full-Time	PhD, Management, Rutgers University, 2019	Assistant Professor	MNGT 361

<b>Faculty Name</b>	<b>Status (Full-Time, Part-Time, Adjunct)</b>	<b>Highest Degree Earned/ Field of Study/Institution/ Degree Award Date</b>	<b>Title/Rank</b>	<b>Courses Faculty Regularly Teach (Course Number)</b>
Rassipour, Rana	Full-Time	MS, Systems Engineering, The George Washington University School of Business, 2013	Associate Teaching Professor	EBTM 350, EBTM 425, EBTM 454
Ray, Brian	Part-time	MS Mathematics, Towson University, 2008	Adjunct Professor	MATH 211
Rhoads, Thomas	Full-Time	PhD, Economics, University of Wyoming, 2000	Professor	ECON 202
Richardson, Joseph	Part-Time	MBA, Loyola University, 2003	Adjunct Professor	BUSX 460, MKTG 341
Riggs, Nina	Part-time	MS, Educational Leadership, Loyola University, 2015	Adjunct Professor	MATH 231
Rodman, John	Full-Time	MBA, Virginia Commonwealth University, 2001	Assistant Teaching Professor	MKTG 341
Romero, Jorge	Full-Time	PhD, Accounting, University of Texas at Dallas, 2005	Professor	ACCT 442
Russo, Charles	Full-Time	PhD, Accounting, Pennsylvania State University, 2002 (CPA)	Professor	ACCT 202
Sanford, Douglas	Full-Time	PhD, Management, University of Michigan, 1994	Professor	MNGT 361
Schiavone, Vincent	Part-Time	MS, Supply Chain Management, Towson University, 2020	Adjunct Professor	EBTM 350
Schiff, Andrew	Full-Time	PhD, Accounting, Rutgers University, 1993 (CPA)	Professor	ACCT 201
Schuldenfrei, Allen	Part-Time	MS Taxation, NYU School of Law, 1983 (CPA)	Adjunct Professor	ACCT 202
Schuller, Cameron	Part-Time	MS, Supply Chain Management, Towson University, 2016	Adjunct Professor	EBTM 365
Schumm, Kari	Full-time	MS, Operations Research, University of North Carolina, 2018	Associate Teaching Professor	MATH 231
Scott, Randolph	Part-Time	MS Accountancy, University of Phoenix, 2012 (CPA)	Adjunct Professor	ACCT 202
Seeberger, John	Full-Time	JD, University of Baltimore, 1987	Teaching Professor	LEGL 225
Sewell, Brent	Part-Time	MBA, University of Maryland, 2017	Adjunct Professor	EBTM 310
Seyed Abootorabi, Hooman	Full-time	PhD, Entrepreneurship, Syracuse University, 2022	Assistant Professor	MNGT 481
Shiple, William	Full-time	Ph.D., Mathematics Education, American University, 1999	Assistant Teaching Professor	MATH 211
Shrestha, Vinish	Full-Time	PhD, Economics, Emory University, 2015	Associate Professor	ECON 202
Shul, Linda	Part-Time	MS Marketing, University of New Mexico, 1993	Adjunct Professor	MKTG 341

<b>Faculty Name</b>	<b>Status (Full-Time, Part-Time, Adjunct)</b>	<b>Highest Degree Earned/ Field of Study/Institution/ Degree Award Date</b>	<b>Title/Rank</b>	<b>Courses Faculty Regularly Teach (Course Number)</b>
Skudzinskas, Algis	Full-Time	EED, Gwynedd Mercy University, 2018	Assistant Teaching Professor	FIN 331
Smuckler, Neil	Part-Time	MS Financial Management, Johns Hopkins University, 1990 (CPA)	Adjunct Professor	ACCT 202
Steffes, Erin	Full-Time	PhD, Marketing, University of Texas Dallas, 2005	Professor	MKTG 341
Tchatie-Leudeu, Sandrine	Part-time	MS, Mathematics, Boston University, 2010	Adjunct Professor	MATH 231
Thacker, Christopher	Full-Time	MS, Professional Writing, Towson University, 2007	Professor of Practice	BUSX 301
Townsley, Ryan	Part-Time	MBA, University of Baltimore, 2016	Adjunct Professor	BUSX 460
Valle, Ralph	Part-Time	MS Professional Studies, Towson University, 1999	Adjunct Professor	MKTG 341
Wernecke, Charisse	Full-Time	PhD, Educational Leadership, 2015 (CPA)	Assistant Teaching Professor	ACCT 201
Wiglesworth, Miriam	Full-Time	DBA, Wilmington University, 2022 (CPA)	Professor of Practice	ACCT 202
Wilson, Lowell	Full-Time	JD, University of Baltimore, 1994	Assistant Teaching Professor	LEGL 225
Yao, Dong-Qing	Full-Time	PhD, Management Science, University of Wisconsin, 2001	Professor	EBTM 350, EBTM 365
Yates, Christine	Full-Time	MS, Professional Writing, Towson University, 2020	Assistant Teaching Professor	BUSX 301
Zhang, Alice	Full-Time	MBA, University of Toronto, 2000	Associate Teaching Professor	EBTM 365, EBTM 462
Zhang, Shuwei	Full-Time	PhD, Economics, Auburn University, 2019	Assistant Professor	ECON 202
Zhang, Zheng	Full-time	PhD Mathematics, University of Cincinnati, 2021	Assistant Teaching Professor	MATH 211
Zhao, Yongchen	Full-Time	PhD, Economics, University of Albany, 2014	Professor	ECON 202
Zhu, Xiaorui	Full-Time	PhD, Business Analytics, University of Cincinnati, 2022	Assistant Professor	EBTM 350
Ziegler, James	Part-Time	MS Finance, Loyola University, 2000 (CPA)	Adjunct Professor	ACCT 202
Zuccaro, Joseph	Full-Time	MBA, University of Maryland, 1994	Assistant Teaching Professor	MNGT 361, MNGT 481

### ***1.2 Ongoing pedagogy training for faculty.***

The Faculty Academic Center of Excellence at Towson ([FACET](#)) is the faculty development center for Towson University. FACET's mission is to support an inclusive and collaborative faculty community and foster a culture of excellence in scholarship and teaching. FACET supports all campus faculty in their scholarship and teaching through a combination of programs, workshops, resources, funding, and communities of practice such as: Student Engagement, Emerging Technologies, Open Educational Resources, and High Impact Educational Practices. In collaboration with the TU Office of Technology Services, FACET also recommends, reviews, and provides programs to support advancement of faculty skills with Blackboard, TU's learning management system. FACET provides one-on-one or small group, virtual or face-to-face meetings with an instructional design team, who also perform course reviews. Faculty may attend open meetings as well as request consultation from FACET staff. In addition, faculty are mentored by peers. All faculty are required to undergo periodic peer review which allows fellow faculty to mentor fellow faculty at all levels to improve pedagogy and make adjustments to changing student and curricular needs.

### **J. Adequacy of Library Resources.**

Resources available through TU's Cook Library are sufficient to meet the needs of students and faculty in the proposed program. The library houses an extensive collection of materials, including more than 500,000 print and electronic volumes. Cook Library also houses computer workstations with specialty software for data analysis, data visualization, and mapping. In addition to Cook Library, faculty and students have access to materials through reciprocal agreements at nearby Baltimore institutions and across USM-affiliated institutions. Materials from other libraries across the country can be requested for loan through standard interlibrary loan (ILL) services. As part of this service, faculty and students have access to RAPID ILL, a service customary at high research activity institutions. The current turnaround time for article requests is typically less than 48 hours.

### **K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment.**

#### ***K.1 Assurance of physical facilities.***

TU's existing physical facilities, infrastructure, and instructional equipment are sufficient to support the needs of the program. The College of Business & Economics maintains capable laboratories and software platforms used in current coursework.

#### ***K.2 Assurance of distance education.***

Project management courses are primarily delivered in-person via traditional modes of face-to-face instruction. A limited number of courses may be offered online as a convenience for students. FACET offers training and certification programs for online and hybrid/blended instruction, Universal Design for Learning (UDL), and effective pedagogical approaches for enriching distance learning, including the Quality Matters Rubric. Students and faculty can enroll in training modules that provide instruction in university-sponsored distance learning technologies, including Blackboard, WebEx, Zoom, and Panopto. Technology support is available online, as well as via email, text, phone and on a walk-in basis at Student Computing Services and the Office of Technology Services.

**L. Adequacy of Financial Resources.**

The proposed program will be implemented using existing institutional resources; no new or additional resources are required for implementation beyond what TU already provides to support delivery of the existing specialization. The number of students currently enrolled in the specialization was used as an estimate for the projected enrollment each year. It was assumed that 92% of students are full time based on internal data.<sup>6</sup>

**Table L1: Resources**

Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
<b>1. Reallocated Funds</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>2. Tuition/Fee Revenue</b>	<b>\$1,488,042</b>	<b>\$1,488,042</b>	<b>\$1,488,042</b>	<b>\$1,488,042</b>	<b>\$1,488,042</b>
2.a Number of Full-time Students	117	117	117	117	117
2.a Annual Tuition Rate	\$7,756	\$7,756	\$7,756	\$7,756	\$7,756
2.a Subtotal Tuition	\$907,452	\$907,452	\$907,452	\$907,452	\$907,452
2.a Annual Fees	\$4,430	\$4,430	\$4,430	\$4,430	\$4,430
2.a Subtotal Fees	\$518,310	\$518,310	\$518,310	\$518,310	\$518,310
2.a Total Full-time Revenue of New Students	\$1,425,762	\$1,425,762	\$1,425,762	\$1,425,762	\$1,425,762
2.b Number of Part-Time Students	10	10	10	10	10
2.b Credit Hour Tuition Rate	\$332	\$332	\$332	\$332	\$332
2.b Annual Fees Per Credit Hour	\$187	\$187	\$187	\$187	\$187
2.b Annual Credit Hours Per Student	12	12	12	12	12
2.b Subtotal Tuition	\$39,840	\$39,840	\$39,840	\$39,840	\$39,840
2.b Subtotal Fees	\$22,440	\$22,440	\$22,440	\$22,440	\$22,440
2.b Total Part Time Revenue	\$62,280	\$62,280	\$62,280	\$62,280	\$62,280
<b>3. Grants, Contracts &amp; Other External Sources</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>4. Other Sources</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>TOTAL (Add 1-4)</b>	<b>\$1,488,042</b>	<b>\$1,488,042</b>	<b>\$1,488,042</b>	<b>\$1,488,042</b>	<b>\$1,488,042</b>

**Reallocated Funds**

Funds currently used to support the concentration in Project Management will be used to support the major in Project Management. No new or reallocated funds are necessary.

**Tuition and Fee Revenue**

Current in-state tuition rates were used in the projection. This rate is conservative because it does not factor in potential tuition increases.

**Grants and Contracts**

Not applicable.

**Other Sources**

Not applicable.

<sup>6</sup> [https://www.towson.edu/ir/documents/f\\_hdct\\_car\\_coll\\_stat.pdf](https://www.towson.edu/ir/documents/f_hdct_car_coll_stat.pdf)

**Total Year - Additional Comments**

Not applicable.

**Table L2: Expenditures**

<b>Expenditure Categories</b>	<b>(Year 1)</b>	<b>(Year 2)</b>	<b>(Year 3)</b>	<b>(Year 4)</b>	<b>(Year 5)</b>
<b>1. Total Faculty Expenses (b + c below)</b>	<b>\$598,500</b>	<b>\$598,500</b>	<b>\$598,500</b>	<b>\$598,500</b>	<b>\$598,500</b>
a. #FTE	3.0	3.0	3.0	3.0	3.0
b. Total Salary	\$450,000	\$450,000	\$450,000	\$450,000	\$450,000
c. Total Benefits	\$148,500	\$148,500	\$148,500	\$148,500	\$148,500
<b>2. Total Administrative Staff Expenses (b + c below)</b>	<b>\$37,674</b>	<b>\$37,674</b>	<b>\$37,674</b>	<b>\$37,674</b>	<b>\$37,674</b>
a. #FTE	0.5	0.5	0.5	0.5	0.5
b. Total Salary	\$27,300	\$27,300	\$27,300	\$27,300	\$27,300
c. Total Benefits	\$10,374	\$10,374	\$10,374	\$10,374	\$10,374
<b>3. Total Support Staff Expenses (b + c below)</b>	<b>\$43,815</b>	<b>\$43,815</b>	<b>\$43,815</b>	<b>\$43,815</b>	<b>\$43,815</b>
a. #FTE	0.5	0.5	0.5	0.5	5.0
b. Total Salary	\$31,750	\$31,750	\$31,750	\$31,750	\$31,750
c. Total Benefits	\$12,065	\$12,065	\$12,065	\$12,065	\$12,065
<b>4. Equipment</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>5. Library</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>6. New or Renovated Space</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>7. Other Expenses</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>TOTAL (Add 1-7)</b>	<b>\$679,989</b>	<b>\$679,989</b>	<b>\$679,989</b>	<b>\$679,989</b>	<b>\$679,989</b>

**Faculty**

It was estimated that the program could be supported by three full-time faculty members if they were solely assigned to teach in that program. The average salary across the department was used. Neither the number of faculty needed nor the salary will change as a result of elevation of the program to a stand-alone major.

**Administrative Staff**

Currently, the Department of Business Analytics & Technology Management is supported by one full-time administrative assistant. As multiple programs are housed in this department, one half of one FTE was assigned to support the Project Management program. The amount of administrative support needed will not be affected by the change from concentration to major.

**Support Staff**

Currently, the Department of Business Analytics & Technology Management is supported by one full-time academic advisor. As multiple programs are housed in this department, one half of one FTE was assigned to support the Project Management program. The number of academic advisors will not increase as a result of elevation of the program to a stand-alone major.

**Equipment**

No additional equipment is necessary.

**Library**

No additional library resources are necessary.

**New and/or Renovated Spaces**

No additional spaces are necessary.

**Other Expenses**

Not applicable.

**M. Adequacy of Provisions for Evaluation of Program.****M.1 Evaluation of the program.**

The current concentration in Project Management is functionally equivalent to a stand-alone major and will require no new courses. Nevertheless, any future course development will follow the regular Towson University procedures for approval, first at the program and department level, through the College of Business and Economics curriculum committee, and finally the University Curriculum Committee.

The course approval process evaluates new courses for appropriate rigor, effective assessment and grading, and adherence of the course syllabus to best practices. Evaluation at the program level ensures course content accuracy and program alignment, while the college and university level reviews facilitate the production of quality course proposals.

Existing courses are evaluated through regular review by program faculty and by student evaluations. Faculty regularly review courses to determine if the course meets overall program objectives. Additionally, instructors are observed by peers on a routine basis, with more frequent observations if faculty are new to a course or the university. If a course review indicates concerns or problems with a course, faculty develop strategies for addressing problems. Student course evaluation takes place at the end of every semester. Using a tool developed by TU faculty that allows quantitative and qualitative feedback, students give feedback on instructors (e.g., ability to communicate clearly; quality of student-instructor interaction; preparedness) and suggest improvements for a course.

Evaluation of faculty follows policies and procedures established by TU's policies for faculty annual merit review and for faculty reappointment, tenure, and promotion. These evaluations occur at the department, college, and university level. The main areas of evaluation include teaching, scholarship, and service. Tools used as part of the annual evaluation process include review of the individual's portfolio that includes, but is not limited to, the following:

- Evidence of scholarship (e.g., articles in scholarly journals; presentations at scholarly meetings).
- Service work.
- A synopsis of teaching related activities (e.g., courses taught; new instructional procedures; interdisciplinary, diversity, international, and technology-related projects).

- Review of course syllabi.
- Peer teaching observation reports.
- Quantitative and qualitative student evaluation of instruction.

The assessment of student learning outcomes is built into course assessments and data are collected annually. Course coordinators, with the support of the Department of Business Analytics & Technology Management's representative to the Assessment Committee and the Associate Dean, oversee the collection and analysis of data, and creation of action plans, as necessary.

### ***M.2 Evaluation of program effectiveness.***

The assessment of this program will be guided by TU's Office of Assessment, following established TU policies and procedures, including review of the program's assessment plan to ensure that learning outcomes remain appropriate, and that students are meeting expectations.

The program will work with TU entities such as the Office of the Provost, Enrollment Services, and Student Services to review data on a regular basis and improve the program when needed. Effectiveness will be assessed by student retention, progress toward degree completion, career outcomes for graduates, student and faculty satisfaction, cost-effectiveness, and other key performance indicators.

Additionally, the program will remain in scope of AACSB accreditation, which is reviewed through a rigorous evaluation process every six years. Accreditation from AACSB is the longest standing and most recognized form of specialized accreditation business programs can receive. TU is accredited by AACSB for both business administration and accounting, a distinction held by less than 2% of business schools worldwide.

TU also conducts a comprehensive evaluation of the program every seven years as part of the USM-mandated Periodic Review of Academic Programs process. The purpose of the review is to promote continuous program improvement and ensure that the needs of students are being met. Each program submits a final report to the USM Board of Regents, identifying strengths and areas for improvement, for review and approval.

### **N. Consistency with the State's Minority Student Achievement Goals.**

With approximately 60% of students identifying as non-white,<sup>7</sup> TU is nearly as diverse as the state of Maryland. It is one of only a few universities in the country to have no achievement gap, meaning that underrepresented student groups achieve the same or better academic success as the entire student population. TU strives to foster a learning community that reflects the population of our campus, region, and state, and recognizes that our success is dependent on cultivating diverse perspectives and approaches.

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<sup>7</sup> [https://www.towson.edu/ir/documents/fall2025\\_factsheet\\_final.pdf](https://www.towson.edu/ir/documents/fall2025_factsheet_final.pdf)

Project management is a high-opportunity pathway with strong earnings potential, supporting TU's goals around access and student success. The stand-alone major will help underrepresented students access analytics careers in Maryland's growing industries.

**O. Relationship to Low Productivity Programs Identified by the Commission.**

Not applicable. The program is not related to any low-productivity program identified by the Commission.

**P. Adequacy of Distance Education Programs.**

Not applicable. The program will be delivered face-to-face at TU's main campus.

## **Appendix A — Descriptions of Required Courses within the Project Management Program**

### **ACCT 201 PRINCIPLES OF FINANCIAL ACCOUNTING (3)**

Accounting and financial reporting concepts and the significance of financial accounting information in decision-making. Includes the effects of accounting events on business financial statements; planning and decision-making tools in the operating cycle; and the process of recording and communicating information.

### **ACCT 202 PRINCIPLES OF MANAGERIAL ACCOUNTING (3)**

Managerial accounting concepts and the significance of accounting information for managerial decision-making. How managers use information to carry out three essential functions in an organization: to plan operations, to control activities, and to make managerial decisions. Prerequisite: ACCT 201 or ACCT 211 with grade equivalent of 2.00 or higher.

### **ACCT 341 MANAGEMENT ACCOUNTING I (3)**

Analysis of components of cost systems using information and analytical technologies, including process costing, job-order costing and activity-based costing (ABC). Elements of standard cost accounting, variance analysis, budgeting, and cost-volume-profit analysis will be presented. Prerequisite: ACCT 202 or ACCT 212 with a grade equivalent of 2.00 or higher.

### **ACCT 442 MANAGEMENT ACCOUNTING II (3)**

Development of advanced management accounting theories, the analysis of cost management systems with a strategic emphasis, and the management's use of accounting information through case analyses. Prerequisites: ACCT 341 with a grade equivalent of C (2.0) or higher and ACCT major only.

### **BUSX 301 BUSINESS COMMUNICATIONS (4)**

Seminar designed to enable students to gain the written and oral communication skills needed in professional business situations and to develop and practice important skills for workplace success. Requires grade of C or better to fulfill Core requirement. Prerequisites: a grade of C (2.0) or higher in ENGL 102 or ENGL 190, or equivalent; ECON 202; junior/senior status. Core: Advanced Writing Seminar.

### **BUSX 460 PROFESSIONAL EXPERIENCE (3)**

Application of business knowledge, skills, and attitudes (KSA's) through professional responsibilities in employment, internship, or comparable experience. Prerequisites: BUSX 301, senior major standing; enrollment is conditional pending internship approval.

### **EBTM 250 PROBLEM SOLVING IN BUSINESS I (1)**

Focus on analytic and technology skills needed to utilize spreadsheets to solve business problems. Topics covered include: managing and sharing workbooks, custom formats and layouts, creating advanced formulas, and creating advanced chart elements. To earn a satisfactory grade, students are required to pass the Microsoft Office Specialist (MOS) Excel Core exam and earn a MOS certification. The course can be waived if students have already

obtained the Microsoft Office Specialist Excel Expert level certification. Students can repeat the course if they fail to pass and the grade will be replaced. Graded S/U. Prerequisites: major or minor standing; sophomore or higher standing.

#### EBTM 251 PROBLEM SOLVING IN BUSINESS II (1)

Focus on analytic and technology skills needed to utilize spreadsheets to solve business problems. Topics covered include: work with data and information in data tables, visualize data with charts, predict outcomes, and what-if analysis. Prerequisites: EBTM 250 or Microsoft Expert Excel Certification; sophomore standing or higher; major or minor standing.

#### EBTM 310 INTRODUCTION TO ERP SYSTEMS (3)

Will provide a comprehensive understanding of Enterprise Resource Planning (ERP) systems and their role in organizations. Included are key business processes including procurement, fulfillment, production, warehouse management and material planning. Processes will be discussed in terms of how they are executed and their impact on financial and managerial accounting. Covers knowledge and skills across different functional areas, including accounting, finance, operations management, sales and human capital through hands-on exercises using a major ERP system. Particular attention will be given to the integrated nature of business processes. Prerequisites: ACCT, BUAD, EBUS major, or BUAN minor; junior/senior standing.

#### EBTM 337 ENTERPRISE INFORMATION SYSTEMS (3)

Strategic, tactical, and operational applications of enterprise information systems, e-business, and enterprise use of social media. Topics include data and knowledge management and networked computing, future trends using intelligent systems, and important enterprise resource planning systems used to integrate functional areas within organizations, collaborating with external partners, and integrating stakeholders across the value chain. Students who have successfully completed MNGT 337 will not receive additional credit for EBTM 337. Prerequisites: EBTM 250 and EBTM 251 (may be taken concurrently); sophomore major standing.

#### EBTM 343 INTRODUCTION TO PROJECT MANAGEMENT (3)

Management of projects through planning, scheduling and controlling of organizational activities. Course includes project selection, scope development and management, cost estimation and budgeting, scheduling, staffing, resource allocation, task tracking, task sequencing, and control. Project management software will be used to support the course material. Students who have successfully completed EBTM 443 or MNGT 443 will not receive additional credit for EBTM 343. Prerequisites: sophomore standing or higher; major or minor standing.

#### EBTM 350 BUSINESS ANALYTICS (3)

Focuses on using standard business analytic models to summarize and analyze data, build models, and drive impact through quantitative decision-making. Explores methods to create and frame problems, use of descriptive and prescriptive analytics and using data to discover patterns and trends. Prerequisites: EBTM 251 and (ECON 205/MATH 231 or equivalent course);

junior standing or higher; major or minor standing.

#### EBTM 365 PRINCIPLES OF OPERATIONS MANAGEMENT (3)

Strategies and techniques for service and manufacturing operations. A number of quantitative techniques are presented. Practical business applications and international competitiveness are stressed throughout the course. Students will use industry relevant software in the course. Students who have successfully completed MNGT 365 will not receive additional credit for EBTM 365. Prerequisites: (EBTM 251 or Computer Proficiency Exam) and (ECON 205 or MATH 231/MATH 233); major in ACCT, BUAD, CIS, EBUS, MATH, XBACI, XCIEB or XEBBA; junior/senior standing.

#### EBTM 419 SUPPLY-CHAIN MANAGEMENT (3)

Basic concepts and strategies adopted in SCM. Primary focus is to develop a good understanding of strategic, tactical and operational issues of SCM and become familiar with the integration of various SCM entities. A number of essential techniques of SCM are presented as supplementary materials. Topics include: transportation management and network design, e-procurement, uncertainty management, supply chain coordination & integration, value of information (sharing), global SCM, customer value and SCM, information technology/standards in SCM. Not open to students who have successfully completed MNGT 419. Prerequisites: EBTM 337 and EBTM 365; junior/senior major standing.

#### EBTM 425 BUSINESS REQUIREMENTS AND ANALYSIS (3)

Addresses the business analysis discipline and describes the role of the business analyst. Describes the process model for business analysis. Describes how business analysis is undertaken in various stages of the process model as well as key techniques used at each stage. The goal of the course is to prepare students with a business analysis toolkit that can be used by them to help organizations adopt business improvements to ensure their success. Prerequisites: EBTM 337 and major junior/senior standing.

#### EBTM 446 BUSINESS INTELLIGENCE (3)

Classifications of business decision problems and methods of analysis to identify the best solutions using business records for business intelligence. Methods of managing large storage of business records and related information and the discovery of knowledge to support managerial decision making. Prerequisites: EBTM 337 or EBTM 320, junior/senior standing, major or minor standing.

#### EBTM 450 ADVANCED PROJECT MANAGEMENT (3)

Covers advanced project management topics necessary for implementation of and excellence in project management. Topics include human resource management, procurement management, contract administration, risk management, integration management, project leadership, communications management and an introduction to program and portfolio management. Project management software will be used to support the course material. Prerequisites: EBTM 343 or EBTM 443 or MNGT 443, or EBTM 604; junior/senior major standing.

### EBTM 454 BUSINESS PROCESS MANAGEMENT (3)

Business Process Management concepts, architecture, and specifications, introduction to modeling/design tools used to design, optimize and automate business processes as well as performance measuring approaches for evaluating business process performance. Students will have hands-on experience modeling processes and developing robotic process automation (RPA) solutions. Prerequisites: major standing, EBTM 337 / MNGT 337, EBTM 365 /MNGT 365, junior or senior standing.

### EBTM 462 PROJECT QUALITY AND SIX SIGMA (3)

Projects involving quality management and six sigma methodologies including quality improvement, process design, root cause analysis, quality measurement, and continuous improvement. Prerequisites: major standing, EBTM/MNGT 443 or EBTM 343; junior/senior standing.

### ECON 201 MICROECONOMIC PRINCIPLES (3)

Economic reasoning of individual choice in household and market decisions. Behavior of firms in competitive and noncompetitive markets, functioning of labor and capital markets, role of the entrepreneur and effects of government policies. Students who have successfully completed the honors version of this course (ECON 203) will not receive additional credit for this course. Core: Social & Behavioral Sciences.

### ECON 202 MACROECONOMIC PRINCIPLES (3)

Inflation and unemployment--causes and remedies. Money and banking, government spending and taxation. International trade. Students who have successfully completed the honors version of this course (ECON 204) will not receive additional credit for this course. Core: Social & Behavioral Sciences.

### ECON 205 STATISTICS FOR BUSINESS AND ECONOMICS I (3)

Analysis and presentation of business and economic data; descriptive statistics and statistical inference; measures of central tendency and variability; probability theory; estimation; testing of hypothesis; linear regression analysis. Students who have successfully completed ECON 301 will not receive additional credit for ECON 205. Prerequisite: qualifying score on Math Placement exam or MATH 100 (recommended) or MATH 102 or higher. Core: Mathematics.

### FIN 331 PRINCIPLES OF FINANCIAL MANAGEMENT (3)

Introductory course designed to provide students with the fundamental concepts underlying the theory of finance. Financial markets, security valuation, analysis of financial condition, forecasting, working capital management, capital budgeting, cost of capital, leverage, optimal capital structure, dividend policy. Prerequisites: ACCT 201, ACCT 202, ECON 201, ECON 202 and (ECON 205 or MATH 231); junior/senior standing; major standing.

### LEGL 225 LEGAL ENVIRONMENT OF BUSINESS (3)

Examines the nature and sources of law, the U.S. legal system with emphasis on court jurisdiction, procedure, constitutional law, torts, criminal law, and contracts in general and as

they relate to business. Core: The United States as a Nation.

#### MATH 211 CALCULUS FOR APPLICATIONS (3)

Intended primarily for students in biology, business, economics, psychology and the social sciences. Elements of differential and integral calculus from an intuitive standpoint with emphasis on the use of calculus in the above fields. Exponential and logarithmic functions, partial derivatives included. Not open to mathematics majors or minors. Prerequisite: qualifying score on the Math Placement Test or MATH 115 (recommended) or MATH 119. Core: Mathematics.

#### MATH 231 BASIC STATISTICS (3)

A non-calculus based introduction to statistics with emphasis on applications. Topics include categorical and quantitative data collection through sampling and experimental design, data description and displays, confidence intervals and hypothesis tests for one- and two-samples, and matched-pairs design; normal and t-distributions; correlation and simple linear regression. Emphasis on interpretations of results throughout. Substantial use of a computer package as a learning and computational tool. Students who have successfully completed the honors version of this course (MATH 233) will not receive additional credit for this course. Prerequisite: qualifying score on Math Placement exam or MATH 100 (recommended) or MATH 102 or higher. Core: Mathematics.

#### MKTG 341 MARKETING AND CREATIVITY (3)

Provides an overview of the discipline of marketing and its importance in the global economy. In this course, students will learn how marketing strategies and tactics are used to create value for all stakeholders. Students will practice both critical and creative thinking and then utilize quantitative and qualitative analysis to solve real-world marketing problems. Prerequisite: sophomore major/minor standing.

#### MNGT 361 LEADERSHIP AND MANAGEMENT (3)

Experience how leadership impacts organizational culture, strategy, and performance. Topics include making strategic decisions; leading and motivating; building and managing teams; managing communication, conflict, and power dynamics; human resource management; entrepreneurship; international business. Prerequisite: sophomore/junior/senior major/minor standing.

#### MNGT 481 STRATEGIC MANAGEMENT (3)

Business Policy and Strategy Capstone. Develops strategic thinking skills that integrate and build on the concepts and practices from functional business courses. Students will practice in-depth analysis of industries and competitors, and work to understand how managers must develop and implement strategies that generate sustainable value for all stakeholders by positioning the organization successfully in its competitive environment. Features a signature CBE experiential Live Strategy Case Competition with corporate partners. Must be taken at TU. Prerequisite: BUSX 301; FIN 331, MKTG 341, MNGT 361 and either EBTM 337 or ACCT 300; major in ACCT, BUAD, or EBUS; senior standing.

## Appendix B — Sample Four Year Plan

### Freshman

TERM 1	UNITS	TERM 2	UNITS
<u>ECON 201</u> * (Core 6)	3	<u>ECON 202</u> *	3
Prerequisite for MATH 211 if necessary*	3	<u>MATH 211</u> *	3
Core 1 (waived for transfer students)	3	Core 2*	3
Core 4*	3	Core 10*	3
Core 5*	3	Elective*	3
	<b>15</b>		<b>15</b>

### Sophomore

TERM 1	UNITS	TERM 2	UNITS
<u>ACCT 201</u> *	3	<u>ACCT 202</u> *	3
<u>ECON 205</u> or <u>MATH 231</u> * (Core 3)	3	Core 8*	3
<u>LEGL 225</u> (Core 11)*	3	Core 13*	3
Core 7*	4	Elective*	3
Core 12*	3	Elective*	3
	<b>16</b>		<b>15</b>

### Junior

TERM 1	UNITS	TERM 2	UNITS
<u>EBTM 250</u>	1	<u>FIN 331</u>	3
<u>EBTM 251</u>	1	<u>MNGT 361</u>	3
<u>MKTG 341</u>	3	<u>EBTM 350</u>	3

<u>BUSX 301</u> (Core 9)	4	<u>EBTM 365</u>	3
<u>EBTM 337</u>	3	<u>EBTM 425</u>	3
<u>EBTM 343</u>	3		
	15		15

**Senior**

<b>TERM 1</b>	<b>UNITS</b>	<b>TERM 2</b>	<b>UNITS</b>
<u>MNGT 282</u> (Recommended Core 14)	3	<u>BUSX 460</u>	3
<u>EBTM 446</u>	3	<u>MNGT 481</u>	3
<u>EBTM 454</u>	3	<u>EBTM 450</u>	3
Project Management Elective	3	Project Management Elective	3
<u>EBTM 462</u>	3	Elective(s)	2
	<b>15</b>		<b>14</b>

**Total Units 120**

\*May be transferred in from a Community College

## Appendix C — Comparison to Other Universities

*TU's specialization in Project Management is equivalent to a major*

<b>Towson University Project Management</b>	<b>Northeastern University BS in Project Management</b>	<b>Embry-Riddle Aeronautical University BS in Project Management</b>
<b>Interdisciplinary Business Courses (51 credits)</b>	<b>Interdisciplinary Business Courses (27 credits)</b>	<b>Interdisciplinary Business Courses (39 credits)</b>
Microeconomic Principles		Microeconomics
Macroeconomic Principles	Principles of Macroeconomics	Macroeconomics
Principles of Financial Accounting		Financial Accounting
Principles of Managerial Accounting		Managerial Accounting
Legal Environment of Business	Business Law	Business Law
Applied Calculus		Mathematics
Statistics	Business Statistics	Business Statistics
Problem Solving in Business I and II (Excel certification)		
Business Communication		
Professional Experience (Internship)		
Enterprise Information Systems	Information within the Enterprise	Business Information Systems
Principles of Financial Management		Corporate Finance I
Leadership and Management	Principles of Management	Principles of Management
Marketing and Creativity	Principles of Marketing	Marketing
Principles of Operations Management	Supply Chain Management	Management of Production and Operations
Strategic Management		Strategic Management
Business Analytics		
	Introduction to Business	
		Social Responsibility and Ethics in Management
		International Business
	Organizational Behavior	Organizational Behavior
<b>Project Management Specific Courses (24 credits)</b>	<b>Project Management Specific Courses (24 credits)</b>	<b>Project Management Specific Courses (21 credits)</b>
Introduction to Project Management	Project Management Fundamentals	The Project Management Profession
Business Requirements and Analysis	Project Planning	Project Planning I
Business Intelligence		
Advanced Project Management	Capstone	Project Management Capstone
Business Process Management	Project Monitoring and Control	Project Risk and Control
Project Quality and Six Sigma	Quality and Risk	
Two Project Management Electives		
		Project Planning II
	Leading Agile Projects	Agile Project Management
	Principles of Business Analysis Management	Managing Troubled Projects
	Program and Project Portfolio Management	

## Appendix D — Articulation Agreement

## **Umbrella Program Transfer Agreement between Towson University and Cecil College**

This **UMBRELLA PROGRAM TRANSFER AGREEMENT** (this "Agreement"), effective as of the date of last signature below (the "Effective Date"), is hereby entered into by and between **TOWSON UNIVERSITY** ("TU"), an educational institution of the University System of Maryland, itself an agency of the State of Maryland, located in Towson, Maryland, and **CECIL COLLEGE** ("Cecil"), a community college located in North East, Maryland.

### **I. Purpose**

The Agreement affirms the commencement of an initiative between Cecil and TU (each, a "Party" and collectively hereinafter referred to as the "Parties") to provide articulated transfer pathways for Cecil students (each, a "Pathway") where, after successful completion of Cecil coursework, admissible Cecil students will be able to transfer seamlessly to TU and enroll in programs leading to the Bachelor of Science, Bachelor of Arts, Bachelor of Fine Arts, or Bachelor of Technical and Professional Studies degrees.

The purpose of this Agreement is to: (i) define the responsibilities of each Party and the opportunities for students who choose to follow a Pathway, and (ii) to enhance and facilitate degree completion at the respective institutions. In addition, this Agreement contributes to the Maryland Higher Education Commission's completion initiative by increasing associate degree attainment and providing momentum for baccalaureate completion.

### **II. Guaranteed Admission**

Subject to the terms and conditions of this Agreement, TU shall provide students graduating from Cecil with associate degrees the opportunity to seamlessly transfer to TU into any of the bachelor's degree programs offered by TU that do not have special admissions requirements. TU's Office of Undergraduate Admission will retain the final authority in all admission decisions.

### **III. Pathways; Admission to Special Programs**

Each Pathway connecting departments, majors, or tracks between Cecil or TU shall be established and memorialized pursuant to a separate Program Transfer Addendum ("PTA Addendum"), which shall be incorporated to this Agreement. A template for the PTA Addendum is attached hereto as Exhibit A.

The PTA Addendum shall specify the department, major, or track at Cecil sending students to TU, the department, major, or track at TU awarding transfer credit, and any other relevant information.

When applicable, the PTA Addendum will outline specific requirements for admission into TU's screened major. Students must follow the admission requirements and application processes for those screened majors as outlined in the TU Undergraduate Catalog.

#### **IV. Acceptance of Transfer Credit**

Subject to the terms and conditions of this Agreement, TU shall accept transfer of Cecil credits up to a maximum of sixty-four (64) applicable semester credit hours. PTA Addendums hereto include Pathways detailing the requirements for credit transfer for specific degree programs/curricula.

A completed General Education program taken as part of an associate's degree (e.g., AA, AS, ASE, AAT) at Cecil will transfer to TU's Core Curriculum without the need for a course-by-course match. Students who have completed an associate's degree will be required to take TU's Advanced Writing Seminar (Core 9) and additional units (which is the term TU uses when referencing credits/credit hours) necessary to complete the minimum number of Core Curriculum units. The Towson Seminar (Core 1) course will be waived for all students transferring under this Agreement. Official transcripts from all higher education institutions from which students have earned academic credit must be submitted to TU as part of the application process. Credits transferred into Cecil from other colleges/universities will be reviewed individually to determine transferability and applicability.

TU itself does not grant academic credit for occupational competency/life experience. However, such credits, including institutional examination credits, will be accepted if awarded by Cecil and documented on an official transcript. TU will also accept a maximum of 30 credits in any combination from one or more of the following sources: acceptable Advanced Placement (AP) examination scores, acceptable College Level Examination Program (CLEP) scores, Defense Activity for Non-Traditional Education Support (DANTES) exam credits, Cambridge Advanced International Certificate of Education Diploma, successful completion of International Baccalaureate (IB) examinations, or acceptable transfer credit for prior learning.

#### **V. Academic Planning**

To facilitate a seamless transition, Cecil students should work closely with their academic advisor at Cecil to develop a comprehensive academic plan as early in their academic career as possible and prior to transfer. Students and advisors are encouraged to utilize a variety of advising resources including the PTA Addendum (Exhibit A), Cecil Catalog, TU Undergraduate Catalog, respective departmental websites, and ARTSYS (the USM online articulation database), to ascertain the transferability of coursework.

Pre-transfer advising is also available at TU for students to discuss their progress in the Pathways before transferring to TU.

#### **VI. Academic Advising**

Before matriculation at TU, a student's official transfer credit evaluation will be available on the student portal's Academic Requirements Report. The Academic Requirements Report details prior coursework transferability and applicability to the university, Core Curriculum, and major requirements at TU.

All new TU students are required to attend the New Student Orientation. During this orientation, students will meet with their academic advisors to review prior coursework, discuss academic interests and goals, and register for the upcoming semester.

TU students are assigned advisors in their area of study and are encouraged to meet with them periodically to assess their academic progress. Students with forty-five (45) or more earned credits must meet with their academic advisors to complete individualized Degree Completion plans for completion of all Core Curriculum, graduation, and major requirements, as outlined in the TU Undergraduate Catalog. These requirements include successfully completing at least 120 credits/units to earn the baccalaureate degree, of which at least thirty (30) must be earned at TU.

## **VII. Financial Aid and Transfer Scholarships**

The Free Application for Federal Student Aid (FAFSA) is required for need-based aid. Students transferring from Cecil to TU must indicate TU's school code of 002099 when submitting the FAFSA. All students are encouraged to submit the FAFSA beginning October 1 but no later than the priority application deadline of January 15.

Students transferring from Cecil to TU who meet the transfer admissions priority deadline will be considered for TU's merit-based scholarship, the Transfer Achievement Award, for outstanding academic achievement.

Cecil students who transfer to TU are encouraged to apply for other TU scholarship opportunities as they become available. Students should consult with the Scholarship Seeker on the financial aid site at TU. TU transfer scholarships shall be promoted on both the TU and Cecil websites.

Students transferring to from Cecil to TU who have completed an associate's degree are encouraged to apply for the Maryland Higher Education Commission (MHEC) 2+2 Transfer Scholarship.

## **VIII. Reverse Transfer**

TU encourages students to complete their associate's degree at Cecil before transferring. Additionally, TU will support former Cecil students who have transferred to TU without completing their associate's degrees through the "Reverse Transfer" process. TU will facilitate reverse transfers each spring and fall semester, identifying students who meet the reverse transfer criteria and will notify Cecil of eligible students. Cecil will review to determine eligibility for awarding of the associate's degree at Cecil. Students must meet the following qualifying criteria to be considered for reverse transfer: (1) be a current student at TU; (2) have not received any degree from TU; and (3) have earned at least 15 credits at Cecil (based on what TU transferred in) and have at least 60 total earned credits. Eligible students must indicate their interest in participating in Reverse Transfer at the time of application to TU or sign a FERPA (defined below) waiver to allow TU and Cecil advisors to exchange student academic records. Reverse Transfer data will be shared yearly amongst administrators, as set forth below.

## **IX. Reports and Data Sharing**

TU shall provide annual transfer reports to Cecil. Transfer reports will include data on Cecil transfer students who are currently enrolled at TU. Transfer reports should include: student demographics, number of credits transferred, program of study, scholarship awardees, number of conferred bachelor's degrees, number of Reverse Transfer students, and other pertinent information.

Cecil will provide student data and reports to TU annually, including student enrollment information, enrollment breakdown based on programs at Cecil, student demographic data, and other pertinent information.

The Parties will comply with all provisions of the Federal Family Educational Rights and Privacy Act ("FERPA") in all disclosures of FERPA-protected information between Cecil and TU. For example, the Parties may share personally identifiable information from a student's record for purposes related to a student's enrollment or transfer, per 34 C.F.R. §§ 99.31 (a)(2) and 99.34. In addition, pursuant to 34 C.F.R. § 99.31 (a)(6)(i), the Parties may share with each other personally identifiable information from student's educational records without consent for the sole purpose of conducting studies to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction. Also consistent with FERPA, the Parties shall use reasonable methods to assure that they provide only those education records necessary to this Agreement through secure delivery methods. Nothing in this Agreement shall be construed to allow the Parties to maintain, use, disclose, or share student record information in a manner prohibited under applicable laws or regulations.

## **X. Publicity, Promotion, and Intellectual Property**

During the term of this Agreement, TU and Cecil shall develop and agree upon a mutually acceptable marketing and student recruitment plan to promote this Agreement and the Pathways to students. Any and all marketing, promotional, or publication materials developed pursuant to this Agreement that is prepared or developed by one Party must be reviewed and approved in writing by the other Party prior to the use of any such materials. Cecil agrees to promote Pathways to Cecil students by allowing TU to place marketing materials in student service-centered departments on campus and on the Cecil Transfer Agreements website.

Upon the request of TU, Cecil agrees to send outreach biannually (fall and spring) on behalf of TU to current Cecil students with 45 credits or more who are in articulated or parallel programs with TU.

Each Party reserves all rights to their respective trade names, trademarks, service marks, logos, or other commercial symbols (collectively, "Marks"), copyrights, patents, and other intellectual property rights and no rights to the Marks or copyrights, patent or other intellectual property rights are transferred or licensed pursuant to this Agreement. Each Party shall retain all intellectual property rights in their respective course materials offered to students while enrolled at their institution.

## **XI. Agreement Term and Review**

The Agreement shall commence on the Effective Date and remain in force for an initial term of five (5) years unless sooner terminated by either Party as set forth below. The Agreement will automatically renew for an additional five (5) year term unless either Party gives ninety (90) days prior written notice to the other Party of its intent not to renew the Agreement.

Either Party may terminate this Agreement by providing ninety (90) days' written notice to the other Party. During the notice period, the Parties may discuss the continuation of a formal relationship. If the Agreement is terminated, TU will honor transfer students from Cecil under the expiring Agreement terms.

If there are changes in curriculum, programs, and credential requirements, the designated program administrators will meet on behalf of the Parties to determine if the Agreement should be amended. Any adjustments made during the Agreement's term will require a written amendment, modification, or addendum signed by authorized representatives of the Parties.

## **XII. Program Administrators**

The individuals listed below have been designated to serve as program administrators of the Parties under this Agreement:

<b>Cecil College Program Administrator</b>	<b>TU Program Administrator</b>
Gladys Ramirez-Wrease, Ed.D. Associate Dean for Academic and Community Collaboration 443-674-1991 gramirezwrease@cecil.edu	Jennifer Mercer Associate Director University Admissions 410-704-6004 jmercer@towson.edu

If a Party replaces their respective program administrator for any reason, that Party shall promptly notify the other Party's program administrator in writing.

Any notice required to be given under this Agreement shall be given in writing and delivered: (1) in person with documentation of receipt; (2) by facsimile or via email of scanned document with documentation of delivery; or (3) by first class mail, postage prepaid and addressed to each Party's designated contact (program administrator), or such other person a Party may subsequently designate in writing as the program administrator. A notice shall be deemed effective when received.

## **XIII. Relationships of the Parties**

Nothing contained in this Agreement shall be deemed or construed to create a relationship of employment, principal and agent, partnership, co- or joint employer, or joint venture. Neither Party shall, by virtue of this Agreement, have any right, power, or authority to act or create any obligation, express or implied, on behalf of the other Party, nor shall this Agreement be construed to create rights or obligations, express or implied, on behalf of or for the use of any parties other than the Parties hereto; and the Parties shall not be obligated, separately or jointly, to any third parties by virtue of this Agreement.

#### **XIV. Waiver**

Failure on the part of either Party, in any or more than one instance, to insist upon the performance of any of the terms, covenants, or conditions of this Agreement or to exercise any right or privilege contained within this Agreement, or the waiver by any Party of any breach of any of the terms, covenants, or conditions of this Agreement shall not be construed as thereafter waiving any such terms, covenants, conditions, rights or privileges, but the same shall continue and remain in full force and effect, as if no such forbearance of waiver had occurred.

#### **XV. Governing Law**

The Parties agree to comply with all federal, state, and local laws and regulations, and all Cecil and TU policies or procedures applicable to the activities under this Agreement. This Agreement, and all claims arising out of or relating to this Agreement, whether sounding in contract, tort, or otherwise, shall be governed in all respects by the laws of the State of Maryland, without reference to its conflicts of laws rules.

#### **XVI. Counterparts**

This Agreement may be executed in multiple counterparts, each of which is deemed an original and all of which constitute one and the same agreement. This Agreement is effective upon delivery of one executed counterpart from each Party to the other Parties, including by facsimile or PDF delivery. The signatures of all Parties need not appear on the same counterpart.

#### **XVII. Severability**

Each provision of this Agreement shall be deemed a separate, severable, and independently enforceable provision. The invalidity of breach of any provisions shall not cause the invalidity or breach of the remaining provisions hereof.

#### **XVIII. Assignments**

Neither Party may assign this Agreement nor assign any of its rights under this Agreement, except with the prior written consent of the other Party. Any purported assignment of rights in violation of this provision shall be void.

#### **XIX. Non-Discrimination**

Each party agrees to subscribe to the principle of equal opportunity and shall not discriminate on the basis of race, color, religion, creed, age, sex, gender identity, sexual orientation, genetic information, marital status, national origin, ancestry, physical or mental handicap, or any other protected class in the selection of students and any other actions taken pursuant to this Agreement.

#### **XX. Force Majeure**

Neither Party will be responsible for or liable to the other party for non-performance or delay in performance of any terms or conditions of this Agreement due to acts or occurrences beyond the reasonable control of the nonperforming or delayed Party. Such causes include but are not limited to, acts of God, acts of government, pandemics, epidemics, embargoes, terrorism, wars, riots, strikes or other labor disputes, shortages of labor or materials, hurricanes, fires, and floods, or any


other circumstances of like character. The Party whose performance is delayed or prevented shall promptly provide to the other Party written notice of the existence of and the reason for such nonperformance or delay and shall endeavor to mitigate its effects and make best efforts to resume performance as soon as practicable.

**XXI. Entire Agreement and Amendments**

Any exhibits, attachments, and documents referenced herein, whether physically attached hereto, are incorporated into and made part of this Agreement, which constitutes the final Agreement between the two Parties. It is the complete and exclusive expression of the Parties' agreement on the matters contained in this Agreement. All prior and contemporaneous negotiations and agreements between the Parties on the matters contained in this Agreement are expressly merged into and superseded by this Agreement. In entering this Agreement, neither Party has relied on any statement, representation, warranty, or agreement of the other Party except for those expressly contained in it. There are no conditions precedent to the effectiveness of this Agreement other than those expressly stated in this Agreement. No amendment, modification, or addition to this Agreement will be binding upon the Parties hereto unless reduced to writing and signed by the respective authorized representatives of each Party.


IN WITNESS WHEREOF, the Parties hereby have caused this Agreement to be executed by their duly authorized representatives.

**CECIL COLLEGE**

By:   
**Dr. Christy Dryer**  
Vice President  
Academic Programs

Date: 4/2/2024

**TOWSON UNIVERSITY**

By:   
**Dr. Melanie Perreault**  
Provost and Executive Vice President  
for Academic Affairs

Date: 3/20/24

**Exhibit A – Program Transfer Articulation Addendum Template**

This Program Transfer Articulation Addendum (this “Addendum”) effective as the date of the last signature below, is entered into pursuant to the Umbrella Program Transfer Agreement (the “Transfer Agreement”) dated [DATE], by and between Anne Arundel Community College (“AACC”) and Towson University (“TU” and collectively with AACC, the “Parties”), and is incorporated into the Transfer Agreement. Unless specifically modified in this Addendum, all terms and conditions in the Transfer Agreement shall remain in full force and effect. Should any conflict exist between the Transfer Agreement and this Addendum, the terms and conditions of the Transfer Agreement shall prevail.

This Addendum establishes an articulated transfer pathway(s) (“Pathway(s)”) in which students from the [insert name(s) of selected AACC department(s), major(s), or track(s)] at AACC may seamlessly transfer into the [insert name(s) of selected TU department(s), major(s), or track(s)] at TU. For each degree program listed, a 2+2 Articulation Agreement shall be attached to this Addendum hereto and incorporated herein detailing the course equivalencies, general education, and major requirements, as well as any special admission and other additional requirements, necessary for AACC students to transfer into the aforementioned [insert name of selected TU department, major, or track] at TU and successfully complete a bachelor’s degree.

For the Pathway(s) included in this Addendum, both Parties agree that faculty representatives from both institutions will meet regularly to engage in ongoing discussion to enhance and strengthen this collaboration and agree to update the Pathway(s) and/or associated 2+2 Articulation Agreement(s) whenever substantive changes in the degree programs listed occur at either AACC or TU.

IN WITNESS WHEREOF, the Parties hereby have caused this Addendum to be executed by their duly authorized representatives.

**CECIL COLLEGE**

**TOWSON UNIVERSITY**

By: \_\_\_\_\_  
**Dr. Christy Dryer**  
Vice President  
Academic Programs

By: \_\_\_\_\_  
**Dr. Melanie Perreault**  
Provost and Executive Vice President  
for Academic Affairs

**Date:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Program Transfer Articulation Addendum  
TU College of Business & Economics: Multiple Majors**

This Program Transfer Articulation Addendum (this "Addendum") effective as the date of the last signature below, is entered into pursuant to the Umbrella Program Transfer Agreement (the "Transfer Agreement") dated April 2, 2024, by and between Cecil College ("CC") and Towson University ("TU" and collectively with CC, the "Parties"), and is incorporated into the Transfer Agreement. Unless specifically modified in this Addendum, all terms and conditions in the Transfer Agreement shall remain in full force and effect. Should any conflict exist between the Transfer Agreement and this Addendum, the terms and conditions of the Transfer Agreement shall prevail.

This Addendum establishes an articulated transfer pathway ("Pathway") in which students from the Associate of Arts degree program in Business Administration Transfer may seamlessly transfer into the Bachelor of Science (B.S.) or Bachelor of Arts (B.A.) TU College of Business & Economics majors (subject to the Maryland Higher Education Commission approving these degree programs) in the following majors:

- Business Economics
- Business Analytics
- Finance
- Project Management
- Financial Planning
- Marketing

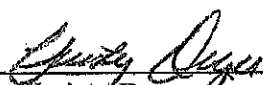
For each degree program listed, a 2+2 Articulation Agreement shall be attached to this Addendum hereto and incorporated herein detailing the course equivalencies, general education, and major requirements, as well as any special admission and other additional requirements, necessary for CC students to transfer into the aforementioned College of Business & Economics majors at TU and successfully complete a bachelor's degree.

For the Pathway included in this Addendum, both Parties agree that faculty representatives from both institutions will meet regularly to engage in ongoing discussion to enhance and strengthen this collaboration, and agree to update the Pathway and/or associated 2+2 Articulation Agreements whenever substantive changes in the degree programs listed occur at either CC or TU.

[Signature on next page]


IN WITNESS WHEREOF, the Parties hereby have caused this Addendum to be executed by their duly authorized representatives.

**CECIL COLLEGE**

By:   
**Dr. Christy Dryer**  
Vice President for Academic Affairs  
and Provost

Date: 2/17/26

**TOWSON UNIVERSITY**

By:   
**Dr. Melanie Perreault**  
Provost and Executive Vice President  
for Academic Affairs

Date: 2/17/26

This transfer guide is intended for students pursuing an Associate Degree in Business Administration Transfer at Cecil College who are interested in pursuing a Bachelor of Science in Project Management at Towson University. This transfer guide outlines the courses and program requirements a student should follow to satisfy degree requirements at Cecil College in order to complete both the Cecil College and TU degrees within a total of 4 years and 120 credits.

**Associate Degree in Business Administration Transfer**

**Effective Term:**

**Bachelor of Science in Project Management**

**Fall 2026**

YEAR 1 - Cecil College					
Fall	TU Equivalent	Credits	Spring	TU Equivalent	Credits
EGL 101 - College Composition (E) * ☉	ENGL 102	3	MAT 127 - Introduction to Statistics (M) * ☉	MATH 231	4
BUS 103 - Introduction to Business	USEL TLL	3	ECO 222 - Economics-Macro (SS) * ☉	ECON 202	3
ACC 101 - Accounting I *	ACCT 201	3	ACC 102 - Accounting II *	ACCT 202	3
CIS 101 - Introduction to Computer Concepts (I) ☉	COSC 111	3	EGL 102 - Composition & Literature (H) ☉	ENGL TLL	3
PSY 101 - Introduction to Psychology (SS) ☉	PSYC 101	3	SPH 121 - Interpersonal Communications (H) ☉ OR	COMM 215	3
			SPH 141 - Public Speaking (H) ♦ ☉	COMM 131	
<b>TOTAL CREDITS: 15</b>			<b>TOTAL CREDITS: 16</b>		

YEAR 2 - Cecil College					
Fall	TU Equivalent	Credits	Spring	TU Equivalent	Credits
ECO 221 - Economics-Micro (SS) * ☉	ECON 201	3	BUS 187 - Business Ethics *	PHIL 171	3
MAT 125 - Applied Calculus (M) *	MATH 211	4	BUS 210 - Business Law *	LEGL 225	3
BIO 130/BIO 131 - Princ of Biology I Lecture & Lab (S) ☉	BIOL 200/200L	4	BIO 101 - General Biology Lecture (S) ☉	BIOL 120	3
EGL 210 - Topics in World Literature (H) ♦	ENGL TLL	3	HST 110 - World History I (H) ☉	HIST 160	3
			SOC 101 - Introduction to Sociology (SS) ♦ ☉	SOCI 101	3
<b>TOTAL CREDITS: 14</b>			<b>TOTAL CREDITS: 15</b>		

YEAR 3 - Towson University					
Fall	Credits	Spring	Credits		
BUSX 301 - Business Communications (Core 9) * ☉	4	EBTM 251 - Problem Solving in Business II *	1		
EBTM 250 - Problem Solving in Business I *	1	EBTM 337 - Enterprise Information Systems *	3		
EBTM 350 - Business Analytics *	3	EBTM 343 - Introduction to Project Management *	3		
MKTG 341 - Principles of Marketing *	3	FIN 331 - Principles of Financial Management *	3		
MNGT 361 - Leadership and Management *	3	EBTM 425 - Business Requirements and Analysis *	3		
		EBTM 462 - Project Quality and Six Sigma *	3		
<b>TOTAL CREDITS: 14</b>			<b>TOTAL CREDITS: 16</b>		

YEAR 4 - Towson University					
Fall	Credits	Spring	Credits		
EBTM 365 - Principles of Operations Management *	3	BUSX 460 - Professional Experience *	3		
EBTM 446 - Business Intelligence *	3	EBTM 454 - Business Process Management *	3		
EBTM 450 - Advanced Project Management *	3	MNGT 481 - Strategic Management *	3		
Project Management Elective *	6	General Elective (If needed)	6		
<b>TOTAL CREDITS: 15</b>			<b>TOTAL CREDITS: 15</b>		

\* Denotes course that must be completed with a grade of C or better. \*\* Must consult with a TU Academic Advisor. ☉ Core Curriculum

**Notes & Recommendations from Towson University:**

- \*Consult the latest version of the TU catalog for specific information on degree requirements/GPA requirements/repeat policy.
- \*Core 1 at TU is automatically waived for all transfer students.
- \*Courses with the ☉ symbol are recommended, but not required to complete the 4-year degree program. Consult your advisor for alternate course options.
- \*Course equivalents ending in TLL are general lower-level elective coursework at TU.
- \*T and F codes are lower-level versions of upper level courses at receiving institution. They do not count towards the upper level requirement for graduation.

**Bachelor's degree requirements for all students:**

- A cumulative grade point average (GPA) of 2.0 is required.
- A C grade (2.0 GPA) or higher is required for all major courses and prerequisites.
- 32 credits of the bachelor's degree must be completed at the upper level (courses numbered 300 or above) at TU