PROGRAM DEVELOPMENT AND APPROVAL

Introduction

New degree or certificate program proposals or the substantial modification of a degree or certificate program require consideration by Loyola governance. Below is a description and definition of programs and modifications that require consideration by Loyola governance.

Each of these proposals requires the preparation of a Program Concept Paper (Appendix I) and its submission to the Program Concept Group. The Program Concept Paper's purpose is to ensure a proposal has the school's support from which it originates and to help demonstrate the proposal's bona fides and merit. The Program Concept Group is the initial institution wide consideration of a program and adjudicates upon whether the proposal should proceed through Loyola's institutional governance.

When proceeding through Loyola governance, a program routing sheet (Appendix II) will record and demonstrate the outcome of each stage of institutional consideration. Each of the proposals described below will require a proposal for review by Loyola governance, and those annotated with an asterisk * require submission to and review by the Maryland Higher Education Commission (the Commission). Any proposal to both Loyola governance and the Commission shall conform to the Maryland Higher Education Commission program review criteria and the proposal template provided (Appendix III).

Program proposals requiring consideration by Loyola governance

1. A **new degree or certificate program***.

2. A '**substantial modification'*** to an existing degree, minor, or certificate program where proposed curricular changes affect more than 33 percent of an existing program's course work.

3. **(Distance education) Convert more than 50 percent of a program*** previously approved for offering in a distance education format to a classroom or site-based learning format, or convert more than 50 percent of a program previously approved for offering in a classroom or site-based learning format to a distance education format.

4. **Establish a new area of concentration*** within an existing program (for example, an institution offers a program in psychology and wishes to add a new area of concentration in employee assistance training, or an institution offers a program in mental health and wishes to offer a new area of concentration in addiction counseling); Code of Maryland Regulations (COMAR) 13B.02.03.02B defines area of concentration.

   'Area of concentration' means a sequential arrangement of courses within a program that:

      i. At the bachelor's level is at least 24 semester credit hours;

      ii. At the master's level is at least 12 semester credit hours above the bachelor's degree; and

      iii. At the doctoral level is at least 18 semester credit hours above the master's degree.

5. **Any program changes requiring review by the Undergraduate or Graduate Curriculum Committee**. The relevant curriculum committee will review the proposed changes and the information requested in these forms. This review can take up to four weeks.

6. **Development of a minor.** The requirements for minors range from 5-7 courses. The vast majority of minors require 6 courses. Any proposed minor requiring fewer than 6 or more than 7 courses should provide written justification for this.

7. **Development of an articulation agreement.**

Appendix I

Development and submission of Program Concept Paper

Step 1
*Departmental/
Program
discussion*

Preliminary discussion of a new program, minor, or substantial modification to a program or minor, begins at the departmental or program level. Before meeting with the Dean, the department should arrive at a definitive sense of the program's purpose, its learning goals, what benefits accrue to students by achieving the learning goals, what the curriculum will look like, and why and how the program supports the department's vision or strategic plan.

Step 2
*Resource
Needs
estimates*

The department also needs to study the proposal's resource requirements, both financial and otherwise. This includes the library and media, technology and infrastructure, student services, faculty coverage, housing/space needs, and external authorizations. A resource requirement worksheet that can be used by chairs or program directors to help departments consider the possible program resource needs can be found in Appendix Ia.

Step 3
*Program
Competition
Data*

If, after carefully considering the pedagogical rationale and required resources, the department remains confident of the program's viability, the department chair should secure the support of the Dean to explore the development of the new program/substantial modification. If possible, it is also prudent to provide the Dean and Associate Vice President for Research and Graduate Affairs/Associate Vice President for Academic Affairs with a market overview that identifies competitor programs. Two especially useful databases to identify these programs are the US Department of Education's College Navigator http://nces.ed.gov/collegenavigator/ and the Maryland Higher Education Commission's Academic Program Inventory, which is searchable by institution, award level, and Classification of Instructional Program (CIP) code. This also provides recent and historical enrollment and graduation data. This is available at http://data.mhec.state.md.us/mac_Trend.asp#trend

Step 4
*Written
Program
Concept Brief
and Submission*

Once departmental and Dean support is secured, the department should submit a brief three-page Program Concept Paper, via the Dean or designee, to the Program Concept Group, through the relevant Associate Vice-President who chairs the Program Concept Group. The Program Concept Group includes the Vice-President for Enrollment Management and Communications, the Vice-President for Finance, Representative from the Office of Financial Aid, the Associate Vice-President for Research and Graduate Affairs/Associate Vice-President for Academic Affairs, the Director of Records, and the Office of Academic Affairs Director of Budget and Management or their designees. This group ensures the concept is viable with respect to its preliminary academic description, market need, and budgetary projections. The Program Concept Group will require a brief description of the program, demonstrated need for the program, identification of the academic departments

involved, the learning goals and proposed courses, any associated internship/practicum experiences or sites, and the University support, as outlined in the resource requirement worksheet (Appendix Ia), necessary to achieve the goals of the program.

Suggested Program Concept Paper brief headings:

Description and need for the program
Learning Goals
Proposed courses and academic departments involved
Associated experiences, sites, practica identified
University support and resources (i.e. operating budget, Appendix Ia)

Step 5
Program Concept Group review and response

Each new Program Concept Paper is reviewed and evaluated by this group and decides whether to proceed with a complete market review, as defined by the division of Enrollment Management and Communications. Feedback from the Program Concept Group is shared with the sponsoring department within three weeks.

If considered worthy of formal University consideration, the Program Concept Group directs that the department/group begin developing a formal program proposal in cooperation and consultation with the Academic Compliance Officer to facilitate consideration by the University governance and any external regulatory agencies. The proposal template is available in Appendix III.

Appendix Ia resource requirement worksheet

When conceptualizing your new program proposal it is useful to consider and provide the following information in any Program Concept Paper.

Enrollments

Conservatively estimate enrollments based on currently-available information.

Year 1: _____ students

Year 3: _____ students

Year 5: _____ students

Year 2: _____ students

Year 4: _____ students

Resource Needs

Estimate resource needs based on currently-available information.

- $_____ (salary plus benefits) for faculty in year(s) _____

- $_____ for _____ part-time instructors in year(s) _____

- $_____ (salary plus benefits) for staff in year(s) _____

- Operating budget: $_____/year, including:

  o Library/Media Budget: $_____/year (Please contact the Acquisitions Librarian.)

  o Technology/Infrastructure: $_____/year (Please contact the Chief Information Officer.)

  o Graduate Student Services: $_____/year (Please contact the Director of Graduate Student Services/.)

  o $_____ for marketing in year(s) _____ (Please meet contact the Assistant Vice President for Marketing and Communications.)

  o $_____ for recruiting in year(s) _____ (Please contact the Executive Director for Graduate Admission/Dean of Undergraduate Admission.)

  o If distance education, State Authorizations Budget: $_____ in year(s) _____ (Please contact the Academic Compliance Officer in Academic Affairs.)

  o Other: $_____ for _____ in year(s) _____

Housing Needs

Estimate residential housing needs based on preliminary plans.

- Will there be a residency component? (Y/N)
  - If "Yes,":
    - for how many days? _____
    - in what season? (Summer, Fall, Spring)

Roles for each of the individuals involved in program development and approval, including Program Concept Group members (* Denotes Program Concept Group membership)

Associate Vice President for Research and Graduate Affairs* (graduate programs) /Associate Vice-President Academic-Affairs (undergraduate programs):

- To serve as the primary Office of Academic Affairs contact for consultation on new program proposal requirements in conjunction with the Academic Compliance Officer.
- To informally discuss program proposal and provide a timeline for ushering a proposal from idea to concept to official proposal.
- To chair the Program Concept Group and distribute record of decisions and feedback.
- To review the concept paper as a member of the Program Concept Group.
- To submit the program proposal to the appropriate institutional governance groups.
- To obtain approval signatures on the routing sheet.
- To initiate external submissions by contacting the Academic Compliance Officer.
- To initiate program implementation once external approvals are received.

Academic Compliance Officer:

- To provide faculty with advice and consultation on MHEC or accreditor requirements.
- To provide faculty with advice and consultation on state authorization requirements/fees.
- To review proposal for sufficiency and provide feedback, as necessary.
- To help prepare and submit any Middle States required proposals to the Program Coordinator for Planning and Accreditation, where applicable.
- To obtain necessary disbursement checks for MHEC fees.
- To submit the appropriate proposal documents to MHEC and MICUA.
- To notify the AVP-RGA/AVPAA of MHEC/MICUA responses.
- To collaborate with Undergraduate and Graduate Admission and Marketing and Communications to secure any necessary state authorizations and compliance with associated federal and state regulations.
- Communication of proposal outcomes and conclusion to the following offices.

  - School/Division Associate Dean
  - The relevant Associate Vice-President within the Office of Academic Affairs
  - Financial Aid Office
  - Records Office
  - Office of Institutional Research
  - Graduate Admissions/Undergraduate Admissions
  - Marketing and Communications
  - File

Office of Academic Affairs Director for Budget and Data Management*:

- To review the concept paper as a member of the Program Concept Group.
- To provide budget and data support as it pertains to the academic division including:
    - Planned Facilities/Equipment Needs.
    - Rationale for stipends and course releases for program implementation.
    - Accreditation or other data needs planning.
    - Any cohort or unusual billing structures developed in collaboration with SAS.
    - Any external vendor/contracts that require budget planning.
    - Any state authorizations budget planning required for distance education.
- To notify the Budget Committee of new programs approved.

Vice President for Finance and Treasurer*:

- To review the concept paper as a member of the Program Concept Group.
- To provide financial review and approval of budget analysis and financial data, as necessary, to determine university-wide affects.

Office of Technology Services (OTS) (Whether a program is online will largely dictate OTS involvement)

- To serve as primary contact for the new program's technology requirements.
- To review the concept paper for technology and infrastructure requirements.
- To investigate acquisition, maintenance, and support costs if required technology does not exist in the academic technology environment.
- Where it involves online programs, to engage the Educational Technology Center for additional analysis to ensure the availability of staff resources to support the delivery of online programs.

Educational Technology Center (ETC) designee (Whether a program is online will largely dictate ETC involvement)
To review concept paper for incorporation of online elements, technological tools, and additional resources that will be required.

- To offer suggestions for recommended online learning strategies and technical support.
- To offer initial suggestions for professional development that faculty will require.

Vice President for Enrollment Management and Communications*:

- To serve as primary contact for market studies and enrollment data.
- To review the concept paper as a member of the Program Concept Group.
- To initiate an official market study for positively reviewed Program Concept Papers.
- To initiate the implementation of the marketing plan upon program approval.

To plan for ongoing market analysis once program is launched

Director of Records*

- To collaborate with Financial Aid and the academic departments to verify compliance with federal guidelines regarding academic calendar development (Standard Term) and other federal guidelines as applicable.
- To determine time frames for developing and implementing new Colleague coding structures as they relate to MHEC and U.S. Department of Education approvals.
- To determine projected space utilization requirements and impacts on the existing classroom usage.

Director of Financial Aid*

- To determine if the program of interest complies with the Federal Student Aid Program, and associated requirements, including the academic calendar (Standard Term), legislation, regulations and guidelines.
- To determine if the program of interest requires U.S. Department of Education approval to be added to Loyola University's Federal Title IV Student Aid Program Participation Agreement (PPA).

Office of Graduate Admission/undergraduate admissions:

- To provide <u>benchmark data for tuition setting</u> and consideration of any course fees.
- To create a recruitment plan, recruitment communication flow, and calendar.
- To determine a <u>recruitment budget.</u>
- To define the admission requirements.
- To clearly articulate the percentage of the program available via distance education.
- To include the Gainful Employment regulation disclosures URL in certificate program recruitment materials.
- Where relevant, to collaborate with the Office of Academic Affairs and the Academic Compliance Officer on state approvals and Marketing and Communications in ensuring compliance with any necessary state authorization rules and associated federal regulations.
- To determine international students eligibility for admission.

Office of Marketing and Communications:

- To approve a marketing strategy.
- To determine a <u>marketing budget.</u>
- To plan website and brochure development (if needed).
- To create an advertising/media plan (if needed).
- To create a distinct international student web presence or brochure (if needed).
- To collaborate with the Office of Academic Affairs Academic Compliance Officer, where relevant, and Admissions, to ensure compliance with any necessary state authorizations and associated federal regulations.

Office of Institutional Research:

- To work with the program to create a Student Learning Assessment Plan
- To review Classification of Instructional Program (CIP) and Standard Occupational Classification (SOC) codes for certificate and non-degree programs

School Dean/Designee*:

- To play a critical academic role in shaping the program concept and examining potential costs.
- To play an active role throughout the program approval process.
- To present concepts for new programs to the Program Concept Group.
- To review full proposals for sufficiency for internal and external reviews.
- To return to the faculty with feedback for improvements, if necessary.

- To document completion of any necessary online teaching faculty training.
- To document credit hour verification for online courses.
- To ensure faculty partnership with the Faculty Training Center for online course development.
- To review other Schools' proposals that affect their School.

Program Contact (Faculty or Administration):

- To follow internal School approval processes.
- To prepare and submit, through dean(s), a concept document sufficient for the Program Concept Group's review.
- If the concept is approved, to prepare the full proposal.
- To meet with the offices above and actively collaborate in the planning of the program needs for implementation and maintenance.
- To be available for questions at each step of the governance and state authorization process.
- To assist in preparing accreditation and/or state authorization applications, if necessary.
- To submit the following information to the Records Office:
    - catalogue copy (final copy due March 1, the year before the program begins).
    - course description, course numbers, cross listed courses before December if program/certificate is to be launched the next Summer or Fall.
    - full description of the calendar that the program will run if it is not the typical academic year or summer school schedule.
    - Completion of the Summary of Course Activity form to the Records Office and the Academic Compliance Officer for courses where 50% or more of the class is taught where the instructor and students are not in the same physical location (online/distance education)
    - "cross walk" if changing old course numbers to new course numbers
    - any necessary consideration of coding and/or reporting needs to outside agencies; especially for education programs
- To meet with International Student Services:
    - To determine whether Department/Program can **guarantee nine credits each Fall Spring semesters** (to guarantee international students are full time and can **maintain legal F-1 immigration status**)
    - To confirm the length of time necessary to complete degree program
    - To verify the explicit delineation of all degree requirements, including thesis, internship, comprehensive examinations, and total number of credits needed to complete program
    - To confirm the TOEFL or IELTS score requirements; clearly listed under admission requirements with input from the Admissions Office.

- o To confirm and explicitly identify all costs, including tuition and fees, internship, thesis, lab fees, and any other associated costs
- To direct questions about a new commencement medal to the Director of Ceremonies.
- To plan for review of the program, two years after launch, to assure academic and enrollment goals are being met.

Appendix II: Program Routing Sheet

Please note, the Academic Compliance Officer is responsible for the curation of the routing sheet as it proceeds through Loyola governance.

School/Department/Program Submitting Proposal _____

Title of Program or Area of Concentration _____

Proposal type (please select one from the drop down menu): Choose an item.

Credential awarded (please select from the drop down menu): Choose an item.

Mode of delivery: _____% of program *credit hours* delivered in classroom instruction,

                          _____% of program *credit hours* delivered in online education,

                          _____% of program **courses** delivered in classroom instruction,

                          _____% of program **courses** delivered in online education

Instruction location (please select from drop down menu): Choose an item.

If other than Evergreen, Columbia, or Timonium, please provide the address:

_____

Proposed implementation date: _____

Proposal prepared by: _____   Date _____

A. <u>Initial consideration and preparation</u>

Required consultations in proposal preparation	Consultation date
1. Initial meeting with Academic Affairs (AVP to circulate Concept Paper)[1]	
2. Reviewed Concept Paper returned	
3. Full proposal developed	
4. Departmental review:_____ (Chair's signature)	
5. Dean's review:_____ (Dean's signature)	

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[1] The Concept Paper is a brief three pages document providing an overview of the proposed program circulated through appropriate units of the university. See Appendix I

B. University-wide governance

Governance body and consideration outcome		Date of consideration	
Undergraduate/Graduate curriculum committee review: _____ (Chair's signature)			
Supported ☐	Not supported ☐		
6. Council of Academic Deans review: _____ (Chair's signature)			
Supported ☐	Not supported ☐		
Middle States Commission Substantive Change consideration required:		Yes ☐	No ☐
7. Academic Senate review: _____ (Chair's signature)			
Supported ☐	Not supported ☐		
8. Loyola Conference review (required where new resources are necessary): _____ (VPAA/Chair's signature)			
Supported ☐	Not supported ☐		
11. VP for Academic Affairs' review: _____ (VPAA signature)			
Supported ☐	Not supported ☐		
12. President's review: _____ (President's signature)			
13. Board of Trustees' review: _____ (Chair of the Board signature)			

C. External consideration

Note: Submission of proposals to the external bodies occur simultaneously.

External body	Date of correspondence from external body:
14. MICUA review (Typically takes one month)	
15. MHEC review (Should conclude no later than sixty days from the submission of a complete proposal)	
16. Middle States Substantive Change consideration (if required)	
17. US Dept. of Education notification (if required)[2]	

Upon receipt of approval letters, the Academic Compliance Officer will provide copies of said letters to the School Associate Dean, Director of Records, Director of Financial Aid, the Admissions Office, Marketing and Records, Institutional Research, and the Program Coordinator for Planning and Accreditation.

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[2] Certificate programs require the institution to notify Middle States of the addition of a certificate program to its statement of accreditation. Notification should occur ninety days before any anticipated program start.

Appendix III: Maryland Higher Education Commission (MHEC) program proposal template

The following program proposal template is typically required when proposing a new degree, certificate, or minor. It is also required for certain curricular changes, as mandated by both Loyola's governance and the State.

The template follows the statutory criteria upon which regulations oblige MHEC to review a program proposal. For reference, the regulation is Code of Maryland Regulations (COMAR) 13B.02.03.06.

> **A. Centrality to mission and planning priorities, relationship to the program emphasis as outlined in the mission statements, and an institutional priority for program development;**

The proposal must further the institution's mission and provide a brief narrative of how the proposed program comports with Loyola's mission.

> **B. Critical and compelling regional or Statewide need as identified in the State Plan;**

Maryland Ready: 2013-17 Maryland State Plan for Postsecondary Education identifies the State's priorities and objectives during the period 2013-17. Proposals should be aligned with and calculated to achieve priorities identified in the *State Plan*. Ideally, the proposal should quote a specific goal(s) or objective(s) within the State Plan that the proposal supports.

> **C. Quantifiable and reliable evidence and documentation of market supply and demand in the region and service area;**

Market demand

Proposals should provide the following market demand data, and omission will likely result in the proposal being returned by MHEC for completion. The evidence of market demand shall include Maryland Department of Labor Licensing and Regulation (DLLR) employment projections. DLLR projections should be those occupations identified as a consequence of a cross-reference of the program's taxonomical Classification of Instructional Program (CIP) code, provided by the institution, with the corresponding occupations that the Bureau of Labor Statistics Standard Occupational Code (SOC) database identifies and that graduates could potentially pursue.

A cross-referencing spreadsheet is available on the US Department of Education [Integrated Postsecondary Education Data System (IPEDS) webpage](#).

Also appropriate for inclusion and discussion is any additional projections and quantitative or qualitative evidence worthy of consideration; this can include professional reports, economic research papers, jobsite filter reports and other reliable sources of evidence.

In some instances these sources will be more informative and important to the program than the DLLR data. This is especially so for programs that do not have a single, few, or perhaps any explicit occupations that graduates could pursue, or where the program's scope and purpose is wider than occupational and/or meets societal and occupational needs not addressed by DLLR data. This includes programs such as Public Health, Social Work, and Liberal Studies.

Market supply

MHEC requires quantitative evidence of the current 'market supply' of graduates from programs analogous to that proposed. This should include a table identifying all programs in the State at the same award level and with the same CIP code outlining the annual numbers of graduates during the previous five years. The [Maryland Higher Education Commission's Trend Data and Program Inventory reports](#) serve as the primary source for this information.

Occasionally it will be both prudent and necessary for proposals to consider the educational need for a program by considering existing programs at multiple levels where those programs have closely aligned objectives and missions. For example, a Master of Science with an area of concentration that prepares individuals for licensure as a Nurse Practitioner and a Post-Master Certificate in Science in Nursing; both prepare individuals for initial licensure and consequently it would be prudent to identify all programs at both levels when assessing market supply.

D. Reasonableness of program duplication, if any;

This section should reference the table identifying all programs in the State at the corresponding level, or levels if there is an explicitly identified rationale for doing so, with the same CIP code. To ensure a comprehensive assessment of program duplication the Commission is required to consider the criteria addressed in Code of Maryland Regulations, COMAR 13B.02.03.09 'Program Duplication'.

Consequently, where germane, this section of the proposal should address the most salient of the following with respect to program duplication.

(a) The degree to be awarded;

COMAR 13B.02.03.02B identifies and defines formal collegiate award

(b) The area of specialization;

This can include the consideration of:

(i) Area(s) of Concentration if any as defined in **COMAR 13B.02.03.02B(1)** and/or

(ii) Curriculum within programs that address licensure or accreditation requirements.

(c) The purpose or objectives of the program to be offered;

This refers to clearly delineated program objectives as per **COMAR 13B.02.03.10**

(d) The specific academic content of the program;

The proposal should address the academic content of the program and its relevance to program duplication.

(e) Evidence of equivalent competencies of the proposed program in comparison to existing programs.

Program proposals should explain differences between their program and those identified as duplicative.

(f) An analysis of the market demand for the program.

This section should provide a summary of the previously included market demand information and its relevance to and impact upon program duplication.

(g) Role and mission;

The role and mission should include the proposing institution's mission statement, and a brief discussion of how it affects unreasonable duplication.

(h) Accessibility;

Accessibility includes tuition cost/affordability, geographic considerations, transfer and articulation procedures, and program capacity.

(i) Alternative means of educational delivery including distance education;

The proposal should describe any alternative modes of delivery including distance education. Where a program is offered online the proposal must address duplicative programs in the State, regardless of location.

(j) Analysis of enrollment characteristics;

Enrollment characteristics include relevant National Center for Education Statistics College Navigator enrollment data/characteristics, pertinent institutional research data, and whether the institution serves a student population that institutions with duplicative

programs do not, including adult learners, part-time learners, online learners, or international students.

(k) Residency requirements;

Residency requirements concern programs that require students to participate in clinical residencies, weekend colloquia, immersion experiences, and other non-instructional elements of the program.

(l) Admission requirements;

Describe admission requirements including admission academic standards, application cost, ACT/SAT/GRE scores, GPA requirements, written recommendations, and personal statements, especially where they distinguish the proposed program from others.

(m) Educational justification for the dual operation of programs broadly similar to unique or high-demand programs at HBIs.

Where the proposed program is broadly similar to a unique or high demand program at an HBI, the proposal must clearly establish an educational justification for approving the program. Educational justification may be shown by programs calculated to achieve statutory goals, goals identified in the State Plan for Post-secondary Education, or other clearly established educational or workforce needs of a regional, state, or national nature. A high demand program should be one in which duplicative program enrollments have universally increased annually for the previous three years, per the Commission's Trend Data reports. Additionally, the Bureau of Labor Statistics Occupational Outlook Handbook should categorize the demand for occupations that

graduates could potentially pursue, as identified via the CIP-SOC cross-reference, 'faster than average'.

> **E.** **Relevance to the implementation or maintenance of high-demand programs at HBIs;**

The proposal must describe and address any impact it could potentially have on a HBI.

> **F.** **Relevance to the support of the uniqueness and institutional identities and missions of HBIs;**

This section must address any potential collaboration between a HBI and the proposing institution; this collaboration could refer to the recruitment of graduate or undergraduate programs at a HBI to the graduate program at the proposing institution or the development of joint or dual degrees. If this is not applicable please explain.

> **G.** **Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter;**

The proposal must provide the following:

1. The courses associated with the degree or certificate, including course title, number, name, and description.

2. The total number of credits that fulfill any general education requirements.

3. The total number of credits accrued by electives.

4. The program's credit total.

H. Adequacy of any articulation;

Where relevant, this should include articulation agreements with other institutions. For example, a proposal to offer a 2+2 program with a Community College at a Regional Higher Education Center should include the articulation agreements, and that agreement should be consistent with COMAR 13B.02.02.16 'Graduation Requirements', especially where it concerns the number of credits that the institution bestowing the degree must award, that is, 'A student shall earn at least 30 credit hours, of which at least 15 credit hours are upper divisional credit hours, at the institution awarding the degree.'[3]

I. Adequacy of faculty resources consistent with Regulation .11 of this chapter;

In conducting a review of a proposal Commission staff require information that will unequivocally evidence the following:

1. At least one member of faculty involved in delivering courses within the Major holds a terminal degree in the discipline, usually a Ph.D or a job description for new programs that will undergo a faculty hiring process

2. At least half the program is being delivered by full time faculty.[4]

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[3] Code of Maryland Regulations COMAR 13B.02.02.16B(4)
[4] The exception to this is off-campus programs. COMAR 13B.02.03.20 allows that a third of the program is delivered by full-time staff of the parent institution.

J.   Adequacy of library resources consistent with regulation .12 of this chapter

For an on-campus program this should be a brief narrative outlining the general ability of the library to make available the necessary resources for the program's offering.

For off-campus proposals, this section should address how students will avail of the required library resources at the off-campus facility and/or how the home campus will facilitate students' accessibility to the home campus library resources.

For on-line programs, the proposal should explicitly address how students will access library resources, whether virtually or physically. For example, if the relevant resources are available online, the proposal could include a link to the relevant online location where students can access and/or request particular resources.

K.   Adequacy of physical facilities, infrastructure, and instructional equipment consistent with Regulation .13 of this chapter;

A brief narrative outlining the primary facilities, infrastructure and instructional equipment will suffice.

L. **Adequacy of financial resources with documentation consistent with Regulation .14 of this chapter;**

Program proposals are required to complete the template 'resources' and 'expenditure' tables that the Commission requires. These table are available from the Academic Compliance Officer.

The primary function of these tables is to provide some *prima facie* evidence that the institution has a general sense of the resources required to support a program and the likely sources of those resources. Provision of this *prima facie evidence* is required whether or not the program requires new and additional resources or whether it concerns the re-distribution of either extant or *projected income* from existing sources.

M. Adequacy of provisions for evaluation of program consistent with Regulation .15 of this chapter;

A general and brief description of the institution's assessment of student outcomes will suffice to address this section.

N. Consistency with the Commission's minority student achievement goals; and

Proposals should outline any minority achievement initiatives to which the program will contribute. Reference to the institution's mission statement, and/or to *Maryland Ready: 2013-2017 Maryland State Plan for Postsecondary Education* would be beneficial.

Regulatory references

<u>(Awards) COMAR 13B.02.03.02B(3),(4),(5)</u>

(3) "Certificate" includes:

    (a) Lower division certificate;

    (b) Upper division certificate;

    (c) Post-baccalaureate certificate;

    (d) Post-master's certificate;

    (e) Professional certificate;

    (f) Certificate of advanced study; and

    (g) Directed Technology Certificate.

(4) "Commission" means the Maryland Higher Education Commission.

(5) Degree includes:

    (a) Associate of Applied Science (A.A.S.);

    (b) Associate of Arts (A.A.);

    (c) Associate of Arts in Teaching (A.A.T.);

    (d) Associate of Fine Arts (A.F.A.);

    (e) Associate of Science (A.S.);

    (f) Associate of Science in Engineering (A.S.E.);

    (g) Bachelor of Arts (B.A.);

    (h) Bachelor of Fine Arts (B.F.A.);

    (i) Bachelor of Professional Studies (B.P.S.);

    (j) Bachelor of Science (B.S.);

(k) Bachelor of Technical Studies (B.T.S.);

(l) Master's; and

(n) Doctorate.

(Area of Concentration) COMAR 13B.02.03.02B(1)

B. Terms Defined.

(1) Area of concentration means a sequential arrangement of courses within a program that:

(a) At the associate's level is at least 12 semester credit hours, and not greater than 30 semester credit hours;

(b) At the bachelor's level is at least 24 semester credit hours;

(c) At the master's level is at least 12 semester credit hours above the bachelor's degree; and

(d) At the doctoral level is at least 18 semester credit hours above the master's degree.

(Adequacy of curriculum design) COMAR 13B.02.03.10

A. The presence of a structured and coherent program of study with clearly delineated program objectives and intended student learning outcomes shall be evident.

B. Required courses in the program may not be excessive and shall be consistent with customary expectations for the type of certificate or degree proposed.

C. The general education courses shall be distributed in a manner consistent with COMAR 13B.02.02.16.E and F.

D. Accreditation Requirements; Conditional Approval.

(1) If a professional shall graduate from a program with specialized accreditation, certification, or approval to practice in the State, the program shall meet all appropriate accreditation, certification, or approval standards.

(2) The Secretary may grant conditional approval for a program that fails to meet the standards specified in §D(1) of this regulation if the institution begins the process of securing appropriate accreditation, certification, or approval.

(3) Except as provided in §D(4) of this regulation, the Secretary′s conditional approval shall be revoked if an institution fails to secure appropriate accreditation, certification, or approval for the program within a time frame consistent with the relevant approval process.

(4) The Secretary may extend conditional approval if the institution has made substantial progress in securing appropriate accreditation, certification, or approval for the program.

E. If an institution contracts for instructional services in the State, to be provided by another institution or a non-collegiate organization, these services shall be based on a written contract that provides for institutional control over the quality of the curriculum, instructional staffing, instructional support services, and the integrity of enrollment policies.