

Cover sheet for Program proposals requiring consideration by Loyola governance

- | | | |
|--------------------------|---|---|
| <input type="checkbox"/> | New degree, major, or certificate program* | |
| <input type="checkbox"/> | Substantial modification* | To an existing degree, major, minor, or certificate program where proposed curricular changes affect more than 33 percent of an existing program's course work. |
| <input type="checkbox"/> | Offering 100 percent of a program online* | Where that program was originally offered primarily in a traditional classroom format. |
| <input type="checkbox"/> | Establishing a new area of concentration* | <p>Within an existing program. An area of concentration is a required sequence of courses in a degree program that:</p> <ul style="list-style-type: none">• At the bachelor's level is at least 24 semester credit hours;• At the master's level is at least 12 semester credit hours above the bachelor's degree; and• At the doctoral level is at least 18 semester credit hours above the master's degree. <p>Regardless of nomenclature used, if the required curricular sequence meets the credit hour thresholds detailed above, under Maryland law, it is an area of concentration and requires Commission review.</p> |
| <input type="checkbox"/> | Establishing a minor | Defined as a sequential arrangement of five to seven courses within a program. The vast majority of minors require six courses. Proposals for minors requiring fewer than six or more than seven courses should include written justification. |
| <input type="checkbox"/> | Development of an articulation agreement | To accommodate a partnership with another institution, such as a dual or joint degree program. |

**Those annotated with an asterisk (with exception of substantial modifications to minors) will require review by the Maryland Higher Education Commission (MHEC) in accordance with Code of Maryland Regulations (COMAR) 13B.02.03.06. The program contact should liaise with the Academic Assessment and Compliance Specialist to complete the MHEC proposal template. The Academic Assessment and Compliance Specialist will provide guidance to the lead program contact in authoring the MHEC proposal.*

Program Proposal Signature Page

A full written proposal and budget should be developed prior to signature. Consultations are required for proposal preparation. *See Consultation checklist on pp 7 to assist in proposal development***

College / School Formal Review	Consultation date
1. Budget consultation with Associate VP for Academic Budgeting, Data, & Governance: _____ (AVP's signature)	
2. Departmental Review: _____ (Chair's signature) Approved <input type="checkbox"/> Not approved <input type="checkbox"/>	
3. Sellinger Assembly and/or SOE Faculty Council Review (if necessary): _____ (Sellinger Assembly and/or SOE Faculty Council Chair's signature) Supported <input type="checkbox"/> Not supported <input type="checkbox"/>	
4. Dean's (or Deans') Review: _____ (Dean's (or Deans') signature[s]) Approved <input type="checkbox"/> Not approved <input type="checkbox"/>	

Institutional Review	Date of consideration
5. Graduate/Undergraduate curriculum committee review: _____ (GCC/UCC Chair's signature(s)) Approved <input type="checkbox"/> Not approved <input type="checkbox"/>	
6. Council of Academic Deans review: _____ (Academic Affairs signature) Supported <input type="checkbox"/> Not supported <input type="checkbox"/>	
7. Academic Senate review: _____ (Academic Senate Chair's signature) Approved <input type="checkbox"/> Not approved <input type="checkbox"/>	

Program Proposal Signature Page

Institutional Review	Date of consideration
8. Loyola Conference review (required where new resources are necessary): _____ (Loyola Conference Chair's signature) Approved <input type="checkbox"/> Not approved <input type="checkbox"/>	
9. Vice President for Academic Affairs' review: _____ (Provost's signature) Approved <input type="checkbox"/> Not approved <input type="checkbox"/>	
10. President's review: _____ (President's signature) Approved <input type="checkbox"/> Not approved <input type="checkbox"/>	
11. Board of Trustees' review: _____ (Chair of the Board of Trustees' signature) Approved <input type="checkbox"/> Not approved <input type="checkbox"/>	

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

External Review and Approval	Date of correspondence from external body:
12. MICUA review (Typically takes one month)	
13. MHEC review (Should conclude no later than sixty days from the submission of a complete proposal)	
14. Middle States Substantive Change consideration (if required)	
15. US Dept. of Education notification (if required) ¹	

Upon receipt of approval letters, the Academic Assessment and Compliance Specialist 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 Accreditation Liaison Officer.

¹ 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.

PROGRAM DEVELOPMENT AND APPROVAL

Introduction

Proposals for new degree, major, minor, or certificate programs, substantial modification of a degree, major, or certificate program, (including modality changes, minors, and articulation agreements between universities) require consideration by Loyola governance. (Hereafter, “program” will be used to refer to degrees, majors, certificates, minors, articulation agreements, and substantial modifications thereto.) Initially, proposal developers should secure the support of the Department Chair(s), their faculty assemblies (if applicable), and the school Dean(s), whereupon the Dean(s) will notify the Vice-President for Academic Affairs to ensure that the proposal is aligned with university objectives and mission.

Upon securing administrative support, developers must inform relevant offices and service providers of the proposal’s potential development, seeking their counsel on the program’s requirements and/or addressing the challenges its offering might present. This consultation ensures elements that require special consideration, or challenges that require resolution before submission to governance, are addressed before the university invests too much time in unsustainable proposals. The [checklist](#) on page seven illustrates the offices/services providers that should be consulted (additional descriptions of roles are on pages 17 through 20).

As a proposal proceeds through the governance process, any of the decision-making committees/bodies that consider the proposal can recommend or require changes to the proposal before it moves forward. They also can recommend that the proposal not proceed further.

The (Program Proposal Workflow Table) that follows indicates steps in the program proposal lifecycle process (A more detailed timeline can be found in Appendix E on page 23). The relevant curriculum committee considers the cogency and appropriateness of curricular changes and offerings to maintain standards of academic excellence and to ensure a coherent educational program congruent with the learning outcomes approved by the Academic Senate. The Council of Academic Deans also will consider and review a proposal, providing guidance and direction before the proposal proceeds to Academic Senate and Loyola Conference.

If supported, the proposal proceeds to the Executive Committee on Governance, for placement on the agenda of the Academic Senate and Loyola Conference. Conference and Senate can consider proposals concurrently. The proposal must secure both bodies' support, when applicable.

Loyola Conference and the Academic Senate are endowed with the formal authority to make policy recommendations to the University President and the Board of Trustees. If proposals receive governance endorsement they proceed to the President and the Board of Trustees for their consideration, when applicable.

Program Proposal Workflow

For new programs and substantial curricular changes to existing program.

- I. Idea Generation and Proposal Preparation
 1. Academic department generates idea
 2. Department(s) discuss with Dean(s) or designee(s)
 3. Program contact to inform and collaborate with Academic Affairs Office (See pp 7 for consultation checklist)
 4. Department completes the Maryland Higher Education Commission proposal template/LUM template in consultation with academic compliance specialist and appropriate College leadership

- II. Formal Internal Review and Approval
 1. Consultation with the Department Chair(s)
 2. Sellinger Assembly Review and/or SOE Faculty Council (if necessary)
 3. Consultation with the Dean(s)
 4. GCC/UCC consideration (vote) COAD Consideration (vote) – Parallel Process
 5. ECG consideration
 6. Academic Senate consideration (1-2 meetings/vote) and Loyola Conference consideration (1-2 meetings/vote) -- Parallel Process
 7. Provost signature
 8. BoT and President's consideration (if applicable)

- III. External Review & Approval
 1. MHEC/MICUA review
 2. Middle States review where required
 3. US Department of Education review where required

- IV. Program Implementation Commences

Program proposal details

1. School(s)/Department(s)/Program(s) Submitting Proposal

2. Title of Program or Area of Concentration:

3. Proposal type (please select from the choices below):
 - New degree level
 - New degree program
 - New certificate program
 - Awarding a certificate within an approved program*
 - New area of concentration within degree program
 - New minor*
 - Substantial modification to a degree program
 - Substantial modification of a certificate program
 - Substantial modification to an area of concentration
 - Program change of modality *
 - Title change for programs leading to a degree or certificate *
 - Articulation agreement*

Proposal types with an * do not require a full program proposal for MHEC approval. Please contact the academic compliance specialist for proposal requirements.

4. Credential awarded (please select from the choices below):

Minor	M.A.	Master's Plus
B.A.	M.A.T.	C.A.S.
B.B.A.	M.B.A.	Ph.D.
B.S.	M.Ed.	Psy.D.
B.S.E.	M.S.	Other:
P.B.C.	P.M.C	

5. Delivery mode (please select from the choices below):
 - Face to face
 - 100% online
 - Hybrid

6. Instruction location:

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

Proposal consultation and development checklist

Use this checklist to ensure that all constituents potentially involved in the program development, delivery, and management have been consulted. Conversations with each office/service provider listed should inform the proposal. (For convenience the list is linked to the proposal template's respective section, where applicable.) This is not an exhaustive list; where appropriate, individual programs should also consult with other offices and service providers.

Office/service provider ²	<u>Consultation occurred</u>
Academic Assessment and Compliance Specialist to discuss internal academic policies and external regulatory requirements	<input type="checkbox"/>
Associate Vice-President of Academic Student Affairs to serve as the primary Office of Academic Affairs contact for consultation on new program proposal requirements in conjunction with the Academic Assessment and Compliance Specialist	<input type="checkbox"/>
Records Office to address the curricular sequence, the production of catalogue copy, program coding, and classroom space utilization requirements.	<input type="checkbox"/>
Financial Aid to determine if the proposal complies with the Federal Student Aid Program and associated requirements	<input type="checkbox"/>
Library to discuss library requirements to offer the program	<input type="checkbox"/>
Division of Enrollment <ul style="list-style-type: none"> • Marketing/IR– marketing scan • Marketing - budget/plan • OGA/UGA – tuition benchmarking 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Office of Digital Teaching and Learning to serve as primary contact for the new program's technology requirements and support the delivery of online programs	<input type="checkbox"/>
International Student Services to address the viability of the program's approval by Homeland Security to be offered to international students	<input type="checkbox"/>
Associate Vice President for Academic Budgeting, Data, & Governance to discuss resource and expenditure requirements	<input type="checkbox"/>
School /College Dean(s), or designee(s) ensure internal processes have been followed; notify and consult with Provost or designee. Serve as final proposal and budget signoff prior to conversations with UCC/GCC and COAD	<input type="checkbox"/>

Proposed implementation date: _____

Proposal prepared by: _____

Date

² See Appendix A. on pp. 17 through 20 for role descriptions of persons and units included in the approval process.

Loyola program proposal template

The following program proposal template is typically required when proposing a new degree, major, certificate, articulation agreement, or minor. It is oriented toward Loyola governance priorities and considerations. Where the proposal requires MHEC review, the proposal developer should contact the Academic Compliance Officer who will assume the lead role in developing an MHEC specific proposal that addresses the requirement of [Code of Maryland Regulations \(COMAR\) 13B.02.03.06](#).

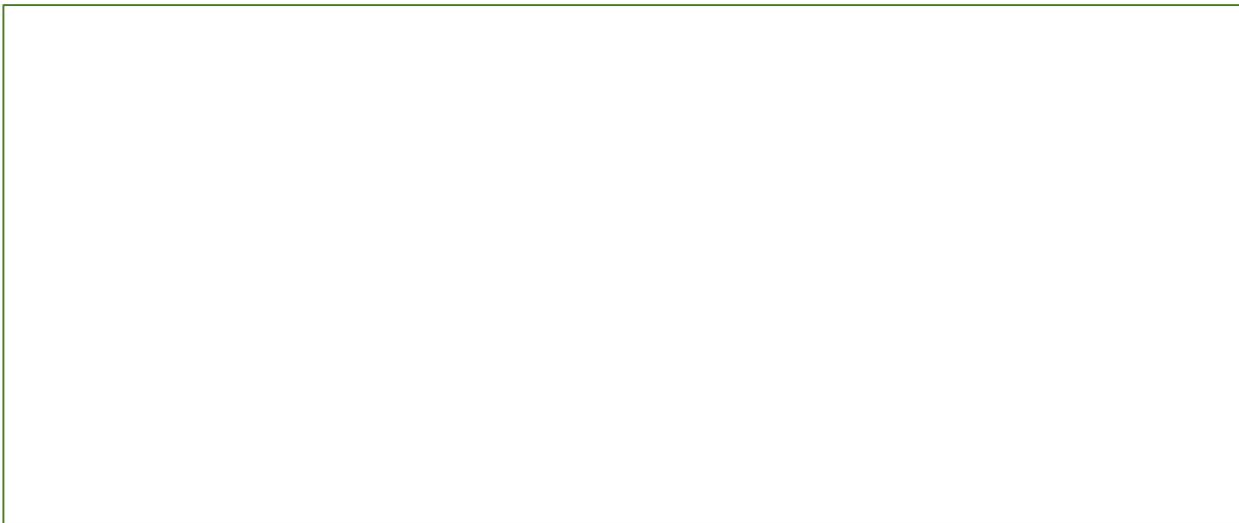
A complete proposal will include a summary of the proposed change(s) and rationale for the change.

A. Centrality to Institutional Mission and Planning Priorities:

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.
2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.
3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.
4. Provide a description of the institution's a commitment to:
 - a) ongoing administrative, financial, and technical support of the proposed program
 - b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

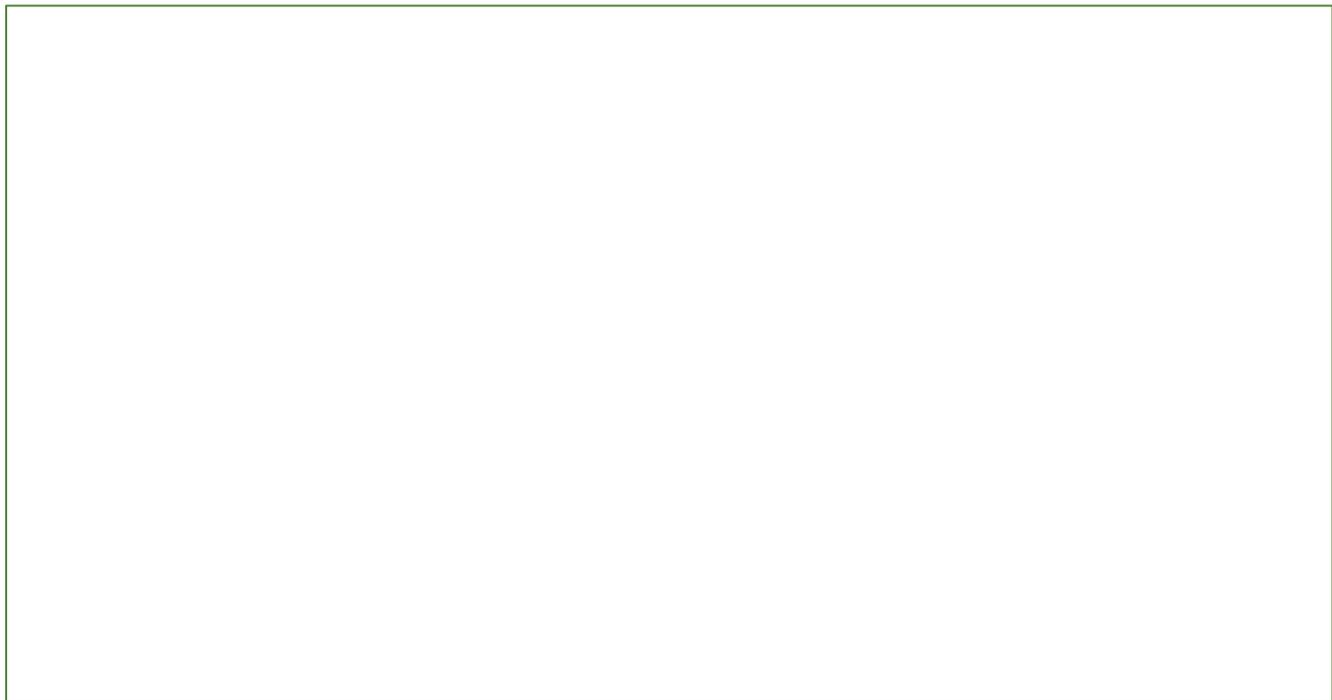
B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:
 - a) The need for the advancement and evolution of knowledge
 - b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education
 - c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs
2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.



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

1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.
2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.
3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.
4. Provide data showing the current and projected supply of prospective graduates.



D. Reasonableness of Program Duplication:

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.
2. Provide justification for the proposed program.



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

1. Discuss the program’s potential impact on the implementation or maintenance of high-demand programs at HBI’s

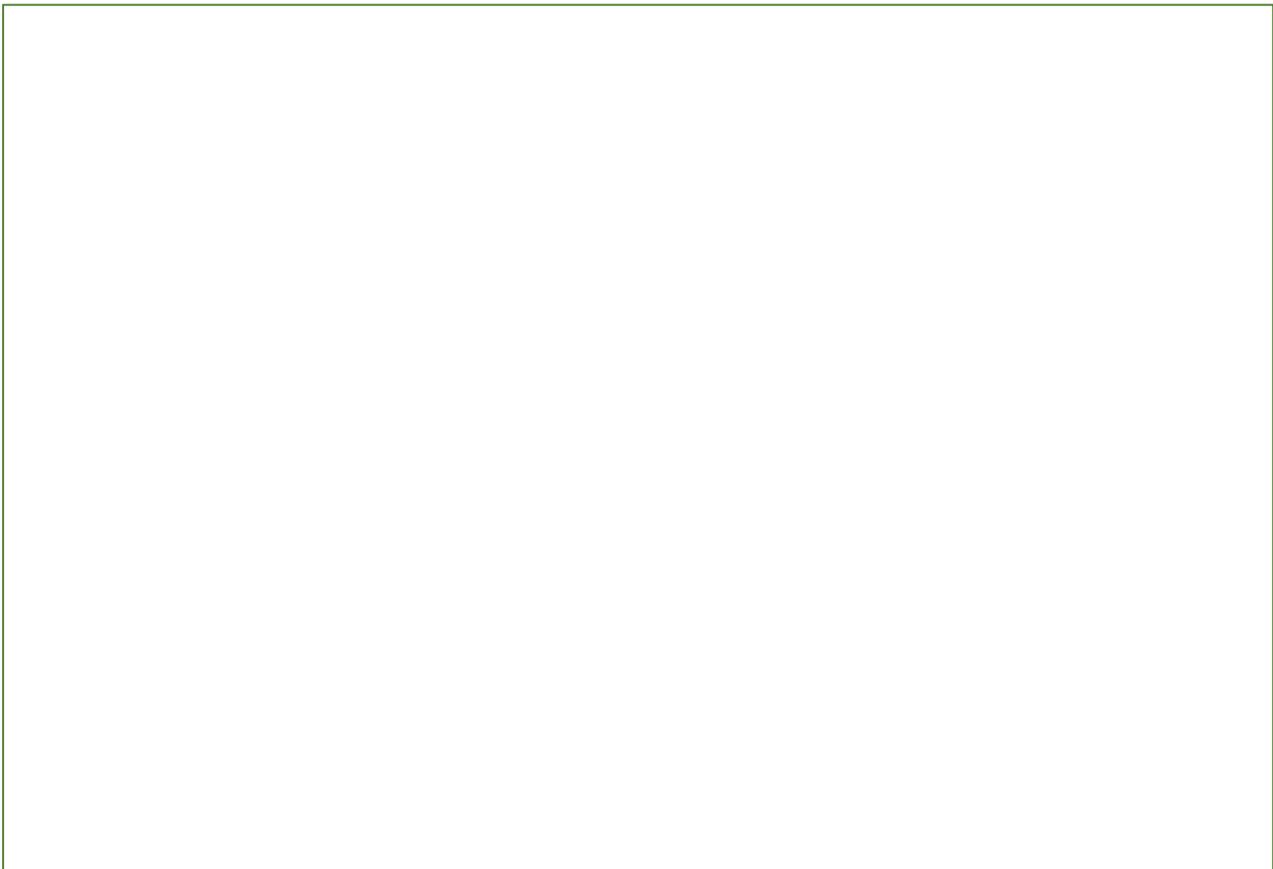
F. Relevance to the identity of Historically Black Institutions (HBIs)

1. Discuss the program’s potential impact on the uniqueness and institutional identities and missions of HBIs

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.
2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.
3. Explain how the institution will:
 - a) provide for assessment of student achievement of learning outcomes in the program
 - b) document student achievement of learning outcomes in the program
4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements

5. Discuss how general education requirements will be met, if applicable.
6. Identify any specialized accreditation or graduate certification requirements for this program and its students.
7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.
8. Provide assurance and any appropriate evidence that the proposed program will provide students clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.
9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.



H. Adequacy of Articulation

If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach (in this program).

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:
 - a) Pedagogy that meets the needs of the students
 - b) The learning management system
 - c) Evidenced-based best practices for distance education, if distance education is offered.

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

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.
2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:
 - a) An institutional electronic mailing system, and
 - b) A learning management system that provides the necessary technological support for distance education

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

1. Complete [Table 1: Resources and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.
2. Complete [Table 2: Program Expenditures and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year.

--

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.
2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

--

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

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

1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

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

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.
2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

Appendix A.

Roles for the offices/service providers involved in program development and approval

Program Contact (Faculty or Administrator):

- a. To follow internal School approval processes.
- b. To prepare and submit a complete proposal for governance.
- c. To meet with the aforementioned offices and actively collaborate in the planning of the program needs for implementation and maintenance.
- d. To be available for questions at each step of the governance and state authorization process.
- e. To assist in preparing for accreditor approval, if necessary.
- f. To submit the following information to the Records Office:
 - i. catalogue copy (end of March, the year before the program begins).
 - ii. course description, course numbers, cross listed courses before December if program/certificate is to be launched the next Summer or Fall.
 - iii. full description of the calendar that the program will run if it is not the typical academic year or summer school schedule.
 - iv. “cross walk” if changing old course numbers to new course numbers
 - v. any necessary consideration of coding and/or reporting needs to outside agencies; especially for education programs

Academic Assessment and Compliance Specialist

- a. To provide a proposed set of dates to the Program Contact by which the proposal may be routed through the governance process.
- b. To provide the Program Contact with advice and consultation on MHEC or accreditor requirements.
- c. To provide the Program Contact with advice and consultation on state authorization requirements/fees.
- d. To obtain approval signatures on the routing sheet.
- e. To review the proposal for sufficiency and provide feedback, as necessary.
- f. To help guide program contact in preparation and submission of any MHEC and/or Middle States required proposals, where applicable.
- g. To obtain necessary disbursement checks for MHEC fees.
- h. To submit the appropriate proposal documents to MHEC and MICUA.
- i. To notify the AVP-FAD/AVPASA of MHEC/MICUA responses.
- j. 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.
- k. Communication of proposal outcomes and conclusion to the following offices:
 - i. School/Division Associate Dean
 - ii. The relevant Associate Vice-President(s) within the Office of Academic Affairs
 - iii. Financial Aid Office
 - iv. Records Office
 - v. Office of Institutional Research
 - vi. Graduate Admissions/Undergraduate Admissions

- vii. Marketing and Communications
- viii. International Student Services
- l. File for record keeping

Associate Vice President for Academic Student Affairs (undergraduate and graduate programs)

- a. Once the Dean and Provost decide a program proposal should move forward, to serve as the primary Office of Academic Affairs contact for consultation on new program proposal requirements in conjunction with the Academic Assessment and Compliance Specialist.
- b. To informally discuss the program proposal and provide a timeline for ushering a proposal from idea to concept to official proposal.

Records Office

- a. 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.
- b. To determine time frames for developing and implementing new Colleague coding structures as they relate to MHEC and U.S. Department of Education approvals.
- c. To determine projected space utilization requirements and impacts on the existing room usage.

Office of Financial Aid

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

Office of Graduate Admission/Undergraduate Admission

- a. To provide benchmark data for tuition setting (graduate) and consideration of any course fees.
- b. To create a recruitment plan, recruitment communication flow, and calendar.
- c. To determine a recruitment budget.
- d. To define the admission requirements.
- e. To clearly articulate the percentage of the program available via distance education.
- f. To include the Gainful Employment regulation disclosures URL in certificate program recruitment materials.

Division of Enrollment Management

- a. To serve as primary contact for market studies and enrollment data.
- b. To initiate an official market study for positively reviewed program proposals.

- c. To initiate the implementation of the marketing plan upon program approval.
- d. To plan for ongoing market analysis once program is launched.

Office of Marketing and Communications

- a. To approve a marketing strategy.
- b. To determine a marketing budget.
- c. To plan website and brochure development (if needed).
- d. To create an advertising/media plan (if needed).
- e. To create a distinct international student web presence or brochure (if needed), in consultation with the Director of International Student Services.
- f. 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 Digital Teaching and Learning (Whether a program is online will largely dictate its involvement)

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

International Student Services

- a. To determine international students' eligibility for admission, in consultation with the Director of International Student Services
- b. To determine whether Department/Program can ***guarantee twelve face-to-face credits for undergraduate students, and nine for graduate students, each semester to ensure international students are full time and can maintain legal F-1 immigration status.***
- c. To confirm the length of time necessary to complete the program.
- d. To verify the explicit delineation of all program requirements, including thesis, internship, comprehensive examinations, and total number of credits needed to complete the program.
- e. To confirm the TOEFL or IELTS score requirements; clearly listed under admission requirements with input from the Admissions Office.
- f. To confirm and explicitly identify all costs, including tuition and fees, internship, thesis, lab fees, and any other associated costs.
- g. To direct questions about a new commencement medal to the Director of Academic Events.
- h. To initiate program implementation once approvals are received.
- i. To plan for review of the program, two years after launch, to assure academic and enrollment goals are being met.

Associate Vice President for Academic Budgeting, Data, & Governance

- a. To provide technical assistance related to budget and data as it pertains to the academic division including:
 - i. Planned Facilities/Equipment Needs.
 - ii. Rationale for stipends and course releases for program implementation.
 - iii. Accreditation or other data needs planning.
 - iv. Any cohort or unusual billing structures developed in collaboration with SAS.
 - v. Any external vendor/contracts that require budget planning.
 - vi. Any state authorizations budget planning required for distance education.

School Dean (or designee)

- a. To play a critical academic role in shaping the program concept and examining potential costs.
- b. To review proposals for effect on their School or College.
- c. Via the Associate-Dean, to
 - i. Review full proposals for sufficiency for internal and external reviews, including proposal budget
 - ii. Return to the program contact with feedback for improvements, if necessary, and affirm when the proposal is ready for review by UCC/GCC and COAD
 - iii. Document completion of any necessary online teaching faculty training.
 - iv. Ensure faculty partnership with the Office of Digital Teaching and Learning for online course development.

Appendix C.

Curricular sequence template³

³ The course sequence found in the template provides an example outline of a program’s sequence for illustrative purposes only. A full curricular sequence should be included within the proposal.

<u>Semester</u>	<u>Cohort 1 or class year</u>	<u>Cohort 2 or class year</u>	<u>Cohort 3 or class year</u>	<u>Cohort 4 or class year</u>	<u>Cohort 5 or class year</u>
Fall 2017	ET6005 ET620				
Spring 2018	ED776 ED602	ET6005 ET620			
Summer 2018	ET680 AD662	ED776 ED602	ET6005 ET620		
Fall 2019	ET690 ET691	ET680 AD662	ED776 ED602	ET6005 ET620	
Spring 2020	ET660 ET608	ET690 ET691	ET680 AD662	ED776 ED602	ET6005 ET620
Summer 2020	ET630 ET631	ET660 ET608	ET690 ET691	ET680 AD662	ED776 ED602
Fall 2020		ET630 ET631	ET660 ET608	ET690 ET691	ET680 AD662
Spring 2021			ET630 ET631	ET660 ET608	ET690 ET691
Summer 2022				ET630 ET631	ET660 ET608
Fall 2023					ET630 ET631

Appendix D.

Sample curriculum map⁴

<i>Institutional learning aim</i>	<i>Program learning aim</i>	<i>Course(s)</i>
Awareness of the multiplicity of perspectives that bear on the human experience, and the importance of historical, global, and cultural context in determining the way we see the world	Identify and use technology resources that affirm diversity.	ET641 Universal Design for Learning with Technology Integration
		ED602 Learner Centered Education
		ET680 The Role of the Technology Leader

⁴ The content in this map is for illustrative purposes only but reflects actual Loyola curriculum and serves as an example of how to compose a curriculum map.

Appendix E.

Sample Program Proposal Template

The following outlines the potential 2018-19 timelines and life-cycle of academic program proposals that require Loyola governance consideration. These include new programs; substantial modification to existing programs, which includes changes that affect more than one-third of the existing curriculum, and/or changes in delivery; and minors.

Those steps in the life-cycle that share the same shade of color, for example Academic Senate and Loyola Conference, indicates that Senate and Conference can consider a proposal in parallel. The proposal does not require Senate or Conference considering both a motion for decision and decision before the other body can consider a motion for consideration. The same principle applies to the relevant curriculum committee and the Council for Academic Deans (COAD).

The program contact is responsible for liaising with the relevant Curriculum Committee chair to secure a proposal's presence on its agenda. The date of this meeting will determine the earliest possible dates on which it can receive Academic Senate and Loyola Conference consideration. The following timelines reflect this structure.

Once a program has received the curriculum committee's assent and COAD counsel, the Executive Committee to Governance (ECG) will liaise with Academic Senate and Conference to place the proposal on their agendas concordant with institutional priorities. ECG meets weekly, and so can accommodate proposals' consideration for inclusion in the next available Senate and Conference agendas – again, concordant with the exigencies of Senate and Conference agenda and institutional priorities.

Approval Timeline for Graduate Academic Programs

