***Program Proposal Cover Sheet***

*Please provide a written response for each question below or highlight the appropriate option(s) for your proposal*

1. The proposal is submitted by:

School(s):

Department(s):

Individual(s):

2. Program and /or Area of Concentration Title and [CIP Code](https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55):

3. Proposal type (please select from the choices below):

New degree level

New degree program

New certificate 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

Institutional award (not recognized my MHEC)

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):

100% face to face

100% online

Hybrid

Both 100% f2f and 100% online completion options

6. Instruction location: Evergreen or Timonium

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

Loyola Program Proposal Guidance for Academic Divisions

Congratulations on developing your new program! Before we can make your program a reality, Loyola will have to obtain approval from the Maryland Higher Education Commission (MHEC). MHEC has an application we have to complete with approximately 40 detailed questions. You and I will work together to draft the application.

*The Process*: Below is the information we need to provide to MHEC.

1. Please provide the information in this Word document and I will edit the document into the format required by MHEC.
2. You will review the completed form prior to final review by Loyola.
3. Once we complete the MHEC form it will be reviewed by Loyola governance committees and the Board of Trustees before being submitted to MHEC.

*General Guidance:* To make the process go as smoothly as possible please keep the following in mind.

1. You know your program! Please be as detailed as possible in your responses. In many instances your narrative will be used for the final submission.
2. Be mindful of the time required to make it through Loyola governance including the Board of Trustees, and MHEC review as well as the advanced marketing timeline to recruit students into the program.
3. Prior to the start of the proposal development the Proposer and Academic Program Development Specialist (APDS) should discuss the objectives of the proposal idea. The APDS will provide information regarding an overview of the internal and external processes, responsibilities of both the proposer and APDS, and process for development of the formal proposal.

The program development will occur in four phases: 1. Critical and Compelling Regional and/or Statewide Need, 2. Curriculum Design and Modality, 3. Proposed Program and Loyola, and 4. Program Assessment. You will complete each phase and submit to the APDS. Please wait for feedback from the APDS before moving forward to the next phase of the process. You will have time to review all information prior to submission to Loyola governance.

Information Needed

1. Critical and Compelling Regional and/or Statewide Need

We are required to demonstrate demand and need for programs in meeting present and future needs. Please provide the following information:

1. How does the proposed program meet the present or future needs of the region and the state in general based on one or more the following: (B.1)
	1. The need for the advancement and evolution of knowledge
	2. Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education
	3. The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs
2. Suggest how the proposed program demonstrates consistency with the Maryland State Plan for Postsecondary Education. The State Plan may be found [here](https://mhec.maryland.gov/About/Documents/2017.2021%20Maryland%20State%20Plan%20for%20Higher%20Education.pdf) (B.2)
3. Describe the potential industries, employment opportunities, and expected level of entry for graduates of the proposed program. (C.1)
4. Provide a suggested CIP Code for the program (D.1) CIP Codes can be found at <https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56>

**Before moving forward to phase 2 please wait to be contacted by the** APDS. At this time, you should reach out to the Associate Vice President for Academic Student Affairs. Before starting section 2, you will, (1) receive feedback on the draft sections you submitted for phase 1. and (2) you will receive drafts from the APDS for your review that correspond to additional MHEC questions that correspond to responses you provided.

1. Curriculum Design and Modality

We must demonstrate the program’s curriculum is coherent, meets state graduation requirements and supports student success.

1. Describe how the proposed program was established (G.1)
2. Indicate the purpose of the proposed program.
	1. Provide the proposed program’s educational objectives (G.2)
	2. Describe how the program learning outcomes meet the appropriate rigor and breadth of the program. (G.2)
	3. Include a curriculum map that aligns courses to program outcomes
3. Provide a list of required and electives courses with title, semester credit hours and course descriptions as well as any additional program requirements including the number of credits required to graduate. (G.4)
4. Provide an explanation of any specialized accreditation (programmatic) or graduate certification requirements for this program (G.6)
5. Indicate if this program has any articulations or partnerships (H.1)
6. Will the proposed program be offered with the ability to complete the whole program through a distance education format? (P.1)

**Before starting phase three please wait to be contacted by the AASC**. You will receive feedback on the draft sections you submitted for phase 2. In addition, you will receive drafts for your review that correspond to the responses you provided. At this time, you should reach out to the following Loyola offices: Records, Financial Aid, International Student Services, Digital Teaching and Learning, and Enrollment Management to discuss your proposal. Additionally, you should contact for phase 3 questions below, the library for assistance with question F.2 and Associate Vice President for Academic Budgeting, Data, & Governance to discuss resources and expenditure requirements found in section E.

------------------------------------------------------------------------------------------------------------------

1. Proposed Program and Loyola

We are required to address how the proposed program meet’s Loyola’s mission, and planning priorities.

1. Provide a description of the program and how it relates to Loyola’s mission. (A.1.)
	1. Address each concentration in your description (if you have concentrations).
	2. Loyola’s mission statement is found here: <https://www.loyola.edu/about/mission>
2. Explain how the program supports Loyola’s strategic goals. (A.2.)
	1. Loyola’s strategic goals are found here: <https://www.loyola.edu/about/strategic-plan>
	2. How will MHEC know that the program is a priority for Loyola? (A.2)
3. Commitment - How does the institution demonstrate commitment to:
4. Ongoing administrative, financial, and technical support of the proposed program (A.4)
5. Continuation of the program for a period of time sufficient to allow enrolled students to complete (A.4)
6. Resources – Loyola must demonstrate we have the resources to operate and sustain the proposed program
7. Faculty –
8. Provide a table that includes a list of faculty along with appointment type, terminal degree title and field, academic title/rank, status (FT, PT, Adjunct) and the courses each faculty member will teach (I.1)
9. Demonstrate in a brief narrative the quality of the program’s faculty. (I.1)
10. Describe the faculty who will oversee the program (G.1)
11. Library
12. Describe how the library resources provide adequate support to the proposed program. (J.1)
13. Contact the library for data regarding a summary of resources report
14. Infrastructure
15. Provide any specific instructional equipment, technology, staff, laboratories, etc. that are required to initiate the program. (K.1)
16. Funding - We must demonstrate to the State how the program will be funded through a narrative and documentation.
17. How will the program be funded for at least the first 5 years? (A.3.)
18. You will work with your Dean and the Associate VP for Academic Budgeting, Data, and Governance to complete [Table 1: Resources and Narrative Rationale](#PROGRAM_RESOURCES_AND_NARRATIVE_RATIONAL) found on the pages below. (L.1.) and Table 2: Program Expenditures and Narrative Rationale found on the pages below. (L.2.).

**Before starting phase four please wait to be contacted by the** APDS. You will receive feedback on the draft sections you submitted for phase 3. In addition, you will receive drafts for your review that correspond to the responses you provided. At this time, you should reach out to the CASL Faculty Co-Chair regarding Learning Outcomes and Assessment.

---------------------------------------------------------------------------------------------------------------------

1. Program Assessment

We are required to explain the educational objective(s) of the program as well as learning outcome alignment and how student learning and program success will be evaluated

1. Explain how the proposed program will be evaluated by the institution to determine the program’s educational effectiveness. Include:
	1. The assessment of student learning outcomes
	2. Student retention
	3. Student and faculty satisfaction
	4. Institutional cultural diversity goals and initiatives (M.2)
2. Provide any program or department specific examples of how the proposed program addresses minority student access & success
3. Provide an assessment map that includes the assessment cycle for the program. (N.1)

**Before entering the internal governance process, please wait to receive the full MHEC-ready proposal from the** APDS**.** You will receive a final draft, inclusive of all the work completed above and all responses to the MHEC template that are institutional in nature. You can conduct a final review of the proposal, along with your colleagues, and then submit the proposal to the curriculum committee and to COAD as the first steps in the internal approval process.

.

Maryland Higher Education Commission

Academic Program Proposal Resources Guidelines

**PROGRAM RESOURCES AND NARRATIVE RATIONALE**

Finance data for the first five years of program implementation are to be entered in each cell in Table 1 – Program Resources and Narrative Rationale. Figures should be presented for five years and then totaled for each year. As an attachment, narrative explanation must accompany each category. Below is the format for Table 1 as well as directions for entering the data and writing the accompanying narrative.

TABLE 1: PROGRAM RESOURCES AND NARRATIVE RATIONALE

**Reallocated Funds**

Data: Enter the amount of funds for the first five years of implementation that will be reallocated from existing campus resources to support the proposed program. This would include funds reallocated from the discontinuance or downsizing of academic programs.

Narrative: Analyze the overall impact that the reallocation will have on the institution, particularly on existing programs and organizational units.

**Tuition and Fee Revenue**

Data: Enter the estimated tuition and fee revenue that will be directly attributable to students new to the institution enrolled in this program each year. The revenue should be calculated by multiplying the tuition rate by the projected annual FTE enrollment.

Narrative: Describe the rationale for the enrollment projections used to calculate tuition and fee revenue.

**Grants and Contracts**

Data: Enter the amount of grants, contracts or other external funding which will become available each of the five years as a direct result of this program.

Narrative: Provide detailed information on the sources of the funding. Attach copies of documentation supporting the funding. Also, describe alternative methods of continuing to finance the program after the outside funds cease to be available. **Conditional approval may be granted to a proposal that is dependent on grant funds that have not been officially awarded at the time of proposal submission, but in which substantial evidence has been provided to indicate a favorable review and an impending grant award is imminent.** Under these conditions, program approval may be granted for a twelve-month period. During this period, the program may not be implemented. Full program approval is granted only after funding documentation is accepted. Under extraordinary circumstances, a one-time extension to conditional approval may be granted to an institution that provides compelling information to warrant an extension.

**Other Sources**

Data: Enter any additional funds from sources other than in 1, 2, and 3 that have been specifically designated for the program.

Narrative: Provide detailed information on the sources of the funding, including supporting documentation.

Total Year

**Data:** Total the financial resources that will be available for each year of program implementation. Include cumulative as well as one-time resources.

Narrative: Additional explanation or comments as needed.

Program Resources and Narrative Rationale table on following page

Maryland Higher Education Commission

Please do not leave any cells blank. Place a "0" in the cell if no data is applicable for the specific resource category.

|  |
| --- |
| **TABLE 1: PROGRAM RESOURCES** |
| **Resource Categories** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| 1. Reallocated Funds |  |  |  |  |  |
| 2. Tuition/Fee Revenue(c + g below) |  |  |  |  |  |
| a. Number of F/T Students |  |  |  |  |  |
| b. Annual Tuition/Fee Rate |  |  |  |  |  |
| c. Total F/T Revenue (a xb) |  |  |  |  |  |
| d. Number of P/T Students |  |  |  |  |  |
| e. Credit Hour Rate |  |  |  |  |  |
| f. Annual Credit Hour Rate |  |  |  |  |  |
| g. Total P/T Revenue(d x e x f) |  |  |  |  |  |
| 3. Grants, Contracts & OtherExternal Sources |  |  |  |  |  |
| 4. Other Sources |  |  |  |  |  |
| TOTAL (Add 1 – 4) |  |  |  |  |  |

Maryland Higher Education Commission Academic Program Proposal Expenditures Guidelines

**PROGRAM EXPENDITURES**

Finance data for the first five years of program implementation are to be entered in each cell in Table 2 – Program Expenditures. Figures should be presented for five years and then totaled for each year. Below is the format for Table 2 as well as directions for entering the data.

TABLE 2: PROGRAM EXPENDITURES

1. **Faculty (# FTE, Salary, and Benefits):** Enter (a) the cumulative number of new full- time equivalent faculty needed to implement the program each year, (b) the related salary expenditures, and (c) the related fringe benefit expenditures. (For example, if two new faculty members are needed, one in the first year and one in the second, the full-time equivalency, salary, and benefits for one member should be reported in Year 1, and the same information for both members should be reported in Year 2 and each successive year.)
2. **Administrative Staff (# FTE, Salary, and Benefits):** Enter (a) the cumulative number of new full-time equivalent administrative staff needed to implement the program each year, (b) the related salary expenditures, and (c) the related fringe benefit expenditures.
3. **Support Staff (# FTE, Salary, and Benefits):** Enter (a) the cumulative number of new full-time equivalent support staff needed to implement the program each year, (b) the related salary expenditures, and (c) the related fringe benefits expenditures.
4. **Equipment:** Enter the anticipated expenditures for equipment necessary for the implementation and continuing operation of the program each year.
5. **Library:** Enter the anticipated expenditures for library materials directly attributable to the new program each year.
6. **New and/or Renovated Space:** Enter anticipated expenditures for any special facilities (general classroom, laboratory, office, etc.) that will be required for the new program. As a footnote to the table or in attached narrative, indicate whether the renovation of existing facilities will be sufficient or new facilities will be necessary.
7. **Other Expenses:** Enter other expenditures required for the new program. Attach descriptive narrative or provide footnotes on the table. Included in this category should be allowances for faculty development, travel, memberships, office supplies, communications, data processing, equipment maintenance, rentals, etc.
8. **Total Year:** Add each expenditure (continuing and one-time) to indicate total expenditures for each year of operation.

Program Expenditures table on following page

# Maryland Higher Education Commission

Please do not leave any cells blank. Place a "0" in the cell if no data is applicable for the specific expenditure category.

|  |
| --- |
| **TABLE 2: PROGRAM EXPENDITURES:** |
| **Expenditure Categories** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| 1. Faculty (b + c below) |  |  |  |  |  |
| a. Number of FTE |  |  |  |  |  |
| b. Total Salary |  |  |  |  |  |
| c. Total Benefits |  |  |  |  |  |
| 2. Admin. Staff (b + c below) |  |  |  |  |  |
| a. Number of FTE |  |  |  |  |  |
| b. Total Salary |  |  |  |  |  |
| c. Total Benefits |  |  |  |  |  |
| 3. Support Staff (b + c below) |  |  |  |  |  |
| a. Number of FTE |  |  |  |  |  |
| b. Total Salary |  |  |  |  |  |
| c. Total Benefits |  |  |  |  |  |
| 4. Technical Support andEquipment |  |  |  |  |  |
| 5. Library |  |  |  |  |  |
| 6. New or Renovated Space |  |  |  |  |  |
| 7. Other Expenses |  |  |  |  |  |
| TOTAL (Add 1 – 7) |  |  |  |  |  |