**PROGRAM DEVELOPMENT AND APPROVAL GUIDELINES**

*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 3 illustrates the offices/services providers that should be consulted (additional descriptions of roles are on pages 4 through 7).

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 timeline on page 10 is provided for planning). 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.

1. Idea Generation and Proposal Preparation
2. Academic department generates idea
3. Department(s) discuss with Dean(s) or designee(s)
4. Program contact to inform and collaborate with Academic Affairs Office (See consultation checklist)
5. Department completes the Maryland Higher Education Commission proposal template/LUM template in consultation with academic program development specialist and appropriate University leadership
6. Formal Internal Review and Approval
7. Consultation with the Department Chair(s)
8. Sellinger Assembly Review and/or SOE Faculty Council (if necessary)
9. Consultation with the Dean(s)
10. GCC/UCC consideration (vote) COAD Consideration (vote) – Parallel Process
11. ECG consideration
12. Academic Senate consideration (1-2 meetings/vote) and Loyola Conference consideration (1-2 meetings/vote) -- Parallel Process
13. VPAA signature
14. BoT and President’s consideration (if applicable)
15. External Review & Approval
16. MHEC/MICUA review
17. Middle States review where required
18. US Department of Education approval when required

\* Submission for approval by the US Department of Education cannot occur until MHEC and/or MSCHE approval is received.

1. Program Implementation Commences

**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** | **Consultation occurred** |
| Academic Program Development Specialist to discuss internal academic policies and external regulatory requirements | ☐ |
| Associate Vice President of Undergraduate Academic Affairs and/or the Associate Vice President for Graduate Studies 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 | ☐ |
| Records Office to address the curricular sequence, the production of catalogue copy, program coding, and classroom space utilization requirements. | ☐ |
| Financial Aid to determine if the proposal complies with the Federal Student Aid Program and associated requirements | ☐ |
|  Library to discuss library requirements to offer the program | ☐ |
| Enrollment Services and the Office of Marketing and Communications* OGA/UGA – Student demonstrated interest scan
* Marketing - budget/plan
* OGA/UGA – tuition benchmarking
 | ☐☐☐ |
| 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 | ☐ |
| [International Student Services](http://www.loyola.edu/department/international-student-services) to address the viability of the program’s approval by Homeland Security to be offered to international students | ☐ |
| Associate Vice President for Academic Budgeting, Data, & Governance to discuss resource and expenditure requirements | ☐ |
| School /College Dean(s), or designee(s) ensure internal processes have been followed; notify and consult with Provost/VPAA or designee. Serve as final proposal and budget signoff prior to conversations with UCC/GCC and COAD | ☐ |

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.

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

*Program Contact (Faculty or Administrator):*

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

*Academic Program Development Specialist*

* 1. To provide a proposed set of dates to the Program Contact by which the proposal may be routed through the governance process.
	2. To provide the Program Contact with advice and consultation on MHEC or accreditor requirements.
	3. To provide the Program Contact with advice and consultation on state authorization requirements/fees.
	4. To obtain approval signatures on the routing sheet.
	5. To review the proposal for sufficiency and provide feedback, as necessary.
	6. To help guide program contact in preparation and submission of any MHEC and/or Middle States required proposals, where applicable.
	7. To obtain necessary disbursement checks for MHEC fees.
	8. To submit the appropriate proposal documents to MHEC and MICUA.
	9. To notify the AVP-FAD/AVPASA of MHEC/MICUA responses.
	10. 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.
	11. Communication of proposal outcomes and conclusion to the following offices:
		1. School/Division Associate Dean
		2. The relevant Associate Vice-President(s) within the Office of Academic Affairs
		3. Financial Aid Office
		4. Records Office
		5. Office of Institutional Research
		6. Graduate Admissions/Undergraduate Admissions
		7. Marketing and Communications
		8. International Student Services
	12. File for record keeping

*Associate Vice President for Undergraduate Academic Affairs / Associate Vice President for Graduate Studies*

* 1. Once the Dean and VPAA 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.
	2. To informally discuss the program proposal and provide a timeline for ushering a proposal from idea to concept to official proposal.

*Records Office*

1. 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.
2. To determine time frames for developing and implementing new Colleague coding structures as they relate to MHEC and U.S. Department of Education approvals.
3. To determine projected space utilization requirements and impacts on the existing room usage.

*Office of Financial Aid*

1. 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.
2. To determine if the program requires U.S. Department of Education approval for addition to Loyola University’s Federal Title IV Student Aid Program Participation Agreement (PPA).

*Office of Graduate Admission/Undergraduate Admission*

* + - 1. To provide benchmark data for tuition setting (graduate) and consideration of any course fees.
			2. To create a recruitment plan, recruitment communication flow, and calendar.
			3. To determine a recruitment budget.
			4. To define the admission requirements.
			5. To clearly articulate the percentage of the program available via distance education.
			6. To include the Gainful Employment regulation disclosures URL in certificate program recruitment materials.

*Division of Enrollment Management*

* 1. To serve as primary contact for market studies and enrollment data.
	2. To initiate an official market study for positively reviewed program proposals.
	3. To initiate the implementation of the marketing plan upon program approval.
1. To plan for ongoing market analysis once program is launched.

*Office of Marketing and Communications*

* + - 1. To approve a marketing strategy.
			2. To determine a marketing budget.
			3. To plan website and brochure development (if needed).
			4. To create an advertising/media plan (if needed).
			5. To create a distinct international student web presence or brochure (if needed), in consultation with the Director of International Student Services.
			6. 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)

1. To serve as primary contact for the new program’s technology requirements.
2. To investigate acquisition, maintenance, and support costs if required technology does not exist in the academic technology environment.
3. 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*

* 1. To determine international students’ eligibility for admission, in consultation with the Director of International Student Services
	2. 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.***
	3. To confirm the length of time necessary to complete the program.
	4. To verify the explicit delineation of all program requirements, including thesis, internship, comprehensive examinations, and total number of credits needed to complete the program.
	5. To confirm the TOEFL or IELTS score requirements; clearly listed under admission requirements with input from the Admissions Office.
	6. To confirm and explicitly identify all costs, including tuition and fees, internship, thesis, lab fees, and any other associated costs.
	7. To direct questions about a new commencement medal to the Director of Academic Events.
	8. To initiate program implementation once approvals are received.
	9. 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*

1. To provide technical assistance related to budget and data as it pertains to the academic division including:
	* 1. Planned Facilities/Equipment Needs.
		2. Rationale for stipends and course releases for program implementation.
		3. Accreditation or other data needs planning.
		4. Any cohort or unusual billing structures developed in collaboration with SAS.
		5. Any external vendor/contracts that require budget planning.
		6. Any state authorizations budget planning required for distance education.

*School Dean (or designee)*

* 1. To play a critical academic role in shaping the program concept and examining potential costs.
	2. To review proposals for effect on their School or College.
	3. Via the Associate-Dean, to
		1. Review full proposals for sufficiency for internal and external reviews, including proposal budget
		2. 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
		3. Document completion of any necessary online teaching faculty training.
		4. Ensure faculty partnership with the Office of Digital Teaching and Learning for online course development.

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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Semester | Cohort 1 or class year | Cohort 2 or class year | Cohort 3 or class year | Cohort 4 or class year | Cohort 5 or class year |
| 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 |

Sample curriculum map4

|  |  |  |
| --- | --- | --- |
| *Institutional learning aim* | *Program learning aim* | *Course(s)* |
| 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.

The following outlines the potential timelines 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.

**Program Development Timeline**

Six Months

Program Proposal Development by Faculty/Department

Approval through School or College Governing Bodies

One -Two Months

Approval by University-wide Governing Committees

Two - Three Months

Approval of External Agencies

Development of Marketing and Advising Materials. Inclusion into Admissions and Records Databases. Published into Academic Catalogue. Recruitment of Students

Board of Trustees Approval

One - Two Months

Three-Six Months

Six Months