# Maryland Higher Education Commission Program Proposal

## Introduction

The Program Proposal is required for all new major/program, stand-alone certificate, or substantial changes. Completion of this proposal does not guarantee that the accompanying new major/program, stand-alone certificate, or substantial change will be approved by SU's internal governing bodies.

There are two ways to complete the Program Proposal: 1. Complete the form below and submit it to Jennifer Ellis in Academic Affairs (jeellis@salisbury.edu) 2. Complete the Curriculog MHEC/USM External Approval Proposal.

A Letter of Intent (LOI) is required for all new program proposals. The LOI must be submitted to the University System of Maryland (USM) three weeks prior to the Program Proposal. Submit the LOI to Jennifer Ellis in Academic Affairs prior to completing the Program Proposal.

*In a Word document please discuss the following:*

*1. Need for Program (briefly describe the need - internal and/or external - for the proposed program and its importance to the programmatic emphases in the approved institutional mission).*

*2. Students and constituencies to be served.*

*3. Brief summary of the program.*

The USM requires a program summary for each new academic program proposal. Include the Program Summary as a separate Word document. The summary should be between 140 and 240 words.

Certain sections in the Program Proposal form will include boilerplate language that apply to all programs at SU. You may include information beyond the boilerplate language provided.

## Program Proposal Form

**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.

Click or tap here to enter text.

1. Explain how the proposed program supports the institution’s strategic goals and provide evidence that affirms it is an institutional priority.

[SU’s 2020-2025 Strategic Plan](file:///C%3A%5CUsers%5CJ.%20Ellis%5CDownloads%5CStrategic_Plan_2020_25.pdf)

Click or tap here to enter text.

1. 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.

Click or tap here to enter text.

1. Provide a description of the institution’s a commitment to:
	1. ongoing administrative, financial, and technical support of the proposed program

Click or tap here to enter text.

* 1. continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

Click or tap here to enter text.

**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:
	1. The need for the advancement and evolution of knowledge

Click or tap here to enter text.

* 1. Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

Click or tap here to enter text.

* 1. The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

Click or tap here to enter text.

1. Provide evidence that the perceived need is consistent with the [**Mary​​land State Plan for Postsecondary Education**](https://mhec.maryland.gov/Pages/2022-MarylandStatePlan-MHEC.aspx). ​

**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.

Click or tap here to enter text.

1. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

Click or tap here to enter text.

1. 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.

Click or tap here to enter text.

1. Provide data showing the current and projected supply of prospective graduates.

Click or tap here to enter text.

**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.

Click or tap here to enter text.

1. Provide justification for the proposed program.

Click or tap here to enter text.

**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.

Click or tap here to enter text.

**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.

Click or tap here to enter text.

**G.   Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes** (as outlined in [COMAR13B.02.03.10)](https://dsd.maryland.gov/Pages/COMARSearch.aspx#k=13b.02.03.10%23l=1033):

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

Click or tap here to enter text.

1. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

Click or tap here to enter text.

1. 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

Click or tap here to enter text.

1. Provide a list of courses with title, semester credit hours and course descriptions, along with ​a description of program requirements

Click or tap here to enter text.

1. Discuss how general education requirements will be met, if applicable.

Click or tap here to enter text.

1. Identify any specialized accreditation or graduate certification requirements for this program and its students.

Click or tap here to enter text.

1. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.​

Click or tap here to enter text.

1. Provide assurance and any appropriate evidence that the proposed program will provide students with 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.

*Boilerplate: Upon approval, the program's academic requirements are clearly articulated on designated program pages that are located with the university's catalog. Each undergraduate program provides students with a suggested 4-year course of study (aka Curriculum Guide) that is easily accessible within the program page. Students will also have access to degree audits that are located in their student portal within Peoplesoft. Additionally, students will have access to professional academic advisors who will support the student in academic support. Each course offered within the program will provide the student with a syllabus that outlines the expectations for faculty/student interaction, technical equipment requirements, and the learning management system. In addition, approval of the program will be communicated in a timely manner to the appropriate offices on campus. Information regarding financial aid resources and cost of payments policies are clearly communicated on the Accounts Receivable & Cashiers Office and Office of Financial Aid & Scholarships' webpages.*Click or tap here to enter text.

1. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

Click or tap here to enter text.

**H.   Adequacy of Articulation** (as outlined in [COMAR 13B.02.03.19](https://dsd.maryland.gov/regulations/Pages/13B.02.03.19.aspx))

1. If applicable, discuss how the program supports articulation with programs at partner institutions.  Provide all relevant articulation agreements. More information for Articulation Agreements may be found [here​](https://mhec.maryland.gov/institutions_training/SiteAssets/Pages/acadaff/AcadProgInstitApprovals/academicprogramsinstitutionalapprovals/Articulation%20Agreements%20Presentation.pdf).

Click or tap here to enter text.

**I.   Adequacy of Faculty Resources** (a[s outlined in COMAR 13B.02.03.11).](https://dsd.maryland.gov/Pages/COMARSearch.aspx#k=13b.02.03.11%23l=1033)

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 the proposed program.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Department | Faculty Name | Terminal Degree | Academic Rank | Full- or Part- Time | Courses Overseen |
|  |  |  |  |  |  |
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1. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:
	1. Pedagogy that meets the needs of the students

*Boilerplate: The*[*Center for the Advancement of Faculty Excellence*](https://www.salisbury.edu/administration/academic-affairs/cafe/)*(CAFE) supports faculty in the areas of teaching, research, professional development and personal wellness and the office of*[*Instructional Design & Delivery*](https://www.salisbury.edu/administration/academic-affairs/instructional-design-delivery/faculty-development/quality-matters/)*(ID&D) provides professional development for effective pedagogical practices and instructional support for faculty engaged in teaching and learning of online, hybrid and traditional courses. Collaboratively, these offices provide various webinars, workshops, faculty learning communities and initiatives around andragogical and pedagogical best practices (such as Universal Design for Learning; Diversity, Equity & Inclusion; High Impact Practices; Problem-Based Learning; Open Pedagogy, Open Educational Resources, etc.).* Click or tap here to enter text.

* 1. The learning management system

*Boilerplate: Instructional Design & Delivery provides support for the campus supported learning management system (Canvas) and other instructional software (such as lecture capture, audience response system) through various methods (e.g. workshops, video tips, how-to instructions).*Click or tap here to enter text.

* 1. Evidenced-based best practices for distance education, if distance education is offered.

Click or tap here to enter text.

**J.   Adequacy of Library Resources** ([as outlined in COMAR 13B.02.03.12)**.**](https://dsd.maryland.gov/Pages/COMARSearch.aspx#k=13b.02.03.12%23l=1033)

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

*Boilerplate: SU Libraries currently provides access to hundreds of periodicals and ebooks, numerous databases, and a steadily growing number of streaming videos. Students contact library staff via chat, emails, and/or phone. SU librarians and library staff answer chat questions whenever the Service Desk is open. SU Libraries’ resources include extensive book, document, and periodical holdings, as well as a wide array of electronic resources and databases. The online catalog provides direct access and borrowing privileges to approximately eleven million items in the libraries of the University System of Maryland and Affiliated Institution libraries (USMAI).*Click or tap here to enter text.

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

[(as outlined in COMAR 13B.02.03.13)](https://dsd.maryland.gov/Pages/COMARSearch.aspx%22%20%5Cl%20%22k%3D13b.02.03.13%23l%3D1033)

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.

Click or tap here to enter text.

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

*Boilerplate: SU an institutional electronic mailing system.  All students and faculty are given an SU email to utilize for all university correspondence. The university's IT HelpDesk provides technical support to students who need assistance accessing e-mail.*Click or tap here to enter text.

* 1. A learning management system that provides the necessary technological support for distance education

Click or tap here to enter text.

**L.   Adequacy of Financial Resources with Documentation** (as outlined in [COMAR13B.02.03.14)](https://dsd.maryland.gov/Pages/COMARSearch.aspx#k=13b.02.03.14%23l=1033)

1.     Complete [**Table 1: Resources and Narrative Rationale**](http://mhec.maryland.gov/institutions_training/Documents/acadaff/acadproginstitapprovals/table1resources.pdf).  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.

| **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 x b)** |  |  |  |  |  |
| **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 & Other External Sources** |  |  |  |  |  |
| **4. Other Sources** |  |  |  |  |  |
| **TOTAL (Add 1 – 4)** |  |  |  |  |  |

Complete [**Table 2: Program Expenditures and Narrative Rationale​​**](https://mhec.maryland.gov/institutions_training/Documents/acadaff/table2expenditures%20%281%29.pdf).  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 expenditure category.

| **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 and Equipment** |  |  |  |  |  |
| **5. Library** |  |  |  |  |  |
| **6. New or Renovated Space** |  |  |  |  |  |
| **7. Other Expenses** |  |  |  |  |  |
| **TOTAL (Add 1 – 7)** |  |  |  |  |  |

**M.   Adequacy of Provisions for Evaluation of Program** [(as outlined in COMAR 13B.02.03.15).](https://dsd.maryland.gov/Pages/COMARSearch.aspx#k=13b.02.03.15%23l=1033)

1.       Discuss procedures for evaluating courses, faculty and student learning outcomes.

 Click or tap here to enter text.

1. 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.

Click or tap here to enter text.

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

[(as outlined in COMAR 13B.02.03.05).​](https://dsd.maryland.gov/Pages/COMARSearch.aspx%22%20%5Cl%20%22k%3D13b.02.03.05%23l%3D1033)

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

Click or tap here to enter text.

**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.​​

Click or tap here to enter text.

**P.   Adequacy of Distance Education Programs** [(as outlined in COMAR 13B.02.03.22)​](https://dsd.maryland.gov/Pages/COMARSearch.aspx#k=13b.02.03.22%23l=1033)

1.       Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

Click or tap here to enter text.

1. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.​

Click or tap here to enter text.