**Towson University**

**[*Insert College and Department Name[[1]](#footnote-2)*]**

**Proposal for [*Indicate ‘New Academic Degree,’ ‘New Standalone Certificate,’***

***or ‘Substantial Modification to an Existing’*] Program**

**[*Insert Degree or Certificate Award Title and Program Name*]**

[*Note: The following template is based on the* [*MHEC template*](https://mhec.maryland.gov/institutions_training/Pages/acadaff/AcadProgInstitApprovals/NewAcademicProgramProposals.aspx) *for new program proposals. The State regulations governing program proposals can be found in* [*COMAR 13B.02.03*](https://dsd.maryland.gov/Pages/COMARSearch.aspx#Default=%7B%22k%22%3A%22%22%2C%22r%22%3A%5B%7B%22n%22%3A%22dsdFullTitleName%22%2C%22t%22%3A%5B%22%5C%22%C7%82%C7%82737472696e673b23313342202d204d6172796c616e642048696768657220456475636174696f6e20436f6d6d697373696f6e%5C%22%22%5D%2C%22o%22%3A%22and%22%2C%22k%22%3Afalse%2C%22m%22%3Anull%7D%2C%7B%22n%22%3A%22dsdFullSubtitleName%22%2C%22t%22%3A%5B%22%5C%22%C7%82%C7%82737472696e673b233032202d2041434144454d494320524547554c4154494f4e53%5C%22%22%5D%2C%22o%22%3A%22and%22%2C%22k%22%3Afalse%2C%22m%22%3Anull%7D%2C%7B%22n%22%3A%22dsdFullChapterName%22%2C%22t%22%3A%5B%22%5C%22%C7%82%C7%82737472696e673b233033202d2041636164656d69632050726f6772616d73e280944465677265652d4772616e74696e6720496e737469747574696f6e73%5C%22%22%5D%2C%22o%22%3A%22and%22%2C%22k%22%3Afalse%2C%22m%22%3Anull%7D%5D%2C%22l%22%3A1033%7D).]

**Executive Summary**

[*No more than one 240 words. Summarize the program’s purpose (its goals/objectives, as detailed in section G.2 in the MHEC template), the need for the program, its alignment with TU’s mission/strategic plan, and the target student constituency. Pull narrative from the USM Letter of Intent, where available/applicable.*]

**[*Insert Table of Contents*]**

# 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.

[*Quote relevant excerpts from TU's* [*mission statement*](https://www.towson.edu/about/mission/) *and articulate how the proposed program supports this mission*.]

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

[*Describe how the proposed program aligns with at least one of the six goals, if not multiple/all goals, outlined in TU’s* [*2020-2030 strategic plan*](https://www.towson.edu/about/mission/strategicplan.html).]

1. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation.
2. Provide a description of the institution’s a commitment to:
	* 1. Ongoing administrative, financial, and technical support of the proposed program.

[*All three elements must be addressed in this section*. *There is standard language from previous proposals that can be adapted in response to this section*.]

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

[*There is standard language from previous proposals that can be adapted in response to this section*.]

# 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.
	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.

[*This last option does not apply to TU; therefore, the narrative should only address bullets a) and/or b)*.]

1. Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education](https://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105%28b%29%283%29%28i%29_2022.pdf).

[*The proposed program should align with at least one of three goals (student access, student success, and innovation) included in the state plan, as well as with at least one of the eight priorities associated with these three goals. The two priorities, both of which are associated with the student success goal, that are likely the most relevant when developing a new program proposal are “Maintain the commitment to high-quality postsecondary education in Maryland” (Priority 5) and/or “Enhance the ways postsecondary education is a platform for ongoing lifelong learning” (Priority 7). Please read the state plan to understand the goals and priorities outlined for the state*.]

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

[*This section should include quantitative data*.]

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.

[*The* [*U.S. Bureau of Labor Statistics*](https://www.bls.gov/emp/) *and the* [*Maryland Department of Labor*](https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml) *both produce employment projection data, and are a good starting point to search for relevant data to include. Other sources, such as professional/disciplinary associations, should also be cited if they have relevant data to support the case that the proposed program will meet a growing market demand for graduates*.]

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 five years.

[*Consult with the Division of Enrollment Management regarding market survey data. See previous note regarding possible data sources to cite regarding anticipated vacancies*.]

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

[*As part of the response to this question, please complete the following tables if there are potential “feeder” programs operating in Maryland/regionally that could provide a pipeline of students into the proposed program*. *Provide data for the five most recent academic years, where available.*]

Table X: Enrollment in Potential Feeder Programs [*Insert extra rows as needed*.]

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Institution** | **Program Name** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

[*To identify potential feeder programs in Maryland, refer to* [*MHEC’s Office of Research*](https://mhec.maryland.gov/publications/Pages/research/index.aspx) *(see Enrollment Reports/Trends in Fall Enrollment by Program report)*. *Other data sources, in addition to the MHEC enrollment data included in this table, may be referenced, especially in relation to institutions located outside Maryland. All data sources should be cited in this section*.]

Table X: Degrees/Certificates Awarded in Potential Feeder Programs [*Insert extra rows as needed*.]

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Institution** | **Program Name** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

[*Indicate data source(s). To identify other potential feeder programs in Maryland, refer to* [*MHEC’s Office of Research*](https://mhec.maryland.gov/publications/Pages/research/index.aspx) *(see Student Outcomes/Trends in Degrees and Certificates​ By Program report)*. *Other data sources, in addition to the MHEC degree award data included in this table, may be referenced, especially in relation to institutions located outside Maryland. All data sources should be cited in this section.*]

# 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.

[*To identify other programs offered by institutions in Maryland, refer to MHEC’s* [*Institution Program Inventory*](https://mhec.maryland.gov/institutions_training/Pages/searchschool.aspx)*. If there are potentially similar programs identified during this initial scan, review other institutions’ program catalog/web pages to determine the extent of the overlap, if any, with TU’s proposed program. A number of factors should be considered: degree award level, CIP codes, overarching program learning outcomes/ objectives, course titles and course descriptors, instructional delivery mode, institutional location, etc. For more information on what to consider, refer to* [*MHEC’s Duplication Analysis*](https://mhec.maryland.gov/institutions_training/SiteAssets/Pages/Forms/EditForm/Duplication%20Analysis%20Presentation%20FINAL%20%28Oct%2031%2C%202022%29%20%281%29.pdf)*.[[2]](#footnote-3)

Where there is potential overlap, however minor, with another program (including programs offered at USM institutions): 1) this should be described in the proposal, as well any elements that make TU’s proposed program distinctive (a fuller description of similar programs can be included as an appendix); and 2) TU should contact any non-USM institutions[[3]](#footnote-4) to notify them about TU’s proposed program and determine whether the other institution has duplication concerns. These outreach/communication efforts, which should be documented and summarized in this section (see also Addendum B), can be undertaken by program faculty, department chairs, college Deans, etc., but should not be undertaken without first consulting with the Office of the Provost.*]

1. Provide justification for the proposed program.

# 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 HBIs.
[*MHEC informally defines “high-demand” programs as those with the highest enrollments within each degree level at an HBI. TU interprets this to mean the top five and/or top 25 percent of programs in terms of enrollment within each degree level. Use the same MHEC enrollment report referenced in C.4 to determine enrollments. If TU’s proposed program overlaps with an existing HBI program, even ones that do not qualify as high demand, a* ***very strong*** *case must be made as to why TU’s program is not duplicative and will not cause harm to the HBI’s program. Even if there is no potential impact on high-demand programs at HBIs, MHEC expects an explanation as to why this is the case. It is not sufficient simply to put “Not applicable.”*]

# 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.

[*The overarching goals/objectives of the proposed program should be compared against the mission of each HBI and other statements on institutional identity, as specified on each HBI’s website. If TU’s proposed program shares a similar purpose/goal with an HBI’s mission/identity, this should be indicated, and an explanation as to why TU’s proposed program will not negatively the HBI’s identity. Even if there is no potential impact on the identity of HBIs, MHEC expects an explanation as to why this is the case. It is not sufficient simply to put “Not applicable.”*]

# **Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes** (as outlined in [COMAR 13B.02.03.10](https://dsd.maryland.gov/regulations/Pages/13B.02.03.10.aspx)).

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.

[*This section should include both the overarching educational objectives/goals for the program, as well as the specific learning outcomes*.]

1. Explain how the institution will:
	1. Provide for assessment of student achievement of learning outcomes in the program.
	2. Document student achievement of learning outcomes in the program.

[*Include a brief outline of the different assessment measures/methods/activities that the program will employ; these should be mapped to the learning outcomes specified in G.2*.]

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

[*The course descriptions can be included in a separate appendix at the end of the proposal.*]

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

[*If the proposed program is not a bachelor’s degree, put “Not applicable.”*]

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

[*If the proposed program does not lead to accreditation/certification, put “Not applicable.”*]

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

[*If the proposed program does not involve contracting with another entity, put “Not applicable.”*]

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.

[*There is standard language from previous proposals that can be adapted in response to this section.*]

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.

[*There is standard language from previous proposals that can be adapted in response to this section.*]

# Adequacy of Articulation.

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

[*For bachelor’s degree program proposals, MHEC requires: 1) a signed articulation agreement (which can be provisional) with at least one community college to be included as part of the program proposal submission, or 2) a written explanation as to why such an agreement is not feasible or applicable. Note that MHEC will only allow the latter exception in rare circumstances. For non-bachelor’s degree program proposals, put “Not Applicable.”*]

# **Adequacy of Faculty Resources** (as outlined in [COMAR 13B.02.03.11](https://dsd.maryland.gov/regulations/Pages/13B.02.03.11.aspx)).

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 faulty member will teach in the proposed program.

[*As part of the response, please complete the following table. If new faculty are needed, indicate their anticipated status, FTE, the degree/qualifications they must hold, and the proposed courses they will teach*. *Note that at least 50 percent of the total unit/credit hours within the program should be taught by full-time faculty.*]

Table X: Faculty Resources [*Insert extra rows as needed*.]

| **Faculty Name** | **Status****(Full-Time, Part-Time, Adjunct)** | **Full-Time****Equivalency****(FTE)** | **Highest Degree Earned/****Field of Study/Institution/****Degree Award Date** | **Title/Rank** | **Proposed Courses Faculty Will Teach(Course Number)** |
| --- | --- | --- | --- | --- | --- |
| Existing Faculty |  |  |  |  |  |
| Faculty Name 1 |  |  |  |  |  |
| Faculty Name 2 |  |  |  |  |  |
| … |  |  |  |  |  |
| New Faculty (if applicable) |  |  |  |  |  |
| Faculty Title 1 |  |  |  |  |  |
| … |  |  |  |  |  |

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.
	2. The learning management system.
	3. Evidenced-based best practices for distance education, if distance education is offered.

[*There is standard language from previous proposals that can be adapted in response to this section.*]

# **Adequacy of Library Resources** (as outlined in [COMAR 13B.02.03.12](https://dsd.maryland.gov/regulations/Pages/13B.02.03.12.aspx)).

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

[*There is standard language from previous proposals that can be adapted in response to this section.*]

# **Adequacy of Physical Facilities, Infrastructure and Instructional Equipment** (as outlined in [COMAR 13B.02.03.13](https://dsd.maryland.gov/regulations/Pages/13B.02.03.13.aspx)).

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.

[*There is standard language from previous proposals that can be adapted in response to this section*.]

1. 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:
	1. An institutional electronic mailing system.
	2. A learning management system that provides the necessary technological support for distance education.

[*There is standard language from previous proposals that can be adapted in response to this section*.]

# **Adequacy of Financial Resources with Documentation** (as outlined in [COMAR 13B.02.03.14](https://dsd.maryland.gov/regulations/Pages/13B.02.03.14.aspx)).

1. Provide finance data for the first five years of program implementation.
[*See* [*Table 1: Resources and Narrative Rationale*](http://mhec.maryland.gov/institutions_training/Documents/acadaff/acadproginstitapprovals/table1resources.pdf) *for further guidance on how to complete this table. A narrative should be included for each item listed following the table. Faculty should consult with the Office of the Provost to develop the budget for the proposed program.*]

Table L.1: Resources [*Fill in items highlighted in blue only*. *Note there should be no blank fields – a “0” should inserted in every editable field if there is no budgetary figure to enter*.]



1 [*Note:* *These figures should be a realistic projection of the tuition and fees that will be used to support the new program. Factors such as indirect costs linked to new students and the impact of enrolling continuing students in the new program should be considered when determining the projected revenues*.]

**Reallocated Funds**

[*Analyze the overall impact that the reallocation will have on the institution, particularly on existing programs and organizational units. Indicate the origin(s) of the reallocated funds and the manner in which the reallocation is consistent with the TU's strategic plan. If no reallocated funds are being used, put “Not applicable.”*]

**Tuition and Fee Revenue**

[*Describe the rationale for the enrollment projections used to calculate tuition and fee revenue.*]

**Grants and Contracts**

[*Provide detailed information on the sources of the funding. Attach copies of documentation supporting funding. Also, describe alternative methods of continuing to finance the program after the outside funds cease to be available. If no external funds are being used, put “Not applicable.”*]

**Other Sources**

[*Provide detailed information on the sources of the funding, including supporting documentation.* *If there are no other sources of funding being used, put “Not applicable.”*]

**Total Year - Additional Comments**

[*Provide additional comments as needed. If none, put “Not applicable.”* ]

1. Provide finance data for the first five years of program implementation.
[*See* [*Table 2: Program Expenditures and Narrative Rationale*](https://mhec.state.md.us/institutions_training/Documents/acadaff/table2expenditures%20%281%29.pdf) *for further information on how to complete this table. A narrative should be included for each item listed following the table*. *Faculty should consult with the Office of the Provost to develop the budget for the proposed program. The total annual expenditures should not exceed the total annual revenue reported in Table L.1, other than in exceptional circumstances, in which case an explanation for why this is the case should be provided.*]

Table L.2: Expenditures [*Fill in items highlighted in blue only*. *Note there should be no blank fields – a “0” should inserted in every editable field if there is no budgetary figure to enter*.]



**Faculty (#FTE, Salary, and Benefits)**[*Summarize the faculty expenditures needed to implement and operate the program and indicate how the costs were determined*.]

**Administrative Staff (# FTE, Salary, and Benefits)**[*If administrative staff support is needed to implement and operate the program, summarize the expenditures and indicate how the costs were determined. If no administrative staff support is necessary, put “Not applicable.”*]

**Support Staff (# FTE, Salary, and Benefits)**[*If other support staff is needed to implement and operate the program, summarize the expenditures and indicate how the costs were determined. If no other staff support is necessary, put “Not applicable.”*]

**Equipment**

[*Summarize the anticipated expenditures for equipment necessary for the*

*implementation and continuing operation of the program each year. If no equipment is necessary, put “Not applicable.”*]

**Library**

[*Summarize the anticipated expenditures for library materials needed to support the program each year. If no library expenditures are necessary, put “Not applicable.”*]

**New and/or Renovated Spaces**

[*Summarize anticipated expenditures for any special facilities (e.g., general classroom, laboratory, office, etc.) that will be required to support the program. Indicate whether the renovation of existing facilities or new facilities will be necessary. If no facilities’ expenditures are necessary, put “Not applicable.”*]

**Other Expenses**

[*Summarize anticipated expenditures for other expenses (e.g., allowances for faculty development, travel, memberships, office supplies, communications, data processing, equipment maintenance, rentals, etc.) that will be required to support the program. If there are no other anticipated expense costs, put “Not applicable.”*]

# **Adequacy of Provisions for Evaluation of Program** (as outlined in [COMAR 13B.02.03.15](https://dsd.maryland.gov/regulations/Pages/13B.02.03.15.aspx)).

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

[*There is standard language from previous proposals that can be adapted in response to this section.*]

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.

[*There is standard language from previous proposals that can be adapted in response to this section.*]

# **Consistency with the State’s Minority Student Achievement Goals** (as outlined in [COMAR 13B.02.03.05](http://www.dsd.state.md.us/comar/comarhtml/13b/13b.02.03.05.htm)).

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

[*There is standard language from previous proposals that can be adapted in response to this section.*]

# 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.

[*If the proposed program is not directly related to a low productivity program, which will almost always be the case, put “Not applicable.”*]

# **Adequacy of Distance Education Programs** (as outlined in [COMAR 13B.02.03.22](https://dsd.maryland.gov/regulations/Pages/13B.02.03.22.aspx)).

[*If the proposed program is not fully (i.e., 100 percent) online, put “Not applicable.” If the proposed program is fully online, there is standard language from previous proposals that can be adapted in response to this section*.]

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.

**[*Insert Appendices as needed*]**

[*E.g., course descriptions, sample program plans, descriptions of similar programs in Maryland (per section D.1), articulation agreements with community colleges (for bachelor’s degree proposals only, per section H) etc.*]

**Addendum A: Program Assessment Plan**

**(for internal review only)**

[*Attach the assessment plan for the program once approved by the Associate Dean for the college. All programs should develop a college- approved assessment plan prior to submission of the final proposal to MHEC.*]

**Addendum B: Supplemental Information**

**(for internal review only)**

[*Please provide the following information; use extra pages as needed*]

**Admission Requirements**

[*Please detail the admission requirements for the proposed program, if not detailed already in the main MHEC proposal*.]

**Stakeholders Involved in Program Development**

[*Please list any stakeholders (internal and external to Towson University)—e.g., faculty; students; alumni; advisory boards; employers; professional associations/governmental agencies; professional practitioners in the field; other organizations/individuals; etc.—involved in the program development process*.]

**Marketing/Recruitment Strategies**

[*Please detail the marketing/recruitment activities envisaged for the proposed program*.]

**Summary of Outreach Efforts/Communications with Other Non-USM Maryland Institutions**

[*Whenever there is potential overlap with an existing program, please summarize, with dates/timeline, any outreach efforts made or communications with other non-USM Maryland institutions, indicating the person(s) or unit(s) contacted and the outcomes of those conversations/meetings. See also section D.1 in the MHEC template*.]

1. Note that the italicized text in this document is additional guidance provided by the Office of the Provost on how to complete the template. [↑](#footnote-ref-2)
2. Note that bachelor’s degree programs/undergraduate majors in traditional subject areas are normally approved by MHEC, regardless of whether there is duplication. However, even for bachelor’s degree program proposals, this section should still be completed and outreach efforts to non-USM institutions should occur. [↑](#footnote-ref-3)
3. Note that any concerns regarding duplication with programs offered by other USM institutions should have been addressed during the USM Letter of Intent review stage. [↑](#footnote-ref-4)