

MARYLAND HIGHER EDUCATION COMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

- NEW INSTRUCTIONAL PROGRAM
 SUBSTANTIAL EXPANSION/MAJOR MODIFICATION
 COOPERATIVE DEGREE PROGRAM
 WITHIN EXISTING RESOURCES or REQUIRING NEW RESOURCES

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

Loyola University Maryland

Institution Submitting Proposal

Fall 2017

Projected Implementation Date

Master

Award to be Offered

0506-01

Suggested HEGIS Code

Sellinger School of Business and Management

Department of Proposed Program

Business Administration

Title of Proposed Program

52.0201

Suggested CIP Code

Dr. Marianne Ward-Peradoza

Name of Department Head

Dr. Westley Forsythe

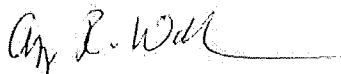
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Signature and Date

President/Chief Executive Approval

11/17/2016

Date

Date Endorsed/Approved by Governing Board

Executive summary

Loyola University Maryland Sellinger School of Business, one of only 8% of schools of business worldwide holding Association to Advance Collegiate Schools of Business (AACSB) accreditation in both Business and Accounting, has offered graduate business programs since 1967 that meet the professional community's needs.

This document presents a proposal to offer the part-time MBA, also called the Professional's MBA (PMBA), online. The university recently revised the PMBA and secured Maryland Higher Education Commission approval; the revised program launches in fall 2016.

The Sellinger School has offered this program in a traditional classroom format. However, education trends and student preference has increasingly rendered axiomatic the need for an online offering of the program. This approach also extends the program's ability to offer the unique educational experience that the Loyola MBA provides, and to augment our ability to expose students to a Jesuit education. The program's curriculum will remain unchanged.

A. Centrality to mission and planning priorities, relationship to the program emphasis as outlined in the mission statements, and an institutional priority for program development;

Loyola University Maryland, in its most recent strategic plan has espoused the ambition to become the nation's leading Catholic comprehensive university.¹ Additionally, the plan acknowledges and declares that 'to thrive in the years to come, we must become even more engaged with our students and their needs and must be aware of the demands made by civic and business communities.'² This proposal is fundamental to those objectives.

¹ Loyola University Maryland, *Grounded in tradition, educating for the future: strategic plan for Loyola University Maryland, 2008-2013*, (Baltimore, 2013), p. 1

² Ibid.



B. Critical and compelling regional or Statewide need as identified in the State Plan;

This program's online delivery will render it accessible to an enumerate population of experienced professionals in both Maryland and, with Maryland's membership of the State Authorization Reciprocity Agreement (SARA), throughout the nation. This accords with the state plan's assertions that 'postsecondary education access, affordability, and completion are the linchpins for an educated citizenry and an innovative and productive workforce for the State's 21st century knowledge-based economy.'³

An online offering of the MBA also supports the plan's assertion that

To promote the State's competitive, knowledge-based economy, the postsecondary segments need to provide quality education and training to members of the workforce. It is not enough to simply have more students enter and complete academic or occupational programs, but they must have access to high-caliber and effective training that meets the evolving needs of the workplace.⁴

C. Quantifiable and reliable evidence and documentation of market supply and demand in the region and service area;

Market demand

In recent years an increasing number of institutions of all kind have developed online MBAs, prompted in response to student desires, faculty objectives, and the increasing ubiquity of

³ Maryland Higher Education Commission, *Maryland ready: 2013-17 Maryland state plan for postsecondary education*, (2014), p. 26.

⁴ *Ibid.*, p. 52.



online education. Additionally, and partially in response to education trends, the offering of an online program is required if institutions seek to retain their regional market share and current enrollment size. In 2013, 5.5 million students were enrolled in distance education courses, and of those 2.9 million were enrolled in exclusively online programs.⁵

Additionally, graduate students are more than twice as likely to be enrolled in an exclusively online program as undergraduates. In fall 2014, 25% of the 2.91 million graduate students in the United States were enrolled in exclusively online programs. This compares with 12% of undergraduates.⁶

Of the 726,000 graduate students who exclusively took distance education courses, 298,000 were enrolled at institutions located in the same state in which they resided, and 383,000 were enrolled at institutions in a different state⁷ supporting online education's potential to enroll students beyond an institution's own state. It also reflects the burgeoning enrollment in online programs that continue to significantly outpace increases in face-to-face programs. Nationally, distance education enrollments increased 7% between fall 2012 and fall 2014.⁸ This compares very favorably with overall enrollments in higher education that have declined by 248,091 from 2012 to 2013, and then by a further 173,540 from 2013 to 2014.⁹

The percentage of graduate students enrolled exclusively in distance education courses differs by institutional control. In fall 2014, the percentage of students who exclusively took distance education courses was higher for those enrolled at private for-profit institutions (81

⁵ National Center for Education Statistics, retrieved on June 6, 2016 from <https://nces.ed.gov/fastfacts/display.asp?id=80>

⁶ National Center for Education Statistics, *The condition of education 2016*, (Washington D.C., 2016), p. xxiv. Retrieved on June 6, 2016 from <http://nces.ed.gov/pubs2016/2016144.pdf>

⁷ *Ibid.*, p. 110.

⁸ I. Elaine Allen, Jeff Seaman, Russell Poulin, and Terri Taylor Straut, *Online report card: tracking online education in the United States*, (Babson Survey Research Group, 2016), p. 13.

⁹ *Ibid.*, p. 14.



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percent) than for those at private non-profit (21 percent) and public (17 percent) institutions.¹⁰ Nationally, students at private non-profit schools are more likely to enroll in wholly online programs than are students at public schools. Between 2012 and 2014, non-profit private schools experienced a 26% increase in distance education enrollments, while public institutions saw 9% increase, and enrollments at for-profit schools declined 10%.¹¹ Considering the aforementioned overall decline in higher education enrollments this is especially impressive and important to institutions seeking to maintain or increase graduate program enrollments. Business schools have been part of this trend; the number of AACSB schools reporting online MBAs has increased from sixty-eight in 2007-08 to ninety-three in 2011-12.¹²

The State's decision to join the State Authorization Reciprocity Agreement (SARA) will also increase the potential market for Maryland institutions offering distance education programs, but it also removes the regulatory barriers that out-of-state institutions previously encountered when seeking to enroll Marylanders in online programs. This dictates that to remain competitive and attractive, Maryland institutions must continue to develop their online offerings and ensure the quality thereof become a distinguishing hallmark.

In summary, online education is increasingly ubiquitous, especially at the graduate level, and programs at non-profit private institutions are those experiencing the most growth in enrollment; this is likely a consequence of non-profit institutions entering the market at a later date and as the quality, rigor, and integrity of for-profit offerings experiences greater scrutiny and criticism.

¹⁰ National Center for Education Statistics, *The condition of education 2016*, p. 110. Retrieved on June 6, 2016 from <http://nces.ed.gov/pubs2016/2016144.pdf>.

¹¹ Allen, Seaman, Poulin, and Straut, *Online report card*, p. 13.

¹² <http://aacsbblogs.typepad.com/dataandresearch/2013/01/growth-in-accessibility-of-aacsb-accredited-online-degrees.html>



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Market supply

Table 1 below details the supply of graduates in management and business graduate degree programs from Maryland institutions, illustrating a decline of five per cent between 2012 and 2014. It is anticipated this, at least in part, is a consequence of Maryland institutions being comparative laggards in the development of online programs.

Table 1: annual graduation from Maryland institutions with Master degree programs in Business Administration and Management (CIP 52.0201),

Business/Commerce (CIP 52.0101), and Information Systems (CIP 11.0401)

School Name	Degree Level	Program Name	CIP	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Bowie State University	Masters	Business Administration	520101	31	23	15	16	19	15	20	14	20	15
Frostburg State University	Masters	Business Administration	520201	81	60	52	35	40	30	39	39	68	98
Salisbury University	Masters	Business Administration	520201	32	36	38	49	40	32	37	21	26	27
Towson University	Masters	Business Administration (Joint W/UB	520201	0	0	0	0	19	0	26	13	2	13
University of Baltimore	Masters	Business	520101	19	12	12	8	8	1	4	6	6	2
University of Baltimore	Masters	Business Administration (Joint W/Towson	520201	129	137	121	113	119	167	193	159	148	133
Univ. of Md, College Park	Masters	Business & Management	520101	19	21	19	77	61	64	86	177	333	372
Univ. of Md, College Park	Masters	Business Administration	520201	502	516	483	510	586	561	497	563	469	463
Univ. of Md University College	Masters	Business Administration (MBA)	520201	373	428	496	522	650	957	1110	1179	1313	1025
Morgan State University	Masters	Business Administration	520201	13	16	22	19	47	29	31	28	21	36
Capitol Technology University	Masters	Business Administration (MBA)	520201	2	6	2	6	6	6	8	21	20	13



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School Name	Degree Level	Program Name	CIP	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Hood College	Masters	Business Administration	520201	32	26	37	29	27	52	44	47	35	34
Johns Hopkins University	Masters	Business Administration(MBA)	520101	362	341	239	209	240	226	277	375	218	295
Loyola University Maryland	Masters	Business Administration	520201	222	206	183	205	224	210	232	218	181	180
Mount St. Mary's University	Masters	Business Administration	520201	87	85	89	93	69	101	97	116	107	94
Stevenson University	Masters	Business And Technology Management	110401	12	12	16	17	18	20	18	25	38	48
Washington Adventist University	Masters	Business Administration	520201	15	17	13	46	28	17	34	25	22	16
Total annual graduations				1931	1942	1837	1954	2201	2488	2753	3026	3027	2864



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D. Reasonableness of program duplication, if any;

Table 2: annual enrollments from Maryland institutions with Master degree programs in Business Administration and Management (CIP 52.0201),

Business/Commerce (CIP 52.0101), and Information Systems (CIP 11.0401)

School Name	Degree Level	Program Name	CIP	2006	2007	2008	2009	2010	2011	2012	2013	2014
Bowie State University	Masters	Business Administration	520101	65	58	58	65	61	59	55	44	43
Frostburg State University*	Masters	Business Administration	520201	126	106	109	115	144	252	313	307	277
Salisbury University*	Masters	Business Administration	520201	86	93	73	64	64	47	42	24	42
Towson University*	Masters	Business Administration (Joint W/UB)	520201	21	19	26	26	13	36	104	117	121
University of Baltimore	Masters	Business	520101	32	24	14	7	15	22	21	6	14
University of Baltimore*	Masters	Business Administration (Joint W/Towson)	520201	484	523	612	651	625	504	515	474	352
Univ. of Md, College Park	Masters	Business & Management	520101	63	114	115	146	251	453	817	984	743
Univ. of Md, College Park*	Masters	Business Administration	520201	1330	1401	1448	1399	1296	1250	1074	944	924
Univ. of Md University College*	Masters	Business Administration (MBA)	520201	1948	2544	2886	3062	2581	2795	2287	2006	2126
Morgan State University*	Masters	Business Administration	520201	68	86	96	84	82	77	94	110	116
Capitol Technology University*	Masters	Business Administration (MBA)	520201	21	20	20	32	30	41	42	35	26
Hood College	Masters	Business Administration	520201	172	193	187	187	143	142	156	161	150
Johns Hopkins University*	Masters	Business Administration(MBA)	520101	748	596	586	522	792	797	770	575	527
Loyola University Maryland	Masters	Business Administration	520201	780	768	736	689	626	597	486	424	355



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School Name	Degree Level	Program Name	CIP	2006	2007	2008	2009	2010	2011	2012	2013	2014
Mount St. Mary's University	Masters	Business Administration	520201	229	213	202	208	225	246	203	202	210
Stevenson University*	Masters	Business And Technology Management	110401	40	29	42	46	68	104	116	125	159
Washington Adventist University	Masters	Business Administration	520201	59	74	55	48	44	44	37	26	35
Annual enrollments				6272	6861	7265	7351	7060	7466	7132	6564	6220

* Denotes program's availability online.

Table 2 identifies all business and management master degree programs at Maryland institutions and their recent annual enrollments. In recent years most MBAs have sought and secured MHEC approval for their online offering. This is required if programs are to remain relevant and competitive, and to accommodate the increasing desire by students to study at least part of their program online. As previously mentioned, 12% of all graduate students in the U.S. are enrolled in online programs and SARA's reduction of barriers to enrolling in online education across state boundaries will accelerate this trend. Already, 87% of those enrolled in Maryland MBA programs are enrolled in programs in which there is the potential to do so as an online program.¹³ Additionally, in the fourth quarter of 2015, MHEC registered nine institutions to offer an online MBA program to Maryland residents.¹⁴ To adequately compete with institutions elsewhere as well as in Maryland, and to ensure Maryland residents are offered quality programs from institutions in their own state, it is important that those programs are available online.

¹³ This percentage is based upon MHEC ETrend data and a review of individual institution websites and MHEC quarterly reports on program review actions.

¹⁴ Maryland Higher Education Commission, report on Programs Reviewed from October 1, 2015 to December 31, 2015. Retrieved on June 13, 2016 from <http://mhec.maryland.gov/higherEd/about/Meetings/CommissionMeetings/2-24-16/CBook2-24-16.pdf>



E. Relevance to the implementation or maintenance of high-demand programs at HBIs;

Considering this proposal reflects state, regional, and national trends, it is not anticipated that it will have any impact upon the implementation or maintenance of programs at HBCUs.

F. Relevance to the support of the uniqueness and institutional identities and missions of HBIs;

At this time, Loyola does not envisage this program having an impact upon the uniqueness or institutional identity and mission of a Historically Black College or University, although it notes that both Morgan State University and Bowie State University have a Master of Business Administration.

G. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter;

The proposed curriculum is a maximum of forty-eight credits. The program's learning outcomes are provided below.

Effective communication: students will develop effective communication skills to synthesize complex business ideas



- Objective 1: students will effectively communicate quantitative and qualitative business concepts in a clear and concise manner in written and oral formats.
- Objective 2: students will work and communicate effectively with diverse team members.

Analytical and critical thinking: students will develop the ability to analyze complex management situations by managing information, applying qualitative and quantitative solutions, and integrating information technology to improve decision making and increase competitive advantage in an environment of rapid change

- Objective 1: students will demonstrate the ability to identify analyze and solve complex business problems using quantitative methods, statistical analyses and information technology.
- Objective 2: students will demonstrate the ability to reflect and draw on coursework and life experiences in making managerial decisions in competitive and uncertain business environments.

Knowledge and integration of functional area content: students will successfully apply and integrate the functional areas of business to improve strategic decision making

- Objective 1: students will take strategic, comprehensive, and innovative approaches in making business decisions to create value in a challenging environment.
- Objective 2: students will integrate knowledge of the core business functions to solve complex, ambiguous and unfamiliar management problems.

Ethical leadership: students will demonstrate knowledge of ethical frameworks for management decision-making and leadership.

- Objective 1: students will demonstrate that they are ready to act based upon knowledge of legal principles, classical ethical guidelines, and social responsibility.



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- Objective 2: students will analyze organizational environments, understand and communicate the underlying social and ethical forces, determine appropriate responses, and implement solutions.
- Objective 3: students will recognize ethical issues, propose solutions to an ethical dilemma and use ethical reasoning to justify the solutions.

Global awareness: students will demonstrate an appreciation of conducting business in a global environment.

- Objective 1: students will identify factors affecting the global economy and international business, and develop a comprehensive understanding of the factors.
- Objective 2: students will use analytical frameworks to evaluate the factors affecting the global economy and international business.
- Objective 3: students will apply knowledge of the global economy and international business to make informed business decisions.

These learning goals are consistent with the university graduate learning goals of Master knowledge and skills; think critically; and manifest leadership and social responsibility in the workplace and community.



Table 3: curriculum and learning outcomes

MBA Courses	Learning Goals	Course Code	Credits
CORE			
Leadership and Communication			
Communicating in the Legal Regulatory Environment of Business	Effective Communication	GB711	3
Business Ethics and Corporate Social Responsibility	Ethical Leadership	GB700	3
Leading and Managing People	Ethical Leadership / Analytical & Critical Thinking	GB705	3
Analytical Skills (pre-requisites for all functional area courses)			
Applied Business Statistics (WT)	Analytical & Critical Thinking	GB715	3
Managerial Economics (WT)	Analytical & Critical Thinking	GB707	3
Functional Areas			
Accounting for Decision Making (WS)	Functional Knowledge	GB706	3
Marketing Strategy (WS)	Functional Knowledge	GB702	3
Operations and Supply Chain Management (WS)	Functional Knowledge	GB701	3
Financial Strategy (WS)	Functional Knowledge	GB703	3
Globalization and International Management (WS)	Global Awareness	GB716	3
Information Systems and Technology Management (WS)	Functional Knowledge	GB704	3
Knowledge Integration and Application			
CAPSTONE: Strategic Management	Functional Integration	GB709	3
Total Core = 36 credits			
ELECTIVES			
Three Electives	Functional Knowledge	GBXXX	9
Fourth Elective: Int'l Field Study, Consulting Practicum, or Finance SAP course	Functional Integration	GBXXX	3
TOTAL CREDITS			48

WT = waiver by test; WS = waiver by substitution

Students can receive a waiver by test for Applied Business Statistics and Managerial Economics. For the functional area courses students can receive advance standing based on prior coursework and work experience. The Department Chair grants final approval for advance standing. A student who qualifies for advance standing in a particular functional area does not need



to take the functional area course but is required to substitute it with a more advanced elective from within the functional area. For example, availing of a waiver from Managerial Accounting would require a student to take a more advanced accounting class. This means that students would still take one course from each functional area to complete the degree. This policy provides students with opportunities to customize their curriculum. It allows them to leverage what they already know to achieve the greatest benefit and most rigorous curriculum available based on their prior coursework and personal goals. It also ensures a consistent waiver policy for all functional area courses.

Electives, specializations and concentrations

Students complete four electives as part of the MBA curriculum. Students complete the concentration in Accounting with four accounting electives (12 credits). Seven ‘specializations’ are also available to students, and to complete a specialization the student would take three electives within a particular area. The seven specializations are Cyber Security, Finance, General Business, Information Systems, International Business, Management, and Marketing. Students who choose the General Business specialization should be encouraged to make intentional choices regarding electives to promote the attainment of their personal career goals.

Experiential learning

The fourth elective for students completing a specialization will be an experiential learning course. The program will require students to complete one of the following three experiential courses: an international experience, a consulting practicum, or a department specific experiential course such as the Finance Sellinger Applied Portfolio course. Students who complete the accounting concentration are not required to complete the experiential elective.

Course titles and course descriptions

GB711 Communicating in the Legal Regulatory Environment of Business

This course examines the legal and regulatory controls that define, promote, and limit business activities. It addresses a wide range of important legal topics, including legal process and dispute resolution, agency law, corporate governance, securities law, product liability, employment law,



and the global implications for each of these areas of law. The course may also consider specialized topics, such as intellectual property and environmental protection. Moreover, this course is designed to develop critical communication skills through written and oral presentation assignments related to the study of the legal environment of business. Students will emerge from this course with an understanding of the complicated legal and regulatory environment in which they operate and with the skills necessary to consistently plan, create and deliver effective written and oral business communications.

GB700 Business Ethics and Corporate Social Responsibility

This course has two objectives: it provides a practical, action-oriented approach to business ethics that helps individuals develop an appropriate approach when presented with ethical dilemmas; and it explores modern corporate social responsibility, an approach to management that guides organizations creating an ethical workplace environment. While pursuing these primary objectives, students will study alternative perspectives on a wide range of contemporary business issues through readings and case studies. Ultimately, students develop an understanding of the inter-relationships of ethical, moral and social responsibilities.

GB705 – Leading and Managing People

This course provides a framework for analyzing the issues associated with leading and managing people. It introduces students to management topics such as building great places to work, managing talent and performance, designing jobs and reward systems, and managing innovative cultures. It introduces students to leadership topics such as building power and influence, improving efficiency, human capital, and adaptation, and leading actively and ethically. The concepts examined will provide individuals with insight into how to motivate and lead those they manage and to better understand their work motivation and performance.

GB715 Applied Business Statistics

Statistical modeling combined with current computing power has shaped the landscape of modern business. Fields that have taken enormous advantage of this technology and grown exponentially in recent years include information driven marketing and data mining. This course provides an up-



to-date coverage of the relevant tools and techniques for intermediate to advanced data analysis. It emphasizes a practical approach towards understanding and applying these techniques to various business problems. Topics include data summary and presentation, advanced linear regression analysis, modeling discrete dependent variables and policy evaluation. Time series forecasting is also included. Excel and cases are used. Intermediate Excel skills required. Students who have not taken a basic statistics course in recent years will need to review some material by taking the online MBA stats prep offered by the GMAT.

GB707 Managerial Economics

This course is a combination of theory and practice in using economics for making profitable business decisions. The theory includes demand and cost analysis of the firm, as well as competitive market situation analysis. In addition, the course will discuss how the firm is affected by the macroeconomic environment including theories of the business cycle, economic growth and international trade and finance. Additional to theory, there will be the practical application of the tools discussed. Quantitative techniques for managers will also be covered as appropriate and the course will provide a basic understanding how to understand and use economic data to understand the business environment.

GB706 Accounting for Decision Making

Focuses on the use of accounting information by management in making strategic management decisions. Topics include costing systems; cost-volume-profit analysis; budgeting and control systems; relevant cost and decision making; performance evaluation; and strategic cost management. The practical application of managerial accounting techniques in planning and control activities is emphasized. **Pre-requisites: Applied Business Statistics, Managerial Economics**

FI 703 Financial Strategy

Introduces students to financial theories and applications within the corporate context. The course is intended to develop financial analysis skills; provide a strategic orientation toward problem solving; introduce students to the type of decisions faced by financial managers; and provide an



understanding of valuation and the linkage between managerial decisions and firm value. **Pre-requisites: Applied Business Statistics, Managerial Economics, Accounting for Decision-Making**

GB702 Marketing Strategy

Explores marketing's role in creating value for the firm and its stakeholders in a global environment. Using analytical tools for decision making, students evaluate and formulate marketing strategy across the product life cycle and in various levels of competitive intensity. Key topics include environmental analysis, marketing mix (product, price, promotion and distribution strategy), segmentation, targeting and positioning. **Pre-requisites: Applied Business Statistics, Managerial Economics**

GB701 Operations and Supply Chain Management

This course focuses on how operations can be used for competitive advantage by improving the use of an organization's resources. It provides frameworks by linking business processes, metrics, best practices, and technologies to add value for the ultimate customer of the firm. Topics cover enterprise decisions related to both product and service companies such as process mapping, value stream mapping, quality management, lean philosophy, continuous process improvement, inventory control, waiting line management, and capacity management. Pedagogical methods include lectures, simulations, cases, and projects. Students will be able to develop competencies in process analysis, value stream mapping, inventory control and queuing management. **Pre-requisites: Applied Business Statistics, Managerial Economics**

GB716 Globalization and International Management

This course will provide the student with an in-depth analysis of the external political, cultural, financial and other macro-environmental influences regarding the practice of management in multinational enterprises. Subsequently, after establishing the "arena" in which international business occurs, global strategies and associated implementation and control processes will be examined. Specifically, international strategic frameworks will be established at both the national and organizational units of analysis resulting in the understanding of: (1) distinct strategic initiatives,



foreign entry modes and international expansion decisions; (2) strategic marketing initiatives; (3) the linkages among global strategy, organization structure, and control systems; and (4) strategic implications of cross-border negotiations and international human resource initiatives. **Pre-requisites: Applied Business Statistics, Managerial Economics**

GB704 Systems and Technology Management

This course provides a strategic management approach to developing and sustaining competitive advantage using information and information technology in the organization. Topics include alignment of technology with management and organization goals; business value of technology; enterprise resource planning; customer relationship management; social technologies such as linkedin and facebook; electronic commerce; technology innovations; distributed co-creation, mobile technologies, the growing 'Internet of Things', 'Big Data'; e-government and public good, cyber security issues; ethical and legal issues in technology. Students gain a strong information technology knowledge set and an appreciation for information systems as process enablers, change agents, and strategic facilitators using web-based systems. **Pre-requisites: Applied Business Statistics, Managerial Economics**

GB709: Strategic Management

This capstone to the MBA program focuses on getting students to think like general managers and CEOs and exposes them to a variety of perspectives on, approaches to, and tools for the conduct of strategic management. Students gain and understanding of comparative business history in order to provide evolutionary perspective on business developments. They learn to identify key stakeholders and trends in the economics, sociopolitical and technological environments; analyze how firms create and sustain value; formulate strategies; and appreciate the complexities of strategy implementation.

GB825: Sellinger Applied Portfolio Fund

Students gain exposure to the portfolio management process. Topics include but are not limited to asset valuation, constraint setting asset allocation, asset selection, risk management, and



performance evaluation. The behavioral aspects of finance are also covered. Students obtain actual portfolio management experience by serving as portfolio and investment managers charged with managing the Sellinger Applied Portfolio Fund in a manner consistent with the core goals and philosophy of the Loyola University Maryland Endowment.

GB748: International Marketing/ GB779 International Ethics and CSR (Chilean Study Tour)

An experiential learning course. Students select to enroll in either the International Marketing or International Ethics and CSR course. Through five course session, students gain the academic background necessary to appreciate international ethics and international marketing. The course culminates in a 9 day study trip to Chile.

GBXXX: Consulting Practicum

Practicum is designed to apply the concepts and readings and lessons learned throughout the MBA program to challenges faced by an organization, generally a smaller size one, where we can directly interact with the Principals (owner, Executive Director and the like). These projects focus on applying what's learned in the classroom to a real-world scenario—in essence, a living case study. The consulting practicum provides students with the opportunity to: develop and hone skills in project management; develop leadership & team building insights; apply classroom principles to real business problems; enhance student-resume with tangible experience; and make a difference in the community where one lives and works.

H. Adequacy of any articulation;

The program does not anticipate a requirement for articulation agreements, and the institution's standard credit transfer policy, found in its catalogue, will apply to students seeking to transfer credits.



I. Adequacy of faculty resources consistent with Regulation .11 of this chapter;

The Sellinger School of Business and Management at Loyola University Maryland has a strong faculty with diverse areas of expertise and experience. Tables 4 and 5 below list faculty, their degree attainment and their areas of expertise. Full-time faculty deliver the overwhelming majority of the program. The Association to Advance Collegiate Schools of Business accreditation standards dictate that ‘participating faculty members¹⁵ will deliver at least 60 percent of the teaching in each discipline, academic program, location, and delivery mode.’¹⁶

Table 4: full-time faculty

<i>Name</i>	<i>Degree</i>	<i>Courses taught</i>	<i>Credits in AY 15-16</i>
<i>Athaide, Dr. Gerard Anthony</i>	<i>PhD</i>	<i>International Marketing</i>	<i>3</i>
<i>Blouch, Dr. William Edward</i>	<i>PhD</i>	<i>Manag Acct:Anlysis Decsn Mknng</i> <i>Financial Account Problems I</i>	<i>9</i>

¹⁵ Participating faculty members are defined as a faculty member actively and deeply engages in the activities of the school in matters beyond direct teaching responsibilities. Such matters might include policy decisions, advising, research, and service commitments. The faculty member may participate in the governance of the school and be eligible to serve as a member on appropriate committees responsible for academic policymaking and/or other decisions. The individual may participate in a variety of non-class activities such as directing an extracurricular activity, providing academic and career advising, and representing the school on institutional committees. Normally, the school considers participating faculty members to be long-term members of the faculty regardless of whether or not their appointments are of a full-time or part-time nature, whether or not their position with the school is considered the faculty member’s principal employment, and whether or not the school has tenure policies. The individual may be eligible for, and participate in, faculty development activities and have non-teaching assignments, such as advising, as appropriate to the faculty role the school has defined taking into consideration the depth and breadth of the non-teaching assignment. (Source: The Association to Advance Collegiate Schools of Business, *Eligibility Procedures and Accreditation Standards for Business Accreditation*, (Tampa, 2015), p. 25.

¹⁶ The Association to Advance Collegiate Schools of Business, *Eligibility Procedures and Accreditation Standards for Business Accreditation*, (Tampa, 2015), p. 26.



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<i>Name</i>	<i>Degree</i>	<i>Courses taught</i>	<i>Credits in AY 15-16</i>
<i>Brown, Dr. James</i>	<i>PhD</i>	<i>Operations Management & Process Stratgs</i>	9
<i>Chuluun, Dr. Tugsjargal</i>	<i>PhD</i>	<i>Investment Analysis</i>	6
<i>D'Souza, Dr. Frank P.</i>		<i>Prv Sty: Equity Valuation</i>	3
<i>Ellis, Dr. Nan Sue</i>	<i>JD</i>	<i>Ethics & Social Responsibil Intl Sty Tr: Corp Soc Respblty</i>	6
<i>Fulkerson, Dr. Jon Andrew</i>	<i>PhD</i>	<i>Derivatives & Risk Management Fundamentals of Finance</i>	5
<i>Fusting, Mr. Frederick H</i>	<i>MBA</i>	<i>Marketing Strategy</i>	6
<i>Johnson, Dr. Mark Anthony</i>	<i>PhD</i>	<i>Financial Mrkts&Institutions</i>	6
<i>Leggio, Dr. Karyl</i>	<i>PhD</i>	<i>Financial Application & Strategy; Valuation</i>	15
<i>Mendez, Dr. Fabio</i>	<i>PhD</i>	<i>Global Economic Analysis</i>	3
<i>Mento, Dr. Anthony Joseph</i>	<i>PhD</i>	<i>Leadership and Management Power and Influence</i>	9
<i>Michel, Mr. John W</i>	<i>PhD</i>	<i>Leadership and Management</i>	6
<i>Reinhart, Dr. Walter J</i>	<i>PhD</i>	<i>Portfolio Management</i>	3
<i>Rivera-Mata, Mr. Juan</i>		<i>Globalization & International Business</i>	2
<i>Runnels, Mr. Michael</i>	<i>JD</i>	<i>Ethics & Social Responsibility</i>	9
<i>Schmidt-King, Ms. Astrid</i>	<i>JD</i>	<i>Legal & Regulatory Environment</i>	4
<i>Sharkey, Dr. Phoebe D.</i>	<i>PhD</i>	<i>Business Anyltycs&Strg Dec Mkg Bus Intel & Data Mining</i>	12
<i>Shin, Dr. Yoon S.</i>	<i>PhD</i>	<i>International Finance Fixed Income Securities</i>	6
<i>Srinivasan, Dr. Ravikanth</i>	<i>PhD</i>	<i>Ops Management&Procoss Stratgs</i>	3
<i>Tan, Mr. Kerria Measkhan</i>		<i>Global Economics Analysis</i>	3
<i>Vashchilko, Ms. Tatiana</i>		<i>Globalization & Intl Business Global Strategy</i>	12
<i>Wagner, Ms. Kimberly Lee</i>	<i>JD</i>	<i>Operations Mgmt&Dec Making Project Management</i>	97



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<i>Name</i>	<i>Degree</i>	<i>Courses taught</i>	<i>Credits in AY 15-16</i>
<i>Williams, Dr. Nancy A</i>	<i>PhD</i>	<i>Statstcal Application in Busi</i>	<i>6</i>
<i>Wren, Dr. Gloria P.</i>	<i>PhD</i>	<i>Info & Tech Strategic Partners</i>	<i>3</i>
<i>Xu, Dr. Helen</i>	<i>PhD</i>	<i>Financial Accounting Prob II</i>	<i>6</i>
<i>Yeh, Dr. Marie A</i>	<i>PhD</i>	<i>Services Marketing& Management</i> <i>Spec Topic: Services Marketing</i>	<i>9</i>
<i>Zhang, Dr. Qiyu</i>	<i>PhD</i>	<i>Marketing Management</i>	<i>3</i>
<i>Zhao, Dr. Guangzhi</i>		<i>Strategies for Marketing Comm</i>	<i>3</i>
<i>Zhu, Dr. Hong</i>		<i>Financial Reporting & Analysis</i>	<i>2</i>

Table 5: part-time faculty

<i>Name</i>	<i>Degree</i>	<i>Courses Taught</i>	<i>Credits in AY 15-16</i>
<i>Adam, Mr. Lawrence Vincent</i>		<i>International Finance</i>	<i>6</i>
<i>Bell, Mr. Auburn Ray</i>		<i>Marketing Management</i>	<i>4</i>
<i>Bliss, Ms. Shelley Lynn</i>		<i>Info & Tech Strategic Partners</i>	<i>3</i>
<i>Brown, Ms. Lynette Esther</i>		<i>Financial Reporting & Analysis</i>	<i>6</i>
<i>Byrd, Mr. Thomas</i>		<i>Lgl, Eth&Global Pers Cyber Sec</i>	<i>3</i>
<i>Casey, Mr. Shawn Michael</i>		<i>Portfolio Management</i>	<i>3</i>
<i>Correll, Mrs. Stacy Young</i>	<i>MBA</i>	<i>Marketing Strategy</i>	<i>6</i>
<i>Doggett, Mr. Walter B.</i>	<i>JD</i>	<i>Federal Taxtn Bus Entities</i>	<i>3</i>
<i>Everett, Col. William Randall</i>		<i>International Management</i>	<i>6</i>
<i>Glenn, Mr. David Robert</i>	<i>MS</i>	<i>Sec Controls & Prevention Strg</i>	<i>3</i>
<i>Harding, Mr. Edward Charles</i>	<i>MSF</i>	<i>Spc Top: Mergers & Acquisitions</i>	<i>3</i>
<i>Herring, Mr. Michael Jerald</i>	<i>MBA</i>	<i>Info & Tech Strategic Partners</i> <i>Intro to Cyber Sec Strategy</i> <i>Systems Thnkg&Risk Assessment</i>	<i>12</i>
<i>Hubbard, Mr. Mark Francis</i>		<i>Business Strategy</i> <i>Capstn Wrshp: Ref-Put Val Act</i>	<i>6</i>
<i>Khaznaji, Mr. Mohamed Maher</i>		<i>Fundamentals of Math for Business</i>	<i>4</i>
<i>Liebman, Mr. Michael J</i>		<i>Sp Tp: Cret&Sus Hi Effct Team</i>	<i>3</i>



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<i>Name</i>	<i>Degree</i>	<i>Courses Taught</i>	<i>Credits in AY 15-16</i>
<i>Manekin, Mr. Donald Alan</i>		<i>Entrepreneurship</i>	3
<i>McCoy, Mr. Alvin</i>		<i>Fundamentals of Finance</i>	2
<i>Messinese, Mrs. Theresa Anne</i>		<i>Manag Acct: Anlysis Decsn Mking</i>	2
<i>Michenzi, Dr. Alfred R.</i>	<i>PhD</i>	<i>Auditing</i>	3
<i>Moscato, Mr. Michael James</i>		<i>Fundamentals of Finance</i>	2
<i>Robinson, Mr. Clifford A</i>		<i>Legal & Regulatory Environment</i>	2
<i>Slatin, Mr. Mark Russell</i>		<i>Customer Experience Management</i> <i>Sp Tp: Customer Experience</i>	6
<i>Smikle, Ms. Joanne Lynette</i>		<i>Business Strategy</i> <i>Capstn Wrshp: Ref-Put Val Act</i>	6
<i>Smith, Mr. Kirby C.</i>	<i>JD</i>	<i>Financial Markets & Institution</i>	3
<i>Wickwire, Mr. Todd Michael</i>	<i>MBA</i>	<i>Investment Banking</i>	3

J. Adequacy of library resources consistent with regulation .12 of this chapter

The Loyola-Notre Dame Library (LNDL) hosts well in excess of 400,000 volumes. In 2000, LNDL acquired its 400,000th volume, bringing the library to near its total holding capacity. In 2002, the library implemented the first ENCompass Digital Library System - a federated search engine 'encompassing' most of the library's database contents - in the United States. During the next ten years, the library's digital capabilities expanded exponentially, resulting in the addition of over 250,000 digital book titles and over 56,000 online journals. By 2007, the Maryland Interlibrary Consortium (MIC) consortium of libraries had grown to include four libraries in addition to LNDL, bringing total consortium holdings to over one million volumes.



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An extensive building renovation and expansion project commenced in the summer of 2006 to bring the library into the digital age physically. Hillier/RMJM designed the new addition and renovation to the original building; the renovations would increase the library size to 125,000 square feet. By July 2008, Whiting-Turner had completed the construction at a cost of \$20,000,000.

The library has embarked on two strategic plans during the period from 2005-2012 that have guided the priorities and budget allocations to keep the library a vital organization for students and faculty of Loyola and Notre Dame during the early 21st century. Through all these changes, the Loyola-Notre Dame Library has held constant its underlying mission, the provision of excellent library services and resources to the communities of Loyola University and Notre Dame of Maryland University.

On June 10, 2016 the university announced that the Loyola-Notre Dame Library will become an affiliate member of the University System of Maryland Affiliated Institutions Library Consortium (USMAI). The consortium includes sixteen member libraries at Maryland public universities and colleges. LNDL was chosen for membership largely because of the uniqueness of its collections, and it is the first private academic library in Maryland to join USMAI.

In summary, the university library and its services can adequately accommodate the learning needs of the extant MBA and it is excellently positioned to do so for this proposed online delivery.



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K. Adequacy of physical facilities, infrastructure, and instructional equipment consistent with Regulation .13 of this chapter;

Loyola University Maryland, established in 1852, is accredited by the Middle States Commission for Higher Education and is entirely equipped to offer programs at all degree levels, including doctoral programs in select areas. This includes the necessary classroom resources, technology, student support and development assets and laboratory space.

Appendix A 'Principles of Good Practice for Distance Education' more explicitly addresses those element of the program concerning online delivery.



L. Adequacy of financial resources with documentation consistent with Regulation .14 of this chapter;

Please see Appendix B for details of planned expenditures and anticipated resources and income associated with the program's first five years.

M. Adequacy of provisions for evaluation of program consistent with Regulation .15 of this chapter;

All departments and programs are placed on a timetable of program and departmental reviews in which they are holistically assessed. Also, the Committee on the Assessment of Student Learning (CASL) will review assessment practices and findings; recommend changes in student learning assessment processes; support initiatives related to the improvement of student learning assessment; and promote opportunities for the dissemination and discussion of assessment findings to inform decision-making at all levels. The committee also will facilitate faculty participation in assessment activities at the institutional level.

N. Consistency with the Commission's minority student achievement goals; and

Loyola remains committed to an inclusive and diverse academic environment and upholding and fostering the principles enshrined in Title VI of the 1964 Civil Rights Act. This year's



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freshman class is Loyola's most diverse and reflects its long-term commitment to diversity and social justice. At Loyola University Maryland, diversity related programs and offices are plentiful throughout the campus. African, Latino, Asian, and Native American Services (ALANA) support programming throughout the year that is focused on multicultural diversity and student support. The Center for Community Service and Justice engages students and the broader Loyola community in education through service for a just and equitable world. OUTLoyola is a group of faculty, staff, and administrators of all backgrounds who are interested in promoting equality for the LGBT members of the campus community and informed dialogue about LGBT issues at Loyola.¹⁷

¹⁷ Maryland Independent Colleges and Universities Association, *Cultural diversity report, 2015*, p. 14. Retrieved on June 7, 2015 from <http://www.micua.org/images/2015MICUACulturalDiversityReport.pdf>

Appendix A: Code of Maryland Regulations (COMAR) 13B.02.03C. Principles of Good Practice.

(a) Curriculum and Instruction.

(i) A distance education program shall be established and overseen by qualified faculty.

The faculty who will deliver the program are those who have delivered the traditional class-room program. Additionally, to maintain accreditation with the Association for the Advancement of Collegiate Schools of Business (AACSB) full-time faculty must deliver at least 75% of the schools teaching and at least 60% of any one program, regardless of delivery mode.¹

(ii) A program's curriculum shall be coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.

The MBA's curriculum, outcomes, and objective do not differ or as a consequence of its online availability. The Sellinger School of Business and Management will expect all student to demonstrate the knowledge, competencies, and learning outcomes associated with the classroom offering.

(iii) A program shall result in learning outcomes appropriate to the rigor and breadth of the program

The program's learning aims do not differ from those originally articulated for the traditional class-room program and are detailed below.

¹ Association for the Advancement of Collegiate Schools of Business, *Eligibility procedures and accreditation standards for business accreditation*, (Tampa, 2016), p. 27.

Effective Communication

Students will develop effective communication skills to synthesize complex business ideas.

- Objective 1: students will effectively communicate quantitative and qualitative business concepts in a clear and concise manner in written and oral formats.
- Objective 2: students will work and communicate effectively with diverse team members.

Analytical and Critical Thinking

Students will develop the ability to analyze complex management situations by managing information, applying qualitative and quantitative solutions, and integrating information technology to improve decision making and increase competitive advantage in an environment of rapid change.

- Objective 1: students will demonstrate the ability to identify analyze and solve complex business problems using quantitative methods, statistical analyses and information technology.
- Objective 2: students will demonstrate the ability to reflect and draw on coursework and life experiences in making managerial decisions in competitive and uncertain business environments.

Knowledge and Integration of Functional Area Content

Students will successfully apply and integrate the functional areas of business to improve strategic decision making.

- Objective 1: students will take strategic, comprehensive, and innovative approaches in making business decisions to create value in a challenging environment.
- Objective 2: students will integrate knowledge of the core business functions to solve complex, ambiguous and unfamiliar management problems.

Ethical Leadership

Students will demonstrate knowledge of ethical frameworks for management decision-making and leadership.

- Objective 1: students will demonstrate that they are ready to act based upon knowledge of legal principles, classical ethical guidelines, and social responsibility.
- Objective 2: students will analyze organizational environments, understand and communicate the underlying social and ethical forces, determine appropriate responses, and implement solutions.
- Objective 3: students will recognize ethical issues, propose solutions to an ethical dilemma and use ethical reasoning to justify the solutions.

Global Awareness

Students will demonstrate an appreciation of conducting business in a global environment.

- Objective 1: students will identify factors affecting the global economy and international business, and develop a comprehensive understanding of the factors.
- Objective 2: students will use analytical frameworks to evaluate the factors impacting the global economy and international business.

- Objective 3: students apply knowledge of the global economy and international business to make informed business decisions.

(iv) A program shall provide for appropriate real-time or delayed interaction between faculty and students.

The Ignation pedagogical principles that direct the university's mission, inform Sellinger's online teaching, including the emphasis upon significant student-instructor interaction. Faculty will deliver online courses both synchronously and asynchronously.

The program will employ the Community of Inquiry (COI) model in the development of courses and guide faculty in the development of a social and cognitive teaching presence, characterized by responsive communication, collaborative student engagement, facilitated discussions, group projects, and social networking. Faculty will also support reflective dialogue and guarantee a strong teacher presence.

Courses will employ Moodle as the learning platform, Adobe Connect to create a virtual classroom, Panopto and Camtasia for course materials recording, and VoiceThread to support asynchronous class interaction and collaboration.

(v) Faculty members in appropriate disciplines in collaboration with other institutional personnel shall participate in the design of courses offered through a distance education program.

Working with the Office of Educational Technology, the Office of Technology Services, and others, Loyola's Sellinger faculty will remain in the vanguard of the development, delivery, and governance of this online offering and will assume responsibility for the development and

delivery of the education. Additionally, the Sellinger Assembly, The School's governance body, will monitor, oversee, and guide design and development of online courses.

(b) Role and Mission.

(i) A distance education program shall be consistent with the institution's mission.

Loyola University Maryland, a Jesuit university, seeks to inspire students to learn, lead, and serve in a diverse and changing world. Since establishing their first school in 1548 the Jesuits did not permit the prevailing orthodoxies to limit their pedagogical approaches and are committed to pioneering new teaching and learning methods and methodologies.

'Jesuit education systematically incorporates methods from a variety of sources which better contribute to the intellectual, social, moral, and religious formation of the whole person. In accordance with *Tantum Quantum*, that which works better is adopted and assessed while that which is proven ineffective is discarded.'²

Jesuit education has been historically successful in many cultures because it is eminently adaptable to the environment of the learner. Jesuit education is adaptable to many diverse learners- traditional age and adult, full-time and part-time, on-campus and online. Present and future learners can expect Jesuit education to continue to adapt in appropriate ways to meet their evolving needs.³

In this spirit and tradition, the development of online programs is consistent with the almost half millennium Jesuit tradition.

² Rev. Peter-Hans Kolvenbach, S.J, Superior General of the Society of Jesus, 'Jesuit education and Ignatian Pedagogy', Association of Jesuit Universities and Colleges, (2005).

³ Ibid.

(ii) Review and approval processes shall ensure the appropriateness of the technology being used to meet a program's objectives.

At Loyola University Maryland all academic programs are reviewed by multiple governance bodies to ensure they are consistent with the institution's mission, have an academic rationale, and are adequately resourced and equipped to ensure a pedagogical offering and experience consistent with the institution's commitment to excellence. The relevant curriculum committee will review the curriculum, the Council of Academic Deans ensures the program's consistency with the institution's mission and logistical coherence. Following this initial consideration period program proposals proceed to the Academic Senate and Loyola Conference. The Academic Senate is charged with establishing and maintaining Loyola University's academic excellence. The Academic Senate monitors academic conduct and approves programs, policies, and resource use to improve the University's educational effectiveness. Following successful approval by Academic Senate, Loyola Conference considers a program proposal, concentrating specifically upon resource implications and is chaired by the Vice-President of Academic Affairs. The administrators, faculty, staff, and students who serve on the Loyola Conference monitor University prosecution of its mission and goals and establishes and approves University budgets, policies, and programs. Finally, the Board of Trustees, at its regularly scheduled meetings, will consider program proposals and following its imprimatur, a proposal is submitted to relevant external agencies for review.

(c) Faculty Support.

- (i) An institution shall provide for training for faculty who teach with the use of technology in a distance education format, including training in the learning management system and the pedagogy of distance education.

The online course development process begins with liaison between the interested faculty and Office of Educational Technology staff. The completion of an online course intake web form initiates this process and is found on the Office of Educational Technology website. The Assistant Director, functioning as a Course Development Leader, reviews the form and meets with the faculty member. The Office of Educational Technology assigns a team member to collaborate with the faculty member tailoring the training to meet the faculty member's needs. The Office of Educational Technology team will typically consist of an Instructional Designer, Instructional Media Developer, and Course Development Leader, depending on the development plan.

The course development process follows two iterative stages with the Instructional Designer and Course Development Leader. Faculty will develop necessary course components based on best practices in online course development. These components include a course syllabus, content, media, use of the library services, and learning activities and assessments suited to an online learning environment. Once the course has been developed, the course is Beta-tested with a student focus group. The focus group provides suggested changes to improve technical navigation and the course's accessibility features. The student focus group outcomes are tested and analyzed informing final course revisions. Upon course development completion, the faculty member and Course Development Leader sign off on completion.

Faculty already competent in online and hybrid education complete the Summary of Course Activity form that assists in course development and is maintained as evidence of credit hour compliance.

(ii) Principles of best practice for teaching in a distance education format shall be developed and maintained by the faculty.

The university has published general guidance on online pedagogy⁴

(iii) An institution shall provide faculty support services specifically related to teaching through a distance education format.

Loyola University ensures that faculty who teach hybrid and online courses are appropriately qualified and supported effectively. Faculty who are new to, or inexperienced with online/hybrid teaching, may need additional preparation in hybrid/online course design, and in developing instructional and assessment strategies that effectively integrate new instructional technologies. For approval to teach an online or hybrid course, deans or their designee may require faculty to complete a course development process with an instructional design team from the Faculty Technology Center (FTC).

The FTC offers training and preparation resources including a seven module self-paced Moodle course on the theories and practices of hybrid and online learning, instructional videos, and a schedule of in-person training classes. For more information visit the online portal at <http://www.loyola.edu/department/technologyservices/educational-technology/teachonline>

⁴ *Faculty guidelines for graduate online/hybrid course development*. Retrieved on June 15, 2016 from <http://www.loyola.edu/department/technologyservices/educational-technology/teachonline>

Loyola recognizes that some faculty are currently teaching in innovative, technology-enhanced ways, and/or may have taught hybrid/blended courses at Loyola or elsewhere. Additionally, some faculty may have received relevant external specialized education. Chairs and Deans are advised to consider these forms of preparation and to develop a personalized training plan reflecting faculty instructional goals and experience.

(d) An institution shall ensure that appropriate learning resources are available to students including appropriate and adequate library services and resources.

The Loyola-Notre Dame Library (LNDL) hosts well in excess of 400,000 volumes. In 2000, LNDL acquired its 400,000th volume, bringing the library to near its total holding capacity. In 2002, the library implemented the first ENCompass Digital Library System - a federated search engine 'encompassing' most of the library's database contents - in the United States. During the next decade, the library's digital capabilities expanded exponentially, resulting in the addition of over 250,000 digital book titles and over 56,000 online journals. By 2007, the Maryland Interlibrary Consortium (MIC) had grown to include four libraries in addition to LNDL, bringing consortium holdings to over one million volumes.

An extensive building renovation and expansion project commenced in the summer of 2006 to bring the library into the digital age physically. The renovations increased the library to 125,000 square feet. By July 2008, the university had completed the construction for \$20,000,000.

On June 10, 2016 the university announced that the Loyola-Notre Dame Library will become an affiliate member of the University System of Maryland Affiliated Institutions Library Consortium (USMAI). The consortium includes sixteen libraries at Maryland public universities

and colleges. LNDL was chosen for membership largely for its collections' uniqueness, and is the first private academic library to join USMAI.

(e) Students and Student Services.

(i) A distance education program shall 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.

The institution's catalogue serves as the primary means by which the institution communicates the curriculum and course and program requirements. It also provides comprehensive and authoritative guidance on tuition and fees, grading policies, payment policies, and financial aid resources. Additionally, individual program websites provide information more specific to the program's offering and requirements. The institution's 'webadvisor' application provides secure access to individuals' course registration and status, grades, and the status of tuition and other charges. The Records Office maintains a readily accessible 'course listings' webpage that outlines where and when classes occur, including the venue and mode of delivery. Students can also access information on the course including required texts.

(ii) Enrolled students shall have reasonable and adequate access to the range of student services to support their distance education activities.

Graduate students, irrespective of whether they are enrolled in online programs or otherwise, receive the same access to the same services. Graduate Student Services is the primary contact and coordinator of relevant student services. This includes financial aid; the Career Center; Disability Support Services; the Graduate Student Organization; the Student Technology Center; amongst other services and support available irrespective of the mode of education delivery. Both an online portal and the Graduate Student Services Handbook provide specific and detailed information about these services.

The Student Technology Center (STC) is responsible for the management and oversight of all student interaction with Loyola's technology. The STC maintains awareness of students' technology needs and remains current with the challenging and dynamic methods used to learn and socialize in an academic environment. When students have a technology concern or question, STC is the primary point of support.

Inside Loyola provides a slew of online resources and support, including access to web-hosted software, email and calendar integration, community news, and campus communications.

Moodle is the platform the institution uses for many course needs, irrespective of whether the instruction takes place online. This is where professors post material that supplements their classes, such as announcements, contact information, online assignments, course content (text and multimedia), and external links.

(iii) Accepted students shall have the background, knowledge, and technical skills needed to undertake a distance education program.

All admitted students are expected to possess the necessary skills and competencies to engage in online learning. Students must hold a bachelor's degree or its equivalent from a

regionally accredited college or university and should be able to communicate well both orally and in writing. No prior business courses are required. Prior to beginning the program, students must be able to design and manipulate spreadsheets and be familiar with Microsoft Excel, Word, and PowerPoint software at the intermediate level. Students must also be comfortable using tools that enable face to face communication in a virtual environment (audio and video). The program orientation will introduce students to the technologies and online learning platforms the program employs.

(iv) Advertising, recruiting, and admissions materials shall clearly and accurately represent the program and the services available.

Loyola meets all the requirements of the Higher Education Opportunity Act Disclosures requirements and host all salient information on recruiting, admissions, and other requirements via its consumer information webpage. This includes information on academic programs, links to the institution's catalogues, and other resources that clearly and accurately represent programs and services available.

Loyola endorses and adheres to ethical principles and codes of conduct published by various national organizations. These include the Public Relations Society of America (PRSA) Code of Ethics, the National Association for College Admission Counseling (NACAC) Statement of Principles of Good Practice, the National Association of Student Financial Aid Administrators (NASFAA) Statement of Ethical Principles and Code of Conduct for Institutional Financial Aid Professionals, American Association of Collegiate Registrars and Admissions Officers (AACRAO) Professional Practices and Ethical Standards, the NAFSA: Association of International Educators Statement of Ethical Principles, and the Association for Institutional Research (AIR)

Code of Ethics, which are followed by the Office of Public Relations, Admission Office, the Office of Financial Aid, the Records and Admissions Offices, the Office of International Programs, and the Office of Institutional Research, respectively.

(f) Commitment to Support

(i) Policies for faculty evaluation shall include appropriate consideration of teaching and scholarly activities related to distance education programs.

Faculty are evaluated annually on their teaching and scholarship activities including activities related to online and hybrid teaching. The Quality Matters rubric is used to evaluate online courses. Hybrid course are continually reviewed at the department level. Student course evaluations of online and hybrid are also used as part of the continuous improvement process. Access to workshops, mentors, and funds to purchase required technologies exists to support faculty in their development as online educators.

(ii) An institution shall demonstrate a commitment to ongoing support, both financial and technical, and to continuation of a program for a period sufficient to enable students to complete a degree or certificate.

As with any program offered by the university, it must proceed through the institution's sophisticated and multi-layered system of shared governance, be consistent with its mission and strategic plan, and demonstrate its pedagogical rationale. No program is sanctioned without a well-reasoned and detailed five-year budgetary and enrollment projections. Additionally, the institution has established regular program and department reviews.

(g) Evaluation and Assessment

(i) An institution shall evaluate a distance education program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

As previously mentioned, all departments and programs are placed on a timetable of program and departmental reviews in which they are holistically assessed. Also, the Committee on the Assessment of Student Learning (CASL) will review assessment practices and findings; recommend changes in student learning assessment processes; support initiatives related to the improvement of student learning assessment; and promote opportunities for the dissemination and discussion of assessment findings to inform decision-making at all levels. The committee also will facilitate faculty participation in assessment activities at the institutional level.

(ii) An institution shall demonstrate an evidence-based approach to best online teaching practices.

Quality Matters© (QM) standards, a national benchmark for online and hybrid course design, will inform and direct course assessment that will elicit recommendations for pedagogical or curricular changes to enhance the design and/or delivery of the course. Loyola integrates QM course review standards in the course development process described below to ensure the quality of all online courses. In the See <http://qmprogram.org/rubric>.

(iii) An institution shall provide for assessment and documentation of student achievement of learning

The Sellinger School framework for the assessment of student learning outcomes includes the Sellinger Curriculum Committee, a four member elected faculty committee, and the Associate Dean-Academic. Additionally, five AOL teams have responsibility for assessing each of the school's five school learning goals – Effective Communication, Analytical and Critical Thinking, Knowledge and Integration of Functional Area Content, Ethical Leadership, and Global Awareness.

The Associate Dean-Academic oversees the assessment process, and works within the school governance system to identify areas of curriculum change. The Associate Dean-Academic is responsible for developing an assessment program that satisfies both AACSB's Assurance of Learning Standards and the Middle States Commission on Higher Education standards that address assessment. Both accreditors require the use of direct and indirect assessment of learning. Direct assessments involve evaluating artifacts of actual student work. Rubrics are developed and applied to student work samples from core business classes. The student work includes case analysis, exam questions, written reports, essays, journals, student projects, presentations, and standardized tests.

The assessment teams are responsible for developing the direct assessment rubrics, and for working with the professors in whose classes the direct assessments take place. The Office of the Dean oversees the collection and distribution of student artifacts to the assessment teams. The assessment teams conduct the assessments, and work with the Associate Dean to analyze the data, develop recommendations, and guide consequent curricular and pedagogical changes.

Table 1: MBA assessment plan for academic years 16-17 and 17-18

Learning Goal/Objective	Semester in which assessment occurs
Effective Communication, LO1	Fall 2016
Effective Communication, LO2	Spring 2018
Analytical & Critical Thinking, LO1	Spring 2017
Analytical & Critical Thinking, LO2	Fall 2016
Knowledge and Integration of Functional Area Content, LO1	Spring 2017
Knowledge and Integration of Functional Area Content, LO2	Fall 2018
Ethical Leadership, LO1	Fall 2016
Ethical Leadership, LO2	Fall 2017
Ethical Leadership, LO3	Fall 2017
Global Awareness, LO1	Spring 2017
Global Awareness, LO2	Spring 2018
Global Awareness, LO3	Spring 2018

Appendix B: financial resources

Table 1: Resources

Resource categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated funds					
2. Tuition/fee revenue	\$244,200.00	\$661,056.00	\$1,006,368.00	\$1,067,568.00	\$1,131,264.00
<i>a. Number of full-time students</i>					
<i>b. Credit hour rate</i>					
<i>c. Annual credit hours</i>					
<i>d. Total full-time revenue (a x b x c)</i>	0	0	0	0	0
<i>e. Number of part-time students</i>	22	44	66	69	72
<i>f. Credit hour rate</i>	\$925.00	\$939.00	\$953.00	\$967.00	\$982.00
<i>g. Annual credit hours</i>	12	16	16	16	16
<i>h. Total part-time revenue</i>	\$244,200.00	\$661,056.00	\$1,006,368.00	\$1,067,568.00	\$1,131,264.00
3. Grants, contracts, and other external sources					
4. Other sources					
Total	\$244,200.00	\$661,056.00	\$1,006,368.00	\$1,067,568.00	\$1,131,264.00

Table 2: Expenditures

Expenditure categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$54,462.97	\$169,862.90	\$248,864.28	\$302,991.35	\$375,521.95
<i>a. No. FTE faculty</i>	0.365	1.1	1.6	1.8	2.2
<i>b. Total salary</i>	\$42,154	\$130,966	\$191,140	\$231,822	\$286,221
<i>c. Total benefits</i>	\$12,308.97	\$38,896.90	\$57,724.28	\$71,169.35	\$89,300.95
2. Administrative staff	\$43,064.94	\$129,710.38	\$10,416.00	\$31,368.00	\$10,496.00
<i>a. No. FTE administrative staff</i>					
<i>b. Total salary</i>	\$33,332.00	\$100,008.00	\$8,000.00	\$24,000.00	\$8,000.00
<i>c. Total benefits</i>	\$9,732.94	\$29,702.38	\$2,416.00	\$7,368.00	\$2,496.00
3. Support staff	0	0	0	0	0
<i>a. FTE administrative staff</i>					
<i>b. Total salary</i>					
<i>c. Total benefits</i>					
4. Equipment	3,500	3,500	3,500	3,500	3,500
5. Library	3,000	3,000	3,000	3,000	3,000
6. New or renovated space					
7. Other expenses	\$91,402.03	\$132,808.10	\$137,637.72	\$143,756.65	\$150,127.05
Total	\$185,697.00	\$409,179.00	\$403,418.00	\$484,616.00	\$542,645.00