



Office Use Only: PP#

Cover Sheet for In-State Institutions New Program or Substantial Modification to Existing Program

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|---------------------------------|----------------------------|
| Institution Submitting Proposal | Loyola University Maryland |
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Each action below requires a separate proposal and cover sheet.

- | | |
|---|---|
| <input checked="" type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

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|--|--|--|--|--------------------------|
| Payment <input checked="" type="radio"/> Yes | Payment <input type="radio"/> No | Payment <input type="radio"/> *STARS # | Payment <input type="radio"/> Amount: \$850.00 | Date Submitted: 6/3/2024 |
| Submitted: <input type="radio"/> No | Type: <input checked="" type="radio"/> Check # 59437 | | | |

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|---|--|---|--|
| Department Proposing Program | Management and Organizations | | |
| Degree Level and Degree Type | Bachelor of Science | | |
| Title of Proposed Program | Construction Management and Real Estate Development | | |
| Total Number of Credits | 120 - 124 | | |
| Suggested Codes | HEGIS: 05.9900 | CIP: 52.2001 | |
| Program Modality | <input checked="" type="radio"/> On-campus | <input type="radio"/> Distance Education (fully online) | <input type="radio"/> Both |
| Program Resources | <input checked="" type="radio"/> Using Existing Resources | <input type="radio"/> Requiring New Resources | |
| Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small> | <input type="radio"/> Fall | <input type="radio"/> Spring | <input checked="" type="radio"/> Summer Year: 2025 |
| Provide Link to Most Recent Academic Catalog | URL: https://catalogue.loyola.edu/index.php?catoid=29 | | |
| Preferred Contact for this Proposal | Name: | David Mack | |
| | Title: | Program Development Specialist | |
| | Phone: | (410) 617-2317 | |
| | Email: | dsmack@loyola.edu | |
| President/Chief Executive | Type Name: | Terrence M. Sawyer J.D. | |
| | Signature: | | Date: 5/24/24 |
| | Date of Approval/Endorsement by Governing Board: | 05/09/2024 | |

Revised 1/2021



LOYOLA UNIVERSITY MARYLAND

— 1852 —

Office of Academic Affairs

May 31, 2024

Sanjay Rai, Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

HEGIS: 05.9900
CIP: 52.2001

Dear Secretary Rai,

Loyola University Maryland is excited to submit a proposal for a new undergraduate program that includes two areas of concentration. The proposed new program is a B.S. in Construction Management and Real Estate Development (CMRED), which includes a proposed concentration in Construction Engineering and a proposed concentration in Real Estate Development.

The proposed program and concentrations were developed based on conversation with industry leaders in Baltimore City and the surrounding central Maryland counties. The proposal has brought enthusiasm from partners and other industry leaders in Maryland who are unable to fill construction management positions. The demand for these positions requires extensive recruiting from states outside of Maryland to assist employers attempting to meet their hiring needs. The outpouring of support is so great, that Loyola has received over 30 letters of support for the recommendation of the program. These letters of support include construction, development, and building organizations, as well as state officials and Maryland elected representatives.

The program has been designed to provide students with a strong liberal arts education that is paired with hands-on learning experiences. The proposed program's rigorous curriculum includes numerous studio courses, while the School also partners with industry to provide students opportunities to engage in paid internships. Based on identified industry needs and occupational demographic data, the program intentionally promotes cultural competence and Spanish language proficiency for positive working relationships between those who have higher fluency and comprehension in English and Hispanic workers with limited English proficiency. The School's outreach with local organizations will encourage students with a Hispanic background to pursue a bachelor's degree in construction management.

Additionally, industry partners supporting the proposed program have acknowledged that their support for adding a program by Loyola University Maryland will not affect their support of other programs in the state. Rather they hope to continue to build a synergy with all programs in the state to enhance workforce preparation to help meet the demand in the state.

The curricular goals meet the University's mission and address the 2022 Maryland State Plan for Higher Education's goals and priorities. Loyola's Academic Senate and Loyola's Board of Trustees approved the proposed new program and corresponding concentrations. The President approves this proposal, as made evident by his signature on the MHEC Cover Sheet. I approve the proposed program, inclusive of the concentrations, and submit them for your recommendation for implementation. Should the Commission have any questions about the proposals, please contact Mr. David Mack, Academic Program Development Specialist, at 410-617-2317 or dsmack@loyola.edu.

Sincerely,



Cheryl Moore-Thomas, Ph.D., NCC
Provost and Vice President for Academic Affairs

Cc: Mary Ann Scully, Dean, School of the Sellinger School of Business and Management
Mr. Matthew Power, President, Maryland Independent College and University Association
Dr. Angela Sherman, Vice President for Academic Affairs, Maryland Independent College and University Association

Loyola University Maryland
Sellinger School of Business and Management
Proposal for New Academic Program

Bachelor of Science in Construction Management and
Real Estate Development (CMRED)

[Updated 6/17/24]

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Executive Summary

Loyola University Maryland proudly presents this program of a Bachelor of Science in Construction Management and Real Estate Development (CMRED), a program designed to meet the evolving needs of the construction industry while embodying Loyola's commitment to student success. Rooted in the Catholic Jesuit identity and guided by the strategic goals of the University, the CMRED program offers students a transformative learning experience that integrates academic rigor, experiential learning, and industry partnerships. With a focus on holistic development and societal impact, Loyola prepares graduates to thrive in a diverse and changing world.

Support for Strategic Goals

The proposed CMRED program aligns seamlessly with Loyola's mission and strategic goals, as articulated in the "Together We Rise" Strategic Plan and the Sellinger School's initiatives. By fostering experiential learning, community engagement, and industry partnerships, Loyola aims to equip students with the skills and values necessary for lifelong success and meaningful impact in their chosen fields. The CMRED program, situated within the Sellinger School of Business and Management, embodies Loyola's commitment to whole-person education and service-oriented leadership. Students of CMRED are required to specialize in either Real Estate Development or Construction Engineering, with a curriculum emphasizing studio-based learning, business fundamentals, and Spanish language proficiency. The Spanish language proficiency requirement aims to improve cross-cultural communication, safety, and understanding between native English-speaking and native Spanish-speaking employees, leading to better workplace culture and improved safety. Co-op opportunities with industry partners further enrich the educational experience, preparing graduates for success in a diverse and evolving world. Furthermore, cultural awareness is embedded in all the language curricula at Loyola University Maryland, reinforcing the institution's dedication to fostering a diverse and inclusive learning environment.

Demand of Job Market

The CMRED program addresses critical workforce shortages in Maryland's construction industry, with projected job growth and opportunities for career advancement. Quantifiable data from labor studies and industry consultations support the high demand for construction professionals in both national and state markets. Despite existing programs, there remains a significant gap between workforce supply and demand, underscoring the necessity of innovative educational pathways like the CMRED program at Loyola University Maryland. With projected job growth and opportunities for career advancement, graduates of this program are well-positioned to meet the evolving needs of the regional and statewide construction market. In addition, the Sellinger School of Business and Management has started discussions with two community colleges in the state to encourage traditional and adult students to pursue a four-year college degree and career advancement opportunities, addressing another critical aspect of workforce development.

External Partnerships

Loyola University Maryland demonstrates its commitment to the CMRED program through extensive external partnerships with industry leaders. Some partners have been supporting existing Construction Programs in Maryland, and these supports will continue. Additionally, Loyola brings in new partners that are not current supporters of any Maryland construction management program. These net new partnerships enhance the relationship between Maryland and the industry, further strengthening Loyola's position as a leader in construction management education and community engagement. Industry partnerships play a crucial role in supplementing initial spaces for studio instructions and providing experienced staff as affiliate instructors. Loyola's collaboration with organizations such as Maryland Center for Construction Education and Innovation (MCCEI), Whiting-Turner, Bozzuto, Harkins, and Merrit provides students with valuable mentorship, paid internships, and hands-on experience through internships and co-op opportunities. These partnerships not only enhance the educational experience but also contribute to the development of a skilled and work-ready labor force in Maryland.

In conclusion, the CMRED program at Loyola University Maryland represents a step forward in addressing the strong needs of the construction industry and preparing future leaders for success. Grounded in the institution's mission and strategic plan, this innovative program offers students a transformative educational experience that integrates academic excellence, experiential learning, and industry partnerships. With a commitment to holistic development and societal impact, Loyola remains steadfast in its dedication to shaping new leaders and fostering positive change in the 21st century.

A. Centrality to Institutional Mission and Planning Priorities:

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

Loyola University Maryland is a Jesuit, Catholic University committed to the educational and spiritual traditions of the Society of Jesus and the development of the whole person. Accordingly, the University inspires students to learn, lead, and serve in a diverse and changing world.

The proposed Bachelor of Science in Construction Management and Real Estate Development at Loyola University Maryland (CMRED) is a single degree program with two concentrations that students must choose from. This major requires all students to take 49 credits (including 28 credits of studio courses). The two concentrations offered within the degree program are Real Estate Development and Construction Engineering each with their own requirements. The Real Estate Development concentration will consist of 26 credits in the concentration, which includes one 2+ credit free electives (any 2+ credit course offered at the University). The Construction Engineering concentration will consist of 30 credits. As is the case with all undergraduate programs at Loyola, all students will take 45 credits in the University's Core

Curriculum which supports all undergraduate programs. In total, the CMRED degree with a concentration in Real Estate Development is a 120-credit program and the CMRED degree with a concentration in Construction Engineering is a 124-credit program.

The availability of concentrations within the new CMRED program reflects Loyola's dedication to providing students with educational experiences responsive to their diverse interests and career aspirations. By offering specialized tracks within the program, Loyola empowers students to pursue their passions and make enduring contributions in their chosen fields. Two notable aspects of the proposed Construction Management and Real Estate Development program are the studio curricula and the requirement for Spanish language proficiency.

In the studio courses, students will be immersed in real-world construction projects with learning experiences that include instruction, demonstration, collaborative working, critique, and mentorship from practitioners in the construction management profession. These studio courses will be supported by industry partnerships and offer service-learning opportunities. In addition, there will be paid co-op and internship opportunities during the summer months. Through these experiences, the program nurtures not only technical competencies but also critical thinking, problem-solving skills, and creativity which are important for achieving Loyola's vision of graduating students who are not only proficient in their chosen field but also in navigating the complexities of professional life.

As part of Loyola's Core curriculum, all undergraduates must show proficiency at an intermediate level of a world language. For most majors at Loyola, students can choose which, among the world languages offered, to study. However, recognizing the demographics of the construction trades, in which 40.8% of those 16 years or older employed in 2023 were Hispanic, Loyola has specified that students in this new program focus on the Spanish language.¹ Thus, graduates of this program will be prepared to be effective managers and advocates for construction workers and subcontractors who may be less fluent in English. This commitment to linguistic and cultural competence aligns with Loyola's mission of developing the whole person and fostering engagement with the world.

As described above, and in more depth in Section G, the proposed CMRED program places a strong emphasis on communication, critical thinking, and problem-solving skills—attributes essential for success in the construction industry and beyond. Through rigorous coursework and experiential learning opportunities, students will be challenged to examine their values and beliefs while honing their ability to communicate effectively, analyze complex issues, and develop innovative solutions. This emphasis on intellectual rigor and ethical reflection underscores Loyola's commitment to shaping compassionate leaders who are equipped to navigate the complexities of a diverse and evolving world with unwavering integrity.

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

¹ Labor Force Statistics from the Current Population Survey 2023 <https://www.bls.gov/cps/cpsaat11.htm>

This new program is in alignment with Loyola University Maryland’s newly approved Strategic Plan for 2030 [Together We Rise](#). That plan articulates paths to success and outcomes including:

- “Further develop experiential learning practices” so that students are “better prepared to succeed within their pathway and/or profession of choice” (Initiative 1.1: Advance Student and Faculty Support)
- “Explore and develop new market-aligned programs in health and STEM fields” and “Identify and explore new, innovative health and STEM partnerships and opportunities (Initiative 2.1: Grow Health and STEM)
- “Enhance faculty investment in community-engaged learning” and continue “investment in service-learning opportunities within the Baltimore Community” (Initiative 3.1: Become a Leader in Integral Ecology)

In addition, *Together We Rise* promises to “enhance partnerships and leverage regional resources in ways that support student successes and foster growth” in Baltimore and the State of Maryland (Focus Area 2: Grow our Footprint, Influence, and Enrollment).

The proposed new program also aligns with the Sellinger School of Business and Management’s Strategic Plan 2021-2026, specifically *Strategic Initiative 3: Deliver Impactful Experiences for all Sellinger Stakeholders*. Through this initiative, the Sellinger School aspires to:

- prepare students for lifetime success and impact
- consistently prioritize experiential service and learning
- enhance classroom experiences through applied and relevant curriculum
- better connect our students with the business community through increased career and engagement opportunities
- provide high value to organizations in the Baltimore business and non-profit community through joint programs

As articulated in Section A.1, Loyola’s CMRED program supports these institutional goals and commitments; therefore the President’s endorsement and the Board of Trustees’ approval indicate strong institutional commitment to the program’s implementation and long-term success.

2. [Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. \(Additional related information is required in section L.\)](#)

Loyola is committed to supporting the success of this new program during its initial launch and through a period of five years as awareness of the program and enrollments build.

Details related to the financial projections for the first five years, found in Section L of this proposal, show that start-up costs for the studio curricula will be supported by an industry partnership. In addition, those financial data—which are conservative for projections of revenue—show that revenues exceed expenses for all five years projected.

3. [Provide a description of the institution’s commitment to:](#)

- a) Ongoing administrative, financial, and technical support of the proposed program.

Loyola University Maryland is fully committed to providing all its programs with the administrative, financial, and technical support needed for the programs to fulfill their purpose. Financial support of instructional initiatives for the CMRED program will be provided by the Sellinger School of Business and Management and Loyola's Office of Academic Affairs.

- b) Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

Loyola is confident in the success of this program and its ability to meet enrollment expectations, based on growth in the job market and demand. However, if after five years, the program does not demonstrate the ability to be financially self-supporting, the University will implement changes to improve or sunset the program. Should the program be substantially modified or discontinued, curricular offerings will continue to be provided so that all enrolled students can obtain their degree within the normal period of time for completion.

B. Critical and Compelling Regional or Statewide Need as Identified in the 2022 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:

From the future regional and State needs provided by the Commission to select from, the proposed program meets the need for (a) the advancement and evolution of knowledge and (b) societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education.

As described in Section C, there is a labor shortage of qualified construction managers in Maryland that results in drawing from out-of-state labor to meet local industry needs. In addition to the labor studies that demonstrate the need for this program in the State, extensive consultations with the CMRED Advisory Group including executives from the Maryland Center for Construction Education and Innovation (MCCEI), Bozzuto, Harkins, Merrit, and Whiting-Turner revealed strong enthusiasm for the new major, thus indicating that there is a need for a knowledgeable work-ready labor force in the State. Whiting-Turner's keen interest in the program is evident, as they have committed to providing mentorships, paid internships, and sponsoring studio facilities, equipment, and practitioners who will collaborate directly with students on their projects. Similarly, other construction firms—Bozzuto, Harkins, and Merrit—have pledged to offer paid internships and mentorship to support students' career development and experiential learning. The proposed program, with its studio-based curriculum and internships, will produce graduates who are ready to step into the field upon graduation since they will have been working in the field during their education.

Although 40.8% of workers in construction trades in 2023 were Hispanic, in the same year, Hispanics made up only 16.1% of construction managers.² There is a need to expand educational choices for Hispanics and other minorities in fields where they may wish to advance and excel. Loyola's undergraduate enrollment of Hispanic students over the past five years has grown by nearly 100 students, but as a proportion of all students, has remained relatively steady at approximately 6.5%. This proposed concentration with its intentionality on promoting positive working relationships with Hispanic workers in the construction industry, has the potential to attract Hispanic students who wish to pursue a bachelor's degree in the field with a real estate development concentration. Loyola's attention to empowering the Hispanic workforce with a culturally informed curriculum has received praise from many local organizations such as the Maryland Latinos Unidos, the Maryland Hispanic Chamber of Commerce, the Hispanic Chamber of Commerce Montgomery County, the Hispanic Chamber of Commerce Prince George's County, The Baltimore City Mayor's Office of Immigrant Affairs, and the Maryland Legislative Latino Caucus (see letters of support included in Appendix A).

2. [Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.](#)

Priority 5: Maintain the commitment to high-quality postsecondary education in Maryland; specifically including real-world hands-on experiences in the curriculum.

The studio-focused curriculum will provide significant real-world, hands-on experiences. Further, the Whiting-Turner-sponsored studios will expose students to practitioners in the field. Studio classes utilize a 10-hour/week, 8-credit or 8-hour/week, 6-credit format; these classes comprise a variety of learning opportunities including working time, lecture, demonstration, critique, discussions, field trips, and collaborative practice. Most studio courses include varied methods of critique to provide individual students feedback on their work, while also sharpening their creative and critical thinking, oral and written communication, and community engagement skills.

Studio courses are scaffolded to deliver higher expectations and intensity as students progress in the major. Introductory studios familiarize students with the theories and context of their area of study and the development of the key skills within Construction Management and Real Estate Development. More advanced studio courses integrate new content and immerse students in creative problem-solving assignments that increase their conceptual understanding and prepare them to emerge as young professionals in Construction Management and Real Estate Development.

In addition to the formal curriculum, Loyola intends to pursue the establishment of a chapter within the Associated of Builders and Contractors National Student Chapter Network.³

² Labor Force Statistics from the Current Population Survey 2023 <https://www.bls.gov/cps/cpsaat11.htm>

³ <https://www.abc.org/Workforce/National-Student-Chapter-Network>

Affiliation with this organization will enhance students' preparation to be leaders in the construction management and real estate development fields.

Priority 7: Enhance the ways postsecondary education is a platform for ongoing lifelong learning & Priority 8: Promote a culture of risk-taking; specifically, incorporating civic learning and civic engagement in the curriculum.

As one of only 27 Jesuit colleges/universities in the United States, Loyola's Core Values are explicit that the University ". . . seeks to encourage habits of caring, engagement, and civic responsibility by incorporating its own particular approach to service learning into its curricula, . . ." ⁴ The CMRED program exemplifies this commitment to community-based education by incorporating service-learning components in all studio courses. Additionally, the Jesuit educational mission of forming "men and women for others," will be enacted in the proposed major as students working on real-world projects consider the impact of their professional actions on their peers and the communities in which they work. Furthermore, The Sellinger School has reached out to two community colleges in the state for potential articulation agreements to streamline the transfer process. These agreements would encourage and enable traditional and adult students to earn a Bachelor of Science degree in Construction Management and Real Estate Development.

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

1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.

Graduates of the BS in Construction Management and Real Estate Development would be qualified for SOC 11-9021 Construction Manager roles, as the typical entry-level education for that occupation is a bachelor's degree. Graduates of this program may work in industries such as nonresidential or residential building and specialty construction trades.

Source: Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook

<https://www.bls.gov/ooh/management/construction-managers.htm>

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 national occupational outlook for Construction Managers is positive with a projected 5% job growth from 2022 to 2032; this is faster than the average for all jobs (3%).

The national median salary for Construction managers in 2023 was \$104,900.

⁴ <https://www.loyola.edu/about/mission/core-values>

Source: Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook
<https://www.bls.gov/ooh/management/construction-managers.htm>

The outlook in Maryland is better than the national outlook with a projected change in employment of Construction Managers of 14.5% from 2020 to 2030. The growth is projected at 11.9% in Baltimore City and surrounding counties.

With 951 job openings annually in Maryland, Construction Managers has a score of 94 on the Maryland Hot Jobs list.

The median salary for Construction managers in Maryland in 2022 was \$106,995, with an entry-level salary of \$73,840.

Source: Maryland Department of Labor

<https://labor.maryland.gov/lmi/iandoproj/wias.shtml>

<https://labor.maryland.gov/lmi/hotjobs/>

<https://www.dllr.state.md.us/lmi/wages/md/240124/11-9021.htm>

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

The Bureau of Labor Statistics projects ~193,500 job openings for Construction Managers over the next five years.

Source: Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook
<https://www.bls.gov/ooh/management/construction-managers.htm#tab-6>

According to the Maryland Department of Labor, there will be 9,262 openings for Construction managers between 2020 and 2030.

Source: Maryland Department of Labor

<https://labor.maryland.gov/lmi/iandoproj/wias.shtml>

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

There are five similarly named programs in the State of Maryland (see Section D), however with fewer than 40 graduates annually across the programs, there is currently not a supply of graduates within the state to meet the Maryland labor demand as demonstrated in the above portions of Section C.

| INSTITUTION NAME | DEGREE LEVEL | PROGRAM NAME | CIP | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|--|--------------|-------------------------------------|---------|------|------|------|------|------|------|
| Frostburg University | Bachelors | SUSTAINABLE CONSTRUCTION MANAGEMENT | 30.9999 | 0 | 0* | 0* | 0* | 0* | 0* |
| University of Maryland - Eastern Shore | Bachelors | CONSTRUCTION MANAGEMENT TECH | 15.0201 | 17 | 20 | 4 | 23 | 10 | 17 |
| Morgan State University | Bachelors | CONSTRUCTION MANAGEMENT | 52.2001 | 8 | 16 | 27 | 21 | 22 | 27 |
| Capitol Technical University | Bachelors | CONSTRUCTION MNGT & CRITICAL INFRA | 52.2001 | 0 | 0 | 0 | 0 | 0 | 0 |
| University of Maryland - College Park | Bachelors | REAL ESTATE AND THE BUILT ENVIR | 52.1501 | 0 | 0 | 0 | 0 | 0 | 0 |

* No data is listed on the MHEC data tables for this program, but IPEDS data indicated no degree conferred for this program.

The CMRED BS program is estimated to graduate 20 students per cohort during its first five years with growth anticipated once the program is more well established.

D. Reasonableness of Program Duplication:

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

There are five similarly named programs in the state of Maryland. Two of those had no degree completions in the past seven years and the two others had relatively stable degree completions for 2016 to 2022. No data is available for Frostburg's program.

Similarly Named Programs in Maryland

Capitol Technology University – BS in Construction Management (CIP 52.2001). Located under the Construction and Facilities fields of study. This program appears to have had its first degree completion in 2022 with 1 degree conferred.

Frostburg State University – BS in Sustainable Construction Management (CIP 30.9999). Located in the College of Business, Engineering, and Computational & Mathematical Sciences. Had no completions in the past seven years.

Morgan State University – BS in Construction Management (CIP 52.2001). Located in the School of Architecture & Planning. Averaged 20 degree completions annually from 2016 to 2022 with 17 degrees conferred in 2022.

UMd College Park – BA in Real Estate and the Built Environment (CIP 52.1501). Located in the School of Architecture, Planning, & Preservation. Had no completions in the past seven years.

UMd Eastern Shore – BS in Construction Management Technology (CIP 15.0201). Located in the School of Business and Technology. Averaged 14 degree completions annually from 2016 to 2022 with 6 degrees conferred in 2022.

Distinctions between the proposed BS in Construction Management and Real Estate Development and other similarly named programs in the State.

Loyola proposes the BS in Construction Management and Real Estate Development utilize the CIP Code of 52.2001 which represents construction management within the Business, Management, Marketing, and Related Support Services domain.

- The locus for this program will be the Sellinger School of Business and Management.
- Students must choose one of two concentrations– Real Estate Development or Construction Engineering.
- The curriculum for the degree includes 28 credits in studio courses.
- Students must complete 12-21 credits of required supportive business courses (depending on the concentration selected).
- Students are required to have intermediate or above proficiency in the Spanish language.

Students have options to pursue co-op opportunities through industry partners in the summer.

Capitol Technology University's BS in Construction Management program utilizes the CIP Code of 52.2001.

- While the CIP code represents a business domain, the locus for this program is under the Construction and Facilities fields of study.
- It does not appear that the program offers concentrations.
- The curriculum does not appear to require studio courses; it does appear that there is one required internship course for 3 credits.
- It appears that students must complete 9 credits of required supportive business courses.
- It does not appear that students are required to have Spanish language proficiency.
- This program appears to be available as a fully online program.

Frostburg State University's BS in Sustainable Construction Management program utilizes the CIP Code of 30.9999.

- The CIP code represents multi/interdisciplinary studies, the locus for this program is the College of Business, Engineering, and Computational & Mathematical Sciences.
- It does not appear that the program offers concentrations.
- The curriculum does not appear to require studio courses; it does appear that there is one required internship course for 3 credits.
- It appears that students must complete 9 credits of required supportive business courses.
- It does not appear that students are required to have Spanish language proficiency.

Morgan State University's BS in Construction Management program utilizes the CIP Code of 52.2001.

- While the CIP code represents a business domain, the locus for this program is the School of Architecture & Planning.
- It does not appear that the program offers concentrations.
- The curriculum does not appear to require studio courses; it does appear that there is one required internship course for 3 credits.
- It appears that students must complete 9 credits of required supportive business courses.
- It does not appear that students are required to have Spanish language proficiency.

UMd College Park's BA in Real Estate and the Build Environment program utilizes the CIP Code of 52.1501

- While the CIP code represents real estate, within the larger Business domain, the locus for this program is the School of Architecture, Planning, & Preservation.
- It does not appear that the program offers concentrations.
- The curriculum does not appear to require studio courses.
- There does not appear to be any required supportive business courses.
- It does not appear that students are required to have Spanish language proficiency.

UMd Eastern Shore's BS in Construction Management Technology utilizes the CIP Code of 15.0201, which represents Civil Engineering within the Engineering Technologies/Technicians domain.

- While the CIP code represents an Engineering domain, which indicates a non-business focus of the curriculum, the locus for this program is the School of Business and Technology.
- It does not appear that the program offers concentrations.
- The curriculum does not appear to require studio courses; it does appear that there are two required internship courses for a total of 4 credits.
- It appears that students must complete 9 credits of required supportive business courses and an additional 6 credits of elective business courses.
- It does not appear that students are required to have Spanish language proficiency.

2. [Provide justification for the proposed program.](#)

As articulated in Section C, there are national, state, and local labor shortages for Construction Managers that are not being adequately met by the current bachelor's degree programs in the State. Therefore, an additional undergraduate degree program in Construction Management in the State expands the educational opportunities for students interested in the field while helping to fill a current void of qualified entry-level construction managers. Indeed, in a letter of support for Loyola's proposed program, the President & CEO of Whiting-Turner Contracting Company stated that they were only able to fill 69% of their openings for construction engineers in the DVM area in the most recent year.⁵ The Chairman & Co-founder of the Bozzuto Group echoed this challenge stating that the imbalance between industry need and the supply of construction and real estate management professionals in Maryland "hampers the industry's

⁵ Regan, T. (2024, May 13). *Letter from Timothy J. Regan, President & CEO Whiting-Turner Contracting Company, to Maryland Higher Education Commission.*

growth potential.”⁶ The President of Harkins Builders, Inc further expressed a concern that “recently identified infrastructure needs” in Maryland would result in an expansion of the unfilled need of professionals in the construction management and real estate development sectors in the state.⁷

In meeting the State and region’s needs for construction managers, the proposed program offers several distinctions from the existing programs that enroll students in Maryland. Those include:

- Two concentrations that allow students to specialize in an area of construction management that best matches their career interests.
- 28 credits of studio courses which give students real-world hands-on experience learning under the guidance of industry professionals/practitioners.
- More required supportive business courses.
- Paid summer co-op/internship opportunities with local industry partners that enable students to apply and continue their learning outside of the normal school year, thereby further ensuring they are work-ready upon graduation.
- Required Spanish language proficiency at the intermediate level which prepares graduates to be able to communicate, manage, and mentor trades workers who may have higher fluency and comprehension in Spanish versus English.

This program’s rigorous studio-focused educational experience has the potential to appeal to Maryland high school graduates therefore keeping them in the state for their undergraduate education. The deep engagement in the community and with local industry partners during their program of study has the potential to retain students in the State post-graduation to meet local labor needs.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

1. [Discuss the program’s potential impact on the implementation or maintenance of high-demand programs at HBI’s.](#)

While there are similar programs in the state, as described in section D, the market demand for construction managers in Maryland far outpaces the supply of qualified entry-level construction and property professionals being educated by those programs. In short, the need for graduates of construction management programs far outpaces what is being produced in Maryland and Loyola envisions its program as supplementing not competing with the programs offered at HBIs. Bachelor’s degree completions in the programs at Morgan State University and the University of Maryland Eastern Shore have remained relatively flat during the most recent five

⁶ Bozzuto, T. & Cantley, K. (2024, May 15). *Letter from Thomas Bozzuto, Chairman & Co-founder and Kelly Cantley, Senior Vice President, Bozzuto Construction Company to Mary Ann Scully.*

⁷ Nichols, B. (2024, May 20). *Letter from Ben Nichols, President & CEO Harkins Builders, Inc. to Maryland Higher Education Commission.*

years of available data (2018-2022). In addition, the program at Morgan State comprises, on average, 2% of all their bachelor's degree completions annually, and the University of Maryland Eastern Shore's program comprises, on average, 3% of their bachelor's degree completions.⁸ Based on these data, it does not appear that construction management is a high-demand program in terms of student enrollment at HBIs in the State.

It should also be noted that the application pools for undergraduate students at Loyola and the HBIs are not significant. Based on the National Student Clearinghouse data, Morgan State, which is geographically proximate to Loyola, is 50th on the list of Loyola's cross-application institutions. The University of Maryland Eastern Shore, which is geographically distant to Loyola, 140 miles away, had only 8 cross-applications with University of Maryland Eastern Shore in the past five years. Further, relative to Loyola's Jesuit liberal arts perspective and the proposed program's studio courses and Spanish language proficiency, the programs at Morgan State and the University of Maryland Eastern Shore provide different curricular models, and we believe will attract different types of students.

In addition, because of the overwhelming need for construction and property professionals, all of the supporters that wrote letters (see Appendix A) have expressed their desire to continue supporting existing as well as new programs to help retain students in state. The Whiting-Turner Contracting Company, which has supported the construction management programs at Morgan State and University of Maryland Eastern Shore, has pledged to continue their "steady support" of those universities even as they lend their support to Loyola's newly proposed program.⁹ The Bozzuto Group also indicated that their support for Loyola's proposed program would not "diminish [their] commitment to other institutions offering similar programs" and that they "believe that collaboration and mutual support among universities are essential in addressing the challenges facing [the] industry and in nurturing the next generation of leaders."¹⁰ Our support partners have repeatedly affirmed the need for growth of all construction management programs in the state and believe more choices and options are important to maximize the success of narrowing the gap between construction manager supply and demand.

While we do assert that the Loyola proposal provides a curriculum that differs to those offered by Maryland HBIs, we see and welcome opportunity for collaboration. Toward this aim, the Provost of Loyola University Maryland and Provost of Morgan State University have discussed Loyola's Construction Management and Real Estate Development academic program proposal. Loyola hopes to continue to make connections and have conversations in order to explore possibilities for collaboration.

⁸ Source: IPEDS Completions Data

⁹ Regan, T. (2024, May 13). *Letter from Timothy J. Regan, President & CEO Whiting-Turner Contracting Company, to Maryland Higher Education Commission.*

¹⁰ Bozzuto, T. & Cantley, K. (2024, May 15). *Letter from Thomas Bozzuto, Chairman & Co-founder and Kelly Cantley, Senior Vice President, Bozzuto Construction Company to Mary Ann Scully.*

Based on these data, and Loyola’s intention to help meet the market demand in the state for construction and property professionals, we do not believe that the addition of Loyola’s CMRED program will have a negative impact on the programs at Historically Black Institutions. Further, the proposed BS in CMRED at Loyola may provide a new market of prospective students for Morgan State’s MS in Construction Management program. That program graduated 10 students in each of the past two years for which data is available (2021 and 2022).¹¹

F. Relevance to the identity of Historically Black Institutions (HBIs)

1. Discuss the program’s potential impact on the uniqueness and institutional identities and missions of HBIs.

As public institutions that are classified as Doctoral Universities with high research activity, Morgan State University and the University of Maryland Eastern Shore (UMES) have institutional identities/missions that are different from the institutional identity and mission of Loyola University Maryland, which is a private Jesuit, Catholic institution that holds a Carnegie classification of Master’s Colleges & Universities: Larger Programs.

These three institutions have co-existed successfully for over 100 years. As noted in section E above, university-wide cross-applications between Loyola and Morgan State and Loyola and UMES are very small in number. Loyola has no indication that there will be any significant change in the number of cross-applications with the two institutions with the addition of this new construction management program. As noted above the need for graduates of construction management programs far outpaces the number of graduates of all schools in Maryland, including Morgan State and University of Maryland Eastern Shore. Loyola’s addition of a construction management program would attract a new group of students who seek a Catholic, Jesuit education at a medium-sized highly residential independent master’s institution and would not impact the mission or institutional identities of HBIs that offer this program.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in [COMAR 13B.02.03.10](#)):

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

In her first year as Dean of the Sellinger School of Business and Management at Loyola University Maryland, Dean Mary Ann Scully began meeting with business leaders in the Greater Baltimore region. These conversations with executives from several prominent construction firms surfaced a convergence between Loyola’s interests in expanding STEM disciplines and experiential learning (as described in Section A) and the pressing needs that the Maryland construction industry is facing because of a shortage of construction project managers (as

¹¹ Source: IPEDS Completions Data

evidenced in Sections C and D). These consultations between industry experts, the Sellinger School's leadership team, and faculty at Loyola resulted in the development of the proposed program. The proposed program was vetted and approved by the Sellinger School's Advisory Group and Curriculum Committee before being forwarded to the University's shared governance groups for their feedback and approval before being approved by Loyola's President and Board of Trustees.

At its inception, the BS - Construction Management and Real Estate Development program will be part of the Sellinger School of Business and Management, located in the Department of Management and Organizations. As the program grows, its placement within the University's organizational structure can be reassessed. The program will be overseen by a full-time program director with a graduate degree in a related discipline, extensive experience, and academic preparation or experience in education. The search for the program director will commence upon recommendation of the program by the Maryland Higher Education Commission, with the aim of having the program director in place as soon as is practical. The program director will oversee the academic and administrative program quality and teach advanced topics in studio courses in the areas of their expertise. Among the specific responsibilities of the program director will be setting up an advisory board; hiring and approving teaching faculty; coordinating course schedules within the Management and Organizations department and across other departments; updating the CMRED course catalog and website; implementing an assessment of learning outcomes process; and representing the program internally and externally. The program director will report to the chair of the Management and Organizations department and work collaboratively with the Sellinger Leadership Team. Prior to hiring the program director, the chair of the Management and Organizations department will coordinate the search for the position and participate in preliminary planning for the launch of the program. Loyola may also hire new tenure track faculty corresponding to the long-term growth of CMRED program.

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

The CMRED program's learning outcomes are aligned with the University's Learning Aims.

| Loyola Learning Outcome | Program Learning Outcome | Course(s) in which it is assessed |
|---|--|---|
| <p>Critical Understanding: Thinking, Reading, and Analyzing</p> | <p>Major Goal:</p> <p>Demonstrate abilities in managing and planning construction projects.</p> <p>Major Learning Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Exhibit knowledge of how to set goals, plan, and motivate others toward achieving objectives. • Demonstrate appropriate skills required for project planning and implementation of projects. | <p>CR202 Studio 2</p> <p>CR 404 Capstone Studio</p> |

| Loyola Learning Outcome | Program Learning Outcome | Course(s) in which it is assessed |
|-------------------------|---|--|
| Eloquentia Perfecta | <p>Major Goal:</p> <p>Demonstrate effective communication skills across cultures and platforms in the construction and real estate industry.</p> <p>Major Learning Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand and utilize the language and terminology required for these industries. • Recognize key areas of cultural difference that are represented by the different constituencies making up the industry. • Demonstrate basic proficiency in Spanish sufficient to facilitate interaction with Hispanic workers in the industry. | <p>CR303 Studio 3</p> <p>CR 404 Capstone Studio</p> |
| Promotion of Justice | <p>Major Goal:</p> <p>Develop abilities to advance diversity, social justice, and ethical</p> | <p>CR 2xx Sustainability in the Built Environment</p> <p>CR 303 Studio 3</p> |

| Loyola Learning Outcome | Program Learning Outcome | Course(s) in which it is assessed |
|-------------------------|---|-----------------------------------|
| | <p>decision making in Construction Management and Real Estate Development practices.</p> <p>Major Learning Objective: Students will be able to:</p> <ul style="list-style-type: none"> • Understand the importance and requirements of employing sustainable business practices in this industry. • Recognize and accommodate differences in values held by different members of the industry in order to promote an inclusive workplace. | |
| Intellectual Excellence | <p>Major Goal: Demonstrate abilities to Integrate and apply knowledge learned from this program through discernment and critical thinking.</p> <p>Major Learning Objectives: Students will be able to:</p> | CR 404 Capstone Studio |

| Loyola Learning Outcome | Program Learning Outcome | Course(s) in which it is assessed |
|-------------------------|--|-----------------------------------|
| | <ul style="list-style-type: none">• Exhibit knowledge of how to set goals, plan, and motivate others toward achieving efficient building construction.• Demonstrate appropriate skills required for project management and implementation of construction projects. | |

3. Explain how the institution will:

a) Provide for assessment of student achievement of learning outcomes in the program

Accredited by the AACSB, the Sellinger School of Business and Management has employed a five-year assessment cycle to ensure continuous improvement in its learning goals. The assessment of these goals-- critically analyze problems, communicate effectively, advance equity and justice, and integrate knowledge—utilizes both direct and indirect evidence.

The direct methodology involves collecting student artifacts in key foundational courses and assessing them using faculty-created rubrics. Outcomes from those assessments are forwarded to either the Sellinger Curriculum Committee or a related program partner group that, in turn, presents recommendations for curricular updates at the Sellinger Assembly and then ultimately University governance.

The indirect methodology involves collecting feedback from our external constituencies (mainly advisory boards and representatives from hiring firms) which is then evaluated by the Sellinger Leadership Team (SLT) and forwarded to the Sellinger Assembly and University governance when warranted.

As noted previously, the CMRED program director will be responsible for implementing systematic and sustained assessment of student learning in the program. It is the expectation that the approach to assessment in the programs will utilize similar approaches incorporating direct and indirect evidence of learning as are utilized in the Sellinger School more broadly and that the assessment evidence will be stored in the University's centralized assessment software.

b) Document student achievement of learning outcomes in the program

The same methodology, described in 3a, will be adopted for assessment of program-specific learning outcomes. Student achievement will be documented in key assessment courses using the learning assessment. All assessment measures for each program learning objective (PLO), artifacts that are assessed, any form of analyses, and assessment reports generated will be posted online using the centralized software system employed by Loyola. Recommendations for curricular or course changes based on student achievement of specific PLOs will be discussed with the program's faculty and advisory board before implementation.

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

The proposed Construction Management and Real Estate Development program requires students to choose a concentration of either Real Estate Development or Construction Engineering. A total of 120 credits is required for students that choose to complete the program with the Real Estate Development concentration and 124 credits are required for students that choose to complete the program with the Construction Engineering

concentration. The program requires 49 program core credits (including 28 credits of studio courses). The Real Estate Development concentration will include 26 credits in the concentration, which includes one 2+ credit free elective (any 2+ credit course offered at the University). The Construction Engineering concentration will consist of 30 credits within the concentration. As is the case with all undergraduate programs at Loyola, all students will take 45 credits in the University's Core Curriculum which supports all undergraduate programs.

As noted in Section B.2, the proposed program relies heavily on studio courses that immerse students in creative problem-solving assignments to increase their conceptual understanding and practical experience in preparing them to emerge as young professionals ready to lead in the field of Construction Management and Real Estate Development.

Construction Management and Real Estate Development Curriculum

| Required Courses for the Major | Credit Hours |
|---|--------------|
| SN104 Intermediate Spanish II (SN201 Spanish Composition and Conversation strongly recommended) | 3 |
| EC102 Microeconomics | 3 |
| EC103 Macroeconomics | 3 |
| CR201 Studio 1 | 6 |
| CR302 Studio 2 | 8 |
| CR303 Studio 3 | 8 |
| CR404 Capstone Studio | 6 |
| CR3xx Sustainability in the Built Environment (Diversity & Justice tagged course) | 3 |
| AC201 Financial Accounting | 3 |
| MG201 Management | 3 |
| WR326 Technical Writing or WR325 Professional Writing | 3 |
| Total Required Credit Hours | 49 |

| Required Courses for Real Estate Development Concentration | Credit Hours |
|--|--------------|
| MA151 Applied Calculus or MA 251 Calculus I | 3 |
| FI 320 Financial Investment | 3 |
| FI 3xx Real Estate Finance and Investment | 3 |
| FI 3xx Real Estate Modeling and Valuation | 3 |
| CR 3xx Sustainable Land and Adaptive Reuse Development (D&J) | 3 |
| Three of the following elective courses | |
| MG 304 Managing Innovation and Entrepreneurship | 3 |
| MG305 Managing Talent or MG 306 Managing Teams | 3 |
| MK240 Marketing | 3 |
| IS352 Introduction to Programming in Python | 3 |
| LW 406 Commercial Law | 3 |
| CR 3xx Accessible Housing Environment | 3 |
| CR 3xx Real Estate Technology | 3 |
| CR3xx Structural Building Systems | 3 |
| IS xxx Location Analytics | 3 |
| Free elective credits ¹² | ≥2 |
| Total Real Estate Development Concentration Credit Hours | ≥26 |

¹² Students may fulfill their free elective credits from any course offered at Loyola for which they meet the prerequisites. Since many of Loyola's courses are 3-credits, students in this degree/concentration path may graduate with over 120 credits.

| Required Courses for Construction Engineering Concentration | Credit Hours |
|--|--------------|
| MA251 Calculus | 3 |
| PH201 General Physics I | 3 |
| PH291 General Physics I Lab | 1 |
| EG 301 Statics | 3 |
| EG 351 Introduction to Engineering Materials | 3 |
| EG3xx Environmental Control Systems and Lab | 4 |
| EG3xx Mechanical, Electrical, and Plumbing Systems in Building Science and Lab | 4 |
| EG3xx Climate-Responsive Building Design | 3 |
| EG3xx Sustainability design and LEED certification | 3 |
| EG3xx Telecommunication Systems in Smart Buildings | 3 |
| | |
| Total Construction Engineering Concentration Credit Hours | 30 |

Course Descriptions

| Course titles and descriptions | Credit Hours |
|--|--------------|
| AC201 Financial Accounting | 3 |
| <p>Focuses on introducing financial accounting which provides information for decision makers outside the entity primarily by means of general-purpose financial statements. Students acquire a basic knowledge of the language of business. Topics include the application of accounting theory and generally accepted accounting principles to business transactions encountered by corporations during the accounting cycle.</p> | |
| CR201 Studio 1 | 6 |
| <p>Introduction to sustainable construction and real estate development drawing, modeling, and project life cycles and management. (fall, sophomore)</p> | |
| CR302 Studio 2 | 8 |
| <p>In depth examination of sustainable construction and real estate development, built environment materials and methods, drawing and modeling. Introduction to safety, legal, and contractual issues. The introduction of the legal environment also includes, but not limits to, employment and labor law, cases of workplace discrimination, title VII of the Civil Rights Act, and the National Labor Relations Act. (spring, sophomore)</p> | |
| CR303 Studio 3 | 8 |
| <p>In depth examination of sustainable construction and real estate development, built environment materials and methods, drawing and details, safety, contractual issues, and the legal environment of the industry. Introduction to project management, project control, soil and foundations, contract negotiation, and dispute resolution. (spring, junior)</p> | |

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| CR404 Capstone Studio | 6 |
| In-depth evaluation of the principles and applications of sustainable construction and real estate development, estimating and bidding procedures, cost alternatives, scheduling, sequencing, budgeting, project cash-flow management. (fall, senior) | |
| CR2xx Sustainability in the Built Environment | 3 |
| Putting the 3 E's (environment, economics, and social equity) into Construction and Real Estate Development Practice. This course explores the issues of sustainability from the perspective of the built environment, our history of construction and expansion, and buildings and how they interact with the natural environment. Students will be exposed to issues of human impacts on natural systems through the built environment and the variety of disciplines that are working to create a more sustainable future. | |
| CR 3xx Sustainable Land and Adaptive Reuse Development | 3 |
| This course evaluates land development, as well as re-hab, re-development, and acquisition investments. We examine raw and developed land and the similarities and differences of traditional real estate product types including office, R & D, retail, warehouses, single family and multi-family residential, mixed use, and land. Emphasis is on concise analysis and decision making. We discuss the development process with topics including market analysis, site acquisition, due diligence, zoning, entitlements, approvals, site planning, building design, construction, financing, leasing, and ongoing management and disposition. Course lessons apply to all markets, but the class discusses U.S. markets only. Throughout the course, we focus on risk management and sustainable development issues. Prerequisite: FI320, MG201 | |
| CR3xx Structural Building Systems | 3 |
| This course introduces the general principles of loads on buildings and the design and analysis of conventional structural building systems in steel, concrete, wood and masonry. It also addresses the construction of different building systems. | |
| CR 3xx Accessible Housing Environment | 3 |
| Explores physical, social, and service contexts related to housing and environments for people across the age and ability spectrums. Ecological perspectives and social theories on aging will be examined and applied and students will examine evidence regarding how older adults use, perceive, and are affected by their homes and environments. Topics include housing options, accessible and inclusive environments, supports and services, policies and politics, economics, neighborhood design, and age-friendly communities. | |

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| CR 3xx Real Estate Technology | 3 |
| <p>This course explores how technology is changing real estate across the world. We will investigate the short- and long-term effects that technology will likely have on residential and commercial real estate, and give students the skills necessary to immediately add value for potential employers in the field upon graduation. The course includes deep dives on a number of leading companies, case studies, industry guest speakers, business model analysis, and new venture planning and evaluation. (junior standing)</p> | |
| EG301 Statics | 3 |
| <p>Engineering mechanics treatment of rigid bodies at rest or moving at constant velocity. Covers force vectors, equilibrium of a particle, force system resultants, equilibrium of a rigid body, simple structural analysis, internal forces, friction, center of gravity and centroid, and moments of inertia.</p> | |
| EG 351 Introduction to Engineering Materials | 3 |
| <p>Covers fundamentals of materials science, including bonding, crystal structure, x-ray diffraction, mechanical behavior, defects in solids, phase diagrams, phase transformations, and electrical behavior. Emphasizes the properties of ferrous and nonferrous metals and alloys, ceramics, polymers, and composites and their engineering applications.</p> | |
| EG3xx Climate-Responsive Building Design | 3 |
| <p>In this course, students will be introduced to climate responsive building design concepts such as passive cooling and heating building systems, as well as building performance indicators. Students will be exposed to modeling methods to evaluate climate loads and energy demand, the use of building simulations for the selection of energy-efficient building components and systems, and applicable regulatory and sustainability frameworks. Students will also learn how buildings can produce less greenhouse gas emissions and consume less energy while remaining comfortable, healthy, and economical through the proper application of sustainable building design.</p> | |
| EG3xx Environmental Control Systems and Lab | 4 |
| <p>Students will be introduced to the basics of active HVAC (heating, ventilation, and air conditioning) and plumbing systems as well as being exposed to the fundamentals of domestic water supply and distribution as well as wastewater and sewage systems Through a combination of lecture, reading materials, guest lectures, and field trips they will analyze and calculate elements that control the disposition of energy in buildings and learn how to introduce various systems into existing buildings and design these systems for high performance building. The lab component for this class introduces students to technical and non-technical aspects of whole building energy simulation during building design, retrofitting and maintenance.</p> | |

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| EG3xx Mechanical, Electrical, and Plumbing Systems in Building Science and Lab | 4 |
| An overview of mechanical, electrical and plumbing (MEP) aspects of buildings. Intended to develop students' ability to analyze energy requirements of buildings and various methods of energy conservation and thermal efficiency. Topics covered include heat flow, system and equipment for heating and cooling. Also included are water supply and wastewater treatments for buildings. | |
| EG3xx Sustainability design and LEED certification | 3 |
| The LEED Professional Credentials indicate professional excellence and a strong depth of knowledge as well as practical understanding of the LEED Rating Systems and how they apply to the high-performance design and construction of the built environment. Preparing to take the LEED Green Associate and AP exams requires more than taking one course; it is a process that involves the acquisition of disciplinary knowledge and understanding of complex building and environmental systems. This course introduces the core concepts of the USGBC LEED Rating Systems and assists students in study and preparation for the LEED Green Associate exam. | |
| EG3xx Telecommunication Systems in Smart Buildings | 3 |
| This course covers the principles of Internet of Things communication network infrastructure and discusses IoT's emerging implementation areas. It teaches the architecture and operations of the main network and data messaging protocols used in IoT. It introduces and discusses the emerging implementation areas of IoT such as Smart Homes, Smart Cities, Smart Cars, Smart Transportation, Smart Retail, and Smart Construction. | |
| EC102 Microeconomic Principles | 3 |
| Investigates how individuals in market economies make decisions about what goods will be produced, how they will be produced, and for whom they will be produced. Students learn to analyze the impacts of changes in markets; illustrate the concepts of consumer demand and production; and explain the process of profit maximization under various market structures. Topics include the laws of supply and demand; behavior of firms in competitive and noncompetitive markets; functioning of labor and capital markets; poverty and income inequality; economics and the environment; economic systems in other countries. | |
| EC103 Macroeconomic Principles | 3 |
| Introduces macroeconomic equilibrium, its impact on unemployment and inflation, and the effect of economic policy initiatives on that equilibrium. Students learn to predict the qualitative effect on changes in economic aggregates on each other and on GDP. Topics include the business cycle; national income and product accounting; equilibrium in the aggregate demand--aggregate supply model; the multiplier; the national debt; financial intermediaries; money and its creation; fiscal and monetary policy; comparative advantage and the gains from international trade; commercial policy; foreign exchange markets; and the balance of payments. Effects of international transactions are incorporated with each topic. | |

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| EC220 Business Statistics | 3 |
| <p>Introduces the concepts and application of statistics in management. Students learn to apply estimation and hypothesis testing to univariate and multivariate business problems. Topics include descriptive statistics and statistical inference; multiple regression; correlation; and trend and seasonal time series analysis. <i>Closed to students who have taken ST210.</i></p> | |
| FI320 Financial Management | 3 |
| <p>Studies the theory and practice of financial analysis and management in the corporate setting and its role in the larger economic environment. Students discuss what specific assets a firm should acquire, what total volume of funds should commit, and how the required funds of the firm should be financed. Topics include time value of money, risk and return relationships, fundamental valuation theories, financial markets, capital investment decisions, cost of capital, capital structure, dividend policy, and international finance.</p> | |
| FI3xx Real Estate Finance and Investment | 3 |
| <p>Real Estate Finance and Investment addresses how real estate value is established, the fundamental foundations of the time value of money, as well as more real estate specific applications of return on investment, net operating income, the components of a real estate sources and uses statement, sources of real estate equity and debt financing, commonly used debt ratios and equity returns in real estate, as well as concepts of sensitivity analysis and exit strategies.</p> | |
| FI3xx Real Estate Modeling and Valuation | 3 |
| <p>This course provides in-depth experience modeling and valuing the development or acquisition of office, multifamily, hotel, residential properties. Students learn how to build real estate models working with flexible time periods, building debt schedules, incorporating alternative financing structures with joint venture waterfall analysis and returns allocation schedules, as well as the key terminology of real estate and Real Estate Investment Trusts. Students gain an understanding of how topics in sustainability affect the real estate sector. Prerequisite: FI320.</p> | |
| IS352 Introduction to Programming in Python | 3 |
| <p>An introduction to software development with an emphasis on real-world applications. Students are introduced to programming in a modern computer language with Python. Principles of program design, programming structures, data structures, program testing, and debugging are covered. Emphasis is placed on developing an applied analytics project relatable to a business application. CS 151 may be substituted for this course with permission of the department chair. No prior programming experience is required. Prerequisite: IS 251 or BH 251 or DS 303.</p> | |

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| ISxxx Location Analytics | 3 |
| <p>Several industries, notably those in financial services and healthcare, together with city, county, state, and national governments, make use of data to generate insights about populations, transportation, and epidemiology. Data that is tied to a location that can be identified through zip codes and other means (latitude, longitude) can afford unique insights to help decision makers. The location analytics course uses GeoDA (a free open-source GIS tool) to mine location data to solve business intelligence problems in the areas of logistics, market analysis, and real estate management. Prerequisite: IS251 or BH251</p> | |
| LW406 Commercial Law | 3 |
| <p>Examines the legal aspects of a commercial transaction. Students learn to explain the nature of a commercial transaction including formulating a contract for the sale of goods, paying for the goods, and financing the transaction. Topics include contract law, the uniform commercial code (sale of goods, negotiable instruments, secured transactions, bank collections and deposits), surety, and bankruptcy. <i>Restricted to juniors and seniors or written permission of the instructor.</i></p> | |
| MA151 Applied Calculus | 3 |
| <p>A one semester introduction to calculus. Definition, interpretation, and applications of the derivative especially in business and social sciences. <i>Degree credit will not be given for both MA151 and MA251. Closed to students minoring in mathematics or statistics.</i></p> | |
| MA251 Calculus I | 3 |
| <p>A rigorous approach to Calculus for all majors. Topics include limits, definition, interpretation, and applications of the derivative; differentiation rules; antiderivatives; definition of definite and indefinite integrals; and the Fundamental Theorem of Calculus. <i>Degree credit will not be given for both MA151 and MA251.</i></p> | |
| MG201 Management | 3 |
| <p>Develops knowledge and skills in the management of organizational behavior (OB). A focus is placed on how organizations create value through people by fostering employee performance, commitment, and well-being. Topics include individual characteristics such as personality and ability, motivational characteristics such as job attitudes, stress, motivation, relationships, and learning, organizational characteristics such as power, leadership, teamwork, and organizational culture. The learning method is experiential with a focus on lectures, self and team assessments, cases, class discussions, exercises and simulations, team projects, cases, team decisions, and discussion. Testing methods may include exams, papers, and team projects.</p> | |

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| MG304 Managing Innovation and Entrepreneurship | 3 |
| <p>Examines concepts and techniques about how innovation and entrepreneurship stages progress both within established organizations and start-ups. The course focuses on entrepreneurship at the individual level incorporating concepts and issues that spans from opportunity recognition to business model stage, and intrapreneurship at the organizational level incorporating concepts and issues related to innovation management and adaptation. At all levels, the course focuses on how development of an entrepreneurial mindset and techniques that support operationalization of innovative business decisions. The learning method is action based and experiential with use of cases, exercises, simulations, real-life projects, and written assignments.</p> | |
| MG305 Managing Talent | 3 |
| <p>Develops knowledge and skills in recognizing and addressing human capital issues faced by managers. The course focuses on how to manage an organization's human resources from the perspective of managers and employees. Topics include labor market conditions, competitive advantage of talent, talent analytics, the legal environment, recruitment and selection, performance management and appraisal, training and development, labor relations, and employee retention. The learning method is experiential with a focus on lectures, cases, class discussions, experiential exercises, and team projects. Prerequisite: MG 201 or BH 201, and 60 credits.</p> | |
| MG306 Managing Teams | 3 |
| <p>Examines concepts and techniques for how to effectively engage in collaborative behaviors, set conditions for effective teamwork, manage high-performance teams, and facilitate flexible, responsive team solutions to problems. The learning method is experiential with a focus on lectures, guest speakers, exercises and simulations, case studies, and team projects. Assessments may include quizzes, tests, papers, projects, and/or student presentations. Prerequisite: MG 201 or BH 201, and 60 credits.</p> | |
| MK240 Marketing | 3 |
| <p>Students acquire an understanding of marketing's role in helping an organization create value. Students learn to identify the elements of the marketing mix, recognize how these elements can be integrated to achieve organizational objectives, and describe a product's marketing plan. Topics include market research, consumer behavior, market segmentation, targeting, positioning, and the marketing mix-product, promotion, pricing, and distribution. Restrictions: <i>Restricted to sophomores, juniors, or seniors.</i></p> | |

| | |
|--|---|
| PH201 General Physics I | 3 |
| Designed for majors in the physical sciences. Topics include vectors, kinematics, Newton’s laws and dynamics, conservation laws, rigid body equilibrium, rotational mechanics, oscillatory motion, fluid mechanics and motion in a gravitational field, and wave motion. Fundamental concepts of vector analysis and calculus are developed. <i>Fulfills one math/science core requirement.</i> | |
| PH291 General Physics I Lab | 1 |
| An introduction to experimental physics stressing principles of measurement, treatment and presentation of data and error analysis with experiments taken primarily from mechanics. | |
| WR325 Professional Writing | 3 |
| Prepares students interested in business, the humanities, and STEM fields for writing in the workplace. Using workplace technology, such as the Microsoft Office Suite, students produce memos, resumes, cover letters, reports, proposals, and presentations. These projects require students to consider the purpose, audience, and context of professional settings when writing on the job. Students also learn how to use text and visuals together in order to create clear and persuasive documents. For team projects, students collaborate with clients or community partners to develop experiential skills. At the end of the semester, students deliver a presentation to refine public speaking skills. | |
| WR326 Technical Writing | 3 |
| Helps students interested in business, the humanities, and the STEM fields prepare for jobs that require technical writing. Using industry-standard technology, such as Adobe Creative Suite and social media, students produce standard workplace documents, as well as instructions and technical descriptions. Students learn about project management, workplace ethics, and basic research methods through usability testing and user experience (UX) projects. Students collaborate in teams with clients or community partners to develop high-impact, visually dynamic documents such as grant proposals, websites, and multimedia applications. At the end of the semester, students deliver a presentation to refine public speaking skills. | |

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

In accordance with the State of Maryland COMAR 13B.02.02.16.E, each of Loyola’s undergraduate degree programs delivers an integrated and structured Core Curriculum experience, in which general education skills and knowledge are addressed. These learning outcomes are embedded in required courses and distribution requirements that students must take which span across the humanities, social sciences, and natural sciences/mathematics. The diversity-justice course requirement focuses on domestic diversity, global diversity, or justice awareness.

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

No specialized accreditation is required for the program.

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

Not applicable.

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

All program requirements, including prerequisites, curriculum, administration, financial aid, and any other relevant information will be maintained on the program's website and in the undergraduate catalogue. Individual course requirements will be delineated on syllabi, as well as in catalogue descriptions before registration.

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

Recruiting and advertising strategies will be discussed with the Office of Undergraduate Admission and the director of Marketing and Communications. Loyola University has a dedicated Office of Marketing and Communications. 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 University Communications team, Admissions Offices, the Office of Financial Aid, the Records Office, the Office of International Programs, and the Office of Institutional Research, respectively.

H. Adequacy of Articulation, If applicable

1. Discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

There are no current articulation agreements for this program, however, Loyola employs a *Seamless Transfer Program* under which students who transfer to Loyola with an A.A. or A.S.

degree from a Maryland Community College can usually complete a bachelor's degree within two years.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

1. Provide a brief narrative demonstrating the quality of program faculty including summary biographical information for the program director and/or major professors.

All faculty teaching in the Loyola University Maryland's Construction Management and Real Estate Development program have been fully vetted and provide local, national, and international excellence in their field of study. New hires will go through an extensive review process to verify they provide excellence in the field of study as well as the pedagogy skills to provide students the ability to reach their full potential.

| Name | Highest Degree | Title/Rank | Appointment (TT/NTT) | Status (FT/PT) | Courses to be Taught in the Program | Note |
|--|-------------------|---------------------|----------------------|----------------|-------------------------------------|------|
| Faculty and Courses in the Sellinger School | | | | | | |
| John Peter Krahel | PhD in Accounting | Professor | TT | FT | AC201 Financial Accounting | |
| Kerry Tan | PhD in Economics | Associate Professor | TT | FT | EC102 Microeconomic Principles | |
| John Burger | PhD in Economics | Professor | TT | FT | EC103 Macroeconomic Principles | |
| Norman Sedgley | PhD in Economics | Professor | TT | FT | EC220 Business Statistics | |

| Name | Highest Degree | Title/Rank | Appointment (TT/NTT) | Status (FT/PT) | Courses to be Taught in the Program | Note |
|--------------------|-------------------------------|--|-----------------------------|-----------------------|--|-------------|
| Hoyeon Kim | PhD in Mechanical Engineering | Teaching Assistant Professor | NT | FT | EG301 Statics | |
| Raenita Fenner | PhD in Electrical Engineering | Associate Professor | TT | FT | EG3xx Telecommunication Systems in Smart Buildings | |
| Tugsjargal Chuluun | PhD in Finance | Professor | TT | FT | FI320 Financial Management | |
| Nan Ellis | JD | Professor Emerita of Law and Social Responsibility | NTT | PT | LW406 Commercial Law | |
| Dave Luvison | DBA in Management | Executive in Residence of Management | NTT | FT | MG201 Management | |

| Name | Highest Degree | Title/Rank | Appointment (TT/NTT) | Status (FT/PT) | Courses to be Taught in the Program | Note |
|---------------------------------------|---|--|----------------------|----------------|---|--|
| Christy DeVader | PhD in Industrial and Organizational Psychology | Associate Professor | TT | FT | MG201 Management | |
| Jon Weinstein | MA in International Affairs | Assistant Teaching Professor Entrepreneur-In-Residence | NTT | FT | MG304 Managing Innovation and Entrepreneurship | |
| New full-time faculty hired in year 1 | TBD | TBD | NTT | FT | CR201 Studio 1 CR302 Studio 2 CR303 Studio 3 CR404 Capstone Studio CR2xx Sustainability in the Built Environment CR 3xx Sustainable Land and Adaptive Reuse Development CR3xx Structural Building Systems CR 3xx Accessible Housing Environment CR 3xx Real Estate Technology | New full-time hire in year 1 if the program is recommended for implementation. |

| Name | Highest Degree | Title/Rank | Appointment (TT/NTT) | Status (FT/PT) | Courses to be Taught in the Program | Note |
|--|----------------|------------|----------------------|----------------|--|---|
| New full-time faculty hired in year 3 | TBD | TBD | NTT | FT | CR201 Studio 1 CR302 Studio 2 CR303 Studio 3 CR404 Capstone Studio EG3xx Climate-Responsive Building Design EG3xx Environmental Control Systems and Lab EG3xx Mechanical, Electrical, and Plumbing Systems in Building Science and Lab | New full-time hire in year 1 if the program is recommended for implementation. |
| Potential new per-course affiliate faculty members | TBD | TBD | NTT | PT | CR2xx Sustainability in the Built Environment CR 3xx Sustainable Land and Adaptive Reuse Development CR 3xx Accessible Housing Environment CR 3xx Real Estate Technology CR3xx Structural Building Systems | New affiliate instructor(s) to be hired in the third year. OR taught by one of the full-time new hires. |

| Name | Highest Degree | Title/Rank | Appointment (TT/NTT) | Status (FT/PT) | Courses to be Taught in the Program | Note |
|---|--|---------------------|----------------------|----------------|---|---|
| Potential new per-course affiliate faculty members | TBD | TBD | NTT | PT | FI3xx Real Estate Finance and Investment and FI3xx Real Estate Modeling and Valuation | New affiliate instructor to be hired in the third year. |
| Potential new per-course affiliate faculty members | TBD | TBD | NTT | PT | ISxxx Location Analytics | |
| Supportive (Required) Courses from Other Areas of the University | | | | | | |
| Robert Pond, Jr. | PhD in Materials Science and Engineering | Affiliate Professor | NT | PT | EG 351 Introduction to Engineering Materials | |
| Potential new per-course affiliate faculty members | TBD | TBD | NTT | PT | EG3xx Environmental Control Systems and Lab EG3xx Mechanical, Electrical, and Plumbing Systems in Building Science and Lab EG3xx Climate-Responsive Building Design EG3xx Sustainability design and LEED certification | New affiliate instructor(s) to be hired in the third year. OR taught by one of the full-time new hires. |

| Name | Highest Degree | Title/Rank | Appointment (TT/NTT) | Status (FT/PT) | Courses to be Taught in the Program | Note |
|-----------------------------|-------------------|------------------------------|----------------------|----------------|---|------|
| Tiffany Curtis | PhD in English | Assistant Teaching Professor | NTT | FT | WR325 Professional Writing and WR326 Technical Writing | |
| Anson Xuan | MS in Mathematics | Assistant Teaching Professor | NTT | FT | MA151 Applied Calculus MA251 Calculus I | |
| Joseph W. Ganem | PhD in Physics | Professor | TT | FT | PH101 Introductory Physics with Lab | |
| Yolopattli Hernandez Torres | PhD in Spanish | Associate Professor | TT | FT | SN104 Intermediate Spanish II | |

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

a) Pedagogy that meets the needs of the students.

Loyola currently offers two formal University-wide teaching enhancement workshops each year for all faculty and numerous less formal faculty development opportunities throughout the year. Several workshop sessions are dedicated to pedagogical training for faculty and instructors, including discussions of best practices for promoting student learning. In addition, as a peer-based resource, faculty selected as Loyola Teaching Fellows research and incorporate high-impact practices in their courses and then disseminate their findings and experiences to other faculty.

Loyola also has an Office of Digital Teaching and Learning (ODTL), which can provide the following assistances to fulltime and part-time faculty members:

- **Map Alignment:** Demonstrate alignment amongst assignment, course, and program objectives throughout the entire program of study.
- **Develop Curriculum:** Create consistent and engaging learning experiences to support success for all students. It typically takes 3 meetings with an instructor, 3 hours of their time, and 3 weeks total to develop each course.
- **Onboard and Support Instructors:** Onboard instructors to the program and Moodle to ensure successful teaching and learning outcomes.
- **Measure Impact:** Conduct needs analysis. Establish and report on program KPIs (e.g., student satisfaction, demonstrate competence, enrollment).

b) The learning management system.

Loyola uses the Moodle learning management system, which is supported by the Office of Technology Services. Support includes a helpline for faculty, several Moodle specialists, and Moodle training workshops to help faculty use Moodle effectively. The University's Office of Digital Teaching & Learning provides additional support and training for faculty teaching face-to-face courses that are supplemented with digital learning experiences.

c) Evidenced-based best practices for distance education, if distance education is offered.

This program is not a distance education program.

J. Adequacy of Library Resources (as outlined in [COMAR 13B.02.03.12](#)).

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

The president's signature on the proposal cover sheet indicates his support for library resources to meet the program's needs. The library affirmed it has adequate resources to support the proposed program during the first two years with modest acquisitions beginning in year three as noted in Section L program expenditures. In addition, Loyola participates in the Baltimore

Academic Libraries Consortium, which permits direct reciprocal borrowing among most four-year colleges in the Baltimore metropolitan area.

Library Analysis of resources for proposed CMRED program

Books/eBooks

LNDL provides access to 292 print books and 856 ebooks under the Library of Congress Subject Heading of “Sustainable construction.” LNDL provides access to 11,086 print books and 4,958 ebooks using the industry term “Built environment.”

eJournals

The library provides access to many peer-reviewed journals that support construction, real estate, and sustainability topics. Listed below are sample titles that would support academic research in this disciplinary area.

Through current journal issue

- A+BE: Architecture and the Built Environment (Open Access) (2011-present)
- Automation in Construction (2000-present)
- City and Built Environment (Open Access) (2023-present)
- Cornell Real Estate Review (2010-present)
- Developments in the Built Environment (Open access) (2020-present)
- Energy and Built Environment (Open Access) (2020-present)
- Indoor and Built Environment (1999-present)
- International Journal of Construction Project Management (2011-present)
- Journal of Construction Project Management and Innovation (2020-present)
- Journal of Design and Built Environment (Open Access) (2012-present)
- Journal of Sustainable Real Estate (Open Access) (2009-present)
- Organization, Technology & Management in Construction (Open Access) (2016-present)
- Real Estate Finance (1988-present)
- Real Estate Management and Valuation (Open Access) (2014-present)
- Sustainable Buildings (Open Access) (2016-present)
- University of Baltimore Journal of Land & Development (2010-present)

Select years only or publisher-embargoed content

- Built Environment (1978-present; 6-year delay)
- Built Environment Project and Asset Management (2011-present; 1-year delay)
- Construction Innovation: Information, Process, Management (2001-present; 1-year delay)
- Construction Management and Economics (1983-present; 1-year delay)

- International Journal of Disaster Resilience in the Built Environment (2010-present; 1-year delay)
- International Journal of Sustainable Built Environment (2012-2017)
- Journal of Financial Management of Property and Construction (2006-present; 1-year delay)
- Journal of Real Estate Finance and Economics (1988-present; 1-year delay)
- Journal of Housing and the Built Environment (1997-present; 1-year delay)
- Real Estate Economics (1987-present; 1-year delay)
- Science and Technology for the Built Environment (2015-present; 1-year delay)
- Smart and Sustainable Built Environment (2012-present; 1-year delay)

Databases

LNDL subscribes to several databases that would support this program including:

ABI/INFORM

- Academic Search Ultimate
- Business Insights: Global
- Business Source Complete
- GreenFILE
- National Bureau of Economic Research Working Papers (NBER)
- Nexis Uni
- ScienceDirect
- Web of Science

The following content would provide targeted information to support this program. The data set would most likely be a department or student expense. The library recommends adding the second database by Year 3 of the program:

- **RSMMeans Data (Quoted 3/4/2024 at \$110 per student account)** provides accurate and up-to-date construction estimating cost data that helps owners, architects, cost engineers, contractors, and others to precisely project and control the cost of both new building construction and renovation projects.
- **BuildingGreen (Quoted 3/3/2024 at \$1,195)** is an independent source for guidance on healthy and sustainable products and strategies. Content covers sustainable design strategies, green building materials, and case studies of high-performance buildings.

When the program is approved, the library will add a link to the following resource on our website. No subscription or payment is required from LNDL for users to access free content from this organization; however, some educational courses and community features require membership.

- **U.S. Green Building Council** is the building industry's only balanced nonprofit consensus coalition promoting the understanding, development and accelerated implementation

of "Green Building" policies. Includes programs, resources (case studies), LEED information, and quarterly reports from the council.

Acquisitions Recommendations

The library recommends adding a subscription to BuildingGreen in Year 3 of the program (academic year 2027/2028). Inflation is included in the below estimate.

| Resource | Year 1 Price | Year 2 Price | Year 3 Price | Total Cost | Inflation |
|-------------------|--------------|--------------|----------------|----------------|-----------|
| Databases | \$0 | \$0 | \$1,344 | \$1,344 | 4% |
| Total Cost | \$0 | \$0 | \$1,344 | \$1,344 | 4% |

Technology Support

LNDL offers a wide variety of technology that would support the instruction of the program, including virtual reality, 3D printers, a recording studio, visualization wall with touch screen capacity, video editing software, 360 cameras, laser cutter, and a large format printer. This technology has several potential uses. Virtual reality can provide students with experiences such as visualizing different interactions between built and natural environments. Students could also use tools such as 3D printers and the laser cutter to model sustainable construction principles.

Research & Instruction Support

The Research and Instruction unit offers online and face-to-face scheduled consultations and assistance via 24/7 chat, the Help Desk, phone, and e-mail to support the research needs of students. Because this is an undergraduate program and students will likely be unfamiliar with the Library, the Research and Instruction librarians can collaborate with faculty to develop just-in-time research instruction. Additionally, existing library tutorials can be embedded into the learning management system to orient students to general Library services and resources.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in [COMAR 13B.02.03.13](#))

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.

Loyola University Maryland maintains the Evergreen Campus—a traditional residential collegiate campus in northern Baltimore City. This campus has sufficient physical capacity, instructional equipment, and infrastructure to support the living and learning needs of the majority of an undergraduate student's course of study. As described in Section B, the distinctive aspects of the studio-based curriculum of the CMRED program will be supported for the first two years by an industry partner—Whiting -Turner. In year three of the program, Loyola will begin to build infrastructure to absorb some of the studio-based work on the Evergreen campus.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:
 - a) An institutional electronic mailing system, and
 - b) A learning management system that provides the necessary technological support for distance education

While this program does not include distance education components, all Loyola faculty, staff, and students are provided with a free @loyola.edu email account. Loyola uses the Moodle Learning Management System (LMS) which provides a flexible and adaptive e-learning environment that integrates with Google tools and web-conferencing software including Zoom. These tools allow students ease of access to course content and the ability to collaborate with faculty and classmates both synchronously and asynchronously. The Office of Technology Services provides technical support for all student email accounts and the LMS. The Office of Digital Technology provides additional support to faculty and students engaged in distance teaching and learning.

L. Adequacy of Financial Resources with Documentation (as outlined in [COMAR 13B.02.03.14](#))

1. Program Resource Table

| Program Resources | | | | | |
|---|-----------|-----------|-------------|-------------|-------------|
| Resource Categories | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| 1. Reallocated Funds | 0 | 0 | 0 | 0 | 0 |
| 2 Tuition/Fee Revenue | \$434,380 | \$850,022 | \$1,254,660 | \$1,680,984 | \$1,721,304 |
| a. Number of F/T Students | 20 | 38 | 55 | 72 | 72 |
| b. Annual Tuition/Fee Rate | \$21,719 | \$22,369 | \$22,812 | \$23,347 | \$23,907 |
| c. Total F/T Revenue (a*b) | \$434,380 | \$850,022 | \$1,254,660 | \$1,680,984 | \$1,721,304 |
| d. Number P/T Students | 0 | 0 | 0 | 0 | 0 |
| e. Credit Hour Rate | 0 | 0 | 0 | 0 | 0 |
| f. Annual Credit Hour Rate | 0 | 0 | 0 | 0 | 0 |
| g. Total P/T Revenue (d*e*f) | 0 | 0 | 0 | 0 | 0 |
| 3. Grants, Contracts & Other External Sources | 0 | 0 | 0 | 0 | 0 |
| 4. Other Sources | 0 | 0 | 0 | 0 | 0 |
| TOTAL (ADD 1-4) | \$434,380 | \$850,022 | \$1,254,660 | \$1,680,984 | \$1,721,304 |

2.a FTE growth is projected conservatively based on market demand and Loyola University Maryland enrolled trends including typical attrition.

2.b Annual Tuition/Fee Rate is net of institutional financial aid. For purposes of projecting revenue for this new program, that institutional discount rate is conservatively set at 62.7%.

2.c Revenue is based on a cohort model of approximately 20 FT students.

Total - Anticipated revenue outpaces expenses in each of the first five years of the program. This new program is expected to support itself on tuition/fee revenue.

2. Program Expenditures Table.

| Program Expenditures | | | | | |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Expenditure Categories | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| 1. Faculty (b+c below) | \$211,221 | \$233,430 | \$446,757 | \$460,337 | \$473,148 |
| a. Number of FTE | 1.833 | 2.167 | 3.667 | 3.667 | 3.667 |
| b. Total Salary | \$164,700 | \$184,385 | \$348,149 | \$357,665 | \$367,467 |
| c. Total Benefits | \$46,521 | \$49,045 | \$98,608 | \$102,672 | \$105,681 |
| 2. Admin Staff (b+c below) | 0 | 0 | 0 | 0 | 0 |
| a. Number of FTE | 0 | 0 | 0 | 0 | 0 |
| b. Total Salary | 0 | 0 | 0 | 0 | 0 |
| c. Total Benefits | 0 | 0 | 0 | 0 | 0 |
| 3. Support Staff (b+c below) | 0 | \$27,697 | \$28,529 | \$29,466 | \$30,350 |
| a. Number of FTE | 0 | 0.5 | 0.5 | 0.5 | 0.5 |
| b. Total Salary | 0 | \$21,250 | \$21,888 | \$22,545 | \$23,221 |
| c. Total Benefits | 0 | \$6,447 | \$6,641 | \$6,921 | \$7,129 |
| 4. Technical Support and Equipment | 0 | 0 | \$4,950 | \$5,148 | \$5,354 |
| 5. Library | 0 | 0 | \$1,344 | \$1,398 | \$1,454 |
| 6. New or Renovated Space | 0 | 0 | \$250,000 | 0 | 0 |
| 7. Other Expenses | \$35,000 | \$9,500 | \$13,750 | \$18,000 | \$18,000 |
| TOTAL (Add 1-7) | \$246,221 | \$270,627 | \$745,330 | \$514,349 | \$528,306 |

1. As shown in Section I, current Sellinger School faculty will support this new program with modest hiring of new full-time and per course faculty to supplement existing faculty expertise and support increased enrollment.

1.a Projected faculty hiring includes one full-time non-tenured track faculty in year one and another non-tenured track faculty hire in year three. In addition, a 0.5FTE non-tenured track faculty member is included in year one to teach supportive courses required by additional students. The position increases to a full-time non-tenured track faculty in year three.

Equivalent of potential per course affiliate faculty hires are included in years one, two, and three. Salaries based on current salaries, benchmarking, and include a 3% annual increase.

3. Current administrative personnel and instructional space and equipment will be used to support the program with an industry partner—Whiting-Turner—providing studio facilities and software for the first two years of the program. Loyola assumes the expenses of software beginning in year three (see 4. Technical Support and Equipment) and will renovate an existing classroom on Loyola’s Evergreen Campus into a studio space in year three (see 6. New or Renovated Space).

3.a A half-time support staff position will be added in year two to provide coordination of co-ops, internships, and other support as enrollment in the program grows (see 3. Support Staff).

3.b Salary based on part-time equivalency.

3.c Benefits based on part-time equivalency.

4. Loyola assumes the expenses of software beginning in year (See 3. Above)

5. As noted in Section J, the Loyola/Notre Dame Library has adequate resources to support the proposed program during the first two years and will begin modest new acquisitions beginning in year three (see 5. Library).

6. In year 3, Loyola will renovate an existing classroom on Loyola’s Evergreen Campus into a studio space.

7. Other expenses in year one include \$30,000 for one-time development of promotional materials for marketing to high school students and \$5,000 for Loyola-provided shuttle service to transport students from the Evergreen campus to the off-campus studio facilities. The expense associated with shuttle services increases in the out-years as enrollment in the program grows.

Overall, the projected revenue exceeds projected expenses.

M. Adequacy of Provisions for Evaluation of Program (as outlined in [COMAR 13B.02.03.15](#)).

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

Loyola utilizes several mechanisms for evaluating courses, faculty, and learning outcomes. These include student evaluations of teaching, faculty peer evaluations, and faculty annual updates. The latter requires faculty to perform a self-evaluation of courses and teaching effectiveness and to provide evidence of student learning achievement. Faculty evaluations occur through annual faculty updates with their supervisors. Student learning outcomes are evaluated in alignment with university practice, as described in Section G.3.

2. 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.

The proposed program's educational effectiveness will be monitored through the usual annual processes within Academic Affairs and the Sellinger School. The Associate Dean holds responsibility for oversight of assessment in the Sellinger School and sits on the university-wide assessment committee, where they share the Sellinger School's findings on student learning achievement.

The School's course-based assessment of student learning is collected centrally, and reports are made to the Sellinger Curriculum Committee. Institutional effectiveness reviews occur following the protocols of the University and the Academic Division which include reviews of student retention, student and faculty satisfaction, and cost-effectiveness. These metrics are reviewed annually by the Dean and the findings are used for the continuous improvement of academic programs.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in [COMAR 13B.02.03.05](#)).

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

Loyola University Maryland has a strategic focus on ensuring equity and inclusion for the university community. The University is committed to creating a community that recognizes the inherent value and dignity of each person.

For this new program, and across the University, recruitment of diverse students is a priority. In an effort to attract qualified applicants who represent diverse experiences, cultures, ethnicities, and socio-economic backgrounds, the University seeks to increase admissions outreach and the availability of scholarships and financial aid for both new and returning students who represent underserved populations. At the undergraduate level, in addition to Federal and State financial aid programs, Loyola offers institutionally funded academic scholarships, need-based grants, and athletic grants.

Using these strategies and resources, Loyola and the Sellinger School have changed the composition of its student population—increasing the number of women enrolled in Sellinger School programs by 11% since 2019; the number of ethnic/racial minority students by 80%, and the number of Pell-eligible students by 75% over the same time period. With this new program, the Sellinger School aspires to build on its success in increasing diversity of perspectives in its programs and, by extension, to impact the diversity within the industry.

O. Relationship to Low Productivity Programs Identified by the Commission:

1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

The proposed program is not a low productivity program.

P. Adequacy of Distance Education Programs, If applicable (as outlined in [COMAR 13B.02.03.22](#))

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.

The proposed program is not a distance education program.

Appendix A.

**Letters of Support for Loyola University Maryland Proposed Bachelor of Science in
Construction Management and Real Estate Development**

- ABC Baltimore
- Baltimore County Chief of Immigrant Affairs
- Bozzuto
- Caves Valley Partners
- Cool & Associates
- CREW Baltimore
- Granix - Regelin
- Harkins Builders
- HOCO Latino Business Leader CO Communications
- HoCo States Attorney Office-Vazquez
- Intreegue Design
- LRJC
- MD Business Roundtable
- MD Ctr for Construction-Dewees
- MD Hispanic Chamber
- MD Latinos Unidos
- MD Legislative Latino Caucus
- MD Washington Minority Companies Assoc.
- Merritt Properties
- MIMA Baltimore City
- ML Whelley Consulting
- Montgomery County Hispanic Chamber
- PG County Hispanic Chamber
- Plano-Coudon Construction
- Security Development LLC
- Sola-Carter
- Southway Builders
- St. John Properties
- Whiting-Turner - T Regan
- WPM Real Estate Management



ABC Greater Baltimore

May 21, 2024

Maryland Higher Education Commission
6 N Liberty St
Baltimore, MD 21201

Re: Loyola University Maryland proposal for a new CMRED program

To Whom it May Concern:

We have been made aware that Loyola University Maryland is seeking approval to launch a new degree program in Construction Management.

As the head of the largest construction management organization in the Mid-Atlantic Region, I am acutely aware of the dearth of qualified new entrants to the construction industry, both on the project management and the skilled craft end. Our employers stand ready to make commitments to Loyola students for internship and employment opportunities.

Please understand that doesn't mean we haven't been supportive of those programs that are already available; nor does it mean we will cease to support those programs.

This new endeavor by Loyola represents a wholly unique approach to developing the future construction managers of the world. Loyola will provide students with not only the prerequisite engineering, business and industry-specific education, but they will also provide a strong liberal arts foundation.

Year after year Maryland construction engineering firms send teams of recruiters to the Penn States; Clemsons and Purdues of the world, seeking to recruit their construction management graduates. And while they might be successful in the short term, what we have discovered that within two or three years, after these companies have invested tens of thousands of dollars in recruiting and developing these new hires, the students grow lonesome for their families and friends and move back home.

One of the dynamics of the Loyola program of which we are most excited is their intention to incorporate hands-on learning into their overall education experience. What we have observed over the years is that existing construction management programs fall short in providing practical hands-on experience for their students. As a result, these freshly-minted graduates have little to no understanding of the complex mechanical and electrical systems – for example – that comprise today’s building technology. The Loyola program will provide its Construction Management students with the opportunity to work directly with the equipment and the tools and the skilled men and women craft professionals who comprise a modern construction jobsite.

Our organization is prepared to make available to Loyola the full resources of our Construction Education Academy, the largest and most technically advanced skills training center in Maryland.

We hope that MHEC will recognize the opportunity this new endeavor represents to our state, and the opportunity to grow our own workforce and help Maryland take its rightful place as a leader in preparing the next generation of construction leaders.

Thank you for your consideration!

Sincerely,

A handwritten signature in black ink, appearing to read "Mike Henderson", with a long horizontal flourish extending to the right.

Mike Henderson
President & CEO

2101 E. Biddle Street; Suite 5000
Baltimore, MD 21213
www.abcbaltimore.org



JOHN A. OLSZEWSKI, JR.
County Executive

GIULIANA VALENCIA-BANKS
Chief of Immigrant Affairs

Giuliana Valencia-Banks
Chief of Immigrant Affairs
Office of County Executive John A. Olszewski, Jr.
400 Washington Ave
Towson, MD 212204

May 20, 2024

Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

Dear Members of the Maryland Higher Education Commission,

I am writing to express my support for Loyola University Maryland's new CMRED program proposal. As the Chief of Immigrant Affairs in Baltimore County, I am deeply committed to promoting the economic empowerment of immigrant communities; I believe that this program represents a significant opportunity to address the critical shortage of skilled professionals in construction management and real estate development while also providing pathways for upward mobility for underrepresented groups.

The growing demand for skilled professionals in construction management and real estate development, coupled with the recent identification of infrastructure needs, highlights the urgent need for programs like the CMRED program proposed by Loyola University Maryland. While existing universities in Maryland offer programs in related fields, the persistent gap between supply and demand continues to pose challenges. Additionally, Loyola's targeted outreach efforts to minority students, including Latine students and women, with the support of local organizations, ensure that all aspiring professionals have equal access to educational opportunities and career pathways within these industries.

I am particularly encouraged by Loyola's recognition of the vital role that the Latine workforce plays in the construction industry, as evidenced by their emphasis on Spanish language proficiency within the program. By acknowledging and honoring the contributions of Latine and immigrant workers, Loyola is not only addressing a critical industry need but also fostering diversity and inclusion within the workforce.

Last month, the Comptroller of Maryland published a report highlighting immigrants' contributions to the state's economy. According to the report, immigrants tend to be overrepresented in high-risk and physically demanding fields in Maryland. For example, 12% of foreign-born Marylanders hold jobs in construction compared to just 5.8% of U.S.-born residents.

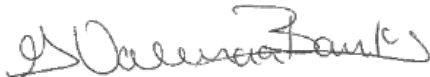
The program's unique features, including two distinct concentrations with rigorous business and engineering proficiencies, a strong liberal arts foundation, and a focus on hands-on learning through studio settings, make it an attractive option for students seeking a comprehensive and relevant education. The proposed emphasis on collaborative negotiation styles and supportive labor relations skills further enhances the program's relevance and prepares students to be effective leaders in their respective fields.

Finally, employers' commitments to provide paid internships to students highlight the industry's recognition of Loyola's CMRED program as a valuable pipeline for talent. These internships will not only provide students with invaluable real-world experience but also pave the way for their successful integration into the workforce upon graduation.

In conclusion, I support Loyola University Maryland's CMRED program proposal and urge the Maryland Higher Education Commission to support its establishment. This program represents an opportunity to address the critical workforce shortage in construction management and real estate development while also empowering Latine and immigrant communities and fostering economic growth and prosperity in our state.

Thank you for considering my perspective on this matter.

Sincerely,

A handwritten signature in cursive script, appearing to read "Giuliana Valencia-Banks".

Giuliana Valencia-Banks
Chief of Immigrant Affairs
Office of County Executive John A. Olszewski, Jr.



May 15th, 2024

Mary Ann Scully
Loyola University Maryland
Sellinger School of Business and Management
4501 N. Charles St.
Baltimore, MD 21210

Re: Letter of Support - Construction Management and Real Estate Development Program

To whom it may concern:

We are writing on behalf of Bozzuto to express our support for the Construction Management and Real Estate Development major at Loyola University Maryland.

The program is positioned to address a gap in the current landscape by addressing the imbalance between the demand for management positions in the construction and real estate industry and the lack of students educated in this discipline from Maryland universities. This imbalance hampers the industry's growth potential and results in students interested in this field seeking educational opportunities elsewhere.

Loyola University Maryland's proactive initiative to bridge this gap will be sure to yield positive outcomes for both the industry and the local community. By cultivating a new generation of skilled professionals, this program will play a pivotal role in meeting industry demands and fostering sustainable growth within Maryland's construction and real estate sectors. Bozzuto Construction is committed to providing paid internships for Loyola's students as well as a course affiliate instructor to help infuse current trends into the classroom curriculum.

Please note that Bozzuto's support for Loyola University Maryland's program does not diminish our commitment to other institutions offering similar programs. We believe that collaboration and mutual support among universities are essential in addressing the challenges facing our industry and in nurturing the next generation of leaders.

In conclusion, we are delighted to offer our support for the Construction Management and Real Estate Development major at Loyola University Maryland.

Best,

A handwritten signature in black ink that reads "Thomas S. Bozzuto".

Thomas S. Bozzuto
Chairman & Co-Founder
The Bozzuto Group

A handwritten signature in black ink that reads "Kelly Cantley".

Kelly Cantley
Senior Vice President
Bozzuto Construction Company

Dear Maryland Higher Education Commission Representatives,

I am writing to you in strong support of the proposed construction management and real estate development program being developed by Loyola University, Maryland, with which I have become familiar this spring. Like they have with other potential employers of future graduates, the university has asked for our input and advice in designing this program and we find their approach to be thoughtful and well-intended, both for the community and for future students and graduates.

Real estate development firms require professionals on our staffs with knowledge and familiarity of a wide range of areas, including finance, legal, and design knowledge/construction management. Currently, no undergraduate programs in Maryland provide these elements together and that makes the program stand out, because it is rare to find a young adult with knowledge of all of these skills. The partnership between the school of business and the school of engineering makes great sense to us, as well, from the perspective of a future employer. We are particularly supportive of the hands-on nature of some of the intended learning, as evidenced by the studio approach being espoused in their planning. A few weeks ago, we had the unique opportunity to host a nice sized group of students for a tour of our Cross Keys redevelopment project, who would be interested in this major, if offered. It was an exciting experience for all involved and we were beyond impressed by the inquisitive nature of the students and the homework they had done prior to the tour. These are the types of students who could make a real impact in Baltimore and in Maryland, if this program were to come to fruition and we could convince them to stay here and positively impact our communities.

Also importantly, in talking to others in the business and ancillary businesses, there is a significant shortfall of professional construction management expertise coming out of our universities. We are supportive of all universities that are offering these programs, but there are simply too few and, as a result, we are losing young people to other states, then losing them from our state employment ranks when they don't return to Maryland after graduation.

Caves Valley Partners believes strongly in providing opportunity for students of all background and the intent of the Loyola program to include disadvantaged students in their outreach, as well as ensuring that there is representation in program leadership from the Hispanic population, or having familiarity with the Spanish language and Hispanic culture, is crucially important as this portion of our population and our workforce grow.

In summary, we are very supportive of the Maryland Higher Education Commission approving this new program from Loyola University, Maryland and we believe it can make a real impact on the Baltimore area and the State of Maryland, as a whole.

Sincerely,



Arsh Mirmiran

Partner

Caves Valley Partners

CVP | Caves Valley Partners

May 14, 2024

Maryland Higher Education Committee
6 North Liberty Street
Baltimore, MD 21201

RE: SUPPORT for Loyola University Construction Management & Real Estate Development Program

Dear Members of the Maryland Higher Education Committee,

I am writing to express my enthusiastic support for the proposed undergraduate degree program in Construction Management and Real Estate Development (CMRED) at Loyola University Maryland.

In light of the current shortage of qualified candidates and the increasing Latino population, alongside their significant representation in the construction/building trades industries, the timing of this program is very opportune. And as a stakeholder deeply invested in leveraging higher education to address our community's needs, I firmly believe that this program aligns exceedingly well with the critical needs of our region and State.

Let's consider the growing Latino population, which accounts for approximately 12% of Maryland's residents and plays active roles in the health, services, and construction sectors. In the construction industry specifically, Latino workers constitute over 40% of the workforce. Loyola's CMRED incorporates a Spanish-language proficiency component, reflecting the university's dedication to fostering cultural competence and communication skills among its students. By equipping students with proficiency in Spanish, the program not only prepares them for meaningful engagement with diverse communities within the construction industry but also reinforces Loyola's commitment to developing the whole person and fostering global citizenship.

With an increasing number of infrastructure projects underway, some linked to recent tragic incidents like the collapse of the Francis Scott Bridge, the demand for well-prepared staff to manage this diverse workforce continues to rise. Over the next decade, the Maryland Department of Labor projects approximately 9,200 openings for construction managers, underscoring the urgency of providing comprehensive education and training to fill these openings.

While other universities do offer related programs, there remains a considerable gap between supply and demand. Regrettably, many students interested in these fields are seeking options outside of Maryland, resulting in a loss of local talent to employers. Therefore, the introduction of the CMRED program at Loyola presents an opportunity to address this gap and retain skilled professionals within our community. I believe this program is not only timely but also essential for meeting the evolving needs of our workforce and local economy.

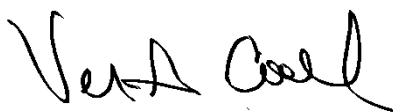
Moreover, the CMRED program's focus on experiential learning through actual practice via the studio classes exemplifies Loyola's dedication to providing hands-on educational experiences that promote critical thinking, problem-solving skills, and creativity. By immersing students in real-world construction projects and fostering collaboration with industry partners, the program prepares graduates to navigate the complexities of professional life competently. Another outstanding aspect is the commitment from employers to provide paid internships to students highlighting the program's practical approach to education and talent pipeline building.

Another notable highlight, is the commitment to targeted outreach to minority students, including Hispanic students and women, in partnership with local community organizations. These initiatives will not only broaden access to higher education but also create a more diverse student body which in turn diversifies the overall construction & real estate industries. Importantly, the CMRED program will play a pivotal role in supporting the Latino community in Maryland by empowering Latino students to excel in leadership roles within these sectors, where Latinos already have a strong presence on the frontlines but are underrepresented in leadership positions. The program will also provide students with cultural competency training and diverse workforce management skills. This focus on diversity, equity, and inclusion not only enriches the educational experience for all students but also strengthens our communities while strengthening our economy.

Thank you for considering my wholehearted endorsement of Loyola University Maryland's proposal for the Construction Management and Real Estate Development program. This innovative program addresses the urgent need for more skilled professionals, while showcasing Loyola's commitment to developing tomorrow's leaders with a focus on ethical leadership and service to others. I strongly encourage the Maryland Higher Education Committee to support the establishment of this vital program for the benefit of our students, our community, and our state.

Please feel free to contact me if you require any further information or assistance.

Sincerely,



Veronica Cool

Founder and CEO, Cool & Associates, LLC
Co-founder & Chair, Maryland Latinos Unidos
veronica@coolassociatesllc.com
443.854.1444



Maryland Higher Education Commission
6 North Liberty St.
Baltimore, MD 21201

To whom it may concern,

This letter serves to provide my support for Loyola University's development of a Construction Management and Real Estate Development Major. As the President of CREWBaltimore, a local chapter of CREW Network, I recognize the importance of offering construction management and real estate development majors to college students in order to provide opportunities for future careers, particularly to women in an industry dominated by men. The real estate industry is highly competitive and the state of Maryland will have an advantage should Loyola offer these programs.

There is an imbalance in the opportunities available to students interested in careers in real estate, and the availability of college-level programs focusing on the construction management and real estate development industries. Loyola's proposed program addresses this imbalance by offering two distinct concentrations in business and engineering with intense business and engineering expertise. Loyola's Jesuit-infused focus on core curriculum that incorporates critical, analytical thinking, well-honed written and oral communication skills, ethical decision-making, and skilled teamwork will serve our industry well.

Furthermore, the Spanish language proficiency incorporated into the programs is a thoughtful and strategic acknowledgment of the Hispanic workforce in Maryland and necessity of the ability to collaborate and negotiate in both English and Spanish. Providing students with opportunities to develop language skills and the confidence to use these skills in the workplace will distinguish the graduates from others.

CREWBaltimore and CREW Network look forward to supporting the students by offering reduced pricing for student memberships and registration to events that focus on local and national real estate topics and professional and leadership development, in addition to opportunities for scholarships and informal mentoring and career counseling.

I am excited to see the opportunities that will be available to students of the construction management and real estate development majors, and the longer-term impact the program offerings will have on the state of Maryland. I am available to discuss further if any questions arise.

Sincerely,

A handwritten signature in black ink that reads "Erin B. Todd". The signature is written in a cursive, slightly slanted style.

Erin Todd, CPA
CREWBaltimore 2024 Chapter President
Partner, CohnReznick LLP

Eric G Regelin, LEED AP
President
GRANIX, LLC
3609 Platte Court
Ellicott City, MD 21042
443.386.1407
egr@granixllc.com

May 17, 2024

Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

To whom it may concern

I have been actively involved in the Construction, Real Estate, and Engineering Industries for over 40 years. During those years I have functioned as a General Contractor, a Real Estate Developer, and a Subcontractor among other roles. I also have had the honor to serve the Construction industry as the National Chairman of Associated Builders and Contractors (ABC), Chairman of both the Greater Baltimore and Chesapeake Shores chapters of ABC and have served on the Board of Trustees for the National Center for Construction Education and Research. In those roles I have traveled to many areas of our country and consistently I have seen and heard about the shortage of trained professionals as well as trained craftspeople. Maryland is one of those areas that suffers from a shortage of trained professionals and trained craftspeople.

Not only is there a shortage of these trained professionals but the vast bulk of the newly hired Project Managers and Superintendents come from programs out of the state. I see young people from Virginia Tech, Penn State, and other Construction Management programs from out of state Institutes.

I am, without a doubt, a supporter of Loyola University Sellinger School of Business and Management adding the combination created in a BS in Construction Management and Real Estate Development. Adding this program will serve not only the construction industry but also the real estate industry. As a founding member of the Advisory Board for Johns Hopkins Carey Business School graduate Real Estate program, I am aware of how that program is widely pursued by many companies in the Real Estate Industry. I believe that the Real Estate Industry will widely pursue Loyola University graduates that focus on Real Estate.



I obtained my Graduate degree at Duquesne University, a Catholic focused school. As a result, I can appreciate the strength that the Jesuit perspective will add to the program and the students. In today's world there is a need for educating our younger people about analytical thinking, logic, ethics, teamwork, and especially communication skills. There is much to admire about teaching "the whole person".

The people that I interact with on construction project sites I work on, especially during the last decade or so, are often first-generation Latin immigrants. While many of them speak English they are not always confident enough to speak English all the time which supports the concept of teaching Loyola University students basic Spanish. The usage of those basic elements will help the former students participate in the most essential element of a project, Safety. Being able to communicate with all the craftspeople supplements a Safety program and can potentially save injuries and lives. Beyond Safety, Spanish skills will enable teammates to communicate more effectively which will assist the project success in Time, Cost, and Quality.

I currently serve on the Howard Community College Education Foundation and am involved with the current Workforce Development project which is creating a unique craft development mixture of trades. I have previously served on the Community College of Baltimore County's Construction Management Curriculum committee. I am also aware of Construction Management programs at Morgan State University and University of Maryland Eastern Shore. Based upon the uniqueness of the proposed Loyola University's Construction Management and Real Estate Development I do not believe that it will diminish any of the programs of which I am familiar in the state of Maryland.

Finally, I think that the development of the Construction Management and Real Estate Development program at Loyola University will serve the better interests of the Construction and Real Estate industries along with the State of Maryland.

Sincerely,



Eric G Regelin, LEED AP



May 20, 2024

Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

Maryland Higher Education Commission,

I am writing to express Harkins Builders, Inc.'s strong support for Loyola University Maryland's proposed Construction Management and Real Estate Development (CMRED) major program. As President of Harkins Builders, I am keenly aware of the significant growth in unfilled positions within the construction management and real estate development sectors. Recently identified infrastructure needs will only expand this demand, underscoring the necessity for a robust educational pipeline to prepare future professionals.

While we continue to support existing local university programs, the gap between current graduates and industry needs makes it clear that a new, comprehensive program in Maryland is essential. Many students are currently forced to seek construction management education opportunities outside of Maryland and subsequently, Harkins must recruit and hire outside of the State to help fill its hiring needs. Establishing a program at Loyola would allow the state to better support these students and employers with in-state education opportunities, ultimately benefiting our local industry.

Loyola's proposed CMRED program is particularly compelling due to its distinctive features:

- **Two Distinct Concentrations:** The program offers two concentrations that integrate intense business and engineering proficiencies, supported by a strong liberal arts foundation.
- **Hands-On Learning:** A platform of studio settings will encourage hands-on learning throughout the program, fostering practical, real-world skills.
- **Jesuit Educational Focus:** The Catholic Jesuit core curriculum will incorporate critical analytical thinking, well-honed written and oral communication skills, ethical decision-making, and skilled teamwork.
- **Collaborative Skills Emphasis:** The program emphasizes collaborative negotiation styles and supportive labor relations skills, crucial for the modern workplace.
- **Spanish Language Proficiency:** This aspect explicitly acknowledges the important presence of the Hispanic workforce in the industry, equipping students with valuable communication skills.

Harkins Builders, Inc.
10490 Little Patuxent Parkway, Suite 400
Columbia, MD 21044
410.750.2600



Harkins Builders is committed to supporting this innovative program through various means. We plan to offer guest lectures and adjunct professorships to share industry insights and expertise directly with students. Additionally, we are eager to provide paid internships, offering students practical experience and a pathway to employment within the industry. Furthermore, we are committed to hiring Loyola CMRED graduates, ensuring that their education directly translates into meaningful career opportunities.

We believe Loyola's CMRED program will be instrumental in meeting the growing demands of the construction management and real estate development sectors, and we are excited to contribute to its success.

Sincerely,

A handwritten signature in black ink that reads "Ben Nichols".

Ben Nichols
President & CEO
Harkins Builders, Inc.
BNichols@harkinsbuilders.com
Office: 410-750-2600

Harkins Builders, Inc.
10490 Little Patuxent Parkway
Suite 400
Columbia, MD 21044
410.750.2600

HARKINSBUILDERS.COM

May 16th, 2024

I am writing to support the launching of the Construction Management and Real Estate Development major at Loyola University, which will include a mandatory Spanish language component and give students the opportunity to gain real-industry practice through studio classes with local businesses.

Currently there are hundreds of construction manager job openings in the state of Maryland and creating this program will ensure that those openings are filled with well-rounded bilingual, bicultural professionals who will undoubtedly contribute to the ongoing growth and success of the industry.

Investing in latino advancement is key to the economic growth of our nation, as stated by Sol Trujillo, co-founder and chairman of the board of the Latino Donor Collaborative, "At a time when our nation is experiencing tight labor markets and employment gaps, Latinos have provided the human capital needed to keep the economy running." [ASU News](#).

As an immigrant, communicator, small business owner, real estate investor, and community advocate, I strongly believe that creating bilingual learning opportunities is not only necessary but imperative if we want to be a truly inclusive state that offers equal access to all Marylanders.

Your favorable consideration on this matter is deeply appreciated, and I trust that you will ensure equal access for all supporting the creation of the Construction Management and Real Estate Development major at Loyola University

Sincerely,

Cris Oviedo

Cris Oviedo

Owner
CO Communications LLC

May 16, 2024

To Whom It May Concern (Maryland Higher Education Commission)

I am writing to express my strong support for the establishment of a Construction Management and Real Estate Development major at Loyola University Maryland. This new program is essential in addressing the significant supply-demand gap in the construction and real estate development sectors and will equip students with a comprehensive skill set tailored to the current needs of the industry.

The construction industry is experiencing a robust growth phase, yet it is challenged by a notable shortage of skilled professionals. Reports show there is a pressing demand for individuals who are not only proficient in construction management but also possess a strong understanding of real estate development. Loyola University Maryland, with its strong academic reputation and commitment to producing highly competent graduates, is well-positioned to fill this gap.

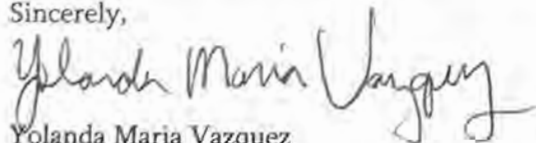
The proposed curriculum for the Construction Management and Real Estate Development major at Loyola University will be meticulously designed to provide students with both theoretical knowledge and practical skills. By integrating hands-on learning opportunities, internships, and partnerships with local construction and real estate firms, students will gain valuable real-world experience, making them highly competitive in the job market upon graduation.

According to the latest U.S. Bureau of Labor Statistics, Hispanic workers comprise a substantial portion of the construction workforce. Providing students with the ability to communicate effectively in Spanish will not only enhance workplace safety and productivity but also foster an inclusive environment that respects and acknowledges the contributions of Hispanic employees.

The introduction of a Construction Management and Real Estate Development major at Loyola University Maryland is a strategic and necessary response to the current industry demands. This program will not only prepare students for successful careers but also contribute to the overall growth and innovation within the construction and real estate sectors. The inclusion of Spanish language training further demonstrates Loyola's commitment to inclusivity and operational excellence in a diverse workforce.

I firmly believe that this major will significantly benefit students, the university, and the industry at large. I wholeheartedly offer my support and hope to see the program become a reality soon.

Sincerely,



Yolanda Maria Vazquez
External Affairs Director

Howard County State's Attorney's Office

May 17, 2024

Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201



To whom it may concern,

I'm writing to express my support for Loyola University's initiative in introducing the Construction Management and Real Estate Development Major. As an adjunct professor at the University of Maryland and a practitioner in entrepreneurship (Founder/President of Intreegue Landscape Architecture, and President of Order Green Supply), I see the importance of keeping our state competitive in academic offerings and job placement for Maryland students.

Maryland faces challenges like the brain drain of talented students seeking education elsewhere due to the scarcity of relevant programs and the construction industry's need for skilled graduates. Loyola's proposed program addresses these gaps by offering two distinct concentrations in business and engineering, with a strong emphasis on developing critical thinking, communication, and ethical decision-making skills.

I am particularly excited about the program's Catholic Jesuit-infused focus on core curriculum, which incorporates values such as teamwork, collaboration, and ethical leadership. These are essential skills that are often lacking in traditional educational programs and will undoubtedly set graduates of this program apart in the workforce. Again, I've seen firsthand the impressive high level of achievement of these students within the current Real Estate Club at Loyola University.

Additionally, the program's emphasis on Spanish language proficiency is a crucial recognition of the diverse workforce in Maryland, particularly the Hispanic community. By providing students with the opportunity to develop language skills and cultural competence, the program is ensuring that its graduates are well-equipped to thrive in today's globalized economy.

Loyola University has my full support for their Construction Management and Real Estate Development Major. I am confident that the program they are proposing has the potential to make a significant impact on higher education in Maryland and beyond. Please do not hesitate to reach out if you require any further support or have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Colleen Vacelet". The signature is fluid and cursive, with a large initial "C" and "V".

Colleen Vacelet, PLA, CA, ASLA, LEED AP BD+C
President
Intreegue Design, Inc.
cvacelet@intreeguedesigns.com



Standing in Solidarity with the Latino Community

20 May 2024

Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

Dear Members of the Maryland Higher Education Commission,

I am reaching out to you on behalf of the Latino Racial Justice Circle (LRJC), a 501 (c) 3 nonprofit organization that supports the Latino/e community in the Baltimore area through programs in education, immigration legal assistance, community dialogues, and advocacy. I am writing to express my strong support for Loyola University Maryland's new CMRED program proposal. The LRJC is deeply committed to promoting the economic empowerment of Latino and immigrant communities, we believe that this program represents a significant opportunity to address the critical shortage of skilled professionals in construction management and real estate development, while also providing pathways for upward mobility for underrepresented groups.

Today, I am thrilled to extend our full support for Loyola University Maryland's innovative proposal for the CMRED program. As an organization deeply invested in promoting equity and advancement, we recognize the transformative potential of this program in addressing critical challenges facing Baltimore and our region.

The CMRED program presents a unique opportunity to bridge the gap between academic learning and practical skills development, offering students a comprehensive curriculum that integrates cutting-edge research with hands-on experiences. By emphasizing sustainable urban development practices and community engagement, this program not only equips students with essential tools for success but also empowers them to become catalysts for positive change in their neighborhoods.

Loyola's commitment to fostering a collaborative and inclusive learning environment aligns seamlessly with our values at the Latino Racial Justice Circle. By prioritizing diversity, equity, and inclusion, Loyola ensures that all students, regardless of background, have equal access to educational opportunities and support systems needed to thrive academically and professionally.

We are particularly encouraged by Loyola's proactive efforts to outreach and engage with underrepresented communities, including Latino/a students, especially with the scholarships and internships! By investing in the future leaders of our city, Loyola not only strengthens its own academic community but also contributes to the overall vibrancy and resilience of Baltimore. The LRJC has proudly supported two Loyola University graduates with scholarships.

We fully support the CMRED program from Loyola University and encourage the Maryland Higher Education Commission to approve the program and its implementation.

Sincerely,

Felipe A. Filomeno
President, LRJC

106 Greenbrier Rd.
Towson MD, 21286
latinoracialjusticecircle@gmail.com



MARYLAND Business Roundtable for EDUCATION

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May 17, 2024

The Maryland Higher Education Commission
6 N Liberty St.
Baltimore, MD 21201

Re: Support for the Construction Management and Real Estate Development
Major by Loyola University Maryland

To Whom It May Concern:

As executive director of the Maryland Business Roundtable for Education, I strongly support the Construction Management and Real Estate Development Major at Loyola University Maryland.

There exists a significant gap between demand for construction management and real estate development workforce and the supply of students being educated by Maryland universities for these positions. Without an increase of higher education programs to meet demand, Maryland residents enroll at out of state higher education institutions resulting in a transfer of talent and decreased economic competitiveness. For these reasons and additional distinctions emphasized below, support that the State provides to any other institution in Maryland offering complimentary programs would not be diminished by support of Loyola University Maryland's Construction Management and Real Estate Development Major.

With the addition of the new major offered by Loyola University, State support of the independent institution will responsibly allow taxpayer dollars to go further, expand student access, and allow public and private institutions in Maryland to supply highly skilled workers to an intensifying demand for talent in these fields. Further, the recently announced, economically necessary agreement by Baltimore City Mayor Scott, BUILD, and the Greater Baltimore Committee to invest \$3 billion in Baltimore's neighborhoods to tackle vacant properties requires a robust construction management and real estate development workforce to be successful. This Major will support success.

Loyola's program will feature unique differentiation elements, including two distinct concentrations with intense business and engineering proficiencies; a Catholic Jesuit-infused focus on core curriculum that incorporates critical analytical thinking, proven written and oral communication skills, ethical decision-making, and skilled teamwork; collaborative negotiation styles and supportive labor relations skills; and Spanish



MARYLAND
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Alexander G. Núñez
Regina Schofield

Executive Director

Sharon Markley Schreiber

language proficiency to empower successful mentoring and advancement of the Hispanic/Latino workforce within the industry sector.

For over 30 years, the Maryland Business Roundtable for Education (MBRT) has remained dedicated to our mission as a catalyst for business, government and education to drive high student achievement that ensures a competitive future workforce for a world-class economy. At the very heart of our mission is an unwavering resolve to foster career and college pathways that empower students, bridge opportunity gaps, and ensure that every individual has the tools and opportunity to thrive.

I firmly believe that the Construction Management and Real Estate Development Major at Loyola University Maryland will expand student access and educational and economic achievement for Maryland residents.

Respectfully,

Sharon Markley Schreiber
Executive Director



May 17, 2024

Maryland Higher Education Commission (MHEC)
6 N Liberty St
Baltimore, MD 21201
Attn: Collegiate Affairs - Program Review
Lyndsay Silva, Associate Director of Program Review

RE: Loyola University Maryland, Construction Management Real Estate Development Program

Dear Ms. Silva:

I am writing to share my support for Loyola's proposal for a new Construction Management and Real Estate Development major. Maryland's construction industry has been asking for more institutions to support the demand for construction managers for well over a decade.

In our 2012 report, *The Critical Path*, we acknowledge and wholeheartedly support the existing construction management programs that already exist at Morgan State University and the University of Maryland Eastern Shore, but even then, the output of students with construction-related degrees from these institutions were insufficient to meet the demand of the state's industry. Since then, the demand has only grown, and will continue to grow as our nation's infrastructure ages.

Most businesses interviewed for our 2017 *Building Bridges* report indicated distinct advantages in hiring Maryland residents educated in Maryland, including their geographical, cultural, and economic familiarity with areas in the state, greatly reduced hiring and recruitment expenses, and above all, extended length of employment. However, given that demand greatly outpaces supply, the industry's solution has been to hire graduates from out-of-state schools, primarily in Pennsylvania and Virginia.

As an alumna of Loyola University Maryland, I can personally attest to the strength of their liberal arts program. The two distinct concentrations in construction management and real estate, a heavy focus on both business and engineering proficiencies, and a unique studio setting sets this program apart from others in Maryland. I am particularly impressed by Loyola's commitment to focusing on two key demographics often overlooked by construction-focused higher education programs: women and Hispanic students.

As you may know, Maryland's Hispanic population has increased over 34% since 2000 and continues to outpace the general population in growth. And according to a [report](#) by the Dept of Legislative Services, while 23% of the construction workforce in Maryland is Hispanic, they are much more likely to be in non-management roles. The targeted outreach to Hispanic students will help to upscale this population into management-bound career paths, while the Spanish language requirement will ensure that all who graduate can effectively communicate with the workforce.

Conversely, women are virtually an untapped resource for the construction industry, making up just 14% of the industry. Notably, the Baltimore metro area does have the fourth highest percentage of women in the construction industry in the nation. Loyola's emphasis on serving women will help this emerging population continue to grow.

Lastly, Loyola's emphasis on providing work-based learning opportunities via internships or co-ops aligns with our report-findings for best practices from best-in-class programs. Maryland CRE businesses will be lined up to bring these students on board every summer as interns, as they already have to search outside the state for interns, as well.

I hope MHEC joins MCCEI in supporting Loyola's proposal, as the students and businesses in Maryland greatly need it. If you have any questions, please do not hesitate to reach out to me via phone at 410-456-2036 or email at jsproul@mccei.org.

Sincerely,

Maryland Center for Construction Education & Innovation

A handwritten signature in cursive script, reading "Jennifer M. Dewees", is displayed over a light blue rectangular background.

Jennifer Dewees, LEED AP
President





May14, 2024

Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

Dear Members of the Maryland Higher Education Commission,

As representatives of the Maryland Hispanic Chamber of Commerce (MDHCC), we are writing to express our strong support for Loyola University Maryland's new CMRED program proposal. We believe that this program holds immense promise not only for meeting the growing demands of the construction management and real estate development industries but also for empowering the Latino workforce, which plays a significant role in these sectors.

The need for skilled professionals in construction management and real estate development has reached unprecedented levels, with unfilled positions continuing to rise alongside the increasing demands of infrastructure development. While existing universities in Maryland offer programs related to these fields, the persistent gap between supply and demand remains a critical concern. Many talented Hispanic/Latino students interested in pursuing careers in these industries often seek educational opportunities outside the state, leading to a loss of valuable talent for our local employers.

We firmly believe that Loyola's CMRED program has the potential to change the trajectory of Hispanic/Latino students' lives by providing them with access to high-quality education and meaningful career pathways within their communities. The program's unique features, including two distinct concentrations with rigorous business and engineering proficiencies, a strong liberal arts foundation, and a focus on hands-on learning through studio settings, make it an attractive option for Hispanic/Latino students seeking a comprehensive and relevant education.

Furthermore, Loyola's Catholic Jesuit-infused focus on core values such as critical thinking, effective communication, ethical decision-making, and teamwork aligns perfectly with the values that our community holds dear. The proposed emphasis on collaborative negotiation styles and supportive labor relations skills further demonstrates Loyola's commitment to preparing students for success in today's diverse and dynamic workforce.

We are particularly heartened by Loyola's recognition of the vital role that the Hispanic/Latino workforce plays in the construction industry, as evidenced by their explicit emphasis on Spanish language



proficiency within the program. By acknowledging and honoring the linguistic and cultural contributions of Hispanic/Latino workers, Loyola is not only addressing a critical industry need but also fostering inclusivity and diversity within the workforce.

Additionally, we commend Loyola's targeted outreach efforts to minority students, including Hispanic/Latino students and women, with the invaluable support of local organizations. By providing tailored support and resources, Loyola is ensuring that all aspiring Hispanic/Latino professionals have equal access to educational opportunities and career pathways within these industries.

Finally, the commitments from employers to provide paid internships to students highlight the industry's recognition of Loyola's CMRED program as a valuable pipeline for Hispanic/Latino talent. These internships will not only provide students with invaluable real-world experience but also pave the way for their successful integration into the workforce upon graduation.

In conclusion, we wholeheartedly endorse Loyola University Maryland's CMRED program proposal and urge the Maryland Higher Education Commission to support its establishment. This program represents not only an opportunity to address the growing demands of our industries but also a commitment to empowering the Hispanic/Latino workforce and fostering diversity and inclusion within our community.

Thank you for considering our perspective on this matter.

Sincerely,

A handwritten signature in blue ink that reads "Marco V. Ávila, P.E." with a horizontal line underneath.

Marco V. Ávila, P.E.

President/CEO & Chairman of the Board

Maryland Hispanic Chamber of Commerce

marco.avila@mdhcc.org - 443-519-6909



May 15, 2024

Maryland Higher Education Commission
Board of Education
6 North Liberty Street
Baltimore, MD 21201

To whom it may concern:

I am Dr. Gabriela D. Lemus, Executive Director of Maryland Latinos Unidos (MLU), a program partner of MD Nonprofits Association. We are writing in support of the Construction Management and Real Estate Development major being established at Loyola University Maryland.

We are very excited about this new opportunity and believe industry support for Loyola's program will continue to be forthcoming not only for Loyola but the other universities with similar programs, given the significant gap between demand for these management positions and the existing supply of students being educated at all Maryland Universities in this important field.

According to the 2021 Current Population Survey, Hispanics/Latinos make up almost one third of the construction workforce nationwide in Maryland. Among immigrant workers, Hispanic/Latinx immigrants are the group that faces the greatest hardship. In low-wage occupations, more half (63%) work in service or construction jobs, such as building cleaners, construction laborers, or housekeepers.

The number of Latinx immigrants making low wages highlights the economic struggles of a group of Americans who are often the target of hateful anti-immigrant rhetoric, actions of the U.S. deportation regime, and workplace abuses, as well as barriers they may face due to level of formal education or English language ability. An estimated 69% of Latinx men and a strikingly low 46% of Latinx women born outside the United States make more than the low-wage threshold of \$43,000 according to the Maryland Center on Economic Policy (MDCEP).

Currently, there is a supply-demand gap, and the resulting brain drain of interested students out of the state of Maryland. This new program represents a significant opportunity to move Latine workers from low-wage laborer positions to medium- and high-wage positions in management. We are also particularly keen on its emphasis to develop collaborative negotiation styles and supportive labor relations skills, which will be equally important for Latine workers concentrated in these fields.

Additionally, given that many in the construction labor force are Limited English Proficient (LEP), the program's emphasis on Spanish language proficiency to acknowledge the very important presence of the Hispanic workforce on the front lines is critical to both improve worker safety on the lines, but also the improvements these skills will offer any construction company.

When it comes to diversity and inclusion, construction is on the ground floor. According to a report from Construction Dive, an online "construction's diversity numbers are awful." Construction and real estate development companies are increasingly encountering a demand for diversity, equity, and inclusion (DEI), driven by requirements from clients and government agencies.

According to the latest data from the US Census, approximately 5.6% of all businesses in the United States are Hispanic owned, with a notable concentration in construction, which accounts for about 15.6% of these firms are Hispanic. The American Business Survey pointed out however, that while Latinos are capturing more of the Small Business Administration lending market in terms of both volume and count, Latino-owned small businesses were underrepresented across all metrics, as they experience greater barriers to accessing capital compared to the general population and other ethnic groups, due to a legacy of poverty, inequity, and bias, and experienced disparities in terms of credit outcomes. Deficits in educational attainment, professional training, and access to entrepreneurial networks contribute to these circumstances.

These data point to why a program in Construction and Real Estate Development with an emphasis on Spanish language development such as the one being offered by Loyola University can be an incredible boon to supporting the needs of this important and rapidly growing labor force, but also to improve access to better wages and professional skill sets needed to attain such.

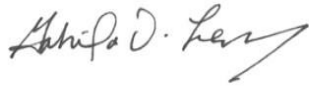
Lastly, I would add that the number of Latine-owned construction companies are growing in Maryland. A program such as this would help to benefit business owners and their managers, making them more competitive and attractive as Under-utilized Business Enterprise (UBE) contractors to potential investors and SBA contracts.

We believe that there is a dearth of programs responding to these type of business needs in the state overall, and an enormous gap for the future development of Latino construction

businesses and for building a career pathway for Latino managers in construction and real estate development.

Please feel free to reach out to me if you require any additional information.

Sincerely,

A handwritten signature in black ink, appearing to read "Gabriela D. Lemus". The signature is fluid and cursive, with a long, sweeping tail on the final letter.

Dr. Gabriela D. Lemus
Executive Director

Cc: Mary Ann Scully, Loyola University Maryland, Sellinger School of Business and Management



MARYLAND LEGISLATIVE LATINO CAUCUS

Lowe House Office Building, 6 Bladen Street, Room 200 · Annapolis, Maryland 21401
Phone 410-841-3374 | 301-858-3374 · 800-492-7122 Ext. 3374 · Fax 410-841-3342 | 301-858-3342
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ASHANTI MARTINEZ, CHAIR
GABRIEL ACEVERO, VICE-CHAIR
DENI TAVERAS, TREASURER
JOE VOGEL, SECRETARY
JASON A. AVILA GARCIA, EXECUTIVE DIRECTOR

Maryland Higher Education Commission

May 17th, 2024

To whom it may concern,

The Maryland Legislative Latino Caucus supports the proposed implementation of the "Construction Management and Real Estate Development" major at Loyola University Maryland. This program is not only a timely addition to the academic offerings at Loyola but also a critical step in addressing the significant supply-demand gap in these fields within the state of Maryland.

The introduction of this major comes at a crucial juncture, as our state faces a pressing need for skilled professionals in construction management and real estate development. The lack of such a program has led to a brain drain, with many talented students leaving Maryland to pursue their education and careers elsewhere. By establishing this major, Loyola University will play a pivotal role in retaining and nurturing local talent, ultimately contributing to the economic growth and development of our state.

Moreover, Loyola University's commitment to ensuring that the curriculum is culturally informed is particularly commendable. It is essential that educational programs reflect the diverse backgrounds of our student population. Outreach efforts to promote this program within the Latino community are especially important. The Latino community has a substantial presence in the construction industry, and providing educational opportunities tailored to their needs will help professionally develop many individuals already working in the field.

Additionally, the integration of classes with local businesses, which will provide instructors and internships, offers students invaluable real-industry practice. This hands-on experience is crucial in equipping students with the skills they need to excel in their careers while simultaneously empowering local businesses with a pipeline of well-prepared professionals.

The "Construction Management and Real Estate Development" major at Loyola University Maryland stands to make a significant impact on our community by addressing workforce needs, fostering economic development, and promoting diversity and inclusion within the industry. The Maryland Legislative Latino Caucus strongly supports this initiative and is confident that it will benefit both students and the broader community.

Thank you for your dedication to providing innovative and inclusive educational opportunities. We look forward to the successful implementation of this program and the positive outcomes it will undoubtedly bring.

Delegate Ashanti Martinez, Chair



May 22, 2024

Loyola University, Maryland
4501 N. Charles St.
Baltimore, Maryland 21210

To whom it may concern,

The Maryland Washington Minority Companies Association (MWMCA) is a minority and women owned business enterprise trade association headquartered in Baltimore City since 2002. We exist to advocate for total social economic engineering inclusion of women and minority owned construction building trades and suppliers to all vertical and horizontal building projects. As such, we assist with the advancement of young minority professional talent in the various forms of construction as well.

It has come to our attention that Loyola University, Maryland is exploring a curriculum addition of construction management and real estate development undergraduate major programs. We believe our state can and will be well served with the new curriculum. We realize that Loyola's Catholic Jesuit infused focus on core curriculum that incorporates critical analytical thinking, with well intentional direct, written, and oral communication skills, along with ethical decision making is a winning formula. Furthermore, it is my understanding that Spanish language proficiency will be part of the curriculum to embrace the new and overwhelming dynamic of Hispanic labor on the front lines.

Over the years, we have worked with The University of Maryland Eastern Shore, and Morgan State University, to name just two fine universities that we assisted their graduates earned placement upon completing their studies as well as bringing various types of prime contractors to their campuses sharing inside industry knowledge. In closing, we believe Loyola's potential entrance into this professional

field will only enhance the state's image of skilled professional education advancement. As well as open greater doors to eager students looking to improve their lives. Our recommendation is to favorably approve Loyola University, Maryland application for the better of all Maryland.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'Wayne R. Frazier, Sr.', written over a horizontal line.

Wayne R. Frazier, Sr
President
MWMCA



CREATING HOMES
FOR BUSINESSES

May 22nd, 2024

The Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

RE: Support for the Construction Management and Real Estate Development Program by Loyola University Maryland

To Whom It May Concern:

On behalf of Merritt Properties, we are writing to extend our support for the new Construction Management and Real Estate Development major being offered at Loyal University Maryland.

Our industry has been challenged with limited qualified applicants in the construction and engineering fields over the past several years. This is a problem that is forecasted to worsen, and our state is further impacted because many qualified individuals that do become available are seeking opportunities outside of the state.

We see this proposed program from Loyola University as an opportunity to help close that gap and entice more students into the construction and engineering fields. While we are fully supportive of the existing related programs currently provided by other Maryland universities, we see the need to continue to expand our higher education offerings in this field to keep up with the future demand of our industry.

That said, we feel strongly that Loyola University's new program will be a welcome addition to our local market and provide excellent career opportunities. This is a career path that can change the trajectory of students' lives in an industry that has high demand for talented individuals. Construction and engineering will continue to be a significant economic driver and we are appreciative of Loyola University's recognition of the need in the space and their willingness to step up and provide this program.

Merritt Properties has been developing real estate for more than 50 years and we hope to continue developing for another 50 years. Adding this program will provide young, talented, and skilled workers to help us and the rest of our industry continue to grow and evolve into the future.

We are in full support Loyola University and their Construction Management and Real Estate Development program.

Respectfully,

A handwritten signature in blue ink, appearing to read 'Robb Merritt'.

Robb Merritt
President
Merritt Properties, LLC

A handwritten signature in blue ink, appearing to read 'Josh Asbury'.

Josh Asbury
Vice President of Development & Construction
Merritt Construction Services, LLC



May 17, 2024

Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

Dear Members of the Maryland Higher Education Commission,

I am writing to express my strong support for Loyola University Maryland's new CMRED program proposal. As a government advocate deeply committed to promoting the economic empowerment of Latino and immigrant communities, I believe that this program represents a significant opportunity to address the critical shortage of skilled professionals in construction management and real estate development, while also providing pathways for upward mobility for underrepresented groups.

The growing demand for skilled professionals in construction management and real estate development, coupled with the recent identification of infrastructure needs, highlights the urgent need for programs like the CMRED program proposed by Loyola University Maryland. While existing universities in Maryland offer programs in related fields, the persistent gap between supply and demand continues to pose challenges, particularly for Latino and immigrant students who often face barriers to accessing higher education opportunities.

I firmly believe that the CMRED program at Loyola University Maryland has the potential to change the trajectory of students' lives by providing them with access to high-quality education and meaningful career pathways. The program's unique features, including two distinct concentrations with rigorous business and engineering proficiencies, a strong liberal arts foundation, and a focus on hands-on learning through studio settings, make it an attractive option for students seeking a comprehensive and relevant education.

Furthermore, Loyola's commitment to a Catholic Jesuit-infused education, emphasizing core values such as critical thinking, effective communication, ethical decision-making, and teamwork, aligns perfectly with the skills needed for success in today's workforce. The proposed emphasis on collaborative negotiation styles and supportive labor relations skills further enhances the program's relevance and prepares students to be effective leaders in their respective fields.

I am particularly encouraged by Loyola's recognition of the vital role that the Hispanic workforce plays in the construction industry, as evidenced by their emphasis on Spanish language proficiency within the program. By acknowledging and honoring the contributions of Latino and immigrant workers, Loyola is not only addressing a critical industry need but also fostering diversity and inclusion within the workforce.

Additionally, Loyola's targeted outreach efforts to minority students, including Hispanic students and women, with the support of local organizations, ensure that all aspiring professionals have equal access to educational opportunities and career pathways within these industries.

Finally, the commitments from employers to provide paid internships to students highlight the industry's recognition of Loyola's CMRED program as a valuable pipeline for talent. These internships will not only provide students with invaluable real-world experience but also pave the way for their successful integration into the workforce upon graduation.

Visit our website @ www.baltimorecity.gov
Phone: 410.396.8056 e-mail: catalina.rodriguez-lima@baltimorecity.gov

In conclusion, I wholeheartedly endorse Loyola University Maryland's CMRED program proposal and urge the Maryland Higher Education Commission to support its establishment. This program represents an opportunity to address the critical workforce shortage in construction management and real estate development, while also empowering Latino and immigrant communities and fostering economic growth and prosperity in our state.

Thank you for considering my perspective on this matter.

Sincerely,

A handwritten signature in cursive script, reading "Catalina Rodriguez".

Director
Mayor's Office of Immigrant Affairs
Baltimore City

M.L. Whelley Consulting LLC.

Dear Members of the Maryland Higher Education Commission:

I am writing to urge you to approve Loyola University Maryland's request for approval to launch the undergraduate Construction Management and Real Estate Development degree program.

As an economic development professional with over 30 years of experience working in the Baltimore/Washington region, the strength of the construction industry has been a key sector within the economic landscape throughout the region and the state. The industry serves as a catalyst for economic growth across all industry sectors as it serves as a critical component of the infrastructure needed to fuel job creation and workforce development, real estate development that increase the tax base and community revitalization.

In spite of its importance and contribution to a vital economy, the construction industry in particular has been challenged to secure the skilled individuals to fill the managerial positions required for sustainable growth, including nurturing the workforce the industry needs at all skill levels. For several decades, the demand for talent has significantly exceeded the "supply" produced by existing construction management programs at 2- and 4-year academic institutions.

The limited availability of these programs to produce enough graduates to meet the demand has forced prospective students to leave the State for program offerings in other states, talent that too often doesn't return to Maryland. Additionally, construction and real estate development companies travel to institutions outside of Maryland in order to hire the talent they need for sustainable growth.

As the immediate past CEO of the Economic Alliance of Greater Baltimore (EAGB), I learned first-hand from many companies in the construction and real estate industries that they would much prefer to hire individuals graduating from Maryland colleges and universities but that simply there are not enough graduates to meet their needs. The demand results in fertile ground for every individual graduating from a construction management program in the State to be employed in the State, still leaving a significant gap that is not being filled by in-State programs.

As a member of the Board of Trustees for the Loyola Sellinger School of Business, I have seen first-hand the level of assessment, outreach and internal collaboration and strategy that the entire Loyola University has dedicated to developing the undergraduate Construction Management and Real Estate Development major. This program will not detract from any existing program available at academic institutions in Maryland nor funnel any resources or prospective students from these programs.

Great care has been given to developing a program that not only is additive, not duplicative, of existing programs but one that draws upon Loyola University's core values and competencies as a Catholic Jesuit institution committed to a core curriculum, no matter the specialty, that

incorporates critical analytical, thinking, well-honed written and oral communication skills, ethical decision-making, and skilled teamwork.

The Maryland Higher Education Commission has a long history of helping to ensure that our educational institutions support and foster economic growth throughout the State by addressing the needs of the State's growth industry sectors. I strongly urge the Commission to recognize not only the great need to retain and grow the talent needed to support the construction and real estate development industries but also the great opportunity that Loyola's proposed program would provide by adding to the talent pool so desperately needed to support the construction and real estate development industries.

Respectfully,

A handwritten signature in cursive script, appearing to read "M. Whelley", with a long horizontal flourish extending to the right.

Michele L. Whelley
M.L. Whelley Consulting, LLC



Hispanic Chamber of Commerce Montgomery County
10400 Connecticut Ave. Suite 308
Kensington, MD 20895
Phone (301) 332-2686

May 15, 2024

To Whom It May Concern
Maryland Higher Education Commission
Baltimore, Maryland

Subject: Letter of Support for the Construction Management and Real Estate
Development Program Proposed by Loyola University Maryland

Greetings,

The Hispanic Chamber of Commerce Montgomery County (HCCMC) and its Board of Directors fully supports and endorses the Loyola University Maryland Construction Management and Real Estate Development Program. This program is critically important to the Hispanic community that represents a significant segment of the construction industry.

The program intends to include a mandatory Spanish language component. This program will engage Maryland Hispanic students in obtaining the skills needed to manage construction programs, provide the needed civil engineering and project management skills, and create better workforce opportunities. This aligns with our mission to ensure education, inclusion and opportunities for members of our community. Loyola University Maryland's curricula have a Jesuit infused culture of critical and analytical thinking, coupled with exceptional communication skills and ethical decision-making. In addition to addressing supply and demand gaps, the program will provide education in collaborative negotiation and supportive labor relations skills.

Collaborative efforts are essential in addressing the supply-demand gap in these industries. Our support for Loyola University Maryland's program in no way diminishes our support for similar programs at other Maryland institutions with whom we maintain close collaborations. There is a high level of demand for a better skilled and educated



Hispanic Chamber of Commerce Montgomery County
10400 Connecticut Ave. Suite 308
Kensington, MD 20895
Phone (301) 332-2686

workforce in this industry. The gap remains significant. Without great programs that will excite a new workforce to seek educational opportunities in these fields, smart and interested students will seek education outside of Maryland, where we have a significant need of this type of talent.

At HCCMC, we have a deep understanding of the challenges faced by construction businesses in finding qualified managers who possess the necessary leadership, communication, and management skills to lead projects effectively and engage with stakeholders, thereby ensuring project success. The HCCMC hosts the annual Maryland Contractor Summit to encourage connections and involvement within the Hispanic community. This initiative helps us recognize the need for more opportunities to educate and prepare Hispanic workers and entrepreneurs in construction, ensuring their active participation in construction and real estate development. We believe that Loyola University Maryland's program will play a vital role in bridging this existing gap and are committed to supporting it upon its launch in Maryland.

This Loyola University Maryland program will produce highly skilled professionals who will contribute positively to Maryland's construction and real estate sectors. The HCCMC expresses its full support for including this program as a valuable resource among Maryland's higher education assets.

Thank you for considering our endorsement and for your dedication to advancing educational opportunities for all communities.

Sincerely,

A handwritten signature in black ink that reads 'Carmen Ortiz Larsen'.

Carmen Ortiz Larsen
President

Hispanic Chamber of Commerce Montgomery County
clarsen@hccmc.org



May 14, 2024

Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

Dear Members of the Maryland Higher Education Commission,

I am writing on behalf of the Prince George's County Hispanic Chamber of Commerce to express our enthusiastic endorsement of Loyola University Maryland's proposed CMRED program. This initiative holds immense promise in addressing the urgent need for culturally competent educational pathways, particularly for Latino workers, within the construction management and real estate development sectors.

Maryland faces a critical shortage of skilled professionals in these industries, exacerbated by the growing demand in real estate development. While Maryland boasts commendable educational programs in related fields, the persistent gap between available talent and industry needs remains a formidable challenge. Too often, Latino students are compelled to seek educational opportunities beyond our state's borders, depriving our local workforce of their invaluable potential.

Moreover, Loyola's unwavering commitment to core values like critical thinking, ethical leadership, and collaborative problem-solving resonates deeply with the needs of today's workers. The program's inclusion of the linguistic and culture needs of Latino workers, exemplified by its emphasis on Spanish language proficiency, marks a crucial step towards fostering inclusivity and diversity within the industry. Additionally, the industry's pledge to offer paid internships to CMRED students underscores the program's credibility as a valuable talent pipeline for Latino professionals. These internships not only offer invaluable real-world exposure but also pave the way for seamless integration into the workforce post-graduation.

We applaud Loyola's proactive outreach efforts targeting minority students, including Hispanic and female aspirants, in collaboration with local organizations. By providing tailored support and resources, Loyola ensures equitable access to educational opportunities and career advancement for all members of our community.



In short, we fully endorse Loyola University Maryland's CMRED program proposal and encourage the Maryland Higher Education Commission to approve the program. This initiative represents not only a strategic response to industry demands but also a commitment to empowering the Latino workforce and promoting diversity and inclusion within Maryland's diverse populations.

Thank you!

Respectfully,

Jennifer Rios

Jennifer Rios
CEO, Founder, & Chairwoman
Prince George's County Hispanic Chamber of Commerce



May 29, 2024

Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

Maryland Higher Education Commission,

I am writing on behalf of Plano-Coudon Construction to express our support for Loyola University Maryland's proposed Construction Management and Real Estate Development (CMRED) major program.

As a construction management organization whose projects are primarily located in Maryland, we are particularly affected by the availability of well-educated students to recruit and hire from Maryland educational institutions. When a Maryland student completes one of Maryland's higher education programs and stays in Maryland to start their career, it is a win for us and everyone in our state. And while we have strong programs producing capable graduates, those programs are not able to keep pace with the demand for candidates by created companies like Plano-Coudon. To recruit and hire the candidates we need to staff our projects and grow our organization, we are forced to look to universities in other states. Loyola's program is well-positioned to help address this issue, allowing Maryland students who are interested in construction management and real estate development to earn their degrees in-state and start their careers here. Newly identified infrastructure needs make this an even more pressing issue to address.

Loyola's proposed CMRED program is well positioned to help fill the hiring pipeline for construction management and real estate development firms with qualified graduates from the state of Maryland. Plano-Coudon Construction is eager to support Loyola by providing internships to CMRED students and full-time positions to graduates. Additionally, we can offer our team as a resource to guest lecture as needed.

Loyola's CMRED program will be instrumental in meeting the growing demands of the construction management and real estate development in Maryland, and we are excited to be a part of its success.

Sincerely,

A handwritten signature in black ink that reads "Brett S. Plano".

Brett S. Plano
Founder
Plano-Coudon Construction

SECURITY DEVELOPMENT LLC

P.O. Box 417

ELLCOTT CITY, MARYLAND 21041

PHONE: (410) 465-4244

FAX: (410) 750-1947

May 20, 2024

To Whom It May Concern:

I am writing to express my support of Loyola University Maryland's proposal to start programs in Construction Management and Real Estate Development. As a developer in Maryland for more than 40 years, I have seen first-hand the lack of available talent in this area. I understand that there may be other programs with a similar name in this state, but don't believe they are effective in providing many new workers to our industry. I do believe that there is a demand for this type of program at Loyola. Further, I believe there are a number of employers who would be happy to hire graduating students with this background.

I have a good family friend, who got his degree in Construction Management, but thought his best path was to go to Virginia Tech. He graduated from there a few years ago, and is doing well. His job is also in Virginia. Another brain-drain from our state. However, he did not feel that he had the school choice in Maryland that would give him the college experience and degree which he desired.

Our talented young Marylanders should at least have an opportunity to stay in Maryland for college and, hopefully, a career as well.

As a graduate of Loyola's Sellinger's School of Business in the 80's, with a Master of Finance degree, I know of the great learning experience being offered. The combination of business and engineering, particularly with Spanish speaking non-Hispanic and Hispanic alike is a winning combination in today's work force. Their written and oral communication skills are very much needed in the construction field today. And, at a cost that is less than many 4-year universities.

I unequivocally support Loyola's efforts to get this program approved and started.

Sincerely,



Steven. K. Breeden
Principal

From: Feli Sola-Carter <felisolacarter@gmail.com>
Sent: Thursday, May 16, 2024 2:57 PM
To: Veronica Cool <Veronica@coolassociatesllc.com>
Subject: Let me know if this meets your needs

To Whom It May Concern,

I write in support of Loyola's pursuit of a construction management and real estate development major.

A resident of Howard County, active in many community organizations and in advocacy for Hispanic students and families for over two decades, I am keenly aware of the gaps in access to education, need for bilingual literacy, and limited opportunities to maximize the entrepreneurial spirit of our community.

As proposed by Loyola, this course of study would create opportunities to maximize talent, minimize industry challenges, and incentivize all parties to tap into the deep reserves of Hispanic and other community labor force.

While I write as a private citizen, I am aware of the actual needs and potential gains by virtue of my service as a Trustee of Howard Community College and as an appointed member of the Alianza Commission of Howard County. Current efforts in support of HCC's Workforce and Trades Center, underscore the gap and the interest in addressing the fields of study proposed by Loyola University.

Mastery of a second language is common in other parts of the world. In ours, it will serve not only the students but the community, business, cultural, and social entities throughout the county and the state of Maryland. Recognizing the essential labor of the Hispanic community in these commercial ventures will bring economic, social, and cultural gains beyond the scope of the specific degree programs.

I trust your wise officials will appreciate the value and aspire to be the ones who make it happen.

Sincerely,

Felícita Solá-Carter

Ellicott City, Md.

442-253-1317

From: [Veronica Cool](#)
To: [Kirsten Lichtner-Baase](#); [Mary Ann Scully](#)
Subject: [EXTERNAL] LETTER OF SUPPORT FW: Let me know if this meets your needs
Date: Thursday, May 16, 2024 4:36:29 PM

Sender is external to Loyola

Feli is travelling but was able to deliver this email- hopefully we can make this work. Additionally, she is willing to have us sit with the Howard County Community College board/leadership to discuss garnering their support.

From: Feli Sola-Carter <felisolacarter@gmail.com>
Sent: Thursday, May 16, 2024 2:57 PM
To: Veronica Cool <Veronica@coolassociatesllc.com>
Subject: Let me know if this meets your needs

To Whom It May Concern,

I write in support of Loyola's pursuit of a construction management and real estate development major.

A resident of Howard County, active in many community organizations and in advocacy for Hispanic students and families for over two decades, I am keenly aware of the gaps in access to education, need for bilingual literacy, and limited opportunities to maximize the entrepreneurial spirit of our community.

As proposed by Loyola, this course of study would create opportunities to maximize talent, minimize industry challenges, and incentivize all parties to tap into the deep reserves of Hispanic and other community labor force.

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of the specific degree programs.

I trust your wise officials will appreciate the value and aspire to be the ones who make it happen.

Sincerely,

Felícita Solá-Carter

Ellicott City, Md.

442-253-1317



1318 E. Fort Avenue
Baltimore, Maryland 21230
410.332.4134

southwaybuilders.com

May 21, 2024

Maryland Higher Education Commission
6 North Liberty Street
Baltimore, Maryland 21201

To Whom it May Concern:

I am writing in support of Loyola University's proposed CMRED program. As a proud Loyola University MBA graduate, and a strong proponent of the construction industry in our region, I am excited by the opportunities this program will provide. The need for construction management professionals in Maryland and throughout the country cannot be overstated. This need will be exacerbated as infrastructure work adds to the existing backlog of construction projects in our state.

My path to construction started years ago with an undergraduate degree in engineering. Few institutions offered Construction Management at the time, though I now believe this is the best way to prepare the new generation of professionals for successful careers in our industry. Without more local degree programs in Construction Management, our high school students tend to leave the state for college, in pursuit of their diploma. The challenge this presents to local employers, including Southway Builders, is that these construction professionals do not return to Maryland and our needs for young, talented construction professionals remain unmet.

The benefits to the student who choose a degree program in Construction Management are many. The construction industry specifically provides life changing opportunities to many students. The employment options are available to the new graduates, the career path is defined, and the personal and professional growth exists. The proposed Loyola University program seems to lie at the intersection of industry need and a gap in local university offerings. Through my engineering studies, I learned critical thinking, strong analytical processes, communication skills and a technical foundation. The Loyola program will provide these same skills and more to its students. The construction focus, combined with the Jesuit core curriculum will enable successful students to be ready to join the workforce as valued professionals upon graduating.

Another benefit of the local Construction Management program proposed by Loyola is that it will focus on the students of Baltimore and the industry in which they will work. First generation college students will find these life changing opportunities available to a cohort that mirrors our City. Outreach to minority, women, and Hispanic students will develop a workforce from the wonderfully diverse population of the Baltimore metro area.

On behalf of Southway Builders, the program has our full support including a commitment to offer paid internship positions to students of the Loyola Construction Management Program.

Very Truly Yours,



John D. Diehl
Vice President



May 20, 2024

Maryland Higher Education Commission

To Whom It May Concern,

On behalf of St. John Properties, we are writing in support of Loyola University's proposed Construction Management and Real Estate Development major!

Founded in 1971, St. John Properties, Inc. is one of the nation's largest privately held commercial real estate firms. Throughout our 53-year history, the company has developed more than 24 million square feet of flex/R&D, office, retail, and warehouse space, and has investments in over 3,000 residential units. The company proudly serves more than 2,600 clients in Colorado, Florida, Louisiana, Maryland, Nevada, North Carolina, Pennsylvania, Texas, Virginia, Utah, and Wisconsin. The majority of our development is located in Maryland. As we have continued to grow, we have faced the challenge of a significant shortage of trained workforce in the fields of construction management and in the various areas of real estate development.

The establishment of the new major would provide the educational foundation for students to pursue a career in the various aspects of construction management and real estate development. The two distinct concentrations, which would also include intense business and engineering proficiencies, as well as collaborative negotiation styles and supportive labor relations skills within the curriculum, would offer students a variety of sound educational offerings to match their interests and strengths. The offerings will focus on core curriculum that incorporates critical analytical, thinking, well-honed written and oral communication skills, ethical decision-making, and skilled teamwork.

Additionally, the program would also provide a tremendous opportunity to recruit and retain faculty at Loyola University as well as provide additional options to recruit students from outside the State of Maryland.

We at St. John Properties have fully understood the importance of educational institutions providing opportunities for students in the real estate and trades industries and have helped fund various programs through the years and will continue to support these initiatives. Several examples of programs we have supported include the Johns Hopkins Edward St. John Real Estate Program for graduate students currently in or pursuing a career in real estate development. It is a part-time and full-time Master of Science program housed in the Carey Business School. In addition, we provided support for the Anne Arundel Community College Clauson Center for Innovation and Skilled Trades, which was created to address the shortage of trade workers and provide educational options for students to build skills, preparing them for career success.

Thank you for your consideration of approval of this important major at Loyola University. It will have a significant impact for the students, workforce development and the State.

Sincerely,

Tom Pilon
Executive Vice President, Development

Sharon Akers
Executive Director, Special Projects

2560 Lord Baltimore Dr Ofc 410 788 0100
Baltimore MD 21244 Fax 410 788 0851

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May 13, 2024

Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, Maryland 21201

Re: Loyola University of Maryland
Construction Management & Real Estate Development Program

To Whom it May Concern:

The purpose of this letter is to offer Whiting-Turner's support for Loyola University's new Construction Management & Real Estate Development Program.

A core value of our Company is to hire newly graduated individuals from engineering schools or construction programs and promote from within. Recently, we have experienced a lack of qualified candidates interested in the construction industry, especially locally here in Maryland.

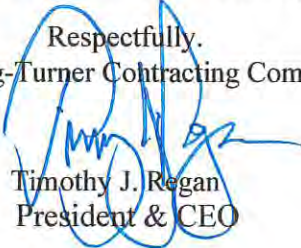
From a National perspective, over the past 2 years, we had a need to hire roughly 900 engineers annually. We have only hired ~613 engineers each year (68%). More specifically in the DMV region, our needs for engineers this year was 315 and we have only hired 216 (69%).

With a greater demand for construction professionals, we believe that increasing the number of graduates with engineering/construction management degrees will benefit our industry. **Other institutions in the region will be unaffected, as the demand far outweighs the needs, and we will continue our steady support of those universities as well.** Additionally, we believe many local high school students interested in construction are going out-of-state to pursue this specific degree.

Other positive aspects of the program include Spanish language proficiency, critical analytical thinking, written and oral communication skills, ethical decision making and skilled teamwork.

Thank you for your consideration on this matter and please let me know if you have any questions.

Respectfully,
The Whiting-Turner Contracting Company


Timothy J. Regan
President & CEO



May 22, 2024

Maryland Higher Education Commission
6 N Liberty St
Baltimore, MD 21201

To Whom it May Concern:

I am writing this letter to support the proposed Commercial Management and Real Estate Development program at Loyola University Maryland.

By way of background, I am Chairman of WPM Real Estate Management Company as well as CEO of the Time Group. The first firm provides real estate management services for in excess of 25,000 residences primarily multifamily and condominium/HOA residences. The second firm has investments in excess of 6,000 units on a long-term basis for both new development and repositioning of multifamily assets. Both firms focus on the Mid-Atlantic area.

Increasingly we are in need of skilled middle management employees to support these activities. While we have an internal educator, there is only so much they can do. There is a significant gap between the education levels we require and those that our potential employee/associates bring.

An undergraduate program that would enhance financial analysis capabilities as well as an understanding of construction would fill a major gap that companies like ours are experiencing.

We are also incredibly focused on our culture, what we refer to as our “Power of Team.” Knowing that these students are not only educated academically but also from an ethical perspective is meaningful.

We have and encourage a diverse workforce. Knowing that inherent in this potential program is an outreach to immigrant communities would be consistent with our values.

Personally, I hope to be able to periodically guest lecture in the classroom providing insight from a practitioner’s perspective about how the knowledge gained can be used in the work world.

For all of these reasons, I am supportive and hope you will be as well.

Sincerely,

Mark M. Caplan,

