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

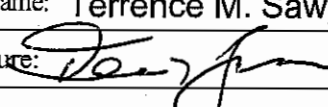
Institution Submitting Proposal

Loyola University Maryland

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 |

Payment ☒ Yes Payment ☐ No *STARS #Submitted: ☐ No Type: ☒ Check # 70851Payment
Amount: 850.00Date
Submitted: 10/15/25

Department Proposing Program	Sellinger School of Business and Management		
Degree Level and Degree Type	Bachelor of Business Administration (B.B.A.)		
Title of Proposed Program	Forensic Accounting		
Total Number of Credits	120		
Suggested Codes	HEGIS: 05.0201	CIP: 43.0405	
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 (must be 60 days from proposal submission as per COMAR 13B.02.03.03)	<input type="radio"/> Fall	<input type="radio"/> Spring	<input checked="" type="radio"/> Summer Year: 2026
Provide Link to Most Recent Academic Catalog	URL: https://catalogue.loyola.edu/		
Preferred Contact for this Proposal	Name: David Mack		
	Title: Assistant Director for Academic Program Development		
	Phone: 410-617-2317		
	Email: dsmack@loyola.edu		
President/Chief Executive	Type Name: Terrence M. Sawyer, J.D.		
	Signature: 		Date: 10/15/25
	Date of Approval/Endorsement by Governing Board: 10/15/2025		

Revised 4/2025



LOYOLA UNIVERSITY MARYLAND

— 1852 —

Office of Academic Affairs

October 15, 2025

Sanjay Rai, Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
217 E. Redwood St., Floor 21
Baltimore, MD 21202

HEGIS: 05.0201
CIP: 43.0405

Dear Secretary Rai,

Please accept Loyola University Maryland's submission of a proposed new undergraduate program for a Bachelor of Business Administration (B.B.A.) in Forensic Accounting. This proposed program is to be implemented exclusively through existing institutional resources.

Currently there are no known active bachelor level forensic accounting programs in the state of Maryland. Data from federal and state departments of labor indicates substantial growth in the forensic accounting fields at the local, state, and national levels. The 2022 Maryland State Plan for Higher Education's Appendix B: *In-demand Academic Programs* and Appendix C: *Emerging Occupations* include financial examiners, further demonstrating the need in the state for this program and for the skills and opportunities the program provides students.

The proposed program's 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. The President approves this proposal, as made evident by his signature on the MHEC Cover Sheet. I approve the proposed program and submit it for your recommendation for implementation. Should the Commission have any questions about the proposals, please contact Mr. David Mack, Assistant Director, Academic Program Development, at 410-617-2317 or dsmack@loyola.edu.

Sincerely,

Cheryl Moore-Thomas, Ph.D., NCC
Provost and Senior Vice President

Cc: Mary Ann Scully, Dean, 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 MARYAND

A DEGREE-GRANTING INSTITUTION AUTHORIZED TO OPERATE IN MARYLAND,
PROPOSAL FOR A NEW ACADEMIC DEGREE PROGRAM

BACHELOR OF BUSINESS ADMINISTRATION
IN
FORENSIC ACCOUNTING

Submitted in accordance with state regulations found in COMAR 13B.02.03

On

October 15, 2025

Sellinger School of Business and Management

Table of Contents

Executive Summary	1
A. Centrality to Institutional Mission and Planning Priorities:.....	2
B. Critical and Compelling Regional or Statewide Need as Identified in the 2022 State Plan: ...	3
C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:	5
D. Reasonableness of Program Duplication (search for similar programs in MD here):.....	10
E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)	11
F. Relevance to the identity of Historically Black Institutions (HBIs)	11
G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):.....	11
H. Adequacy of Articulation, If applicable.....	20
I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).	20
J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).	27
K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13).....	27
L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14).....	29
M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).	32
N. Consistency with the State’s Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).....	33
O. Relationship to Low Productivity Programs Identified by the Commission:	33
P. Adequacy of Distance Education Programs, If applicable (as outlined in COMAR 13B.02.03.22).....	33
<u>Appendix 1-----</u>	<u>34</u>

Executive Summary

Loyola University Maryland proudly presents the Bachelor of Business Administration in Forensic Accounting (BBA-FA), a program designed to meet the evolving needs of the forensics accounting industry while embodying Loyola's commitment to student success. Rooted in the Catholic Jesuit identity and guided by the strategic goals of the university, this program offers students a transformative learning experience that integrates academic rigor and experiential learning. With a focus on holistic development and societal impact, Loyola prepares graduates to thrive in a diverse and changing world.

The program does not seek grants or contract funding. As the financial projections show, the program's development, launch, and administration will remain sustainable through enrollment. The utilization of existing Loyola courses limits the program's implementation costs to the university. To the degree that the program does not initially reach enrollment projections, the university will utilize existing institutional resources to support the program launch and eventual growth, of which we remain confident.

Support for Strategic Goals

The proposed Forensic Accounting 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, Loyola aims to equip students with the skills and values necessary for lifelong success and meaningful impact in their chosen fields. This Bachelor of Business Administration major, situated within the Sellinger School of Business and Management, embodies Loyola's commitment to whole-person education and service-oriented leadership. The curriculum of the Forensic Accounting program consists of courses in accounting, finance, law & social responsibility, and sociology.

Demand of Job Market

The Forensic Accounting program addresses critical workforce shortages of financial examiners in Maryland. Quantifiable data from labor studies support the high demand for forensic accounting professionals in both national and state markets. With no current active bachelor degree programs in the State, there is a significant gap between workforce supply and demand, underscoring the necessity of innovative educational pathways like the BBA-FA at Loyola University Maryland. With projected job growth and opportunities for career advancement, graduates will be well-positioned to meet the evolving needs of the national and statewide markets for forensic accountants.

Loyola remains steadfast in its dedication to shaping new leaders and fostering positive change in the 21st century. Grounded in the institution's mission and strategic plan, this innovative program of study offers students a transformative educational experience that integrates academic excellence, experiential learning, and a commitment to holistic development and societal impact.

A. Centrality to Institutional Mission and Planning Priorities:

1. Provide a description of the program, including each area of program (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 Business Administration in Forensic Accounting (BBA-FA) program reflects Loyola's dedication to providing students with educational experiences responsive to their diverse interests and career aspirations. Forensic accounting is an integrative approach to financial information, used to discover financial crimes, value businesses, and offer deep insights to clients and society. This new degree program is designed to equip students with the technical knowledge, skills, and social awareness necessary to become effective forensic accountants serving the State of Maryland and beyond.

The BBA-FA degree will consist of 120 credits.

Through rigorous coursework and experiential learning opportunities in the program, 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.

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

This new Forensic Accounting program is in alignment with the "Guiding Commitments" underpinning Loyola University Maryland's newly approved Strategic Plan for 2030 [*Together We Rise*](#). They are:

- Commitment to Diversity, Equity, Inclusion, and Justice
- A Commitment to Innovation, Growth, and Operational Excellence

Disenfranchisement and inequity are often perpetuated through economic means. Through equipping students with knowledge of these means, infused with the Jesuit-informed spirit of social justice, the BBA-FA will prepare students to help right such wrongs.

The increase in demand for financial examiners, detailed in Section C of this document, affirms that students pursuing a BBA-FA are likely to enjoy fulfilling, lucrative careers. By extension, it is expected that the proposed program will attract new and additional students to Loyola, thereby honoring our commitment to growth.

The President's endorsement and signature and the Board of Trustees' approval indicates strong institutional commitment to the program's implementation and long-term success.

3. 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. Since the curriculum of the BBS-FA primarily utilizes existing courses in the Sellinger School of Business and Management and the Loyola College of Arts & Sciences, significant internal funds to support the program will be unnecessary until the program's enrollment exceeds the University's existing capacity, or until changes in the professional environment necessitate the creation of additional new courses. In short, the BBA-FA's success will both determine and provide for its continued funding which, as shown in Section L, demonstrates that revenues exceed expenses beginning in Year-1.

4. 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 BBA-FA program will be provided by the Sellinger School of Business and Management and 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.

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 listing of the "future regional and State needs" provided by the Maryland Higher Education Commission, the proposed Forensic Accounting program meets the objective for addressing societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education.

Historically, financially disadvantaged students have been hesitant to pursue the field of accounting.¹ Further, the State of Maryland's requirement of completion of 150 credit-hours to

¹ https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4945831

qualify for licensure as a Certified Public Accountant (CPA)² is a barrier for financially disadvantaged students and others who are hesitant to pursue the field. The certification associated with forensic accountants, the Certified Fraud Examiner (CFE), has no such requirement, enabling access to the profession for a more diverse group of Maryland students.

As described in Section C, there is a current shortage of qualified forensic accountants in Maryland, and the state-wide demand is expected to increase over time. This demand combined with no active bachelor's degree programs in forensic accounting in the State of Maryland—and few in the nation—has implications for the quality of service to the local community. The proposed program will produce graduates who are ready to step into the field and help meet that need upon graduation.

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 curriculum of the proposed program includes coursework that emphasizes applied and workplace relevant knowledge, skills, and abilities leading to a capstone course in which students will synthesize their learning. Case studies, an experiential learning tool, will be used throughout the curriculum to engage students in real-world scenarios in which they will apply their knowledge, analyze situations, and develop solutions to complex forensic accounting problems. By simulating the work of forensic accountants, these case studies enhance students' ability to seamlessly transition from their education to the profession.

Priority 7: Enhance the ways postsecondary education is a platform for ongoing lifelong learning.

As one of only 27 Jesuit colleges/universities, Loyola's Core Values are explicit that the University seeks to help students develop "lifelong habits of ongoing learning and growth."³ In addition, since the proposed BBA-FA program prepares students for Certified Fraud Examiner (CFE) credential, which itself requires continuing education, the proposed program supports this State priority.

² <https://www.labor.maryland.gov/license/cpa/cpaexam/cpaexameducreq.shtml>

³ <https://www.loyola.edu/about/mission-vision/core-values.html>

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.

The proposed BBA-FA program provides several entry-level occupational opportunities for graduates. The most relevant occupations for which there are Standard Occupational Classification include:

- SOC 13-2011 Accountants and Auditors
- SOC 13-2061 Financial Examiners

In these roles, graduates of the program may review financial accounts, balance sheets, loan documentation, real estate, and other monetary transactions to ensure institutional and/or personal financial records are accurate and comply with laws and regulations. Students can expect to pursue employment at firms providing these services, including accounting firms, law firms, and other professional services firms.

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

<https://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm>

<https://www.bls.gov/ooh/business-and-financial/financial-examiners.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.

As shown on the next page, the Bureau of Labor Statistics indicates a positive occupational outlook, with growth in employment between 2023 and 2033 for each of the SOC's projected to outpace the growth for all occupations. Indeed, the Association for Certified Fraud Examiners, has indicated that "due to heightened awareness and growing intolerance of fraud, demand for forensic accountants is rapidly increasing."⁴

⁴ <https://www.acfe.com/career/career-paths/career-path-accounting/career-path-detail-forensic-accountant#:~:text=Forensic%20accountants%20combine%20their%20accounting,forensic%20accountants%20is%20rapidly%20increasing.>

National Jobs Outlook 2023-2033

Occupational Title	SOC-Code	Employment 2023	Projected Employment 2033	Change 2023- 2033	
				%	#
Accountants and Auditors	13-2011	1,562,000	1,653,400	6	91,400
Financial Examiners	13-2061	65,500	79,200	21	13,800
All Occupations				4	

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

<https://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm#tab-6>

<https://www.bls.gov/ooh/business-and-financial/financial-examiners.htm#tab-6>

Data from the State of Maryland's Department of Labor Workforce Projections are consistent with the BLS projections, with growth in employment in these occupations across the state as well as within Baltimore City and surrounding counties. (See table on the next page.)

Local Jobs Outlook 2022-2032

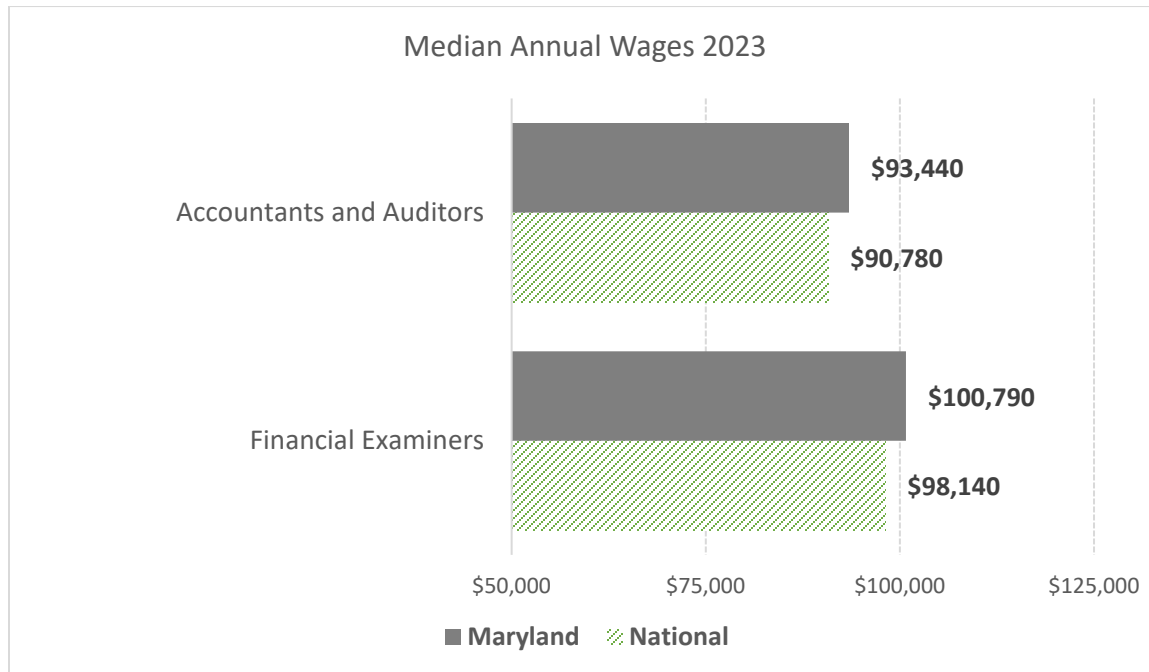
Maryland					
Occupational Title	SOC-Code	Employment 2022	Projected Employment 2032	Change 2022- 2032	
				%	#
Accountants and Auditors	13-2011	24,716	26,221	6	1,505
Financial Examiners	13-2061	387	443	14	56
All Occupations Requiring Bachelor’s Degree				9	
Baltimore City and Surrounding Counties ⁵					
Occupational Title	SOC-Code	Employment 2022	Projected Employment 2032	Change 2022- 2032	
				%	#
Accountants and Auditors	13-2011	12,571	13,203	5	632
Financial Examiners	13-2061	280	322	15	42
All Occupations Requiring Bachelor’s Degree				8	

Source: Maryland's Department of Labor Workforce Projections [2022-2032]

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

⁵ "Baltimore City and surrounding counties" includes Anne Arundel County, Baltimore City, Baltimore County, Carroll County, and Howard County.

As shown below, median salaries for each occupational category in Maryland are similar to those nationally.



Source: Bureau of Labor Statistics, U.S. Department of Labor, Occupational Employment and Wage Statistics [May 2023]

https://www.bls.gov/oes/current/oes_md.htm

https://www.bls.gov/oes/current/oes_nat.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 indicates that the education for entry-level positions in these occupations is a bachelor's degree. As shown in the following table, the BLS projects approximately 560,000 job openings nationally in these occupations over the next five years and the State of Maryland projects over 10,500 openings over the same period. Accountants and auditors receive a score of 95 on the Maryland Hot Jobs (Occupational Information) – Workforce Information & Performance as further indication of the occupation's very high demand.

Five Year Job Openings⁶

Occupational Title	SOC-Code	BLS Job Openings	MDL Job Openings
Accountants and Auditors	13-2011	654,000	10,450
Financial Examiners	13-2061	32,500	175

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

<https://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm#tab-6>

<https://www.bls.gov/ooh/business-and-financial/financial-examiners.htm#tab-6>

Source: Maryland's Department of Labor Workforce Projections [2022-2032]

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

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

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

As demonstrated by the market demand data in the above portions of Section C, there is currently not a supply of graduates within the state to meet the Maryland labor demand. (There are no active undergraduate forensic accounting programs in the State of Maryland. In fact, there are only eight such undergraduate programs in the nation.)

The BBA-FA program is estimated to graduate 14 students by year five, with growth in the number of graduates per year anticipated once the program is more well established. The success of Loyola's current program in Forensic Science (CIP 43.0406) which has shown steady enrollment growth since being established in 2018 (in 2023, 158 students were enrolled in the program)⁷ provides confidence in the enrollment projections for the proposed BBA-FA.

Institution	Proposed Program Title	Projected program enrollment	2026	2027	2028	2029	2030
Loyola University Maryland	BBA-Forensic Accounting	By year	8	17	31	47	55

⁶ Because neither the BLS or the State of Maryland Department of Labor publish five-year projections, the annual projections provided by each are multiplied by 5 in order to estimate the number of job openings in the next five years.

⁷ https://data.mhec.state.md.us/Trend_Aux/ETRENDSDCy23.zip

D. Reasonableness of Program Duplication (search for similar programs in MD [here](#)):

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.

Loyola proposes the BBA-FA program utilize the CIP Code of 43.0405 which represents Financial Forensics and Fraud Investigation. There are no existing bachelor's degree programs in the State of Maryland utilizing this CIP code.

There are 14 institutions in the State of Maryland that currently offer a bachelor's degree in accounting.⁸ None of those programs, however, are fully-focused on the specialized field of forensic accounting.⁹ As contrasted with a foundational or broad-based accounting degree, the curriculum of the proposed program is designed to provide students with an awareness of the integrative, cross-disciplinary nature of forensic accounting, the criminal justice issues associated with the discipline and its use as a tool for law enforcement, and its relevance to the field of business valuation. Students in the program will engage with a variety of courses in sociology, law, and finance, helping them to place their accounting knowledge in a broader societal context and, ideally, making them all the more ready to earn their CFE licenses and become effective agents of change in the accounting and finance community. These curricular attributes and their associated learning outcomes are significantly different from any other foundational program in the state, including Loyola University Maryland's own BBA in Accounting.

2. Provide justification for the proposed program.

As articulated in Section C, there are national, state, and local labor shortages of forensic accounting professionals that are not being adequately met by the current educational programs in the State. Notably, outside of UB's Upper-division Certificate, the only active programs in the State that are related to this field are at the post-baccalaureate level or above, while the typical entry-level education is the bachelor's degree. Further, the 2022 Maryland State Plan for Higher Education's Appendix B: *In-demand Academic Programs* includes CIP code 43.0405 Financial Forensics and Fraud Investigation while Appendix C: *Emerging Occupations* includes SOC 13-2061 Financial Examiners.

⁸ Maryland institutions offering a bachelor's degree in accounting: Coppin State Univ., Frostburg State Univ., Hood College, Loyola Univ. Md, McDaniel College, Morgan State Univ., Mount Saint Mary's Univ., Salisbury Univ., Stevenson Univ., Towson Univ., Univ. of Md-College Park, Univ. of Md-Eastern Shore, Univ. of Md-Global Campus, & Washington Adventists Univ.

Bowie State Univ., Notre Dame of Maryland Univ., and Univ. of Baltimore offer concentrations in accounting.

⁹ Mount Saint Mary's Univ. has a bachelor's degree in forensic accounting (CIP 52.0399) as part of their program inventory with MHEC, but the program is not listed on the institution's website.

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.

Although three HBIs in Maryland offer a bachelor-level accounting program,¹⁰ the CIP code, curriculum, and learning objectives of the proposed specialized program in forensic accounting are significantly different from those of foundational accounting programs. The proposed program therefore should have no impact on the implementation or maintenance of high-demand programs at HBIs.

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 described in Sections D and E, there is no expected impact on the uniqueness and institutional identities/missions of HBIs as there are no bachelor level forensic accounting programs at Maryland HBIs.

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.

The program was established as a result of an analysis of the strengths of Loyola's accounting faculty and a convergence of these strengths with the University's mission (as described in Section A), the needs that the industry is facing because of a shortage of entry-level professionals (as evidenced in Sections C and D), and the success of Loyola's BA in Forensic Science program that is focused on the natural sciences. Consultations between 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.

The BBA-FA program will be part of the Sellinger School of Business and Management, located in the Department of Accounting. The requirements of the BBA-FA program will consist primarily of existing courses within the Sellinger School of Business and Management ; notably

¹⁰ Maryland HBIs offering a bachelor's degree in accounting: Coppin State Univ., Morgan State Univ., & Univ. of Md-Eastern Shore.

many of the restricted electives are from the sociology department in the Loyola College of Arts & Sciences (an academic division of the University). The Chair of the Accounting Department will oversee the academic and administrative quality of the program.

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

Graduates of the proposed BBA-FA program are anticipated to enter the following careers:

- Forensic Accountants
 - Accountants/Auditors
 - Financial Examiners

Therefore, the BBA-FA program's overarching objective is to produce graduates with the technical skill, social justice awareness, and critical thinking abilities necessary to become effective forensic accountants. To this end, the learning outcomes for the BBA-FA program listed below are aligned with the University's Learning Aims and with the desired skillset developed by graduates of the program.

Loyola Learning Outcome	Program Learning Outcome	Course(s) in which it is assessed
Critical Understanding: Thinking, Reading, and Analyzing	Graduates will be able to assess criminal and civil concerns, understanding the motivations of all parties involved in FA cases.	AC4xx – Forensic Accounting Capstone
Promotion of Justice	Graduates will be able to identify and address issues of societal importance from a social justice perspective, including but not limited to financial and economic inequity.	AC 421 – Auditing
Intellectual Excellence	Graduates will be familiar with financial, managerial, and taxational accounting techniques, and be able to integrate and deploy this knowledge within the context of forensic analysis.	AC 302 – Intermediate Accounting II AC 311 – Cost Accounting AC 412 – Taxation of Business Entities

3. Explain how the institution will:

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

Accredited by 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 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 and forwarded to the Sellinger Assembly and University governance when warranted.

As noted previously, the Chair of the Accounting Department will be responsible for designing and implementing systematic and sustained assessment of student learning in the program. It is the expectation that the approach to assessment in the program 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 application.

b) Document student achievement of learning outcomes in the program.

The same methodology, described in 3a, will be adopted for assessment of major-specific learning outcomes. Student achievement will be documented in key assessment courses such as assessment of student responses to case studies taught within the AC4xx capstone course. All assessment measures for each program learning objective will be housed within the centralized software system employed by Loyola. Recommendations for curricular changes based on student achievement of specific program learning outcomes 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.

Students are considered to have met their graduation requirements when they have completed all degree requirements. Degree requirements include successful completion of the requirements of their major, a minimum of 38 courses (3-, 4-, or 5-credit courses), diversity course graduation requirements, satisfaction of Loyola's Core Curriculum, all totaling a minimum of 120 credits. Students must also maintain a minimum cumulative GPA of 2.00 in all Loyola courses and meet the residency requirement of satisfactory completion of at least 60 credits at the University.

The proposed BBA-FA program will consist of a total of 120 credits: 51 credits are in the major, 45/46 credits are in the Loyola's Core Curriculum, and 23/24 credits are free electives. Please see Appendix 1 for a full listing of the curriculum requirements. Courses for the program and their descriptions are found below.

Course Descriptions¹¹

Course titles and descriptions	Credit Hours
AC201 – Financial Accounting	3
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.	
AC202 – Managerial Accounting	3
Introduces managerial accounting for internal decision makers. Students learn how to prepare and use financial information primarily for internal decision-making purposes. Topics include accounting for manufacturing, job order cost systems, incremental analysis, standard costs, budgeting, and the statement of cash flows.	
AC301 – Intermediate Accounting I	3
Focuses on the development of financial information for investors and others external to the organization. Topics include review of the accounting cycle, cash, receivables, inventories, preparation of financial statements, and revenue recognition. Students learn to prepare, understand, and interpret financial statements. Pronouncements of the AICPA, FASB, IFRS, and SEC are an integral part of the course.	
AC311 – Cost Accounting	3
Deals with cost measurement, recording, and forecasting. In-depth coverage of cost-volume-profit analysis, costing systems, budgeting, manufacturing-costing systems, relevant costs, and decision making. Emphasizes the use of computers as tools for managers. Students learn to identify, classify, and apply cost accounting techniques in business applications.	
AC412 – Taxation of Business Entities	3
The study of business entity taxation. The first theme involves the structure of federal income taxation and investment taxation. The second theme involves types of business entities, accrual tax accounting, and the determination of business entity net income. The third theme involves the business deductions, including tax depreciation and tax consequences of asset dispositions. The fourth theme involves the taxation of business entities, including accounting for income taxes and the taxation of flow-through entities. The fifth theme involves the taxation of cash distributions from corporations and flow-through entities. The sixth theme deals with special business topics, including	

¹¹ “D-J designated course” indicates the course meets learning aims associated with diversity and justice and fulfills that graduation requirement for students.

multijurisdictional taxation and acquisitive corporate reorganizations. Additional topics include a comparative analysis of the various forms of doing business and an introduction to tax research.	
AC421 – Auditing	3
Provides awareness and a critical understanding of an underrepresented group so that students can reflect on action-oriented responses to the needs of the world. In this course, students understand how inequities are present in the accounting environment, observe the impacts and experiences of distinct minority groups in the United States, and reflect on how inequities can be addressed in the accounting profession in the U.S.. The course also encompasses the basic concepts of auditing, generally accepted auditing standards, theoretical and practical development of the independent audit function, collection and evaluation of audit evidence, understanding internal control, risk assessment, transaction cycles, and reporting. The course also covers the practice of ethical and professional work standards. <i>(D-J designated course.)</i>	
AC4XX – Forensic Accounting Capstone	3
This to-be-developed course will combine real world case studies, faculty experiences, and guest lectures to synthesize student learning across other accounting courses. <i>(Anticipated D-J designated course.)</i>	
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.	
EC220 Business Statistics or ST210	3
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. Closed to students who have taken ST210.	
FI320 – Financial Management	3
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.	
FO100 – How to Get Away with Murder (Or Not)	3
Is it possible to design the 'perfect' crime and get away with it? Students develop an opinion to this question by exploring crime, especially homicides, through multiple lenses to understand modern approaches to criminal investigation, applications of forensic analyses, criminal psychology, and victimology. The impacts of criminal investigations and homicides on issues and perceptions surrounding communities such as wrongful convictions, profiling, corruption, and trust in policing, forensic science, and law enforcement are also examined.	
IS251 – Data Analytics and Information Systems	3
Students examine the strategic role of information systems in organizations and the integration of data analytics into business activities enabling quality, timeliness, and competitive advantage. They are immersed in the collection, exploration, visualization and application of data to make informed business decisions. Students apply database, spreadsheet, and visualization skills to solve real world business challenges. Students develop a real-world data visualization project relatable to a business application of real-world data.	
LW406 – Commercial Law	3
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.	
MA151 – Applied Calculus	3
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 MA 151 and MA 251.</i>	
MA251 – Calculus I	4

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 MA 151 and MA 251.</i>	
MG201 – Management	3
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.	
MK240 – Marketing	3
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. <i>Restrictions: Restricted to sophomores, juniors, or seniors.</i>	
OM260 – Supply Chain & Operations Management	3
Develops the processes by which organizations create value. Students develop an overview of the planning and operation of systems using resources to convert raw materials, components, etc. to goods and services consumed by end customers. Topics include operations strategy, design of processes, product and process quality, global competition and supply chain issues, productivity of operating systems, impact on societal and physical environment, and both qualitative and quantitative methods to improve decision making.	
<u>Forensic Accounting Restricted Electives</u>	
AC302 – Intermediate Accounting II	3
Students learn to develop and analyze the information reported in financial statements. Topics include operational assets, intangible assets, short-term and long-term investments, short-term and long-term liabilities, leases, and financial analysis. Pronouncements of the AICPA, FASB, IFRS, and SEC are an integral part of the course. This course also includes a module introducing sustainability accounting and the reporting for ESG (Environmental, Social, Governance) considerations.	

AC303 – Intermediate Accounting III	3
Students learn to develop and analyze the information reported in financial statements. Topics include operational assets, intangible assets, short-term and long-term investments, short-term and long-term liabilities, leases, and financial analysis. Pronouncements of the AICPA, FASB, IFRS, and SEC are an integral part of the course. This course also includes a module introducing sustainability accounting and the reporting for ESG (Environmental, Social, Governance) considerations.	
AC401 – Advanced Accounting	3
Focuses on specialized financial accounting topics related to business combinations and consolidated financial statements; partnership accounting; financial reporting by multinational corporations, including foreign currency translation and transactions; governmental accounting; nonprofit entities; and a holistic introduction to forensic accounting. Students develop a thorough understanding of these topics.	
FI322 – Investments	3
Provides students with an introduction to the organization and functionality of securities markets with an emphasis on fundamental analysis. Topics include bonds, equities, risk definition and measurement, return analysis, and models of valuation. Students are also introduced to the primary types of derivative securities such as options and futures.	
FI440 – Financial Analysis & Valuation	3
The assessment of business financial performance and valuation from the point of view of equity and credit analysts. Students learn to analyze a firm's profitability and risk by applying both financial and strategic analysis, prepare pro forma financial statements, ascertain the intrinsic value of a business, and apply spreadsheet models for financial decision making.	
SC100 – Introduction to Sociology	3
Students learn the fundamentals of sociological inquiry both as a social science focused on the study of human organization, and as an art of critiquing various modalities of human organization. This course introduces students to the history of the discipline, primary theories of social order and social change, and the methods used by sociologists to answer salient sociological questions. Focused as it is on primary challenges facing the social world, this class provides an opportunity for students to develop an appreciation for history, philosophy, politics, economics, and the liberal arts in general, while learning to think scientifically and systematically about the social world, and the social construction of the individual within the social world. <i>Required for all sociology majors and minors. Fulfills social science core.</i>	
SC207 – Social Problems	3
Studies common social problems using sociological, theoretical, and conceptual frameworks. Individual deviance, patterns of social injustice, specific problems affecting major U.S. institutions,	

and international issues are investigated. Various mechanisms and resources for solving and preventing social problems are explored. <i>Formerly SC 107. Fulfills social science core.</i>	
SC260 – Intro to Criminal Justice	3
An introduction to the structure and operation of the criminal justice system in the United States. Topics include criminal law, prevalence and trends, the police, the judicial system, and corrections.	
SC435 – Seminar: Forensic Sociology	3
Considers the use of sociological data and its interpretation in decisions made by courts and other agencies of the judicial system. Areas considered may include profiling in law enforcement and corrections, insanity, competency, intimate partner violence, stalking, the death penalty, and the CSI effect.	

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 common 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. Loyola's Core Curriculum exceeds the state minimum requirements for general education.

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 requirements, including prerequisites, curriculum, administration, financial aid, and any other relevant information will be maintained on the Loyola 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 Maryland 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.

Loyola University Maryland Sellinger School of Business and Management is an AACSB accredited business school. As such, the Sellinger School faculty must maintain a high degree of research productivity and community engagement to be qualified to teach. In addition, faculty in the accounting department include one who has a CFE license and two others who have expert witness and forensic accounting experience. Likewise, the faculty in other departments who teach courses included as restricted electives in the program meet the high expectations for hiring and retention of faculty at the University.

Faculty anticipated to teach in the proposed BBA-FA program are listed below.

Name	Highest Degree & Field	Title/Rank	Appointment (TT/NTT)	Status (FT/PT)	Courses to be Taught in the Program	Note
Faculty and Required Courses in the Program						
Dr. John Peter Krahel	PhD in Accounting	Professor	TT	FT	AC201 – Financial Accounting AC302 – Intermediate Accounting II	
Mr. Michael Bender	Master of Taxation	Executive in Residence	NTT	FT	AC202 – Managerial Accounting AC412 – Taxation of Business Entities	
Dr. Robbie Bishop-Monroe	DBA in Accounting	Assistant Professor	TT	FT	AC301 – Intermediate Accounting I AC421 – Auditing	

Name	Highest Degree & Field	Title/Rank	Appointment (TT/NTT)	Status (FT/PT)	Courses to be Taught in the Program	Note
Dr. Stacy Chavez	PhD in Business Administration - concentration in Accounting	Assistant Professor	TT	FT	AC311 – Cost Accounting AC401 – Advanced Accounting	
Dr. Bobby Waldrup	PhD in Accountancy	Professor	TT	FT	AC4XX – Forensic Accounting Capstone.	
Ms Lynne Elkes	MBA	Teaching Professor	TT	FT	EC102 – Microeconomic Principles EC103 – Macroeconomic Principles	
Dr. Nune Hovhannisyan	PhD in Economics	Associate Professor	TT	FT	EC220 – Business Statistics	
Dr. Tuugi Chuluun	PhD Finance	Professor	TT	FT	FI320 – Financial Management	

Name	Highest Degree & Field	Title/Rank	Appointment (TT/NTT)	Status (FT/PT)	Courses to be Taught in the Program	Note
Ms. Zoe Foglia	Master of Forensic Sciences	Per course Affiliate	NTT	PT	FO100 – How to Get Away with Murder (Or Not)	
Mr. Salvatore Lenzo	MBA	Per course Affiliate	NTT	PT	IS251 Data Analytics & Information Systems	
Dr. Nan Ellis	JD	Professor Emeritus	N/A	N/A	LW 406 – Commercial Law	
Dr. Sudeshna Basu	PhD in Statistics	Assistant Teaching Professor	TT	FT	MA 151 Applied Calculus MA 251 Calculus I	
Dr. Dave Luvison	DBA in Management	Executive in Residence	NTT	FT	MG201 Management	

Name	Highest Degree & Field	Title/Rank	Appointment (TT/NTT)	Status (FT/PT)	Courses to be Taught in the Program	Note
Dr. Gerard Athaide	PhD in Marketing	Professor	TT	FT	MK240 – Marketing	
Dr. Jay Brown	PhD in Operations Management	Professor	TT	FT	OM260 – Operations Management	
Faculty and Restricted Electives in the Program						
Dr. Hong Zhu	PhD in Accountancy	Associate Professor	TT	FT	AC303 – Intermediate Accounting III	
Dr. Frank P. D’Souza	PhD in Finance	Professor	TT	FT	FI322 – Investments	
Ms. Linda Bartlett	MSF	Executive in Residence	NTT	FT	FI440 – Financial Analysis & Valuation	

Name	Highest Degree & Field	Title/Rank	Appoint- ment (TT/NTT)	Status (FT/PT)	Courses to be Taught in the Program	Note
Dr. Christopher Turner	PhD in Sociology	Teaching Clinical Faculty	TT	FT	SC100 – Introduction to Sociology SC207 – Social Problems	
Dr. Nicole Shoenberger	PhD in Sociology	Associate Professor	TT	FT	SC260 – Intro to Criminal Justice SC435 – Seminar: Forensic Sociology	

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, which can provide the following assistance to full-time and part-time faculty members:

- **Map Alignment:** Demonstrate alignment amongst assignment, course, and objectives of the program.
- **Develop Curriculum:** Create consistent and engaging learning experiences to support success for all students.
- **Onboard and Support Instructors:** Onboard instructors to Moodle to ensure successful teaching and learning outcomes.
- **Measure Impact:** Conduct needs analysis. Establish and report on KPIs (e.g., student satisfaction, demonstrated competence, enrollment).

In addition, faculty will be encouraged to attend conferences related to forensic accounting and to pursue outside consulting work which will expose them to new cases and forensic accounting methodologies, which can then be integrated into the classroom.

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.

Although this program is not a distance education program, Loyola University has support for distance education such as the Office of Technology Services (OTS) and Office of technology Services. These offices provide leadership on best practices in distance education and facilitation of faculty follow standards of C-RAC guidelines.

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 Loyola Notre Dame Library (LNDL - www.lndl.org) supports the research and teaching needs of faculty and students enrolled in Loyola University Maryland undergraduate and graduate programs. The Library provides access to over 10 million books and media items including the holdings of 16 other Maryland-area member libraries of the University System of Maryland Affiliated Institutions Library Consortium (USMAI). LNDL has 207 databases and 126,406 ejournals covering a broad range of subject areas, as well as six streaming media platforms that provide access to educational media content. LNDL currently supports existing courses included in the proposed course list for the BBA in Forensic Accounting program. The library is also positioned to meet the needs of any new courses added with current resources.

To support the program's teaching and research in evolving technologies, the Library's Research and Learning program supports Faculty in the areas of archival literacy and digital scholarship, artificial intelligence literacy, copyright literacy, makerspace literacy, and research and instruction literacy. LNDL's Research and Learning program offers course support through library instruction, as well as reference assistance and a 24-hour chat service.

Additionally, LNDL's Innovation Station makerspace and Virtual Reality (VR) Classroom can support technology needs with an HTC Vive XR Elite headset, Google Cardboards, and three Meta Quest 3 headsets, as well as a Google Cardboard Class Set and Yi 360 VR Camera to create VR content. Based on the review of existing forensic accounting programs in the country, the library found that the current subject and research guides at LNDL are sufficient to meet Loyola's proposed BBA. In summary, LNDL and its services can adequately support the program.

The president's signature on the proposal cover sheet indicates his support for library resources to meet the program's needs.

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 an undergraduate student's course of study.

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. Provide program resources and narrative addressing the applicable issues listed below.

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 (c+ g below)	\$189,960	\$412,250	\$762,414	\$1,179,747	\$1,409,485
a. Number of F/T Students	8	17	31	47	55
b. Annual Tuition/Fee Rate	\$23,745	\$24,250	\$24,594	\$25,101	\$25,627
c. Total F/T Revenue (a*b)	\$189,960	\$412,250	\$762,414	\$1,179,747	\$1,409,485
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)	\$189,960	\$412,250	\$762,414	\$1,179,747	\$1,409,485

- a) Analyze the overall impact that the reallocations will have on the institution, particularly on existing programs and organizational units.

Not Applicable

- b) Describe the rationale for the enrollment projection used to calculate tuition and fee revenue.

2.a. FTE growth is projected conservatively based on market demand and Loyola University Maryland enrolled trends including typical attrition. In-coming class sizes of 8, 11, 16, 20, and 20 in Years 1-5. respectively. Historical retention rates applied.

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%.

Anticipated revenue outpaces expenses in each year beginning in Year 1 of the program.

- c) Provide detailed information on the sources of grant/contract funding and attach documentation supporting the funding. Also, describe alternative methods of continuing to finance the program after outside funds cease to be available.

Not Applicable

- d) Provide detailed information on other sources of funding and attach documentation supporting the funding.

This new program is expected to support itself on tuition/fee revenue.

2. Provide program expenditures.

Program Expenditures					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$55,986	\$270,668	\$321,814	\$331,468	\$553,642
a. Number of FTE	1.833	2.167	3.667	3.667	3.667
b. Total Salary	\$45,600	\$213,512	\$252,361	\$259,932	\$430,108
c. Total Benefits	\$10,386	\$57,156	\$69,453	\$71,537	\$123,533
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	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
4. Technical Support and Equipment	0	0	0	0	0
5. Library	0	0	\$1,344	\$1,398	\$1,454
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	\$2,800	\$5,950	\$10,850	\$16,450	\$19,250
TOTAL (Add 1-7)	\$58,786	\$276,618	\$334,008	\$349,316	\$574,346

1.a. Teaching Faculty to support major: One in Years 1-2 and two in Years 3-5. Teaching Faculty in support of Core due to larger enrollment: 0.5FTE in Years 1-2 and 1.0 FTE in Years 3-5.

1.b. Per course faculty: Year 1: 8 credits at \$5,600/3-credits. Year 2-5: Number of per course faculty doubled to accommodate more students. In Years 3-5 rate increase to \$5,800/3-credits, using historical increases. Salaries benchmarked to CUPA and AACSB. Salaries increase 3%/year.

1.c. Per course faculty benefit is FICA only, while Teaching faculty have a benefit rate of 30.34% in Years 1-3 and 30.70% in Years 4-5. 3% annual increase in salary is included. This is Loyola's recent historical increase.

5. Library: As noted in Section J, the Loyola/Notre Dame Library has adequate resources to support the proposed program with minor increases in acquisitions in Years 3-5.

7. Other Expenses: Includes a surcharge to Registrar's Office (250/student) and surcharge for Academic Advising and Support Center (100/student). Larger value in Year 1 includes funding for the development of promotional materials.

Overall, the projected revenue net of institutional financial aid exceeds projected expenses beginning in Year 1.

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 BBA-FA'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 Sellinger 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 advancing student access and success. The University is committed to creating a community that recognizes the inherent value and dignity of each person. To attract qualified applicants of all backgrounds, the university seeks to increase admissions outreach to non-traditional markets, with successful results. At the undergraduate level, Loyola offers institutionally funded academic scholarships, need-based grants, and athletic grants to qualified students. Loyola has earned a reputation for strong student outcomes as a result of its emphasis on enduring knowledge and skills of a liberal arts education care for the whole person, and strong career preparation and pipelines, with successful, high earning, and influential graduates from all backgrounds, with less student debt.¹²

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 proposal is not a low productivity program.

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

2. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.
3. 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.

¹² See recognition of Loyola in *Forbes* 2025-26 list of America's Top Colleges, Georgetown University's Center on Education and the Workforce study on return on investment (ROI), *Kiplinger's Personal Finance* ratings on accessible exceptional education, Payscale.com's College Salary Report on median salary of graduates and mid-career salary ROI, and Jeffrey Selingo's [Dream School: Finding the College That's Right for You](#)

Appendix 1 Proposed Course of Study for BBA-FA Degree

Program Requirements for Proposed Forensic Accounting BBA	
Courses	Credits
<u>Liberal Arts Core</u>	
WR 100 Effective Writing	3
History 100 Encountering the Past	3
EN 101 The Art of Reading	3
History 200 Level OR English 200 Level	3
World Language Intermediate II Level (104 level)*	3
EC 102 Microeconomic Principles (satisfies the Social Science 1 requirement)	3
EC 103 Macroeconomic Principles (satisfies the Social Science 2 requirement)	3
Fine Arts	3
MA 151 or 251 Applied Calculus or Calculus I (satisfies the Mathematics requirement)	3/4
FO 100 – How to Get Away with Murder (Or Not) (satisfies the Natural Science requirement)	3
EC 220 Business Statistics/ ST 210 Intro to Statistics (satisfies the Math/Science requirement)	3
PL 201 Foundations of Philosophy	3
TH 201 Theology Matters	3
Philosophy 202 – 299 OR Theology 202 – 299	3
Ethics	3
<i>Total Core Course Credits</i>	45/46
<u>Major Requirements</u>	
AC201 – Financial Accounting	3
AC 202 – Managerial Accounting	3
AC 301 – Intermediate Accounting I	3
AC 311 – Cost Accounting	3
AC 412 – Taxation of Business Entities	3

AC 421 – Auditing (D-J designated course)	3
AC 4XX – Forensic Accounting Capstone (Anticipated D-J designated course)	3
EC 102 Microeconomic Principles	Counts toward Loyola Core and Major requirements
EC 103 Macroeconomic Principles	Counts toward Loyola Core and Major requirements
EC 220 Business Statistics	Counts toward Loyola Core and Major requirements
FI320 – Financial Management	3
FO 100 – How to Get Away with Murder (Or Not)	Counts toward Loyola Core and Major requirements
IS251 – Data Analytics and Information Systems	3
LW 406 – Commercial Law	3
MA 151 Applied Calculus or 251 Calculus I	Counts toward Loyola Core and Major requirements
MG201 – Management	3
MK240 – Marketing	3
OM260 – Operations Management	3
Major Electives (choose 1): AC 302 – Intermediate Accounting II AC 303 – Intermediate Accounting III AC 401 – Advanced Accounting (choose 3): FI 322 – Investments FI 440 – Financial Analysis & Valuation SC 100 – Introduction to Sociology** SC 207 – Social Problems SC 260 – Intro to Criminal Justice SC 435 – Seminar: Forensic Sociology	12
<i>Total Course Credits for the Major</i>	51
<i>Total Free Elective Course Credits</i>	23/24
<u>Diversity-Justice and Diversity requirement***</u>	-

Diversity and Justice Course	-
Diversity Course	-
Total Credit Hours for the Degree:	120

*Students who place higher than the 104 level on Loyola's foreign language placement exam may be exempt from the foreign language core requirement, pending confirmation from Loyola's Modern Language department after a proctored on-site placement exam. Those students will need to complete one additional free elective in lieu of the foreign language core.

** The availability of the Sociology courses on this list is subject to the staffing availability of the Sociology Department.

***The Diversity and Justice and Diversity course requirements may simultaneously fulfill a Core, Major, Minor or Elective requirement. The Diversity and Justice courses and the Diversity courses may be taught in any discipline and will focus on domestic diversity, global diversity, or justice awareness. The Diversity-Justice and Diversity requirements must be taken at Loyola.