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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.

- (✓) New Academic Program
- ( ) New Area of Concentration
- ( ) New Degree Level Approval
- ( ) New Stand-Alone Certificate
- ( ) Off Campus Program
- ( ) Substantial Change to a Degree Program
- ( ) Substantial Change to an Area of Concentration
- ( ) Substantial Change to a Certificate Program
- ( ) Cooperative Degree Program
- ( ) Offer Program at Regional Higher Education Center

Payment Submitted: (•) Yes ( ) No | Payment Type: ( ) R*STARS # (•) Check # 72906 | Payment Amount: 850.00 | Date Submitted: 2/2/26

Department Proposing Program	Information Systems, Law, and Operations
Degree Level and Degree Type	Bachelor of Business Administration
Title of Proposed Program	Supply Chain Management
Total Number of Credits	120
Suggested Codes	HEGIS: 050600 CIP: 52.0203
Program Modality	(•) On-campus ( ) Distance Education (fully online) ( ) Both
Program Resources	(✓) Using Existing Resources ( ) Requiring New Resources
Projected Implementation Date (must be 60 days from proposal submission as per COMAR 13B.02.03.03)	(✓) Fall ( ) Spring (✓) Summer Year: 2026
Provide Link to Most Recent Academic Catalog	URL: https://catalogue.loyola.edu/index.php?catoid=39
Preferred Contact for this Proposal	Name: David Mack Title: Assistant Director Academic Program Develoment Phone: 410-617-2317 Email: dsmack@loyola.edu
President/Chief Executive	Type Name: Terrence M. Sawyer, J.D. Signature: Terrence Sawyer (Jan 31, 2026 11:57:07 EST) Date: 01/31/2026
	Date of Approval/Endorsement by Governing Board: 2/11/2020

Revised 4/2025

LOYOLA UNIVERSITY MARYLAND

— 1852 —

Office of Academic Affairs

February 2, 2026

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

HEGIS: 05.0600
CIP: 52.0203

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 Supply Chain Management. This proposed program is to be implemented exclusively through existing institutional resources.

Data from federal and state departments of labor indicates substantial growth in the supply chain fields at the local, state, and national levels. The 2022 Maryland State Plan for Higher Education's Appendix A: *In-demand Occupations* and Appendix B: *In-demand Academic Programs* include logisticians (SOC code 13-1081 and CIP code 52.0203), 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

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

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
Bachelor of Business Administration in Supply Chain Management

Executive Summary

Loyola University Maryland proudly presents the Bachelor of Business Administration in Supply Chain Management (BBA-SCM), a program designed to meet the evolving needs of the local industries in the Baltimore and Maryland area while embodying Loyola's commitment to student success. Rooted in the Catholic Jesuit identity and guided by the university's strategic goals, 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 extent that the program does not initially meet enrollment projections, the university will utilize existing institutional resources to support the program's launch and eventual growth, which we remain confident will occur.

Support for Strategic Goals

The proposed Supply Chain Management 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 Supply Chain Management program consists of courses in supply chain management, information systems & data analytics, finance, economics, marketing, and law & social responsibility.

Demand of Job Market

The Supply Chain Management program addresses critical workforce shortages of supply chain managers in Maryland. Quantifiable data from labor studies support the high demand for supply chain management professionals in both national and state markets. There is a significant gap between workforce supply and demand, underscoring the need for educational pathways such as the BBA-SCM 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 supply chain managers.

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 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, excellence for the greater good, Ignatian discernment and the development of the whole person. Accordingly, the University inspires students to learn, lead, and serve in a diverse and changing world by preparing students for career advancement, global responsibility, and being men and women for others.

   The proposed bachelor's program in Supply Chain Management will prepare students to manage and coordinate the efficient, effective, and value-driven flow of products, services, and information within and among organizations. Students gain knowledge on improving processes and supply chain operations through the application of appropriate technology, analytical and reflective thinking, and quantitative and qualitative tools.

   The BBA-SCM degree will consist of 120 credits.

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

   Loyola's strategic plan, *Together We Rise*, outlines several goals to *advance student and faculty formation*. The plan specifically calls for establishing and investing in an integrated, comprehensive student support network that enables current and future students to succeed at Loyola and beyond. It also calls for the development of experiential learning practices, including community-engaged learning and scholarship, that can be integrated and embedded throughout the Loyola student experience. By virtue of the President's endorsement and the Board of Trustees' approval of the program, there is a 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.

   Implementation of the Supply Chain Management program will not require new resources in terms of faculty, space, and budget. In particular, the program will *not* require any external or state financing. The Dean of the Sellinger School of Business will commit modest advertising start-up funds to implement the new program. The courses included in the proposed program will use existing business faculty resources and existing instructional spaces.

   The Supply Chain Management major utilizes all but two existing courses for the program.

As the documentation shows, many elective courses are interdisciplinary. Two new courses have been developed by existing faculty. As demand for the program grows beyond what existing faculty are able to cover, affiliates may fill in where needed until the need for an additional full-time tenure-track faculty member is established.

4. Provide a description of the institution's commitment to:

   a) ongoing administrative, financial, and technical support of the proposed program

   The Supply Chain Management program will be housed within the Information Systems, Law, and Operations Department. The department chair will provide overall supervision of the program in terms of personnel and programming decisions.

   Financial support of instructional initiatives for the Supply Chain Management program will be provided by the Sellinger School of Business and Management and the 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 the program and its ability to meet enrollment expectations, based on demand from admitted students during Loyola open house events. However, Loyola ensures through policy and protocol that existing students have adequate opportunity to complete their degrees if program closure is necessary.

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

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

The Supply Chain Management program proposal meets the need to advance and evolve knowledge by providing another opportunity for students to acquire the skills needed for workforce readiness. The Advisory Board of the Information Systems and Operations Management Department fully supports this proposal.

Additionally, the Bureau of Labor Statistics, the Economic Alliance of Greater Baltimore, The Harvard Review, and the Maryland Department of Labor all indicate a growing need for supply chain skills to meet the needs of related occupations.

2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.

The Supply Chain Management program proposal meets the Maryland State Plan for Postsecondary Education in the following ways:

Student Success:
Priority 5: Maintain the commitment to high-quality postsecondary education in Maryland.
Page 46 of the 2022 Maryland State Plan for Higher Education indicates distribution and logistics as one of the ten key industries the Maryland department of Commerce identifies as

key industries for Maryland. The proposed BBA in Supply Chain Management directly corresponds to the plans for the workforce need and employer projections in this field. Additionally, the supply chain management proposal is a further specialization of current business programs offered through the Sellinger School of Business and Management which aligns with page 47 of the plan encouraging institutions to become more specialized.

P*riority 5 Maintain the commitment to high-quality postsecondary education in Maryland.* Loyola University Maryland utilizes faculty fellows to develop a professional learning community that promotes effective teaching and high-impact practices and serve as a campus resource for expertise in teaching, Ignatian pedagogy and student engagement. The Supply Chain Management program has incorporated high-impact practices (HIPs) in the program's design to enhance student learning and foster the institution's mission as a Jesuit, Catholic university.

Priority 6: Improve systems that prevent timely completion of an academic program. and Access - *Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.*
The Supply Chain Management program has been created to provide flexibility in the curriculum to allow greater access to students transferring from other institutions or changing majors within Loyola. Therefore, students will be more likely to be successful in timely degree completion by reducing barriers, including the cost of the degree.

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.

   According to Harvard Business Review, 37% of all jobs in the U.S. are supply chain related. These jobs require a higher level of STEM (Science, Technology, Engineering, and Math) skills, resulting in greater potential for innovation. Recent trends point to a high demand for logistics and supply chain management professionals who have the potential for high pay (Association for Supply Chain Management; Supply Chain Dive).

   The following are some areas of employment for supply chain management majors (actual job titles can vary, e.g., Agent, Analyst, Assistant, Specialist, or Manager):
   - Supplier Relations Management
   - Logistics Management
   - Contracts Management and Pricing
   - Procurement and Supply Management
   - Materials Planning
   - Inventory Management
   - Transportation Carrier Management
   - Demand Forecasting
   - Consulting in SCM
   - Export/Import Operations and Management
   - Consumer Services Management
   - Warehouse Operations and Management

- Distribution Management

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

   According to the Bureau of Labor Statistics, the median pay (in 2024) for a logistician (professionals who analyze and coordinate a supply chain's organization) was $80,880 per year. Maryland has the third-highest concentration of logisticians in the country, with 2.488 jobs per thousand and a median annual salary of $102,000, the second-highest rate in the country behind Washington, D.C. (Bureau of Labor Statistics). Regionally, employment in supply chain management (transportation and warehousing) is expected to increase 17% over the next ten years (Bureau of Labor Statistics).

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.

   Utilizing the CIP to SOC crosswalk from the National Center for Educational Statistics and Department of Labor data from O*NET OnLine, a sample list of occupations follows: Logistical Managers, Supply Chain Managers, Logistical Analysts, and Industrial Production Managers.

Supply Chain, Transportation, Storage, and Distribution Managers

	Employment			
National	**2024**	**2034**	**Percent Change**	**Projected Annual Job Opening***
U.S.	216,700	229,800	+6%	18,500
	Employment			
State	**2022**	**2032**	**Percent Change**	**Projected Annual Job Opening***
Maryland	3,730	4,130	+11%	350

*Projected Annual Job Openings refers to the average annual job openings due to growth and net replacement.
O*NET Online citing CareerOneStop, U.S. Department of Labor, Employment and Training 2020
https://www.onetonline.org/link/summary/11-3071.03

Logisticians, Logistics Analysts

	Employment			
National	**2024**	**2034**	**Percent Change**	**Projected Annual Job Opening***
U.S.	241,000	281,300	+17%	26,400
	Employment			
State	**2022**	**2032**	**Percent Change**	**Projected Annual Job Opening***
Maryland	7,550	9,250	+23%	830

*Projected Annual Job Openings refers to the average annual job openings due to growth and net replacement.
O*NET Online citing CareerOneStop, U.S. Department of Labor, Employment and Training 2020
https://www.onetonline.org/link/summary/13-1081.02

Purchasing Managers

	Employment			
National	**2024**	**2034**	**Percent Change**	**Projected Annual Job Opening***
U.S.	83,500	86,100	+3%	6,400
	Employment			
State	**2022**	**2032**	**Percent Change**	**Projected Annual Job Opening***
Maryland	2,360	2,530	+7%	190

*Projected Annual Job Openings refers to the average annual job openings due to growth and net replacement.
O*NET Online citing CareerOneStop, U.S. Department of Labor, Employment and Training 2020 https://www.onetonline.org/link/summary/11-3061.00

Operations Research Analysts

	Employment			
National	**2024**	**2034**	**Percent Change**	**Projected Annual Job Opening***
U.S.	112,100	136,200	+22%	9,600
	Employment			
State	**2022**	**2032**	**Percent Change**	**Projected Annual Job Opening***
Maryland	4,010	5,080	+27%	380

*Projected Annual Job Openings refers to the average annual job openings due to growth and net replacement.
O*NET Online citing CareerOneStop, U.S. Department of Labor, Employment and Training 2020 https://www.onetonline.org/link/summary/13-1023.00

Supportive of the Maryland State Plan for Postsecondary Education's pillar of success, a focused pathway within the Sellinger School of Business in supply chain management encourages college completion and student success. Supporting this goal is the evaluation of the frequency of prospective undergraduate students inquiring about a supply chain major at open house events. Similarly, the supply chain management proposal is supportive of the Maryland State Plan pillar of innovation. In particular the proposal is supportive of innovative business-driven credentials including conducting a program gap analysis by working with Baltimore-area business professionals to discuss program options. The area business leaders have been uniformly enthusiastic about the possibility of starting a Supply Chain Management undergraduate program at Loyola University Maryland.

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

The table below provides the number of graduates from Supply Chain Management programs (CIP: 52.0203) in Maryland.

Maryland Degrees Conferred for CIP Code 52.0203

College/University	Program Title	CIP	2018	2019	2020	2021	2022	2023
Univ. of MD, College Park	Supply Chain Management	52.0203	59	76	60	49	62	49
Morgan State University	Service and Supply Chain Management	52.0203	3	0	1	9	2	2
Capitol Technology University	Logistics and Operations Management	52.0203	0	0	0	0	0	0

Maryland Higher Education Commission, Trend Data Files, Degree Trend Data, 2014-2023 http://data.mhec.state.md.us/macAux.asp#api

Although there are three universities listed on the MHEC Data Trends files as offering similar bachelor's level supply chain management programs, we note that Mount St. Mary's University recently added a new supply chain management program. Only two programs on the commission's data trends files have students graduating from their programs. The third program on the MHEC data trends files from Capital Technology University, does not appear to have a logistics and operations management bachelor's level program currently listed on their website. The data presented in C.3 (above) shows the demand for supply chain graduates in different fields, nationwide and within the state. The data demonstrates the need in Maryland for additional supply chain management programs that produce graduates to meet national and state workforce demands.

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.

   Currently, four institutions in the state are listed on the MHEC API offering a supply chain management or similar bachelor's degree program for CIP code 52.0203. However, Capital Technology University's logistics and operations management bachelor's program has no graduates and currently is not listing a bachelor's level supply chain or logistics program on their website. Of the remaining three similar programs to Loyola's proposed supply chain management program, each are offered as a Bachelor of Science. Loyola's program is offered as a Bachelor of Business Administration. We further provide similarities and differences of the similar programs from Mount St. Mary's University, Morgan State University, and University of Maryland College Park to the proposed program below.

   Morgan State University, B.S. in Service and Supply Chain Management:

   Similarities: Both programs offer similar core business courses that focus on other areas within the business school. The supply chain courses are quantitative/analytical in content. Both programs offer some space for students to pursue electives.

   Differences: Supply chain management comprises 4 basic tasks: plan, source, make, and deliver. Morgan's Bachelor of Science in Services & Supply Chain Management (SSCM) focuses on the operations of service businesses and on coordinating the supply chain for service-oriented companies. While Loyola's courses will relate to service-oriented companies, this is not the focal point. All Loyola curricula are rooted in a large liberal arts core with a Catholic Jesuit tradition. Further, Loyola's program requires students to pursue a deeper set of elective courses with a focus on one of the areas: 1) Information Systems and

Data Analytics, 2) Quantitative and Statistical Methods, 3) Sustainability and Environmental Management, or 4) International Trade and Relationship Management. The program is also suited for students who wish to pursue double majors in these and other areas. Finally, the major courses will have a strong connection to SAP ERP (Enterprise Resource Planning), used by many Fortune 1000 companies. Loyola is part of the SAP University Alliance and will offer students the SAP Student Recognition Award certificate. To earn the award, students must complete one foundation Supply Chain & Operations course and two upper-level Supply Chain courses (OM305 Lean & Green Supply Chains and OM406 Logistics & Supply Chain Analytics), with a score of "C" or better in each. Each of these three courses will feature 30% hands-on interaction with SAP.

University of Maryland, College Park (UMCP), BS in Supply Chain Management

Similarities: Both programs offer similar core business courses that focus on other areas within the business school. Both programs offer some space for students to pursue electives.

Differences: Supply chain management comprises 4 basic tasks: plan, source, make, and deliver. The Supply Chain Management program at UMCP focuses on delivery with an emphasis on transportation and logistics. Loyola graduates will receive a broad overview of all four tasks without a specific industry focus. All Loyola curricula are rooted in a large liberal arts core with a Catholic Jesuit tradition. Further, the UMCP curriculum does not require students to pursue electives in-depth. Loyola's program requires students to pursue a deeper set of elective courses with a focus on one of the areas: 1) Information Systems and Data Analytics, 2) Quantitative and Statistical Methods, 3) Sustainability and Environmental Management, or 4) International Trade and Relationship Management. The program is also suited for students who wish to pursue double majors in these and other areas. Finally, the major courses will have a strong connection to SAP ERP (Enterprise Resource Planning), used by many Fortune 1000 companies. Loyola is part of the SAP University Alliance and will offer students the SAP Student Recognition Award certificate. To earn the award, students must complete one foundation Supply Chain & Operations course and two upper-level Supply Chain courses (OM305 Lean & Green Supply Chains and OM406 Logistics & Supply Chain Analytics), with a score of "C" or better in each. Each of these three courses will feature 30% hands-on interaction with SAP.

Mount St. Mary's University, B.S. in Supply Chain Management:

Similarities: Both programs were submitted for 2025-2026 MHEC approval. Both are grounded in a large liberal arts core and have similar core business courses that focus on other areas within the business school. Both curricula focus on key elements of supply chain management, including Strategy, Logistics, Sustainability, and Sourcing. Both programs offer Lean certification to improve students' employment prospects.

Differences: Mount St. Mary's Supply Chain Management program is focused on certifications and data management through various 1-credit-hour courses. The major leaves room for an estimated 18 free elective credits. Loyola's program is designed for students pursuing a double major. The program offers 29-30 free elective credits, giving students greater flexibility to double-major and/or add a cross-disciplinary minor. Further, Loyola's program requires students to pursue a deeper set of elective courses with a focus on one of the areas: 1) Information Systems and Data Analytics, 2) Quantitative and Statistical Methods, 3) Sustainability and Environmental Management, or 4) International Trade and

Relationship Management. Finally, Mount St. Mary's offers a 3-credit-hour capstone course that prepares students for the Association of Supply Chain Management's (ASCM) CSCP exam. Loyola's major courses will have a strong connection to SAP ERP (Enterprise Resource Planning), used by many Fortune 1000 companies. Loyola is part of the SAP University Alliance and will offer students the SAP Student Recognition Award certificate. To earn the award, students must complete one foundation Supply Chain & Operations course and two upper-level Supply Chain courses (OM305 Lean & Green Supply Chains and OM406 Logistics & Supply Chain Analytics), with a score of "C" or better in each. Each of these three courses will feature 30% hands-on SAP interaction.

2. Provide justification for the proposed program.

As articulated in Section C, there are national and state labor shortages of supply chain professionals that are not adequately met by the State's current educational programs. The 2022 Maryland State Plan for Higher Education Appendices A: In-demand Occupations and Appendix B: In-demand Academic Programs, include Logisticians, Purchasing Managers, and Operations Research Analysts demonstrating both the workforce need in the state and the need for additional supply chain/logistics programs in Maryland.

Only four institutions in the state offer a bachelor's degree for supply chain/logistics or CIP code 52.0203 as indicated in section C. above. Of those four programs, only two have currently graduated students from their undergraduate program. While the total number of degrees conferred in 2023 from Maryland schools was 51, the projected annual job openings from the BLS data demonstrate that the workforce needs vastly exceed Maryland's conferred degree trends.

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

Only one HBI in Maryland offers a bachelor-level supply chain management program with a similar CIP code (52.0203) as the proposed program. However, as noted in D.1, the proposed program is significantly different from the existing program at Morgan State University. In addition, the current projected job openings in the field are well above the number of current graduates the state produces. Finally, the cross-applicant overlap between Loyola University Maryland and the HBI is minimal (as presented in the table below).

The cross-applicants admitted to Loyola who ultimately enrolled at MSU are fewer than 1% (Row 3). The data also show that MSU does not rank in the top 25 for cross-applications with Loyola (Row 4). This constitutes a very low percentage of the student population of MSU (<1%) (Row 6). Finally, MSU has witnessed significant growth in their undergraduate enrollment in the past five years (Row 5). We do not foresee the proposed program to impact Morgan State's enrollments in the future.

No.	Item	Fall 25	Fall 24	Fall 23	Fall 22	Fall 21
1	Number of Loyola admits enrolled at Morgan State U.	37	56	41	47	30

2	Number of Loyola Admits	8,278	8,151	7,757	8,059	7,820
3	Percentage	0.45%	0.69%	0.53%	0.58%	0.38%
4	Overall Ranking	38	28	30	31	50
5	Morgan State overall UG Enrollment	9,554	9,027	8,300	7,609	7,034
6	Percentage	0.39%	0.62%	0.49%	0.62%	0.43%

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

   There is no expected impact on the uniqueness and institutional identities/missions of the HBI. As described above in Sections C, D, and E, Maryland job openings in the field are much higher than are currently being filled from Maryland programs, Loyola's proposed program's curriculum is different than MSU's curriculum, and there is minimal overlap in Loyola's student applications with MSU.

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 proposed program has been in conversation for years, and Sellinger's ISOM (Information Systems and Operations Management) Advisory Board has been a strong proponent of moving it forward. Over the past few years, the faculty in the ISOM department have been offering elective courses that are related to Supply Chain Management. Enrollment in these courses has steadily increased (see the table below).

Year	Global Supply Chain Management	Project Management
AY 2021 – 22	13	26
AY 2022 – 23	9	20
AY 2023 – 24	Not offered	30
AY 2024 – 25	20	24[a]
AY 2025 – 26	19	22[a]

Notes: a – Limited to only Juniors and Seniors

In 2022, the department launched a Supply Chain Minor in response to growing interest. The total number of students pursuing the SCM Minor has been steadily increasing since its inception.

Year	SCM Minors
AY 2022 – 23	4
AY 2023 – 24	6
AY 2024 – 25	14
AY 2025 – 26	21

In addition, anecdotally, we have numerous prospective students (during open houses) enquire about Supply Chain Management as a potential major. Finally, as indicated in

Section C.3, there has been a substantial increase in the number of jobs in Maryland, a trend that will continue over the next decade.

Based on the quantitative and qualitative (anecdotal) evidence, the faculty in the Department of Information Systems, Law, and Operations find this as an opportune moment to start a Supply Chain Major.

The Supply Chain Management faculty conducted a thorough analysis of the common set of courses offered in the top 25 undergraduate programs, as listed by Gartner.[1] A few core topics were discovered that were offered by most programs:

Business core fundamentals **–** Financial accounting, Managerial accounting, Micro/Macro Economics, Finance, Marketing, Business Law, and Management.

Core SCM Courses – Introduction to Supply Chain Management, Supply Chain Strategy

Analytics/ Quantitative Courses – Statistics, Supply Chain Analytics

Advanced SCM Courses – Lean systems/ Quality management, Procurement

From there, schools offered students different pathways to focus on topics of their interest. Loyola's proposal capitalizes on this idea by offering students a core set of courses that every SCM major should complete. In addition, the students complete a two-piece sequence of courses that focus on one of the complementary topics. Students may choose from the following areas, including information systems & data analytics, quantitative methods, sustainability, and international trade.

The BBA-SCM program will be part of the Sellinger School of Business and Management, located in the Department of Information Systems, Law, and Operations. The requirements of the BBA-SCM program will consist primarily of existing courses within the Sellinger School of Business and Management.

The proposed program was vetted and approved by the ISOM advisory board and Sellinger School's Curriculum Committee before being forwarded to the University's shared governance groups for their feedback and approval, and then by Loyola's President and Board of Trustees.

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

   The graduates of the BBA-SCM program are anticipated to enter the following careers:

   - Supply Chain Managers
     - Transportation, Storage, and Distribution Managers
     - Logisticians, Logistics Analysts
     - Purchasing Managers

[1] https://www.gartner.com/en/newsroom/press-releases/2024-07-17-gartner-announces-rankings-of-the-top-25-north-american-supply-chain-undergraduate-and-graduate-university-programs-for-2024?utm_source=chatgpt.com

- Operations Research Analysts

The BBA-SCM program's overarching objective is to produce graduates with the technical skills, social justice awareness, and critical thinking abilities necessary to become effective supply chain managers. Hence, the learning outcomes for the BBA-SCM program, listed below, are aligned with the University's Learning Aims and the desired skill set developed by graduates of the program.

Loyola Learning Outcomes	**Program Learning Outcomes**	**Course(s) in which it is assessed**
Critical Understanding: Thinking, Reading, and Analyzing	Students will apply quantitative, qualitative, and data-driven techniques in sourcing, planning, product and service design, logistics, and distribution to support informed managerial decision-making.	OM 260 – Supply Chain & Operations Management
Promotion of Justice	Students will demonstrate reflective thinking, ethical reasoning, and a global mindset in evaluating the environmental, social, political, and cultural complexities that influence global supply chain strategy and management.	OM 334 – Global Supply Chain Management
Intellectual Excellence	Students will use analytical thinking, continuous improvement methods, project management tools to assess and enhance performance in supply chain contexts.	OM 305 – Lean Systems OM 335 – Project Management OM 406 - Logistics and Supply Chain Analytics

3. Explain how the institution will:
   a) provide for assessment of student achievement of learning outcomes in the program
   b) document student achievement of learning outcomes in the program

3. a & b

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 and an overall capstone examination (the ALBA). Outcomes from those assessments are forwarded to either the Sellinger Curriculum Committee or a related program partner group, which in turn presents recommendations for curricular updates at the Sellinger Assembly and ultimately to university governance.

The indirect methodology involves collecting feedback from our external constituencies (mainly advisory boards and representatives of hiring firms) and evaluating it by the

Sellinger Leadership Team (SLT). This feedback then is forwarded to the Sellinger Assembly and university governance when warranted.

As noted previously, the Chair of the Information Systems, Law, and Operations will be responsible for designing and implementing a 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.

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-SCM program will consist of a total of 120 credits: 45 credits are in the major, 45/46 credits are in Loyola's Core Curriculum, and 29/30 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 Descriptions[2]

Course Title	Course Description	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 (Pre-req: AC201)		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,		

[2] "D-J designated course" indicates the course meets learning aims associated with diversity and justice and fulfills that graduation requirement for students.

budgeting, and the statement of cash flows.	
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 (Prerequisite: EC102)	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 (Recommended 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 ST 210.*	
FI230 Financial Management (Prerequisite: AC201, EC102)	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. *Closed to students who have taken FI 230, BH 230, or BH 320.*	
IS251 Data Analytics & 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.	
LW305 Legal Environment for Business	3
Examines the legal environment of business activity. Students learn to explain basic legal terms; articulate legal rights and requirements in the managerial setting; identify how a particular legal issue fits into the legal system and how law develops and changes; and discuss managing an organization's legal matters, including ethical use of the law. Topics include classifications and sources of law, dispute resolution, agency, business associations, corporate governance, contracts, torts, product liability, securities, equal employment opportunity; and intellectual property. Writing intensive (e.g., Dreamland Project, white collar crime) with undergraduate research project (e.g., industry research on legal and regulatory environment in specific industries).	
MA151 Applied Calculus	3
A one semester introduction to calculus. Definition, interpretation, and applications of the derivative especially in business and social sciences. Degree credit will not be given for both MA 151 and MA 251. Closed to students minoring in mathematics or statistics.	
MA251 Calculus I (Prerequisite: MA109 or meeting placement score or HS calculus)	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. Degree credit will not be given for both MA 151 and MA 251.	
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.	
MG402 Strategic Management (Prerequisite: MG201 or BH201)	3
Introduces the student to the discipline that sets organizational direction and drives executive decisions. Effective organizations proactively work to achieve competitive advantage. They formulate, implement, and evaluate strategic plans. Organizations strive to develop direction based upon an understanding of their internal and external environments, integrating functional skills and processes. This course is writing and research intensive and the learning method is an action learning, in the form of a strategic company analysis project and/or case method.	

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. This class typically involves working in teams to complete a team project.	
OM260 Supply Chain & Operations Management (Prerequisite: MA 151 or MA 251 or equivalent, EC 102, EC220, or ST210) Concurrent prerequisite: IS251 or BH251)	**3**
Operations management develops the processes by which organizations create value. Students develop an overview of the planning and operation of systems to convert resources to goods and services. 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	
OM305 Lean & Green Supply Chains (Prerequisite: OM260 or OM330 or BH330)	**3**
Lean Six Sigma and business simulations are explored under the lens of collaboration, innovation, and data-driven decisions. The course focuses on process improvement and data analysis to eliminate waste, reduce variability, and add value to operational processes. These basic principles can dramatically affect services and supply chains to improve quality, productivity, customer satisfaction, financial performance, and sustainability (including ESG reporting). The course culminates in students leading companies in SAP simulations utilizing a real-world ERP (enterprise resource planning) system where success requires real-time data analysis and effective and efficient management of supply chain processes, such as managing inventory, forecasting, logistics, and carbon emissions. The learning method is experiential, with a focus on lectures, case studies, class discussions, exercises, simulations, and team projects. Testing methods may include exams, papers, and team projects.	
OM334 Global Supply Chain Strategy and Sourcing (Prerequisite: OM260 or OM330 or BH330)	**3**
Global supply chain strategy and sourcing management introduces the students to global supply chain issues including strategy and sourcing management. Topics include understanding global supply chain structure, key tensions in designing a supply chain and cultural issues when dealing with global supply chains. Sourcing and procurement topics include purchasing process, sourcing strategy development, supplier evaluation and selection, supplier management and development, and understanding elements of negotiation and purchasing law. The learning method is experiential, with a focus on lectures, case studies, class discussions, exercises, simulations, and team projects. Testing methods may include exams, papers, and team projects.	
OM335 Project Management (Prerequisite: OM260 or OM330; MG201 or BH201)	**3**

Develops principles and management techniques needed to successfully complete projects. Utilizes technology to assist in initiating, planning, executing, monitoring, controlling, and closing a project. Discusses the human costs of change and disruption associated with new projects. The learning method is experiential, with a focus on lectures, case studies, class discussions, exercises, simulations, and team projects. Testing methods may include exams, papers, and team projects.	
OM406 Logistics and Supply Chain Analytics (Prerequisite: OM334)	**3**
In supply chain management, logistics is the planning, implementation, and control of the efficient and effective flow and storage of goods, services, and related information between the point of origin and the consumer. This course provides a practical management perspective of these areas: distribution, transportation, international logistics, inventory control, sustainable logistics practices, and leadership in a supply chain. The course provides hands-on logistics technology experience using an ERP (Enterprise Resource Planning) system. Students will be prepared to gather, describe, and analyze data; use advanced statistical tools to make decisions; understand what data is needed; and how to use data to measure supply chain performance. On this basis, students learn how to apply various data tools and methods to analyze trends, forecast customer demand, extract business intelligence, and make decisions. The learning method is experiential, with a focus on lectures, case studies, class discussions, exercises, simulations, and team projects. Testing methods may include exams, papers, and team projects.	

Information Systems and Data Analytics Restricted Two Course Sequence Electives	
IS301 Location Analytics (Prerequisite:IS251 or BH251 or CS151)	3
Data is used by several industries, notably those in financial services and healthcare, along with city, county, state, and national governments, to generate insights about populations, transportation, and epidemiology. Data that is tied to a location and can be identified through zip codes and other means (latitude, longitude) can afford unique insights to help decision makers. Students in this course use ArcGIS to mine location data to solve business intelligence problems in the areas of logistics, market analysis, and real estate management.	
IS353 Data Management and Database Systems (Prerequisite: IS251 or BH251 or DS303)	3
Students analyze, create a logical design, and implement the physical design for a relational database system. The course includes significant exposure to SQL (Structured Query Language) in both Microsoft Access and Oracle. Students are also exposed to the challenges associated with valuing data as a digital asset and with information lifecycle management (ILM).	
IS358 Business Intelligence & Data Mining (Prerequisite: IS353; Pre-req EC220 or ST210; MA151 or MA215)	3
Students are introduced to data mining as a technology to discover information and knowledge from large datasets for business decisions. Students utilize SAS Enterprise Miner™ to perform	

data mining using methods such as clustering, regression and decision trees. Students develop a project using leading business intelligence technology for data mining. Forms the foundation for customer relationship management in marketing and for forensic accounting.	
IS360 Management of Global Information Technology (Prerequisite:IS251 or BH251or DS303 or CS312)	3
Exposes students to the challenges of establishing a successful and globally competitive information technology (IT) industry outside the U.S. Students study historical, economic, political, labor, and social factors leading to the establishment of country-specific centers of IT excellence. In particular, students study what led multinational corporations to base their overseas activities within a specific location and the forces that govern the retention of those activities. Students are expected to attend a series of classes during the regular semester and to then travel to an international destination to meet with company executives and to tour company facilities	
IS420 Artificial Intelligence in Business (Prerequisite: IS251 or BH251 or DS303)	3
Provides practical understanding of how machine learning and artificial intelligence (AI) are being adopted throughout organizations to solve problems big and small and why it matters. The course aims to illustrate how AI can be leveraged to solve business problems ranging from segmenting customers and predicting markets to enhancing customer service and hiring employees. Students learn the fundamentals of machine learning and gain hands-on experience in implementing AI solutions using Python programming while also developing an awareness of the managerial, organizational, and societal impact such technologies may have.	
IS452 Special Topics in IS (Prerequisite: IS251 or BH251 or DS303)	3
Students explore information systems in a variety of formats and subject areas. *May be repeated three times for credit with different topics.*	
IS453 Information Systems Analysis & Design (Prerequisite: IS251 or BH251 or DS303)	3
How do you design a set of tools to help people organize and execute work when your organization is experiencing change all the time? This course introduces the development of information systems in organizations. Students learn an overview of systems analysis and design - planning, analysis, design, and implementation phases of the software development lifecycle (SDLC). Students apply the Agile, Design-thinking approach to empathize, define, ideate, prototype, and test mobile-first solutions (i.e., a mobile app) to solve real-world business problems. Students use several tools and techniques to help manage projects, ideas, user stories, prototypes, and collaborate with others in sprints. Students share and inform audiences of their project through oral and written presentations. Topics also include the roles of the systems analysts, designers, developers, and product owners, as well as global and ethical concerns in systems development.	
IS458 Web-Enabled Entrepreneur Project (Prerequisite: IS251 or BH251 or IS352 or CS151; IS353, IS 358)	3

Students explore and apply effective use of the technologies associated with responsive web applications and digital business including HTML5, CSS3, JavaScript, Bootstrap, Responsive Design, and jQuery, all essential to modern companies. In this capstone course, students integrate skills from previous information systems courses, develop a plan for an entrepreneurial business using best practices, and create a sophisticated web-enabled senior project in a cloud environment. The course is interactive, team-oriented, and results driven.	
IS460 Data Visualization (Prerequisite: IS251 or BH251 or DS303)	3
Investigates the processing and cleaning of real-world datasets and their appropriate representation in visual form. Data resides in a multitude of databases and formats and comes in a variety of forms such as structured, semi-structured, and unstructured. Making data understandable to non-technical users requires knowledge of the best techniques for presenting data to aid in its interpretation. This course focuses on the use of data visualization coding techniques in software applications such as Tableau™, Python, and R. Students discover how to create bar charts, line charts, dual axis plots, histograms, trellis charts, pie charts, donut charts, nested pie charts, bump charts, heatmaps, spider plots, maps, and more	
DS303 Discovering Information in Data (Prerequisite: IS251; EC220 or EG381 or PY292 or ST210 or ST265 or ST381)	3
Students use tools for acquiring, cleaning, analyzing, exploring, and visualizing data. This course teaches students how to make data-driven decisions and effectively communicate results. A major component of this course is learning how to use python-based programming tools to apply methods to real-life datasets. *Does not fulfill the natural science core requirement. Required for data science majors. Does not count toward the computer science, mathematics, and/or physics minors for data science majors. Closed to students who have taken CS 403, MA 303, or PH 303.*	
MK415 Digital Marketing and Analytics (Prerequisite: MK240 or BH240, and 60 credits)	3
Digital marketing and analytics are indispensable in modern marketing. Social media, CRM, direct marketing, content creation and distribution, communications, and brand management are all technology dependent, and produce data that marketers depend on to make decisions. This course introduces students to marketing technology platforms, such as Marketo™ (direct marketing), SalesForce.com™ (CRM), Adobe Omniture™ (web analytics), social media analytics, and analytic tools like Iconosquare™ (Instagram), Tableau™ or PowerBI™. Students connect the dots between technology tools and strategy, data, analytics and insights; providing them with the knowledge and skills necessary for a career in marketing.	

Quantitative and Statistical Methods Two Course Sequence Restricted Electives	
ST310 Statistical Computing (Prerequisite: ST210 or ST 265 or EC220)	3

Reviews a number of statistics topics as a vehicle for introducing students to statistical computing and programming using SAS and R for graphical and statistical analysis of data. Statistics topics include graphical and numerical descriptive statistics, probability distributions, one and two sample tests and confidence intervals, simple linear regression, and chi-square tests. SAS topics include data management, manipulation, cleaning, macros, and matrix computations. Topics in R include data frames, functions, objects, flow control, input and output, matrix computations, and the use of R packages. Lastly, this course also includes an introduction to the resampling and bootstrap approaches to statistical inference.	
ST471 Statistical Quality Control (Prerequisite: EC220 or EG381 or PY292 or ST210 or ST265 or ST381)	3
Quality has become an integral part of the lives of both the consumer and the producer. Covered topics include the ideas of W. Edwards Deming; six sigma; Shewhart concepts of process control; control charts for attributes and variables; CUSUM, EWMA, and MA charts; and factorial experimental designs.	
MA481 Operations Research (Prerequisite: MA301)	3
Linear programming and related techniques of combinatorial optimization with applications. Includes the simplex algorithm, transportation, optimal assignment, network flow, shortest path and travelling salesperson problems.	
MA485 Stochastic Processes (Prerequisite: EC220 or EG381 or PY292 or ST210 or ST265 or ST381; MA301)	3
The fundamental concepts of random phenomena, including multivariate random variables; conditioning; the Poisson process; Markov chains; birth and death processes; queuing theory; random walks; Brownian motion. The course is valuable for students interested in mathematics, statistics, engineering, computer science, economics, business and finance.	
EC405 Game Theory & Economics of Information (Prerequisite: EC102, MA151 or MA251: Recommended EC302)	3
Game theory is the science of strategic thinking; the study of learning how to outdo an adversary, knowing that the adversary is trying to do the same to you. This course introduces students to this science of strategic thinking or game theory. Strategic thinking is practiced at work or at home in order to survive. Business persons and corporations must use competitive strategies to survive. Politicians devise campaigns to get elected and legislative strategies to implement their visions. The course, therefore, includes applications to the business world, finance, management, law-enforcement, and political economy. It also covers applications of game theory to the economics of information (i.e., making strategic choices when there is limited information about your adversaries). Topics such as moral hazard, adverse selection, and strategic bidding in auctions are covered. Course requirements include conducting original analysis applying the concepts learned in this course to a specific area of economics, which is presented in the form of a research paper.	
EC420 Econometrics	3

(Prerequisite: EC102, EC103, and EC220 or ST210)	
Develops and applies the tools of economic theory, mathematics, and statistics to economic phenomena. Students learn to investigate the specification, estimation, and interpretation of empirical economic relationships using least squares techniques. Simple and multiple regression, alternative specifications, and simultaneous equations are used in case studies to form a foundation of experience for students to become applied statisticians and economists. Course requirements include conducting original analysis applying the concepts learned in this course to a specific area of economics, which is presented in the form of a research paper.	
EC425 Applied Economic Forecasting (Prerequisite: EC103, EC420 or ST381, MA151 or MA251)	3
Forecasts play a crucial role in the formation of economic policy and business decisions. As a result, accurate predictions of the future are critical for the public and private sector alike. This course introduces students to the techniques used by professional economists in business and government to model the complex processes generating data through time and to make real world forecasts. The steps and methods required to develop a forecast-from understanding the properties of time-series data to forecast evaluation-are defined. Topics include modeling trends, seasonality and cycles, ARMA and ARIMA models, forecast combination, vector-autoregression, and nonlinear methods. Course requirements include conducting original analysis applying the concepts learned in this course to a specific area of economics, which is presented in the form of a research paper.	
MK441 Customer Research & Analytics (Prerequisite: EC220 or ST110 or ST265 or equivalent, MK240 or BH240)	
Examines the role of information in marketing decision making. Students learn to collect, analyze, interpret, and apply information from primary and secondary data sources. Topics include problem definition, secondary data, experimental design, focus groups, survey research, questionnaire design, and data analysis. Both qualitative and quantitative approaches are covered, with an emphasis on managerial implications. The course aims to engage students with customer research methods by considering examples and applications, along with the challenges of conducting research in the real world.	

Sustainability and Environmental Management Two Course Sequence Restricted Electives	
EC360 Environmental Economics (Prerequisite: EC102: EC302 recommended)	3
Examines contemporary issues of environmental quality, natural resource allocation, and conservation from the economic perspective. Students develop an understanding of the history of the environmental movement and learn to analyze environmental issues using economic tools. Topics include benefit-cost analysis, property rights, incentive-based pollution control policies, and a review of government regulatory performance. Students delve deeper into a specific area by conducting original research and writing a paper on a topic they develop in conjunction with the professor.	

LW411 Environmental Law and Policy (Prerequisite: 60 credits)	3
Surveys the statutes, regulations, and common law principles and policies that address a wide range of environmental problems. Also compares different approaches to resolving environmental problems, e.g., traditional regulations, pollution prevention, and ecological restoration.	
MG222 Introduction to Sustainable Business	3
Introduces sustainable business principles and methods, as well as examples of how they are used in real-world situations. Students learn how to integrate sustainable business into organizational management by investigating various business functions such as marketing, supply chain management, finance, accounting, political strategy, IT management, and human resource management. In addition, the course explores the role of ethical decision-making in sustainable business practices and the importance of corporate social responsibility. Students also delve into the concepts and theories of stakeholder engagement and materiality and how it can be effectively implemented in sustainable business strategies. Throughout the course, students have the opportunity to analyze case studies of successful sustainable businesses and apply the principles learned to their own future careers in business and management.	
MG333 Managing Sustainable Development (Prerequisite: MG222, IB282 or BH282)	3
Examines how corporations deliver value to people, planet, and profit while creating and sustaining competitive advantage. Students critically assess the relationship between environmental, social, and governance (ESG) practices and the company's financial performance, contingent on time-horizon (short-term vs. long-term), industry, region, and cultural context. Additionally, students learn and apply managing tools, industry standards, and metrics to plan and evaluate sustainability strategies.	
MG433 Environmental, Social, and Governance Reporting (Prerequisite: MG201 or BH201; IB282 or BH282; MG222)	3
Provides an understanding of the key concepts and processes related to the management, measurement, and reporting of environmental, social, and governance (ESG) issues that local and global companies face. The course helps students develop their knowledge around: identifying and prioritizing material ESG issues; approaches to addressing ESG risks and opportunities; criteria for measuring ESG performance; and reporting frameworks and standards for corporate sustainability.	
MG371 Global Sustainable Business Case Study	3
Designed for students willing to work for, contribute to, and represent the department and the Sellinger School of Business and Management at case competitions at school, regional, and national levels. The course develops skills at analyzing strategically oriented cases in international business, sustainability, and/or management areas. In addition, students learn presentation skills in a supportive environment with feedback from peers, faculty, alumni, and	

board members. Same course as IB371. (Pass/Fail)

International Trade and Relationship Management Two Course Sequence Restricted Electives	
EC304 Survey of International Economics (Prerequisite: EC102, EC103)	3
Utilizes the tools of economic principle to analyze the global economy that is increasingly open to trade and capital flows across borders. Major topics are international trade in goods and services, and the workings of international finance, particularly the foreign exchange market. Additional topics include a comparison of economic trade systems, regional trade arrangements, and the role of institutions such as the World Bank and the International Monetary Fund on the global economy.	
EC440 International Financial Economics (Prerequisite: EC103; Recommended EC301)	3
Examines the financial side of international economic activity. Topics include balance of payments; foreign exchange; spot markets and forward markets; covered and uncovered interest parity conditions; monetary and portfolio balance models of exchange rate determination; macroeconomic policy in an open economy; under fixed and flexible exchange rates; optimum currency areas; and issues surrounding the European Monetary Union. Students delve deeper into a specific area by conducting original research and writing a paper on a topic they develop in conjunction with the professor.	
EC446 International Trade (Prerequisite: EC102,EC103, EC302, or written permission of the instructor)	3
Investigates the theory and practice of international trade. The course begins with an analysis of the basis and gains from trade and considers trade policy and obstructions to trade. It reaches focus on special topics such as the relationship between trade and the environment and the development of other economies. Students delve deeper into a specific area by conducting original research and writing a paper on a topic they develop in conjunction with the professor.	
FI340 Global Financial Management (Prerequisite: FI230 or BH320)	3
Provides students with a fundamental understanding of the international dimensions of corporate finance function. Students apply the concepts, approaches, and technology to support financial management in a multinational business environment. Topics include a detailed examination of foreign exchange markets, foreign exchange risk and its management, and international financial markets.	
IB315 International Management (Prerequisite: IB282 or BH282; MG201 or BH201)	3
Investigates business policy, strategy, structure, and process in an international context. Focuses	

on the international business environment and management practices outside the United States. Students develop an understanding of the complex and varied role of the general manager in a nondomestic environment. Topics include the international environment; the role of the general manager overseas; and global strategies, policies, and processes. The learning method is action-based learning with a focus on case studies, company projects, and current event analyses related to international management issues and concepts.	
IB372 Cross-Cultural Interactions in Business (Prerequisite: IB282 or BH282; BH 201 or MG201)	3
Due to globalization internationally-based employees working in multinational firms have become more connected. Many employees primarily work and collaborate with colleagues around the world. Yet, most managers have little, if any, understanding of how culture of employees impact interaction in the workplace. This course provides new insights and strategies for dealing with cross-cultural complexity that affects their individual and team's effectiveness in the workplace. The course also enables students to maximize their study abroad/international experiences by way of theory and practice, sharing and collaborating with one another, and learning from one another's methods, assumptions, values, knowledge, and points of view. The learning method is highly experiential with a focus on lectures, self-assessments, mini cases, class discussions, presentations, exercises, site visits, real life simulations, and team/individual projects.	
IB482 Global Strategy (Prerequisite: IB282 or BH282, MG201 or BH201)	3
An upper-level seminar for international business students that brings together the managerial and environmental dynamics at work in the global economy. Incorporates all aspects of international business to enable managers to develop, implement, and evaluate a global strategy for the firm, be it family-owned, or a transnational corporation. Specific firms, industries and/or regions may be selected for study. The learning method can involve the case method, simulation and action learning, in the form of a consultancy project.	
LW410 International Business Law	3
An upper-level seminar for international business students that brings together the managerial and environmental dynamics at work in the global economy. Incorporates all aspects of international business to enable managers to develop, implement, and evaluate a global strategy for the firm, be it family-owned, or a transnational corporation. Specific firms, industries and/or regions may be selected for study. The learning method can involve the case method, simulation and action learning, in the form of a consultancy project.	

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 bachelor's degree programs deliver an integrated and structured Core curriculum experience, in which general education skills and knowledge are addressed. At Loyola, all students are required to complete the core curriculum, regardless of their major. The core curriculum comprises the foundations of a liberal arts education in the Jesuit tradition. Courses span over areas in humanities, social sciences and natural sciences/mathematics. They include

disciplines such as writing, English, history, fine arts, theology, philosophy, and ethics. The diversity core course focuses on domestic diversity, global diversity, or justice.

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.

   The proposal does not include contracting with another institution or non-collegiate organization.

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 graduation 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. Faculty and academic advisors will also be available to discuss program/course requirements and university services during office hours or by appointment.

   Loyola provides support services that include an Office of Technology Services, Counseling Center, Disability Support Services, Financial Aid Office, a National Fellowships Office, The Study, the Writing Center, and many other support services to assist students for success. Loyola's website provides the appropriate program costs and student support resources, including required consumer information disclosures.

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

   Loyola University Maryland has a dedicated Office or Marketing and Communication. 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 Offices of Marketing and Communications, Office of Admissions, Office Financial Aid, Office of the

Registrar, the Office of International Programs, and the Office of Institutional Research, respectively. Furthermore, the institution provides clear and accurate program information on the university's website.

H. Adequacy of Articulation

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

No formal articulations have been developed with partner institutions at this time.

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

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct), and the course(s) each faculty member will teach (in this program).

   Loyola would not require any additional faculty to implement the proposed program. Current Loyola University Maryland faculty that would teach in the Supply Chain Management program have been fully vetted and provide local, national, and international excellence in their field of study.

   Any future 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 with the ability to reach their full potential. Full-time faculty must undergo a rigorous review for tenure positions.

   The program meets all requirements for faculty as listed in COMAR 13B.02.03.11.

Name	Status	Title	Highest Degree	Courses Taught
Richard Auer	Full-time	Assistant Professor of Mathematics and Statistics	PhD, Iowa State University	**MA485** Stochastic Processes
Michael Bender	Full-time	Executive in Residence of Accounting	MS Taxation, University of Akron	**AC202** Managerial Accounting
Jay Brown	Full-time	Associate Professor of Operations Management	PhD., Operations Management, Kent State University	**OM260** Supply Chain & Operations Management, **OM305** Lean & Green Supply Chains
Rev. Timothy Brown	Full-time	Associate Professor of Law and Social Responsibility	JD, George Mason University	**LW305** Legal Environment for Business
John Burger	Full-time	Professor of Economics	PhD., Economics, University of North Carolina at Chapel Hill	**EC440** International Financial Economics
Tuugi Chuluun	Full-time	Associate Professor of Finance	PhD., Finance, Georgia Institute of Technology	**FI230** Financial Management, **FI340** Global Financial

				Management
Gregory Corrigan	Part-time	Affiliate Instructor of Marketing	MBA, Loyola University Maryland	**MK415** Digital Marketing and Analytics
Jeffrey Cummings	Full-time	Professor of Management	PhD., Strategic Management and Public Policy, George Washington University	**MG402** Business Policy
Christy DeVader	Full-time	Associate Professor of Management	PhD., Management, University of Akron	**MG201** Management
John Dougherty	Full-time	Associate Professor of Economics	PhD., Economics, The Ohio State University	**EC360** Environmental Economics
Taylor Green	Part-time	Affiliate Faculty	JD, Boston College	**LW410** International Business Law
Kimberly Hart	Full-time	Assistant Teaching Professor of Marketing	MBA, Loyola College in Maryland	**MK441** Customer Research & Analytics
Nguyen Ho	Full-time	Assistant Professor of Data Science	PhD., Information Technology and Computer Engineering, Politecnico di Milano, Italy	**DS303** Discovering Information in Data
Nune Hovhannisyan	Full-time	Associate Professor of Economics	PhD., Economics, University of Colorado at Boulder	**EC220** Business Statistics**,** **EC304** Survey of International Economics, **EC446** International Trade
Theresa Jefferson	Full-time	Associate Professor of Information Systems	DSc., Information Systems, The George Washington University	**IS251** Data Analytics & Information Systems, **IS358** Business Intelligence & Data Mining
Jinyoung Kang	Full-time	Assistant Professor of Management	PhD, University of Massachusetts	**MG333** Managing Sustainable Development
Elizabeth J. Kennedy	Full-time	Professor of Law and Social Responsibility	JD, University of California, Berkeley	**LW411** Environmental Law and Policy
John Peter Krahel	Full-time	Associate Professor of Accounting	PhD., Accounting, Rutgers, The University of New Jersey	**AC201** Financial Accounting
Bu Hyoung Lee	Full-time	Associate Professor of Mathematics and Statistics	PhD, Temple University	**ST310** Statistical Computing
Jake London	Full-time	Associate Professor of Information Systems	PhD, Clemson University	**IS420** Artificial Intelligence in Business
Dave Luvison	Full-time	Executive in Residence of Management and Organizations	DBA, Nova Southeastern University	**IB482** Global Strategy
Brant Matthews	Full-time	Executive in Residence	MS, Industrial Engineering, Lehigh University	**OM260** Supply Chain & Operations Management, **OM406** Logistics and Supply Chain Analytics
Fr. Richard McGowan	Full-time	Assistant Teaching Professor of Economics	DBA, Boston University	**EC425** Applied Economic Forecasting
Pethigamage (Lami) Perera	Full-time	Assistant Teaching Professor of Information	PhD, University of Technology, Australia	**IS460** Data Visualization

		systems		
Gloria Phillips-Wren	Full-time	Professor of Information Systems	Ph.D., University of Maryland Baltimore County.	**IS458** Web-Enabled Entrepreneur Project
Chandler Randol	Part-time	Affiliate Instructor	MS, American University	**MG433** Environmental, Social, and Governance Reporting
Andrew Samuel	Full-time	Professor of Economics	PhD., Economics, Boston College	**EC405** Game Theory & Economics of Information
Julianne Sellin	Full-time	Assistant Professor of International Business	PhD, Temple University	**MG222** Intro to Sustainable Business
Ravi Srinivasan	Full-time	Professor of Operations Management	PhD. Operations Management, Michigan State University	**OM260** Supply Chain & Operations Management, **OM334** Global Supply Chain Strategy and Sourcing
Astrid Schmidt-King	Full-time	Assistant Teaching Professor of Management and Organization	JD, University of Baltimore	**MG371** Global Sustainable Business Case Study **IB315** International Management **IB372** Cross-Cultural Interactions in Business
Jeremy Schwartz	Full-time	Professor of Economics	PhD., Economics, George Washington University	**EC102 –** Microeconomic Principles, **EC103 –** Macroeconomic Principles
Paul Tallon	Full-time	Professor of Information Systems	Ph D, University of California- Irvine	**IS301** Location Analytics**,** **IS353** Data Management and Database Systems, **IS360** Management of Global Information Technology, **IS452** Special Topics in IS
Kerry Tan	Full-time	Professor of Economics	PhD., Economics, The Ohio State University	**EC420** Econometrics
Jiyuan Tao	Full-time	Professor of Mathematics and Statistics	PhD, University of Maryland (Baltimore County)	**MA481** Operations Research **ST471** Statistical Quality Control
Kim Wagner	Part-time	Affiliate Faculty	J.D., University of Baltimore	**OM260** Supply Chain & Operations Management **OM335** Project Management
Amit Yavantikar	Full-time	Teaching Professor	MS, Oklahoma State University	**MA151** Applied Calculus **MA251** Calculus I
Dobin Yim	Full-time	Assistant Professor of Information Systems	Ph.D., University of Maryland, College Park	**IS453** Information Systems Analysis & Design
Guangzhi (Terry) Zhao	Full-time	Associate Professor of Marketing	PhD., Marketing, University of California, Irvine	**MK240** Marketing

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, as well as numerous less formal pedagogical 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 2018 Loyola established Teaching Fellows who research and then incorporate into their courses high-impact practices. The Fellows disseminate their findings and experiences to the faculty.

   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 institution also provides an Office of Digital Teaching & Learning that provides additional support and training for face-to-face courses that supplement learning with digitally enhanced supports.

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

   This program is not a distance education program.

   The Office of Digital Teaching and Learning instructional designers are available to develop on-line classes and LUM as a whole follows Quality Assurance Standards for Online Education Programs including adhering to 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. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.

   The president's signature on the proposal coversheet indicates his support for library resources to meet the program's needs. The library affirmed it has adequate resources to support the proposed program.

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. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.

   Most of the resources required for the program already exist. Loyola currently possesses the necessary classroom and laboratory space, the appropriate instructional resources, and faculty offices to support the proposed program. New instructional resources, estimated to be modest, will be funded by the dean of the Sellinger School of Business.

   The president's signature on the proposal coversheet indicates his support for adequate equipment and facilities to meet the program's needs.

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

   Students are provided with an electronic mailing system and other technologies upon enrollment. The institution has several computer labs and utilizes a learning management system.

   b) A learning management system that provides the necessary technological support for distance education

   All students enrolled in the program are provided access to the university's learning management system. The Office of Technology Services provides technical support for all student email accounts and for those utilizing the learning management system. The Office of Digital Technology provides additional support to students and faculty specifically for distance education courses.

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

1. Complete Table 1: Resources and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

TABLE 1: 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)	$178,360	$207,600	$288,970	$403,950	$415,500
a. Number of F/T Students	7	8	11	15	15
b. Annual Tuition/Fee Rate	25,480	25,950	26,270	26,930	27,700
c. Total F/T Revenue (a x b)	178,360	207,600	288,970	403,950	415,500
d. Number of 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 x e x f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources	13,986	15,984	21,978	29,970	29,970
4. Other Sources	0	0	0	0	0
TOTAL (Add 1-4)	$ 192,346	$ 223,584	$ 310,948	$ 433,920	$ 445,470

Notes:

2.a. The new major is anticipated, because of initial increase in advertising, to enroll 7 new majors. We conservatively estimate an additional two majors being added each subsequent year and stabilizing around 6 new first-year students in Year 4 and after.

2.b. Undergraduate net tuition and fees per student (tuition and fees minus discounting).

3. Grants, contracts, and contributions calculated using average BBA undergraduate's SCH values from our university's budget model, calculated on a per student basis.

Narrative:
FTE growth is projected conservatively based on Loyola University Maryland enrolled undergraduates and market demand. Anticipated revenue outpaces expenses within the first year of the program.

2. Complete Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year.

TABLE 2: PROGRAM EXPENDITURES

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (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
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	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	10,000	0	0	0	0
TOTAL (Add 1-7)	$10,000	$0	$0	$0	$0

Notes:

1-6. Loyola has the existing faculty expertise, personnel, and space to add this program to the Sellinger School's offerings.
7. Increase in advertising expenses in first year. Existing budget sufficient for out-years.

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 University Maryland uses several mechanisms to evaluate courses, including student course evaluations, faculty peer evaluations, and faculty annual updates. The latter requires faculty to perform self-evaluation of courses and teaching effectiveness, and to provide evidence of student learning achievement. In turn all these assessment vehicles are evaluated by the department chair and dean. Faculty evaluations occur through annual faculty updates with their supervisors. Student learning outcomes are evaluated in alignment with university practice.

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 Sellinger School of Business adheres to AACSB accreditation standards and is made accountable through its periodic accreditation reviews. The proposed program's educational effectiveness will be monitored through the usual annual processes within the Sellinger School and the academic division. The School's course-based assessment of student learning is collected centrally, and reports are made to the Sellinger Curriculum Committee. The associate dean holds responsibility for oversight of assessment in Sellinger and sits on the university-wide assessment committee, where he shares the School's findings on student learning achievement. Findings are used for the continuous improvement of academic programs.

   Institutional evaluation will occur in accordance with the university's and the academic division's protocols, including reviews of student retention, student and faculty satisfaction, and cost effectiveness, reviewed annually by the dean.

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.

   The Supply Chain Management program will prepare students to manage and coordinate the efficient, effective, and value-driven flow of products, services, and information within and

among organizations. Students will gain knowledge on improving processes and supply chain operations through the application of appropriate technology, analytical and reflective thinking, and quantitative and qualitative tools.

Regarding student access at the undergraduate level, there are institutionally-funded academic scholarships, need-based grants, and athletic grants, in addition to participation in the major federal and state student aid programs. Parents may also consider additional financing alternatives through the Federal Parent Loan Program (PLUS) and the TMS monthly payment plan. Loyola has been recognized as a top School for Value by Kiplinger's, Forbes, Money Magazine, Payscale.com, and the Princeton Review.

Student success through academic engagement remains a priority of the academic division, and it supports the broader adoption and deeper understanding of high impact teaching practices to promote inclusive academic excellence. Loyola's approach to supporting student success relies upon collaborative efforts across divisions to positively impact student success and improve student support through improved advising practices, tutoring and study support services, mentorship, transfer student support, and attentiveness to a student's development as a whole person (mind, body, and spirit).

The Division for Student Development is committed to creating an inclusive community that facilitates and enhances student learning and development. Anchored in the Core Values of our Jesuit University, we aspire for every student to fully embody, "strong truths, well lived." The various departments in the Division provide student support, educational and social programs, and leadership development while promoting inclusion, community development, wellness, and vocational discernment. The departments collaborate to foster a seamless learning environment that challenges emerging adults to become people for and with others.

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 (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 1 Proposed Course of Study for BBA-SCM Degree

Program Requirements for Proposed Supply Chain Management BBA	
Courses	**Credits**
Liberal Arts Core	
WR100 Effective Writing	3
History100 Encountering the Past	3
EN101 The Art of Reading	3
History200 Level ***OR*** English 200 Level	3
World Language Intermediate II Level (104 level)*	3
EC102 Microeconomic Principles (satisfies the Social Science 1 requirement)	3
EC103 Macroeconomic Principles (satisfies the Social Science 2 requirement)	3
Fine Arts	3
MA151 or 251 Applied Calculus or Calculus I (satisfies the Mathematics requirement)	3/4
Natural Science (1 Course in BL, CH, or PH. Dependent upon major)	3
EC220 Business Statistics/ ST210 Intro to Statistics (satisfies the Math/Science requirement)	3
PL201 Foundations of Philosophy	3
TH201 Theology Matters	3
Philosophy 202 – 299 ***OR*** Theology 202 – 299	3
Ethics PL 300 – 319 (If student took TH 202 – 299) TH 300 – 319 (If student took PL 202 – 299)	3
Total Core Course Credits	45/46
Major Requirements	
AC201 Financial Accounting	3
AC202 Managerial Accounting	3
EC102 Microeconomic Principles	Counts toward Loyola Core and Major requirements
EC103 Macroeconomic Principles	Counts toward Loyola Core and Major requirements
EC220 Business Statistics	Counts toward Loyola Core and Major requirements

FI230 Financial Management	3
IS251 Data Analytics & Information Systems	3
LW305 Legal Environment for Business	3
MA151 Applied Calculus or MA251 Calculus I	Counts toward Loyola Core and Major requirements
MG201 Management	3
MG402 Strategic Management	3
MK240 Marketing	3
OM260 Supply Chain & Operations Management	3
OM305 Lean & Green Supply Chains	3
OM334 Global Supply Chain Strategy and Sourcing	3
OM335 Project Management	3
OM406 Logistics and Supply Chain Analytics	3
Two Course Sequence (Complete two courses from one of the tracks) **Information Systems & Data Analytics** IS301 Location Analytics IS353 Data Management and Database Systems IS358 Business Intelligence & Data Mining IS360 Management of Global Information Technology IS420 Artificial Intelligence in Business IS453 Information Systems Analysis & Design IS458 Web-Enabled Entrepreneur Project IS460 Data Visualization IS452 Special Topics in IS DS303 Discovering Information in Data MK415 Digital Marketing and Analytics **Quantitative and Statistical Methods** ST310 Statistical Computing ST471 Statistical Quality Control MA481 Operations Research MA485 Stochastic Processes EC405 Game Theory & Economics of Information EC420 Econometrics EC425 Applied Economic Forecasting MK441 Customer Research & Analytics **Sustainability and Environmental Management** EC360 Environmental Economics LW411 Environmental Law and Policy MG222 Introduction to Sustainable Business	6

MG333 Managing Sustainable Development MG433 Environmental, Social, and Governance Reporting **International Trade and Relationship Management** EC304 Survey of International Economics EC440 International Financial Economics EC446 International Trade IB315 International Management IB372 Cross-Cultural Interactions in Business IB482 Global Strategy LW410 International Business Law FI340 Global Financial Management	
Total Course Credits for the Major	45
Total Free Elective Course Credits	29/30
Diversity-Justice and Diversity requirement* **	-
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.