SCHOOL OF EDUCATION
POLICIES GOVERNING THE ACADEMIC PROGRAM LIFE CYCLE

This document details the School of Education’s policies and procedures governing the life cycle of an academic credit-bearing program, including: 1) establishing a new program, 2) modifying an existing program, 3) offering a program with an online component, 4) offering a licensure/certification program, 5) offering a program in partnership with another entity (either within JHU or external to JHU), 6) offering a program at an off-campus location, or 7) some combination of the above. This policy document also details the steps to be taken when evaluating a program [section still under development] and when a program is to be suspended or discontinued.

Note: While research grants are usually handled separately by SOE’s Office of Finance and Administration, research grants that involve the delivery of a credit-bearing academic program are governed by this policy document.

ESTABLISHING A NEW ACADEMIC PROGRAM

The School of Education defines an academic program as a credit-bearing degree or certificate program that addresses a specific academic purpose. New academic programs are subject to review and approval by SOE’s Curriculum Policy Committee (with input from the Strategic Planning, Policy, and Partnership Committee), Faculty Executive Committee (acting on behalf of the Faculty Senate), Academic Council, and the Dean. Once a program has been approved internally within SOE, the Dean shall inform the Provost's Office of the School’s intent to launch a new program. The Provost’s Office will then circulate the proposal to the JHU Council of Deans for comment. If approved by the Provost’s Office and JHU Council of Deans, the Provost’s Office shall submit the program proposal to the relevant Maryland Higher Education Commission (MHEC), and other regulatory agencies as required, for final review and endorsement.

Ideas for new program proposals should come from the faculty and, during the development stage, should reflect input from faculty colleagues (including both full-time faculty and, where applicable, adjunct faculty) and administrators (including personnel from the offices of Finance and Administration and Communications and Public Affairs [under the guidance of the Associate Dean for External Relations]), and, where applicable, school systems, government agencies, professional organizations, practicing professionals, and student constituencies (alumni, current students, potential students).

New academic programs should: 1) reflect evidence of need and financial sustainability (based on data) and accord with the vision, mission, strategic plan, and academic priorities of the School and University; 2) align with the goals of the Maryland State Plan for Postsecondary Education and State and/or national/professional standards (where applicable); 3) align with SOE’s comprehensive unit assessment plan and dispositions, and 4) be supported by appropriate facilities and other resources.

All new program proposals must be submitted to MHEC (and other regulatory agencies, such as the Middle States Commission on Higher Education [MSCHE] or the Maryland State Department of Education [MSDE], as required) for review and approval using the appropriate
proposal template(s), and having first obtained the necessary endorsements by all appropriate persons, offices, and committees as determined by the Vice Dean for Academic Affairs (VDAA), or designee, in consultation with the Provost’s Office.

To determine what constitutes a “new” program, as defined by MHEC, and what steps need to be taken to obtain the necessary approvals, please consult with the VDAA (or designee) first before proceeding to develop a program proposal.

Faculty interested in developing a new program should begin the planning process a minimum of 12 months before the proposed program’s anticipated launch. Ideally, this initial planning should take place during (and be informed by) the School’s annual budget review process.

In addition, if the proposed new program involves any of the following—1) an online or blended/hybrid delivery model; 2) MSDE licensure/certification; 3) a partnership with another entity (whether internal or external to JHU) to deliver the program; or 4) the use of an off-campus location(s) (either in-state or out-of-state) to deliver all or part of the program—this will require the involvement of additional persons/offices in the development/review/approval process. (In such instances, please consult with the VDAA (or designee) regarding what additional steps need to be taken.) In such cases, faculty should anticipate the proposal development and approval process taking longer than 12 months.

Please note that while the School of Education can begin marketing a new program once the proposal has been forwarded by the Provost’s Office to MHEC for review (but no earlier), the School cannot accept or process applications until a program has been formally endorsed by MHEC (and other regulatory agencies as required).

**For a step-by-step guide on the approval process for new programs, please refer to the Checklist for New Program Proposals and Substantial Program Modifications Requiring MHEC Endorsement in Appendix A.**

For more information on the MHEC policies governing new program proposals, please refer to [http://mhec.maryland.gov/institutions_training/Pages/acadaff/AcadProgInstitApprovals/AcademicProgramProposals.aspx](http://mhec.maryland.gov/institutions_training/Pages/acadaff/AcadProgInstitApprovals/AcademicProgramProposals.aspx).

**New Certificate Programs**
In addition to following the policy outlined above and the procedures outlined in Appendix A below, all graduate-level non-degree programs (such as post-baccalaureate certificates)—which the federal government terms “gainful employment” programs—must also be endorsed by the U.S. Department of Education for Title IV financial aid eligibility. This additional review/approval process—which can take up to three months and may require the preparation and submission of additional materials—only takes place once a new program has received official MHEC endorsement. Please be aware that the School of Education cannot disburse federal financial aid to students until a new program has been approved for Title IV financial aid eligibility.
**New Joint Program Offerings with another JHU Division**

In addition to following the policy outlined above and the procedures outlined in Appendix A below—which covers the program development process—if the proposed program is to be offered in collaboration with any other JHU division(s), SOE shall sign a partnership agreement with the division(s) involved that stipulates the following: determining who the home school is for the purposes awarding the degree/certificate; determining the allocation of expenses and tuition revenues; specifying the term of the agreement, and whether it automatically renews; and determining the specific responsibilities of each division in developing and delivering the joint program in relation to enrollment management services (e.g. registration, financial aid, etc.), marketing, and any other activities as deemed appropriate.

*Note: For a step-by-step guide on the approval process for programs involving a partnership agreement, please also refer to the Checklist for Joint Program Offerings with Another JHU Division in Appendix C.*

**MODIFYING AN EXISTING ACADEMIC PROGRAM**

The definition of a program modification includes (but is not limited to): changing a program’s title, adding a course (whether new or existing) to a program’s requirements, eliminating a course, replacing one course with another (whether new or existing), changing a course title, changing a course descriptor, modifying the content of a course, changing the credit weighting of a course or program, changing or adding a new delivery mode to a course or program (e.g. moving a course or program from a majority face-to-face to majority online delivery mode), delivering a course or program (whether in its entirety or selected elements therein) at an off-campus location, changing the program requirements (e.g. the weighting between core and elective course requirements), and so on.

The following program changes constitute a “substantial” change (using MHEC’s terminology) and must be endorsed by MHEC before they can be implemented, having first been reviewed/approved by SOE’s Curriculum Policy Committee (CPC) (with input from the Strategic Planning, Policy, and Partnership Committee), Faculty Executive Committee (acting on behalf of the Faculty Senate), Academic Council, and the Dean:

- Changing more than 33% of an existing program’s coursework.
- Delivering more than 50% percent of a program using a different delivery mode from the one approved in the original program proposal (for example, switching from a traditional face-to-face delivery format to an online distance education model, or vice versa).
- Establishing a new area of concentration within an existing program.
- Establishing a new program title within an approved program.

In addition to obtaining MHEC endorsement, the endorsement of other regulatory agencies (e.g. MSCHE or MSDE) may also be necessary, depending on the nature of the proposed program change(s). In such situations, the Vice Dean for Academic Affairs (or designee) shall determine (in consultation with the Provost’s Office and other offices/persons as appropriate) what additional steps are required.
In other circumstances, it may be appropriate to develop a proposal that requires the internal review/approval of SOE’s CPC, Faculty Executive Committee, and Academic Council only, without the need to seek any external endorsements. Alternatively, for very minor program modifications, presenting a summary of the proposed program change(s) to CPC for informational purposes may suffice.

In all cases, the decision to modify a program should: 1) reflect evidence of need and financial sustainability (based on data) and accord with the vision, mission, strategic plan, and academic priorities of the School and University; 2) align with the goals of the Maryland State Plan for Postsecondary Education and State and/or national/professional standards (where applicable); 3) align with SOE’s comprehensive unit assessment plan and dispositions, and 4) be supported by appropriate facilities and other resources.

Faculty should consult with the VDAA (or designee) before implementing any proposed program changes. The VDAA (or designee), in consultation with appropriate offices/persons, shall determine what level or review/approval is necessary and what materials (if any) need to be prepared in accordance with internal SOE and JHU policies and external regulatory requirements.

When contemplating program modifications that do not rise to the level of a substantial change requiring MHEC endorsement, faculty should nonetheless consider the budgetary/marketing implications and consult with the offices of Finance and Administration and Communications and Public Affairs (under the guidance of the Associate Dean for External Relations) as appropriate.

For program modifications that require external endorsement(s), faculty should begin the planning process a minimum of 9-12 months before the revised program’s anticipated launch. For program modifications that require internal SOE review and approval only, faculty should begin the planning process a minimum of 6-9 months before the revised program’s anticipated launch. Ideally, the planning for program modifications should be informed by the School’s annual budget review and assessment processes.

Finally, in accordance with the requirements of the Higher Education Opportunity Act of 2008, current and prospective students in a program must be notified in writing in advance of any substantial planned revisions to the program. In addition, enrolled students should be informed how the proposed program revisions will affect their program of study, and, where appropriate, it may be necessary to make special arrangements to accommodate some students.

For a step-by-step guide on the approval process for modified programs requiring MHEC approval, please refer to the Checklist for New Program Proposals and Substantial Program Modifications Requiring MHEC Endorsement in Appendix A.

NEW OR EXISTING ACADEMIC PROGRAMS INVOLVING AN ONLINE COMPONENT

In addition to following the policies outlined above and the procedures outlined in Appendix A below governing new and modified programs, if a program involves an online component, the faculty member must work with the Office of Accreditation, Assessment and Technology
following the policies and procedures outlined in SOE’s Policy on the Design and Delivery of Online, Blended, and Web-Enhanced Courses/Programs & Faculty Development and Support. In addition, the VDAA (or designee) shall consult with the Provost’s Office to determine JHU’s regulatory compliance status and what additional steps (if any) are needed to ensure that SOE is able to recruit students who reside outside Maryland into the proposed online program.

Please note that the regulatory situation is in a period of flux and at the current time it is not possible to say definitively which online programs SOE can offer on an unrestricted (i.e. able to recruit students in any state) or restricted (i.e. able to recruit students in selected states only) basis. Such decisions will depend on the nature of the program being offered and will be decided on a case-by-case basis in consultation with the Provost’s Office and other appropriate parties.

NEW OR EXISTING ACADEMIC PROGRAMS INVOLVING LICENSURE/CERTIFICATION

In addition to following the policies outlined above and the procedures outlined in Appendix A below governing new and modified programs, if a program leads to MSDE licensure/certification, the faculty member must consult with the Associate Dean for Accreditation, Assessment and Technology, who serves as SOE’s MSDE liaison. The Associate Dean shall determine the steps required to obtain any necessary MSDE approvals and work with the faculty member to prepare all required paperwork in accordance with MSDE’s templates.

As a first step, the Associate Dean for Accreditation, Assessment and Technology shall notify MSDE, copying the VDAA and the faculty member, of SOE’s intent to submit a proposal requesting MSDE’s endorsement for licensure/certification of a new program or to modify an existing licensure/certification program.

All MSDE proposals should be vetted by CPC, Faculty Executive Committee, and Academic Council before submission to MSDE. Please note that while MSDE encourages institutions to work with it closely during the development of any new or modified certification/licensure program (e.g. submitting drafts proposal for MSDE’s input), for new/modified program proposals that also require MHEC approval, the final proposal should not be submitted to MSDE for its review/approval until after SOE has received formal endorsement from MHEC for the new or modified program. The Dean shall sign the letter to MSDE accompanying the formal proposal submission.

Before launching a new or modified program leading to MSDE licensure/certification, SOE must first have received MSDE’s endorsement and (if applicable) MHEC’s endorsement also.

For programs seeking licensure/certification in a state other than Maryland, the Associate Dean for Accreditation, Assessment and Technology, in consultation with the VDAA (or designee), the Provost’s Office, and other offices/persons as appropriate, shall determine what steps are necessary to obtain the necessary state approval(s) and work with the faculty member to prepare the appropriate materials.
NEW OR EXISTING PROGRAMS INVOLVING AN EXTERNAL PARTNERSHIP AGREEMENT

In addition to following the policies outlined above and the procedures outlined in Appendix A below governing new and modified programs, if a partnership or any kind of contractual relationship is involved in the development or delivery of any program (whether new or existing), a formal written agreement with the partner organization is required. Faculty will work with the VDAA (or designee), SOE’s Office of Finance and Administration, JHU’s Office of General Counsel, and any other offices/persons as deemed appropriate to prepare the necessary agreement(s) (e.g. an MOU). All partnership agreements must be forwarded to the Provost for signature—only the Provost has the authorization to sign such agreements on behalf of JHU.

In the event that the approval of SOE’s Academic Council is also required for a program proposal (whether for a new or modified program) to proceed, the partnership agreement should only be signed by the Provost after the proposal has received Academic Council’s approval. If the partnership agreement is signed before MHEC (and other regulatory agencies as appropriate) has formally endorsed a program proposal, the partnership agreement should state that the launch of the program is conditional upon receiving the requisite approvals.

For a step-by-step guide on the approval process for programs involving an external partnership agreement, please refer to the Checklist for Programs Involving an External Partnership Agreement in Appendix B.

NEW OR EXISTING PROGRAMS INVOLVING INSTRUCTION AT AN OFF-CAMPUS LOCATION

All SOE credit-bearing academic programs that involve face-to-face instruction (excluding certain internship/practicum and independent study courses) must be delivered at the Education Building/Homewood campus, the Columbia Center campus, the Montgomery County campus, or at a pre-existing, approved off-campus location.

Faculty seeking to deliver a program (or selected courses or individual classes within a program) at an off-campus location within Maryland where SOE is not currently approved to operate should notify the VDAA (or designee) at least six months in advance. The VDAA (or designee) shall consult with the Provost’s Office (and other offices/persons as appropriate) to determine what additional steps (if any) are required to ensure that SOE is authorized to delivered the program at the desired off-campus location(s)—for example, preparing a Closed Site Letter of Understanding, MOU, or other agreement type with a partner organization(s); notifying MHEC or MSHCE, etc. The VDAA will then work with the program lead to prepare the necessary materials to obtain the required authorization(s).

In the event that the proposed use of an off-campus location requires that a formal agreement (e.g. an MOU) be signed with a partner organization(s), SOE’s Office of Finance and Administration and JHU’s Office of General Counsel must be consulted. In addition, all partnership agreements must be forwarded to the Provost for signature—only the Provost has the authorization to sign such agreements on behalf of JHU. (See also “New or Existing Programs Involving an External Partnership Agreement.”)
Outside of Maryland, if SOE offers face-to-face instruction in another US state (whether for an entire program or a single class), this constitutes “physical presence” in that state. The regulations governing physical presence vary on a state-by-state basis—as do the steps that need to be taken in order to ensure that JHU is operating in compliance with each state’s regulations. In all cases, the VDAA (or designee) shall consult with the Provost’s Office to determine JHU’s regulatory compliance status and what additional steps (if any) are needed to ensure that SOE is able to deliver the proposed program (whether in its entirety or elements within the program) in the targeted state(s).

In all cases—regardless of whether a program (or selected courses or individual classes within a program) is to be delivered at an off-campus location within Maryland or outside Maryland—SOE cannot deliver any face-to-face instruction as part of a credit-bearing academic program at an off-campus location without having first received authorization from the appropriate regulatory agencies to do so.

See also Course Delivered Off-Campus in the Policies Governing Credit-Bearing Academic Courses. Please note that the regulatory situation is in a period of flux and at the current time it is not possible to say definitively whether SOE is able to operate face-to-face instructional programs outside of Maryland on an unrestricted (i.e. in every state) or restricted (i.e. in selected states only) basis. Such decisions will depend on the nature of the program being offered will be decided on a case-by-case basis in consultation with the Provost’s Office and other appropriate parties.

PROGRAM EVALUATION
Section under development.

SUSPENDING OR DISCONTINUING AN EXISTING ACADEMIC PROGRAM
Faculty program leads should consider the future viability of academic programs every year during the annual budget planning process, and any decision as to whether or not to suspend or discontinue a program should be informed by this budget review process. (Note: SOE’s Director of Enrollment Services can provide data on inquiries, applications, admissions as part of the budget planning process.)

An existing academic program in the School of Education may be suspended or discontinued after review and approval by SOE’s CPC, Faculty Executive Committee, Academic Council, and the Dean. When the decision is made to suspend or discontinue a program, SOE will no longer accept applications or admit students to the program. However, current matriculated students in a suspended or discontinued program will be given the opportunity to complete the program within an agreed-upon timeframe and in accordance with all relevant and applicable JHU and SOE policies.

In the event the decision is made to suspend or discontinue a program, the VDAA (or designee) shall notify 1) MHEC (via the Provost’s Office) and other regulatory agencies as required of the decision to suspend or discontinue a program, and 2) SOE’s Admissions, Registrar’s, Financial Aid, Student Accounts, Campus Operations, and Communications and Public Affairs offices, and other persons/offices as deemed appropriate, of the change in the program’s status. The
VDAA (or designee)—in consultation with the faculty program lead, the aforementioned SOE offices, JHU’s Office of General Counsel, and other persons/offices as deemed appropriate—will determine an appropriate communication and implementation plan (including, for example, developing a plan to teach out the program for those remaining students still enrolled in the program).

A program may be suspended or discontinued, among other reasons, because: 1) it no longer conforms to the vision and mission of School of Education; 2) its enrollments do not support its viability; or 3) it no longer responds to a societal/professional need.

In accordance with MHEC regulations, a program may be suspended for a maximum of three years during which time:

- The School of Education’s academic catalog, web site and other marketing materials shall indicate the suspended status of the program.
- New students may not be admitted into a program during the period of suspension.
- Currently matriculated students shall be given the opportunity to satisfy program requirements and must be informed in writing of the precise conditions under which they may complete their program.

At the end of the three-year suspension period, the VDAA (or designee)—on the recommendation of the SOE’s CPC, Faculty Executive Committee, Academic Council, and the Dean—shall notify (via the Provost’s Office) MHEC and other regulatory agencies as required whether or not the School of Education wishes to revive or formally discontinue the suspended program. In the event the decision is taken to discontinue a program, any remaining matriculated students must be informed in writing of the precise conditions under which they may complete their program.

If, at the end of the three-year suspension period, the decision is taken to revive the program, the VDAA (or designee) will consult with the Provost’s Office as to what additional steps (if any), beyond notifying MHEC (and other regulatory agencies as required), are necessary. If the decision is taken to revive the program in a modified format, the appropriate review and approval mechanisms, as outlined above under the Modifying an Existing Academic Program policy above, shall be followed.

Once a program has been formally discontinued, if the decision is subsequently taken to reactivate the program, then a new program proposal must be submitted to MHEC (and other regulatory agencies as required) for review and endorsement following the Establishing a New Academic Program policy outlined above.

In order to allow adequate time for implementation (e.g. updating marketing materials, notifying students, etc.), decisions about whether or not to suspend or discontinue a program for the following academic year should—except in exceptional circumstances—be made at least 6 months in advance.
Appendix A

CHECKLIST FOR NEW PROGRAM PROPOSALS AND SUBSTANTIAL PROGRAM MODIFICATIONS REQUIRING MHEC ENDORSEMENT

Note: The process outlined below anticipates, based on SOE’s prior experiences in developing new programs and marketing best practices, that most new programs will have a fall semester launch date. Faculty introducing a new/modified program requiring MHEC approval should typically begin the planning/development process 12 months prior to a program’s planned launch.

1. A Faculty member with an idea for a new/modified program shall discuss the program idea, including outlining the potential impact of and market for the program, with the Vice Dean for Academic Affairs (VDAA). (This can be done in person or via email.)

2. If the VDAA approves moving the program idea forward, the faculty member shall work with the Dean’s Office designee to prepare a prospectus (see Appendix D) outlining the proposed program (following the template provided) and submit it to a joint task force of the Strategic Planning, Policy, and Partnership Committee and CPC for consideration, copying the VDAA.

3. The joint task force shall make a recommendation to the VDAA as to whether or not to move forward with the program idea. The joint task force may recommend that further work be done, for example conducting market research, before making a final decision as to whether or not to move forward with the proposed program.

4. If the VDAA agrees with the joint task force’s recommendation to move forward with the program idea, 1) the prospectus will be shared with the full Faculty Senate (via the Faculty Senate President) to allow faculty feedback on the proposal, and 2) the faculty member shall work with the Dean’s Office designee to develop a full, formal MHEC proposal following the template provided (see Appendix E for an example).

5. During the development of the MHEC proposal, in addition to working with the Dean’s Office designee, the faculty member must work with 1) the Office of Finance and Administration (to develop the program budget), 2) the Office of Communications and Public Affairs (to begin developing a marketing strategy for the proposed program), and 3) the Office of Accreditation, Assessment and Technology (if the proposal involves an online component).

Note: The proposal development stage should typically take place during the fall semester. Faculty can expect to spend at least 2-3 months developing and refining the MHEC proposal prior to submitting it to CPC.

6. Prior to submitting the proposal to CPC, the associate deans for Finance and Administration, External Relations, and Accreditation, Assessment and Technology (if the proposal involves an online component) must all first sign off on those elements of the proposal that relate to the budget, marketing, and online delivery (if applicable).

7. Once the necessary internal endorsements are received, CPC shall review the proposal and decide whether to: 1) endorse it (with or without conditions), 2) request that the proposal be revised and resubmitted to CPC, or 3) reject the proposal outright.

8. In the event that CPC endorses the proposal, the proposal shall be forwarded to the Faculty Executive Committee to review and approve on behalf of the Faculty Senate.
9. If the Faculty Executive Committee approves the proposal, it shall be presented to the Dean and Academic Council (the final internal SOE review/approval stage) for consideration.

10. If Academic Council approves the proposal, the Dean’s Office shall forward the proposal to the Provost’s Office for review. In the case of new program proposals, the Provost’s Office will also circulate the proposal to the JHU Council of Deans for review.

   Note: The JHU Council of Deans review period is two weeks. If not already previously reported, once a proposal reaches the Provost’s Office, SOE should also report to the JHU Part-Time Education Committee that we are planning to introduce a new/modified program.

11. If approved by the Provost and (for new program proposals) the JHU Council of Deans, the Provost’s Office shall forward the proposal to MHEC (and any other regulatory bodies as needed).

   Note: The MHEC review period is 60 days for new program proposals and most substantial change proposals.

12. Once we receive notification that the proposal has been forwarded to MHEC, SOE can begin marketing the new/revised program provided that we make clear in all web/marketing materials that the program is pending MHEC approval. In the case of new program proposals, while the proposal is pending MHEC approval, SOE cannot formally process applications or admit new students into the program.

13. Only after MHEC has endorsed the new/modified program can SOE begin processing applications and formally admitting new students into the program.

Please note that if any of the following circumstances apply, the faculty member will be required to complete additional steps, which will likely increase the length of the planning and proposal development stage: new or modified programs with an online component; new or modified programs requiring MSDE licensure/certification; new or modified programs that involve a partnership agreement with another organization (whether internal or external to JHU); new or modified programs that involve the delivery of any face-to-face instructional element at an off-campus (i.e. non-JHU campus) location (either in-state or out-of-state); and new or modified programs that require additional market research. In such circumstances, the faculty member must work with the VDAA (or designee) to determine what additional actions are required and to prepare the necessary paperwork.
Appendix B

CHECKLIST FOR PROGRAMS INVOLVING A PARTNERSHIP AGREEMENT
Please note that this checklist details the steps to be taken in relation to the development of the partnership agreement only. SOE’s policies and procedures governing new and modified programs must also be adhered to in the event that the proposed partnership involves the development of a new academic program or the modification of an existing program.

1. A Faculty member with an idea for a partnership program shall discuss the program idea with the Vice Dean for Academic Affairs (VDAA). (This can be done in person or via email.)

2. If the VDAA approves the new partnership idea, the faculty member will submit a planning worksheet to SOE’s Office of Finance and Administration and the VDAA (or designee) outlining the proposed partnership.
   - If the proposed partnership, as detailed in the planning worksheet, involves instruction at an off-campus (non-JHU) location (whether in-state or out-of-state), the VDAA (or designee) will consult with the Provost’s Office to determine what additional actions are needed and will work with the faculty member to prepare the necessary paperwork. (See also SOE’s New or Existing Programs Involving Instruction at an Off-Campus Location policy.)
   - If the proposed partnership, as detailed in the planning worksheet, involves an online component, the VDAA (or designee) will notify the Office of Accreditation, Assessment and Technology, who, in turn, will work with the faculty member to develop the necessary online content. (See also SOE’s policies for New or Existing Academic Programs Involving an Online Component and Faculty Development, Delivery and Design of Online, Blended, and Web-Enhanced Courses.)
   Note: In the event that the proposed partnership program involves instruction at an off-campus location or the development of online content, faculty should factor in additional during the planning and proposal development stage.

3. Once the planning worksheet has been submitted and approved by the Office of Finance and Administration and the VDAA (or designee), the faculty member will work with the VDAA (or designee) and Office of Finance and Administration—and any other offices/persons as appropriate—to develop a formal partnership agreement (either using a JHU-approved MOU template or, if required by the partner organization, the partner’s MOU template).

4. The faculty member, Office of Finance and Administration, VDAA (or designee), JHU’s General Counsel and Provost’s offices, and any other offices/persons as appropriate, will work together to draw up a draft partnership agreement.

5. The draft MOU is then sent to the partner organization for review by the VDAA (or designee), in coordination with JHU’s General Counsel and Provost’s offices.

6. The VDAA (or designee), Office of Finance and Administration, and JHU’s General Counsel and Provost’s offices will review any changes to the MOU proposed by the partner organization and, in consultation with the faculty member and any other offices/persons as appropriate, agree upon a final version.

7. All the above persons/offices, plus the Dean of the School of Education, must approve the final partnership agreement before it is sent to the partner organization for signature.
8. Following the partner’s signature, all partnership agreements must be forwarded to the Provost for signature—only the Provost has the authorization to sign such agreements on behalf of JHU.

9. If the partnership agreement is signed before MHEC (and other regulatory agencies as appropriate) has formally endorsed a program proposal, the partnership agreement should state that the launch of the program is conditional upon receiving the requisite approvals.
Appendix C

CHECKLIST FOR JOINT PROGRAM OFFERINGS WITH ANOTHER JHU DIVISION

1. A Faculty member with an idea for a joint program offering with another JHU division(s) shall discuss the program idea with the Vice Dean for Academic Affairs (VDAA). (This can be done in person or via email.)

2. The VDAA shall consult with the Dean and if they both agree to support the joint program idea, the VDAA (or designee) will discuss the initiative with the Provost’s Office and the dean(s) (or designated persons/offices) of the partnering division(s) involved.

3. If all JHU divisions involved endorse the proposed initiative, the Associate Dean for Assessment, in consultation with the partner division(s), will notify the JHU Part-Time Education Committee of the school’s intention to develop a joint program with another JHU division, and will keep the JHU Part-Time Education Committee updated on the status of the program proposal throughout the review/approval process.

4. The VDAA (or designee), faculty member, partnering JHU divisions(s), and JHU’s General Counsel and Provost’s offices shall determine which JHU division shall assume primary responsibility for management/oversight of the program, the person(s)/office(s) and division(s) responsible for developing the program proposal (or selected elements of the proposal therein) and any other materials/paperwork as necessary, and the steps required to move the proposal forward.

5. Any proposal for a new joint program offering shall be 1) be developed following the appropriate MHEC program proposal template, and 2) vetted by the respective faculty governance bodies responsible for academic program review/approval within each partner division in accordance within each division’s program review/approval policies and procedures. In the case of the School of Education, CPC, Faculty Executive Committee, Academic Council, and the Dean shall review and approve the proposal in accordance with SOE’s policies and procedures governing new programs as outlined above (see also Appendix A, Checklist for New Program Proposals and Substantial Program Modifications Requiring MHEC Endorsement).

6. Concurrently, while the program proposal is being developed, the faculty member will work with the VDAA (or designee), Office of Finance and Administration, JHU’s General Counsel and Provost’s offices, the partnering JHU division(s), and any other offices/persons as appropriate to develop a partnership agreement.

7. The development of the partnership agreement should follow the principles laid out within SOE’s policies and procedures governing programs that involve partnership agreements (see Appendix B, Checklist for Programs Involving a Partnership Agreement) and stipulate the following:
   - Determining who the home school is for the purposes awarding the degree/certificate.
   - Determining the allocation of expenses and tuition revenues.
   - Specifying the term of the agreement, and whether it automatically renews.
   - Determining the specific responsibilities of each division in developing and delivering the joint program in relation to student/enrollment management services (e.g. registration, financial aid, etc.), marketing, and any other activities as deemed appropriate.
8. The partnership agreement should only be signed by the deans of each participating division after the program proposal has been approved by each division’s academic council (or equivalent body).

9. If the partnership agreement is signed before MHEC (and other regulatory agencies as appropriate) has formally endorsed a program proposal, the partnership agreement should state that the launch of the program is conditional upon receiving the requisite approvals.
Appendix D

PROSPECTUS TEMPLATE FOR A NEW/MODIFIED PROGRAM

1. Program Title (For existing programs, if the program name is to be changed, please provide a rationale for the proposed new title.)

2. Proposed Launch/Re-Launch Date

3. Rationale for Proposed New/Modified Program (As part of the rationale, please indicate how the proposed program will align [or currently aligns—for existing programs] with the School of Education’s, vision/mission/strategic plan, dispositions, and, where applicable, State/national/professional standards [e.g. licensure requirements]. Please also describe how the proposed new/modified program relates to regional and national developments in the field.)

4. Target Audience (Please indicate the target audience, anticipated enrollments for the first three years, and, in the case of an existing program that is being modified, provide an enrollment history for the past three years.)

5. Admission Requirements (Please detail the admission criteria for the proposed program.)

6. Program Goals/Objectives and Student Learning Outcomes (For existing programs, if these have changed, please also indicate what the changes are and why.)

7. Curriculum Outline (Please include the full proposed course listing and indicate whether each course is new, modified, or unchanged.)
8. **Delivery Mode** (Please describe how the proposed new/modified program will be delivered [when, where, and how].)

9. **Program Competition** (Detail the relationship with other SOE, JHU, and regional/national programs, if any. If applicable, please also detail the costs (tuition, fees, etc.) of competitor programs, both at the local and national level.)

10. **Resources** (Please indicate what resources will be needed to deliver the new/modified program—for example, will the program draw on existing faculty [whether full-time or adjunct] or will new faculty [whether full-time or adjunct] need to be hired to deliver the program.)

11. **Stakeholders Involved in Program Development** (Please list any stakeholders—e.g. faculty (full-time and adjunct); student constituencies (alumni, current students, potential students); practicing professionals; school system, government agency, and professional organization personnel; etc.—who have been or will be involved in the program development process, and include (where applicable) dates of meetings held and any meeting materials (e.g. agendas, minutes).)
Appendix E

SAMPLE MHEC PROPOSAL TEMPLATE
For the latest versions of MHEC templates, please refer to http://mhec.maryland.gov/institutions_training/Pages/acadaff/AcadProgInstitApprovals/AcademicProgramProposals.aspx

The Johns Hopkins University
[School Name Here]
Proposal for [either ‘New Academic’ or ‘Substantial Modification to an Existing’]
Program
[Degree or Certificate Name Here]

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.

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

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.)

4. Provide a description of the institution’s a commitment to:
   a) Ongoing administrative, financial, and technical support of the proposed program.
   b) Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

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:
   a) The need for the advancement and evolution of knowledge.
   b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education.
   c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.
2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.

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.

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

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 five years.

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

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.

2. Provide justification for the proposed program.

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 HBIs.
   [Note: This section could be “Not applicable.”]

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.
   [Note: This section could be “Not applicable.”]

G. Adequacy of curriculum design and delivery to related learning outcomes

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

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

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

5. Discuss how general education requirements will be met, if applicable.
   [Note: At the graduate level this will be “Not applicable.”]

6. Identify any specialized accreditation or graduate certification requirements for this
   program and its students.
   [Note: For not licensure/certification programs, this will be “Not applicable.”]

7. If contracting with another institution or non-collegiate organization, provide a copy of
   the written contract.
   [Note: In most cases, this is “Not applicable.”]

8. Provide assurance and any appropriate evidence that the proposed program will provide
   students with clear, complete, and timely information on the curriculum, course and
   degree requirements, nature of faculty/student interaction, assumptions about technology
   competence and skills, technical equipment requirements, learning management system,
   availability of academic support services and financial aid resources, and costs and
   payment policies.

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

H. Adequacy of articulation

1. If applicable, discuss how the program supports articulation with programs at
   partner institutions. Provide all relevant articulation agreements.
   [Note: In most cases, this is “Not applicable.”]

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 faulty member will
   teach (in this program).
   [Note: The list of faculty can be included as an appendix, while the quality of the
   program faculty can be addressed in main body of the proposal.]
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.
   b) The learning management system.
   c) Evidenced-based best practices for distance education, if distance education is offered.

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.

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.

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

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.
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.

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.

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.

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 and success, and the institution’s cultural diversity goals and initiatives.

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. [Note: In most cases, this is “Not applicable.”]

P. Adequacy of distance education programs (as outlined in COMAR 13B.02.03.22) [Note: This section will be “Not applicable” for non-distance education program proposals.]

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.
MHEC Proposal Template: Appendix A

Course List and Descriptions

[This should include course numbers, credits, course descriptions and pre-requisites for each course.]
MHEC Proposal Template: Appendix B

Faculty

[Include 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).]
MHEC Proposal Template: Appendix C

Finance Information

[Note: Please complete the narrative and tables below. Do not insert other tables in place of these.]

PROGRAM RESOURCES AND NARRATIVE RATIONALE

Finance data for the first five years of program implementation are to be entered in each cell in Table 1 – Program Resources and Narrative Rationale. Figures should be presented for five years and then totaled for each year. As an attachment, narrative explanation must accompany each category. Below is the format for Table 1 as well as directions for entering the data and writing the accompanying narrative.

TABLE 1: PROGRAM RESOURCES AND NARRATIVE RATIONALE

1. **Reallocated Funds**
   Data: Enter the amount of funds for the first five years of implementation that will be reallocated from existing campus resources to support the proposed program. This would include funds reallocated from the discontinuance or downsizing of academic programs.

   Narrative: Analyze the overall impact that the reallocation will have on the institution, particularly on existing programs and organizational units.

2. **Tuition and Fee Revenue**
   Data: Enter the estimated tuition and fee revenue that will be directly attributable to students new to the institution enrolled in this program each year. The revenue should be calculated by multiplying the tuition rate by the projected annual FTE enrollment.

   Narrative: Describe the rationale for the enrollment projections used to calculate tuition and fee revenue.

3. **Grants and Contracts**
   Data: Enter the amount of grants, contracts or other external funding which will become available each of the five years as a direct result of this program.

   Narrative: Provide detailed information on the sources of the funding. Attach copies of documentation supporting the funding. Also, describe alternative methods of continuing to finance the program after the outside funds cease to be available. Conditional approval may be granted to a proposal that is dependent on grant funds that have not been officially awarded at the time of proposal submission, but in which substantial evidence has been provided to indicate a favorable review and an impending grant award is imminent. Under these conditions, program approval may be granted for a twelve-month period. During this period, the program may not be
implemented. Full program approval is granted only after funding documentation is accepted. Under extraordinary circumstances, a one-time extension to conditional approval may be granted to an institution that provides compelling information to warrant an extension.

4. **Other Sources**
Data: Enter any additional funds from sources other than in 1, 2, and 3 that have been specifically designated for the program.

Narrative: Provide detailed information on the sources of the funding, including supporting documentation.

5. **Total Year**
Data: Total the financial resources that will be available for each year of program implementation. Include cumulative as well as one-time resources.

Narrative: Additional explanation or comments as needed.

<table>
<thead>
<tr>
<th>TABLE 1: PROGRAM RESOURCES:</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tbody>
<tr>
<td><strong>Resource Categories</strong></td>
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<td>1. Reallocated Funds</td>
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<td>2. Tuition/Fee Revenue (c + g below)</td>
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<td>a. Number of F/T Students</td>
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<td>b. Annual Tuition/Fee Rate</td>
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<td>c. Total F/T Revenue (a x b)</td>
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<tr>
<td>d. Number of P/T Students</td>
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<td>e. Credit Hour Rate</td>
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<tr>
<td>f. Annual Credit Hour Rate</td>
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<td>g. Total P/T Revenue (d x e x f)</td>
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<tr>
<td>3. Grants, Contracts &amp; Other External Sources</td>
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<td>4. Other Sources</td>
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Please do not leave any cells blank. Place a "0" in the cell if no data is applicable for the specific resource category.
PROGRAM EXPENDITURES

Finance data for the first five years of program implementation are to be entered in each cell in Table 2 – Program Expenditures. Figures should be presented for five years and then totaled for each year. Below is the format for Table 2 as well as directions for entering the data.

TABLE 2: PROGRAM EXPENDITURES

1. **Faculty (# FTE, Salary, and Benefits):** Enter (a) the cumulative number of new full-time equivalent faculty needed to implement the program each year, (b) the related salary expenditures, and (c) the related fringe benefit expenditures. (For example, if two new faculty members are needed, one in the first year and one in the second, the full-time equivalency, salary, and benefits for one member should be reported in Year 1, and the same information for both members should be reported in Year 2 and each successive year.)

2. **Administrative Staff (# FTE, Salary, and Benefits):** Enter (a) the cumulative number of new full-time equivalent administrative staff needed to implement the program each year, (b) the related salary expenditures, and (c) the related fringe benefit expenditures.

3. **Support Staff (# FTE, Salary, and Benefits):** Enter (a) the cumulative number of new full-time equivalent support staff needed to implement the program each year, (b) the related salary expenditures, and (c) the related fringe benefits expenditures.

4. **Equipment:** Enter the anticipated expenditures for equipment necessary for the implementation and continuing operation of the program each year.

5. **Library:** Enter the anticipated expenditures for library materials directly attributable to the new program each year.

6. **New and/or Renovated Space:** Enter anticipated expenditures for any special facilities (general classroom, laboratory, office, etc.) that will be required for the new program. As a footnote to the table or in attached narrative, indicate whether the renovation of existing facilities will be sufficient or new facilities will be necessary.

7. **Other Expenses:** Enter other expenditures required for the new program. Attach descriptive narrative or provide footnotes on the table. Included in this category should be allowances for faculty development, travel, memberships, office supplies, communications, data processing, equipment maintenance, rentals, etc.

8. **Total Year:** Add each expenditure (continuing and one-time) to indicate total expenditures for each year of operation.
<table>
<thead>
<tr>
<th>Expenditure Categories</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tbody>
<tr>
<td>1. Faculty (b + c below)</td>
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<td>a. Number of FTE</td>
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<td>b. Total Salary</td>
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<td>2. Admin. Staff (b + c below)</td>
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<td>a. Number of FTE</td>
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<td>b. Total Salary</td>
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<td>c. Total Benefits</td>
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<td>3. Support Staff (b+c below)</td>
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<td>a. Number of FTE</td>
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<td>b. Total Salary</td>
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<td>c. Total Benefits</td>
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<td>4. Equipment</td>
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<td>5. Library</td>
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<tr>
<td>6. New or Renovated Space</td>
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<td>7. Other Expenses</td>
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<td><strong>TOTAL (Add 1 – 7)</strong></td>
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Please do not leave any cells blank. Place a "0" in the cell if no data is applicable for the specific resource category.
MHEC Proposal Template: Appendix D

SOE Proposal Addendum (for internal review only)

Admission Requirements
[Please detail the admission criteria for the proposed program.]

Program Assessment
[In consultation with the Associate Dean for Accreditation, Assessment and Technology, please detail the assessment plan for this program and indicate how this fits within SOE’s Comprehensive Unit Assessment Plan.]

Stakeholders Involved in Program Development
[Please list any stakeholders—e.g. faculty (full-time and adjunct faculty); student constituencies (alumni, current students, potential students); practicing professionals; school system, government agency, and professional organization personnel; etc.—involved in the program development process, and include (where applicable) dates of meetings held and meeting materials (e.g. agendas, minutes).]

Marketing/Recruitment Strategies
[Please detail any specific marketing/recruitment activities envisaged for the proposed program.]

Cost Comparison with Competitors
[If applicable, please detail the costs (tuition, fees, etc.) of competitor programs, both at the local and national level.]