

MARYLAND HIGHER EDUCATION COMMISSION

MEETING BOOKLET

Time: 1:00 PM
February 13, 2017

Place: Maryland Higher Education Commission
7th Floor Board Room
6 N. Liberty Street
Baltimore, MD 21201

Maryland Higher Education Commission

Anwer Hasan, Chairman

Sandra L. Jimenez, Vice-Chair

Vivian S. Boyd

Joseph DeMattos, Jr.

John Holaday

Russell V. Kelley

Peri J. Kelsey, Student Commissioner

Ian MacFarlane

Donna M. Mitchell

Joel Packer

Rizwan A. Siddiqi

John W. Yaeger

James D. Fielder, Jr., Ph.D.
Secretary

Lawrence J. Hogan, Jr.
Governor

Boyd K. Rutherford
Lt. Governor



MHEC
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Larry Hogan
Governor

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Lt. Governor

Anwer Hasan
Chairperson

James D. Fielder, Jr., Ph. D.
Secretary

Maryland Higher Education Commission Meeting Agenda

TIME: 1:00 p.m.-4:00 p.m.
Monday
February 13, 2017

PLACE: Maryland Higher Education Commission
6 N. Liberty Street, 7th FL BR
Baltimore, MD 21201

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| Call to Order | | |
| Commission Minutes Approval | 1 | * |
| • December 14, 2016 | | |
| Chairman's and Secretary's Remarks | | |
| Faculty Advisory Council | | |
| Student Advisory Council | | |
| Commissioner Committee Updates | | |
| Department of Academic Affairs- Emily Dow | | |
| • Final Adoption on Regulations | | |
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| ○ Advertising Restrictions under COMAR 01.01.03 and .15 | 7 | * |
| ○ Accreditation of Institutions under COMAR 13B.02.02.08 and 13B.05.01.05 | 9 | * |
| • 2017 Annual SARA Report | 13 | |
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Maryland Higher Education Commission

Regular Session Meeting Minutes

December 14, 2016

1:00 p.m.

The Maryland Higher Education Commission (MHEC) met on Wednesday, December 14, 2016 at 6 N. Liberty Street, 7th Floor Board Room, Baltimore, MD 21201.

Commission members present:

| | |
|------------------------|--------------------------|
| Anwer Hasan, Chairman | Vivian S. Boyd, Ph.D. |
| John W. Holaday, Ph.D. | Russell V. Kelley, Ph.D. |
| Peri Kelsey | Ian D. MacFarlane |
| Donna M. Mitchell | Joel C. Packer |
| John W. Yaeger, Ed.D. | |

Commission members not present:

| | |
|-------------------------------------|----------------------|
| Sandra L. Jimenez, Vice Chairperson | Joseph DeMattos, Jr. |
| Rizwan A. Siddiqi | |
| | |

Staff members present:

| | |
|-----------------------------|---------------------|
| James D. Fielder, Jr. Ph.D. | Dr. Emily Dow |
| Geoff Newman | Dr. Maria Torres |
| David Beard | Mark Blom |
| Monica Wheatley | Dr. Michael Kiphart |
| Alan Gallegos | Trish Gordon-McCown |
| Christine Wellons | Alexia Van Orden |
| | |
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Call to Order

The meeting was called to order by **Chairman Hasan** at approximately 1:02 p.m. A meeting quorum was established with nine out of twelve members present.

Approval of Minutes – Action Item

There was a motion by **Commissioner MacFarlane** and a second by **Commissioner Packer** for approval of the November meeting minutes with the following amendments:

- **Page 4: [Chairman] Commissioner Boyd** motioned that the Commission approves for final adoption and publication in the Maryland Register the attached regulations regarding community college construction procedures and space

guidelines, and authorizes MHEC's attorneys to approve non-substantive revisions as necessary to conform the proposed regulations to the stylistic and formatting requirements of the Division of State Documents.

- **Page 4: [Chairman] Commissioner Boyd** motioned that the Commission approves for publication the attached regulations regarding religious educational institutions, and authorizes MHEC's attorneys to approve non-substantive revisions as necessary to conform the proposed regulations to the stylistic and formatting requirements of AELR and of the Division of State Documents.
- **Page 5: [Chairman] Commissioner MacFarlane** motioned that the Commission:
 - withdraws proposed regulation 13B.06.01.02, .02-1, .04--.08 that was published in the August 5, 2016 Maryland Register;
 - approves for publication the attached regulations 13B.06.01.02, .02-1, .04--.08 regarding transfer regulations; and
 - authorizes MHEC's attorneys to approve nonsubstantive revisions as necessary to conform the proposed regulations to the stylistic and formatting requirements of AELR and of the Division of State Documents.

The motion was approved unanimously.

Chairman's Remarks

Chairman Hasan requested Commissioner input on which of the three State Plan writing groups (access, innovation, and success) they want to join. **Chairman Hasan** would like to have these assignments in place prior to the State Plan kick off meeting.

Secretary's Remarks

Secretary Fielder reported as of yesterday there have been 79 registrants for the State Plan kick off meeting. He further reported every sector will be represented at the meeting and MHEC is actively working to get corporate representation to ensure there is a more comprehensive approach in developing the new state plan. **Secretary Fielder** reported the new plan will focus on three goals (access, innovation and success) and the plan will include metrics to evaluate success.

ACICS Report- Information Item

Secretary Fielder recognized Dr. Emily Dow. Dr. Dow reported as of Monday afternoon the US DOE derecognized ACICS, a national accreditor for institutions. Dr. Dow explained due to the derecognition of ACICS the affected institutions technically are not able to hold a certificate of approval because they do not have an institutional accreditor. Dr. Dow indicated she has spoken with the Maryland institutions that have been impacted and they are actively seeking alternative accreditation. Dr. Dow further reported the affected institutions will not be shut down as long as they are actively seeking accreditation through another accreditor. Dr. Dow reported the degrees provided by these institutions will still be valid because the institutions have provisional recognition. Dr. Dow reported the derecognition of ACICS impacts five Maryland institutions which includes three Brightwood campuses, Fortis College and Stratford. Dr.

Dow reported there is a US DOE conference call scheduled for today at 3 p.m. which will provide additional details. Dr. Dow further reported regulations were submitted to the Commission for approval in October that establishes a process for institutions that lose accreditation due to the accreditor being derecognized by the US DOE.

Faculty Advisory Council – Information Item

Chairman Hasan recognized Dr. Emily Dow. Dr. Dow reported the FAC workgroups met this month but the council did not have a formal meeting. The workgroups are progressing and will be able to provide an update in January. **Chairman Hasan** requested the FAC recommendations be presented to the Commission. Dr. Dow indicated the FAC presented a document last spring and that document is being reviewed internally. Dr. Dow indicated that document will be presented to the Commission in January.

Student Advisory Council- Information Item

Chairman Hasan recognized Ms. Monica Wheatley. Ms. Wheatley reported the student representative was unable to attend due to a scheduling conflict. Ms. Wheatley reported the group continues to work on concerns regarding inclusion on campus. She reports the group is establishing a workgroup to develop recommendations related to these concerns. Ms. Wheatley further reported she discussed with the group Commissioner Packer's outreach concerns. Ms. Wheatley reported one of the student representatives owns a mobile application development company. Ms. Wheatley will connect the student representative with Commissioner Packer to discuss a potential collaboration in the development of the MHEC mobile application. Ms. Wheatley reported the next meeting is scheduled in February and will be held at Washington College.

Office of the Secretary – Commission Committee Updates –Information Item

Chairman Hasan requested brief updates from the commission committees.

Outreach, Grants and Financial Assistance Committee: Commissioner Packer reported there are no updates. Scheduling conflicts resulted in no December meeting. The committee is working to arrange a meeting in January. **Commissioner Packer** reported the committee plans to work on the development of their goals at the next meeting.

Finance and Operations Committee: Commissioner MacFarlane reported the group met yesterday. He reported the group has been working on understanding the operation side of MHEC especially the staffing plan. **Commissioner MacFarlane** reported there has been much progress in filling agency vacancies. **Commissioner MacFarlane** further reported the group is working on developing standardized guidelines to prepare institutions for annual budget presentations.

Program Review Committee: Commissioner Yaeger reported the group has been working on developing their three goals. Goal one focuses on supporting internships. Goal two focuses on fostering collaboration between higher education institutions. Goal three is on hold. The group plans to use goal three to support the new state plan. **Chairman Hasan** suggested the group review the program review process to identify any gaps or improvement opportunities.

Office of the Secretary – Proposed Publication on Regulations – Tuition Waivers- Foster Care Recipients and Unaccompanied Homeless Youth under COMAR 13B.02.02.23– Action Item

Chairman Hasan recognized Mr. Mark Blom. Mr. Blom reported the Maryland General Assembly passed House Bill 400 (Chapter 263) and House Bill 1288 (Chapter 306) last year, which amended the State law that requires public institutions of higher education to provide tuition waivers for foster care recipients and unaccompanied homeless youth. Mr. Blom further reported the proposed amendments would align COMAR 13B.02.02.23 with those changes made by the General Assembly.

Commissioner Yaeger motioned that the Commission approves for publication the attached regulations regarding tuition waivers for foster care recipients and unaccompanied homeless youth, and authorizes MHEC's attorneys to approve non-substantive revisions as necessary to conform the proposed regulations to the stylistic and formatting requirements of AELR and of the Division of State Documents.

Commissioner MacFarlane seconded the motion. The motion was approved unanimously.

Office of Research and Policy Analysis- Information Item

Chairman Hasan recognized Dr. Jon Enriquez. Dr. Enriquez introduced Ms. Alexia Van Orden to provide the report. Ms. Van Orden provided the Commission a report highlighting preliminary Fall 2016 opening enrollment data submitted by the State's colleges and universities.

Office of the Secretary- Regina Lightfoot Award

Chairman Hasan deferred the presentation of the Regina Lightfoot Award to Ms. Favour Nerrise-Njunkeng due to recipient not being present.

Adjournment

The meeting adjourned at approximately 1:47 p.m.



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

James D. Fielder, Jr., Ph. D.
Secretary

MEMORANDUM

DATE: February 13, 2017

TO: Maryland Higher Education Commissioners

FROM: Emily A.A. Dow, Ph.D.
Jon Enriquez, Ph.D.

SUBJECT: Proposed Final Adoption of COMAR 13B.05.01.06; Regulations Regarding Registered Online Institutions

The purpose of this memorandum is to request that the Commission give final approval to a proposed amendment to regulation 13B.05.01.06. The Commission approved the amendment for public comment at its October 26, 2016 meeting. The proposed amendment was published for public comment in the December 9, 2016 Maryland Register (attached). No comments were received. The amended regulations are now ready for final adoption.

The amendment would eliminate the requirement that institutions enrolling Maryland residents online provide annual data on enrollments to the Commission for analytical purposes, including transmission to the Maryland Longitudinal Data System Center. This change is recommended because the Commission and the Maryland Longitudinal Data System Center currently do not report on this data. Additionally, the data collected does not represent all students enrolled in online programming; it represents enrollment for online programs that are registered with the Commission, but it does not represent enrollments at SARA institutions, which are reported centrally through NC-SARA.

RECOMMENDATION: It is the recommended that the Commission approve for final adoption the proposed amendment to regulation 13B.05.01.06.

Subtitle 05 FULLY ONLINE PROGRAMS

13B.05.01 Registration

Authority: Education Article, §§11-105(u) and 11-202.2, Annotated Code of Maryland

Notice of Proposed Action

[16-313-P]

The Maryland Higher Education Commission proposes to amend Regulation .06 under **COMAR 13B.05.01 Registration**. This action was considered by the Maryland Higher Education Commission at a public meeting on October 26, 2016.

Statement of Purpose

The purpose of this action is to delete a provision requiring the filing of certain reports that are no longer necessary.

Comparison to Federal Standards

There is no corresponding federal standard to this proposed action.

Estimate of Economic Impact

I. Summary of Economic Impact. The proposed action will eliminate the need for certain employees to spend time preparing and receiving reports.

II. Types of Economic Impact. (E+/E-)

Revenue (R+/R-)

Expenditure

Magnitude

A. On issuing agency:

Staff Time

(E-)

Minor

B. On other State agencies:

NONE

C. On local governments:

NONE

Benefit (+)

Cost (-)

Magnitude

D. On regulated industries or trade groups:

Staff time

(+)

Minor

E. On other industries or trade groups:

NONE

F. Direct and indirect effects on public:

NONE

III. Assumptions. (Identified by Impact Letter and Number from Section II.)

A(1). Agency staff will no longer have to obtain and review these previously filed reports.

D(1). Regulated entities will not need to devote resources to compiling and submitting reports

Economic Impact on Small Businesses

The proposed action has minimal or no economic impact on small businesses.

Impact on Individuals with Disabilities

The proposed action has no impact on individuals with disabilities.

Opportunity for Public Comment

Comments may be sent to Dr. Jon Enriquez, Director Research and Policy Analysis, Maryland Higher Education Commission, 6 North Liberty Street 10th Floor, or call 410-767-3095, or email to jon.enriquez1@maryland.gov. Comments will be accepted through January 9, 2017. A public hearing has not been scheduled.

.06 Registration Procedure.

A.—B. (text unchanged)

[C. Following the first registration, with each subsequent application for registration, an institution shall submit all data reports on Maryland students required by the Maryland Longitudinal Data System in the form required by the Commission.]

[D.] C. — [G.] F. (text unchanged)

[H.] G. Hearing by Commission.

(1) The Commission may refer a request for hearing under [§F or G] §E or F of this regulation to the Office of Administrative Hearings.

(2)—(5) (text unchanged)

[I.] H. Judicial Review.

(1) An institution that is denied registration by the Commission after a hearing under [§H] §G of this regulation has the right to judicial review provided by State Government Article, Title 10, Subtitle 2, Annotated Code of Maryland.

(2)—(3) (text unchanged)

JAMES D. FIELDER, JR., Ph.D.
Secretary of Higher Education

Title 26 DEPARTMENT OF THE ENVIRONMENT

Subtitle 04 REGULATION OF WATER SUPPLY, SEWAGE DISPOSAL, AND SOLID WASTE

26.04.02 Sewage Disposal and Certain Water Systems for Homes and Other Establishments in the Counties of Maryland Where a Public Sewage System Is Not Available

Authority: Environment Article, §§9-216, 9-217, 9-223, 9-252, 9-510, 10-103, 10-301, and 10-304, Annotated Code of Maryland

Notice of Proposed Action

[16-329-P]

The Secretary of the Environment proposes to amend Regulation .09 under **COMAR 26.04.02 Sewage Disposal and Certain Water Systems for Homes and Other Establishments in the Counties of Maryland Where a Public Sewage System Is Not Available**.

Statement of Purpose

The purpose of this action is to amend the existing regulatory requirement regarding the size of the lettering on the rear of vehicles that haul septage. Currently, the requirement is for the lettering to be at least 6 inches. This amendment would change the size to at least 4 inches. This would make the size of the lettering consistent across all counties in the State.



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

James D. Fielder, Jr., Ph. D.
Secretary

MEMORANDUM

DATE: February 13, 2017

TO: Maryland Higher Education Commissioners

FROM: Michael J. Kiphart, Director, Academic Affairs
Alan Gallegos, Associate Director, Career & Workforce Education

SUBJECT: Proposed Final Adoption of Regulations Regarding Advertising by Certain Non-MHEC-Approved Organizations

The purpose of this memorandum is to request your final adoption of the attached proposed amendments to the Code of Maryland Regulations (COMAR), which were published for comment in the Maryland Register on December 9, 2016 (Md. Reg. Vol. 43, Issue 25). No comments were received regarding the proposed regulations.

The amendments would clarify that certain entities – other than private career schools or institutions of higher education – generally may not advertise themselves as “school[s], conservator[ies], academ[ies], or institute[s].” The amendments will help assure that non-MHEC-approved entities do not engage in advertising that misleads the public or inaccurately connotes licensure by MHEC.

Existing regulations already restrict the ability of non-approved entities to use the terms “school, conservatory, academy, or institute” without the Secretary’s approval. However, the proposed amendments would set forth explicit parameters by which the Secretary may grant permission to an unapproved entity to use those terms.

In particular, the Secretarial permission to use one of the terms would be based on whether the entity: (1) fits an enumerated exemption from regulation as a private career school; (2) agrees to include a prominent disclaimer in its materials that it is not licensed by MHEC; and (3) provides training that leads to gainful employment in a recognized occupation (such that its advertising itself as a school, conservatory, academy, or institute is not misleading). The amendments thus would minimize misleading advertising and also increase transparency for affected entities; those entities would know the standards by which the Secretary makes determinations. In addition, the amendments also would assist MHEC with consistent and effective enforcement of the advertising restrictions.

RECOMMENDATION: It is recommended that the Commission grants final approval to the attached regulations regarding advertising, and authorizes MHEC’s attorneys to approve non-substantive revisions as necessary to conform the proposed regulations to the stylistic and formatting requirements of AELR and of the Division of State Documents.

Title 13B

MARYLAND HIGHER EDUCATION COMMISSION

Subtitle 01 NONPUBLIC SCHOOLS

13B.01.01 Minimum Requirements for Private Career Schools

Authority: Education Article §§11-105(u) and 11-201, Annotated Code of Maryland

.03 Scope, Applicability, and Exemption.

- A. (text unchanged)
- B. These regulations, *except where explicitly stated otherwise*, do not apply to:
 - (1) — (8) (text unchanged)
- C. — D. (text unchanged)

.15 Catalog and Official Advertising.

- A. — H. (text unchanged)

I. Advertising Restriction Applicable to All Organizations.

(1) *General Prohibition.* An organization, *other than those listed in §I(2) of this regulation*, may not be known or advertised as a school, conservatory, academy, or institute except with the approval of the Secretary pursuant to §I(3) of this regulation. [A] *Neither a school, nor any organization other than an institution of higher education*, may [not] be known or advertised as a university or college. This does not affect organizations operating in this State as schools, universities, colleges, conservatories, academies, or institutes before June 1, 1947.

(2) *Scope. This section does not apply to:*

(a) *An entity that holds a certificate of approval from the Commission; or*

(b) *An entity that is subject to licensure as an educational or training provider by another agency of the State of Maryland or of the federal government.*

(3) *Secretarial Approval for a Non-Private Career School to Advertise as a School.*

(a) *The Secretary may grant permission to an organization, upon written application of that organization in a form prescribed by the Secretary, to be known or advertised as a school, conservatory, academy, or institute if, in the Secretary's determination:*

(i) *The organization qualifies for an exemption under Regulation .03C of this chapter;*

(ii) *The organization provides a prominent disclaimer in all of its advertising and enrollment materials that the organization is not licensed by the Maryland Higher Education Commission; and*

(iii) *The organization furnishes or offers to furnish programs, whether or not requiring a payment of tuition or a fee, for the purpose of training, retraining, or upgrading individuals for gainful employment as skilled or semiskilled workers or technicians in recognized occupations or in new and emerging occupations.*

(b) *The Secretary's denial of permission under §I(3)(a) of this regulation is final.*

- J. — N. (text unchanged)



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

James D. Fielder, Jr., Ph.D.
Secretary

MEMORANDUM

DATE: February 13, 2017

TO: Maryland Higher Education Commissioners

FROM: Emily A. A. Dow, Assistant Secretary for Academic Affairs

SUBJECT: Proposed Final Adoption of COMAR 13B.02.02.08 and 13B.05.01.05;
Regulations Regarding the Accreditation of Institutions

The purpose of this memorandum is to request that the Commission give final approval to proposed regulations 13B.02.02.08 and 13B.05.01.05. The Commission approved these regulations for public comment at its October 26, 2016 meeting. The proposed regulations were published for public comment in the December 9, 2016 Maryland Register (attached). No comments were received. The regulations are now ready for final adoption.

These regulations clarify and establish a process for institutions that lose accreditation due to the accrediting agency's recognition being terminated by the United States Department of Education. The regulations help assure that institutions have a process for potentially continued approval while seeking new accreditation from a recognized accrediting agency.

In particular, an institution that loses its accreditation will also have its authority to operate in Maryland terminated on the effective date of the USDOE termination of recognition of the accrediting agency. Institutions must notify the Commission in writing within 7 calendar days of the accrediting agency's loss of recognition. Institutions with no accreditation due to the termination of recognition of their accrediting agency may appeal to the Secretary of higher education who may grant the institution a temporary approval to operate and impose terms and conditions as the Secretary deems appropriate. Institutions granted temporary approval to operate in Maryland must comply with all stipulations or the Secretary shall withdraw the institution's authority to operate in Maryland. The regulations apply to a decision by the USDOE, effective on or after July 1, 2016, to withdraw an accrediting agency's recognition. Finally, the proposed regulations provide the same processes for fully online programs required to register with the Commission who may lose their accreditation due to a USDOE termination of recognition of the institution's accrediting agency.

RECOMMENDATION: It is recommended that the Commission approve for final adoption proposed regulations 13B.02.02.08 and 13B.05.01.05.

and shall inform the Commission of the new accrediting agency and the institution's application status; and

(b) Within 4 years of the accreditation agency's loss of recognition, the institution shall become accredited by an organization recognized as an accrediting agency by the USDOE to grant institutional accreditation.

(4) *Withdrawal of Approval.*

(a) Except as provided in §M(4)(b) of this regulation, the Secretary shall withdraw an institution's authority to operate in Maryland if the institution fails to meet the time periods required by §M(3) of this regulation.

(b) The Secretary may, upon conditions that the Secretary deems appropriate, extend for a specified period the time requirements under subsection (3) of this section.

(5) The provisions of this section apply to a decision by the USDOE, effective on or after July 1, 2016, to withdraw an accrediting agency's recognition.

JAMES D. FIELDER, JR., Ph.D.
Secretary of Higher Education

Subtitle 05 FULLY ONLINE PROGRAMS

13B.05.01 Registration

Authority: Education Article, §§11-105(u), 11-202(a), and 11-202.2,
Annotated Code of Maryland

Notice of Proposed Action

[16-311-P]

The Maryland Higher Education Commission proposes to amend Regulation .05 under **COMAR 13B.05.01 Registration**. This action was considered by the Maryland Higher Education Commission at a public meeting on October 26, 2016.

Statement of Purpose

The purpose of this action is to add regulations addressing the loss of accreditation.

Comparison to Federal Standards

There is no corresponding federal standard to this proposed action.

Estimate of Economic Impact

The proposed action has no economic impact.

Economic Impact on Small Businesses

The proposed action has minimal or no economic impact on small businesses.

Impact on Individuals with Disabilities

The proposed action has no impact on individuals with disabilities.

Opportunity for Public Comment

Comments may be sent to Mark Blom, Principal Counsel, Maryland Higher Education Commission, 6 North Liberty Street 10th Floor, or call 410-767-3311, or email to mark.blom@maryland.gov. Comments will be accepted through January 9, 2017. A public hearing has not been scheduled.

.05 Accreditation Required.

A. Accreditation Requirement.

(1) An institution required to register under this chapter that is not accredited by an accrediting body recognized and approved by the U.S. Department of Education may not receive a registration from the Commission.

(2) If an institution's accreditation is terminated, the institution's registration in Maryland shall cease effective the date that accreditation is terminated, unless the institution continues to be accredited by an organization recognized as an accrediting agency by the U.S. Department of Education to grant institutional accreditation.

B. Effect of the removal of recognition of an accrediting agency by the U.S. Department of Education (USDOE).

(1) If an institution ceases to be accredited by an organization recognized as an accrediting agency by the USDOE because the USDOE terminates its recognition of the accrediting agency, the institution shall inform the Commission of its accreditation status in writing within 7 calendar days of the accrediting agency's loss of recognition.

(2) Except as provided in §B(3) of this regulation, if an institution ceases to be accredited by an organization recognized as an accrediting agency by the USDOE because the USDOE terminates its recognition of the accrediting agency, the institution's registration in Maryland shall cease effective the date that the USDOE terminates its recognition of the accrediting agency, unless the institution continues to be accredited by an organization recognized as an accrediting agency by the USDOE to grant institutional accreditation.

(3) If an institution ceases to be accredited by an organization recognized as an accrediting agency by the USDOE because the USDOE terminates its recognition of the accrediting agency, and the institution is not accredited by another organization recognized as an accrediting agency by the USDOE to grant institutional accreditation, the Secretary may grant the institution a temporary registration to operate, and impose terms and conditions as the Secretary deems appropriate, provided that:

(a) Within 60 days of the accreditation agency's loss of recognition or the effective date of this regulation, whichever occurs later, the institution shall apply for accreditation from an organization recognized as an accrediting agency by the USDOE, and shall inform the Commission of the new accrediting agency and the institution's application status; and

(b) Within 4 years of the accreditation agency's loss of recognition, the institution shall become accredited by an organization recognized as an accrediting agency by the USDOE to grant institutional accreditation.

(4) *Withdrawal of Approval.*

(a) Except as provided in §B(4)(b) of this regulation, the Secretary shall withdraw an institution's registration in Maryland if the institution fails to meet the time periods required by §B(3) of this regulation.

(b) The Secretary may, upon conditions that the Secretary deems appropriate, extend for a specified period the time requirements under §B(3) of this regulation.

(5) The provisions of this section apply to a decision by the USDOE, effective on or after July 1, 2016, to withdraw an accrediting agency's recognition.

JAMES D. FIELDER, JR., Ph.D.
Secretary of Higher Education

B. These regulations, *except where explicitly stated otherwise*, do not apply to:

(1) — (8) (text unchanged)

C. — D. (text unchanged)

.15 Catalog and Official Advertising.

A. — H. (text unchanged)

I. Advertising Restriction Applicable to All Organizations.

(1) *General Prohibition.* An organization, other than those listed in §I(2) of this regulation, may not be known or advertised as a school, conservatory, academy, or institute except with the approval of the Secretary pursuant to §I(3) of this regulation. [A] Neither a school, nor any organization other than an institution of higher education, may [not] be known or advertised as a university or college. This does not affect organizations operating in this State as schools, universities, colleges, conservatories, academies, or institutes before June 1, 1947.

(2) *Scope.* This section does not apply to:

(a) An entity that holds a certificate of approval from the Commission; or

(b) An entity that is subject to licensure as an educational or training provider by another agency of the State of Maryland or of the federal government.

(3) *Secretarial Approval for a Non-Private Career School to Advertise as a School.*

(a) The Secretary may grant permission to an organization, upon written application of that organization in a form prescribed by the Secretary, to be known or advertised as a school, conservatory, academy, or institute if, in the Secretary's determination:

(i) The organization qualifies for an exemption under Regulation .03C of this chapter;

(ii) The organization provides a prominent disclaimer in all of its advertising and enrollment materials that the organization is not licensed by the Maryland Higher Education Commission; and

(iii) The organization furnishes or offers to furnish programs, whether or not requiring a payment of tuition or a fee, for the purpose of training, retraining, or upgrading individuals for gainful employment as skilled or semiskilled workers or technicians in recognized occupations or in new and emerging occupations.

(b) The Secretary's denial of permission under §I(3)(a) of this regulation is final.

J. — N. (text unchanged)

JAMES D. FIELDER, JR., Ph.D.
Secretary of Higher Education

**Subtitle 02 ACADEMIC
REGULATIONS**

**13B.02.02 Minimum Requirements for In-State
Degree-Granting Institutions**

Authority: Education Article, §§11-105(u), 11-201, and 11-202, Annotated Code of Maryland

Notice of Proposed Action

[16-312-P]

The Maryland Higher Education Commission proposes to amend Regulation .08 under COMAR 13B.02.02 **Minimum Requirements for In-State Degree-Granting Institutions**. This action was considered by the Maryland Higher Education Commission at a public meeting on October 26, 2016.

Statement of Purpose

The purpose of this action is to add provisions regarding an institution's loss of accreditation by an accrediting agency approved by the U.S. Department of Education.

Comparison to Federal Standards

There is no corresponding federal standard to this proposed action.

Estimate of Economic Impact

The proposed action has no economic impact.

Economic Impact on Small Businesses

The proposed action has minimal or no economic impact on small businesses.

Impact on Individuals with Disabilities

The proposed action has no impact on individuals with disabilities.

Opportunity for Public Comment

Comments may be sent to Mark Blom, Principal Counsel, Maryland Higher Education Commission, 6 North Liberty Street 10th Floor, or call 410-767-3311, or email to mark.blom@maryland.gov. Comments will be accepted through January 9, 2017. A public hearing has not been scheduled.

.08 Maintenance of Authority to Operate.

A.—K. (text unchanged)

L. Accreditation.

(1)—(4) (text unchanged)

(5) The Secretary may [consider an extension of the institutional approval] extend for a specified period [of] the time required for an institution to obtain accreditation under this section.

(6) If an institution's accreditation is terminated, the institution's authority to operate in Maryland shall cease effective the date that accreditation is terminated, unless the institution continues to be accredited by an organization recognized as an accrediting agency by the U.S. Department of Education to grant institutional accreditation.

M. Effect of the removal of recognition of an accrediting agency by the U.S. Department of Education (USDOE).

(1) If an institution ceases to be accredited by an organization recognized as an accrediting agency by the USDOE because the USDOE terminates its recognition of the accrediting agency, the institution shall inform the Commission of its accreditation status in writing within 7 calendar days of the accrediting agency's loss of recognition.

(2) Except as provided in §M(3) of this regulation, if an institution ceases to be accredited by an organization recognized as an accrediting agency by the USDOE because the USDOE terminates its recognition of the accrediting agency, the institution's authority to operate in Maryland shall cease effective the date that the USDOE terminates its recognition of the accrediting agency, unless the institution continues to be accredited by an organization recognized as an accrediting agency by the USDOE to grant institutional accreditation.

(3) If an institution ceases to be accredited by an organization recognized as an accrediting agency by the USDOE because the USDOE terminates its recognition of the accrediting agency, and the institution is not accredited by another organization recognized as an accrediting agency by the USDOE to grant institutional accreditation, the Secretary may grant the institution a temporary approval to operate, and impose terms and conditions as the Secretary deems appropriate, provided that:

(a) Within 60 days of the accreditation agency's loss of recognition or the effective date of this regulation, whichever occurs later, the institution shall apply for accreditation from an organization recognized as an accrediting agency by the USDOE,



Annual Report of the State Authorization Reciprocity Agreement February 9, 2017

Background

On May 12, 2015, Governor Lawrence J. Hogan, Jr., approved the enactment of the Maryland College Education Export Act of 2015 which authorized the state of Maryland to participate in the State Authorization Reciprocity Agreement (SARA). The SARA is an interstate agreement used to establish comparable national standards for interstate offering of postsecondary distance-education courses and programs.

The purpose of the reciprocity agreement is to facilitate ease of access to online programming offered by postsecondary institutions in a state other than the students' state of residence, while maintaining quality of instruction. SARA is overseen by a national council and administered by the four higher educational regional compacts. The four regional compacts include the Midwestern Higher Education Compact (MHEC), the New England Board of Higher Education (NEBHE), the Southern Regional Education Board (SREB) and the Western Interstate Commission for Higher Education (WICHE). These compacts have helped states, and the public and private institutions within the states, work cooperatively to expand access and excellence within their regions¹. Maryland belongs to the Southern Regional Education Board (SREB) and joined SARA via this compact.

On January 1, 2016, the Maryland Higher Education Commission (MHEC) began implementing SARA pursuant to Education Article §§11-205(u), 11-202, and 11-202.2 of the Annotated Code of Maryland and in accordance with Code of Maryland Regulations (COMAR) 13B.02.05. The regulations require that the **Secretary of Higher Education** submit to the Commission an annual report regarding the impact of SARA on the students and institutions of higher education in Maryland. This report shall include information regarding the following

Maryland:

- I. The number of in-state institutions of higher education that have applied for membership in SARA;
- II. The type, fee and membership status of the institutions that have applied for membership in SARA;
- III. The number of institutions approved for membership in SARA;

¹ www.nc-sara.org.

- IV. The number of institutions denied membership in SARA;
- V. The number of institutions admitted to SARA on a provisional basis;
- VI. The number of institutions that have renewed their membership;
- VII. The number of complaints filed and other consumer protection concerns;
- VIII. The number of students enrolled in Maryland institutions through SARA; and
- IX. Fees charged and collected

National:

- I. The number of states that are members of SARA;
- II. The number states that are not in SARA;
- III. The number of institutions registered nationally;
- IV. Provision of enrollment data;
- V. National trends regarding SARA and distance education;
- VI. The number of complaints received; and
- VII. Changes and future developments.

OVERVIEW

The Maryland Higher Education Commission (MHEC) serves as the State Portal Agency for the administration of SARA. The responsibilities of the agency, include reviewing and approving in-state institutions for participation in SARA, providing technical assistance for stakeholders regarding the processes and procedures for the administration of the agreement, ensuring that complaints and consumer protections are readily available for students, updating and maintaining a record of each institution's applications, participating as a member of the National Council for SARA (NC-SARA) steering committee, updating the SARA salesforce portal, and ensuring that institutions remain compliant with the requirements of SARA.

After the January 1, 2016 implementation date, MHEC received its first application from Johns Hopkins University and the institution became a member in February 2016. From January 2016 to January 2017, MHEC received a total of 22 applications for membership in SARA. During this time period, the Secretary of Higher Education approved 20 institutions for membership in SARA.² Membership for each institution lasts one calendar year. Each institution must renew membership on an annual basis by submitting a renewal application and paying the appropriate fees to MHEC and NC-SARA.

The applications are received and reviewed on a rolling basis. MHEC staff must work directly with institutional liaisons to ensure that the proper documentation and information is provided by each institution seeking approval to participate in SARA. During this reporting period, MHEC collected a total of \$90,000 in SARA application fees.

² The 21st school, Cecil College, was approved for membership on February 8, 2017, just outside the time-period captured in this report. One institution has been approved by MHEC for membership in SARA, but has not completed the requirements for membership with NC-SARA.

MARYLAND

- I. The number of in-state institutions of higher education that have applied for membership in SARA: 22

- II. The institutions that have applied, type , fee, and membership status:

| | Institution | Type | Fee | Membership date |
|-----|---|---------|---------|-----------------|
| 1. | Johns Hopkins University | Private | \$6000 | 2/22/2016 |
| 2. | Anne Arundel Community College | Public | \$4000 | 3/31/2016 |
| 3. | Goucher College | Private | \$2000 | 4/5/2016 |
| 4. | Capitol Technology University | Private | \$2000 | 4/8/2016 |
| 5. | Notre Dame of Maryland University | Private | \$2000 | 4/21/2016 |
| 6. | Towson University | Public | \$6000 | 4/27/2016 |
| 7. | Stevenson University | Private | \$4000 | 5/2/2016 |
| 8. | McDaniel College | Private | \$2000 | 5/9/2016 |
| 9. | University of Maryland Baltimore | Public | \$4000 | 5/10/2016 |
| 10. | Loyola University of Maryland | Private | \$4000 | 5/31/2016 |
| 11. | University of Maryland University College | Public | \$6000 | 6/7/2016 |
| 12. | Salisbury University | Public | \$4000 | 6/17/2016 |
| 13. | University of Baltimore | Public | \$4000 | 6/21/2016 |
| 14. | Howard County Community College | Public | \$4000 | 7/7/2016 |
| 15. | Frostburg University | Public | \$4000 | 8/4/2016 |
| 16. | University of Maryland Eastern Shore | Public | \$4000 | 8/16/2016. |
| 17. | University of Maryland College Park | Public | \$6000 | 8/22/2016 |
| 18. | Washington Adventist University | Private | \$2000 | 8/22/2016 |
| 19. | University of Maryland Baltimore County | Public | \$6,000 | 1/24/2017 |
| 20. | Harford Community College | Public | \$4,000 | 1/17/2017 |
| 21. | Cecil College | Public | \$4,000 | *2/8/2017 |
| 22. | Montgomery College | Public | \$6,000 | SPA approved |

| | | | | |
|--|--|--|--|-----------------|
| | | | | since 1/26/2017 |
|--|--|--|--|-----------------|

III. **The number of in-institutions approved for membership in NC-SARA³:** 21

IV. **The number of institutions denied membership:** 0

V. **The number of institutions admitted to SARA on a provisional basis:** 0

The NC-SARA allows the state, at its discretion, to approve an institution for initial or renewal participation in SARA on a provisional basis. Institutions that might meet this standard could have issues in areas, such as probationary status with a national accreditor or financial management concerns. An institution may only remain in SARA on a provisional status for one (1) year. The state may institute additional measures for oversight of institutions admitted on a provisional basis⁴.

VI. **The number of institutions that have renewed their membership:**

8 institutions are in the process of completing the annual renewal process. The institutions are provided with a 90-day window to complete this process. Each institution must submit an application with the appropriate supporting documentation and affirm their ability to comply with the policies and standards required by NC-SARA. Additionally, the institutions must pay a fee to MHEC and the NC-SARA in accordance with the aforementioned fee schedule. The institutions currently in the renewal phase include:

- Johns Hopkins University⁵;
- Anne Arundel Community College;
- Goucher College;
- Capitol Technology University;
- Notre Dame of Maryland University;
- Towson University;
- Stevenson University; and
- McDaniel College.

³ This number reflects approved in-state institutions as of the date of the report.

⁴ The [SARA Policy and Operations Manual](#), Section 3. Institutions and Participation.

⁵ On February 9, 2017, JHU was approved for renewal by the NC-SARA.

VII. The number of complaints filed and other consumer protection concerns:

0 complaints have been filed with MHEC against Maryland institutions regarding allegations of violations of SARA policies and standards. Each state portal agency is required to investigate and resolve allegations of dishonest or fraudulent activity by a provider, including the provision of false or misleading information⁶. The MHEC is responsible for resolving complaints that are not resolved at the institutional level. Upon applying for membership in SARA, each institution must agree that they will work with the portal agency to resolve complaints and abide with the resolutions rendered by the state authority.

VIII. The number of students enrolled in Maryland institutions through SARA⁷:

During the first reporting period, the 2015-2016 academic year, the data reflects that a total of 2,297 students were enrolled in Maryland institutions through SARA. The institutions that provided enrollment data include Johns Hopkins University, Stevenson University, Anne Arundel Community College, and Goucher College.

IX. Fees:

Each institution applying for initial membership in SARA must pay an application fee to the state and to the NC-SARA. The fees are based on the institutions total full-time equivalent (FTE) enrollment as submitted to IPEDS in the fall of each academic year⁸. The fees are due on an annual basis with the initial or renewal application. Currently, MHEC follows the same fee structure as the NC-SARA. The NC-SARA and Maryland state fees are determined as follows:

- \$2,000 for institutions with less than 2,500 FTE students
- \$4,000 for institutions with 2,500-9,999 FTE students
- \$6,000 for institutions with 10,000 or more FTE students

⁶ See the [SARA Policy and Operations Manual](#), Section 4. Consumer Protection and the Code of Maryland Regulations (COMAR) [13B.02.05.07.](#)

⁷ At the time that the enrollment data was collected, only 6 Maryland institutions were members in SARA. 4 of those institutions became members of SARA in April 2016. The Maryland institutions that reported enrollment data to the NC-SARA for the 2015-2016 academic year provided that data in May 2016.

⁸ Institutions that do not report to IPEDS should use the FTE count from the previous year per the [SARA Policy and Operations Manual](#), Section 3. Institutions and Participation.

NATIONAL

I. **The number of states that are members of SARA:**

47 and the District of Columbia

II. **The number states that are not in SARA**⁹: 3

III. **The total number of institutions participating in SARA**¹⁰: 1,368

IV. **Collection of enrollment data:**

The NC-SARA requires each institution participating in the agreement to report enrollment data on an annual basis. The report must include the number of students enrolled in the institution via distance education delivered outside the home state of the institution, disaggregated by state, territory, or district in which the students reside¹¹. The data shall be reported to NC-SARA one month following the due date for institutions to make their fall enrollment reports to the federal government's IPEDS¹². The data provided by other states indicates that 23,203 Maryland residents are enrolled in fully online programs administered by out-of-state institutions via SARA, as outlined below.¹³

⁹ As of the date of this report, California, Florida, and Massachusetts are not participating in SARA. Institutions in these states are required to complete the state authorization procedures required by each state that wish to administer fully online programs.

¹⁰ This number reflects the institutions belonging to SARA as of February 8, 2017. This data was provided by NC-SARA staff.

¹¹ See the [SARA Policy and Operations Manual](#), Section 6. Data Submission Requirements.

¹² Ibid.

¹³ Data reflecting the number of Maryland residents that attend each specific institution can be found on the [NC-SARA website](http://www.nc-sara.org/content/enrollment-reports) at <http://www.nc-sara.org/content/enrollment-reports>.

**ENROLLMENT OF MARYLAND STUDENTS AT OUT OF STATE NC-SARA
APPROVED INSTITUTIONS FOR THE 2015-2016 ACADEMIC YEAR**

| STATE | # of STUDENTS | # of INSTITUTIONS |
|---------------|----------------------|--------------------------|
| Alabama | 540 | 5 |
| Alaska | 0 | 0 |
| Arizona | 5,865 | 9 |
| Arkansas | 12 | 1 |
| Colorado | 1,272 | 18 |
| Georgia | 101 | 4 |
| Idaho | 15 | 1 |
| Illinois | 334 | 6 |
| Indiana | 191 | 5 |
| Iowa | 1,542 | 1 |
| Kansas | 332 | 7 |
| Louisiana | 0 | 0 |
| Maine | 103 | 2 |
| Michigan | 142 | 5 |
| Minnesota | 3,956 | 5 |
| Mississippi | 0 | 0 |
| Missouri | 297 | 8 |
| Montana | 0 | 0 |
| Nebraska | 133 | 2 |
| Nevada | 0 | 0 |
| New Hampshire | 880 | 1 |
| New Mexico | 41 | 3 |
| North Dakota | 40 | 2 |
| Ohio | 280 | 9 |
| Oklahoma | 32 | 2 |
| Oregon | 288 | 4 |
| Rhode Island | 22 | 1 |
| South Dakota | 25 | 2 |
| Tennessee | 25 | 2 |
| Texas | 160 | 6 |
| Vermont | 82 | 2 |
| Virginia | 2,460 | 13 |
| Washington | 26 | 2 |
| West Virginia | 4,007 | 6 |
| Wyoming | 0 | 0 |
| TOTAL | 23,203 | 134 |

V. **Complaint procedures and consumer protection for institutions participating in SARA:**

Complaint data is collected from each state on a quarterly basis throughout the academic year. The data collected tracks information, including the number of complaints that have been:

- Appealed to the Portal Agency;
- Filed by Out-Of-State Distance Ed Enrollments;
- Resolved in Favor of the Student;
- Resolved in Favor of Institution;
- Resolved through Negotiated Resolutions; and
- Under Consideration.

REPORTED STUDENT COMPLAINTS FOR MEMBER INSTITUTIONS BY STATE FOR THE 2015-2016 ACADEMIC YEAR

| STATE | # of STUDENT COMPLAINTS |
|-------------|-------------------------|
| Alabama | 0 |
| Alaska | 0 |
| Arizona | 0 |
| Arkansas | 0 |
| Colorado | 5 |
| Delaware | 0 |
| D.C. | 0 |
| Georgia | 0 |
| Hawaii | 0 |
| Idaho | 0 |
| Illinois | 0 |
| Indiana | 0 |
| Iowa | 0 |
| Kansas | 0 |
| Kentucky | 0 |
| Louisiana | 0 |
| Maine | 0 |
| Maryland | 0 |
| Michigan | 0 |
| Minnesota | 25 |
| Mississippi | 0 |
| Missouri | 0 |
| Montana | 0 |

| | |
|----------------|-----------|
| Nebraska | 0 |
| Nevada | 0 |
| New Hampshire | 7 |
| New Mexico | 41 |
| New York | 0 |
| North Carolina | 0 |
| North Dakota | 0 |
| Ohio | 0 |
| Oklahoma | 0 |
| Oregon | 0 |
| Pennsylvania | 0 |
| Rhode Island | 1 |
| South Carolina | 0 |
| South Dakota | 0 |
| Tennessee | 0 |
| Texas | 0 |
| Utah | 0 |
| Vermont | 0 |
| Virginia | 4 |
| Washington | 0 |
| West Virginia | 3 |
| Wisconsin | 0 |
| Wyoming | 0 |
| TOTAL | 86 |

VI. National trends regarding SARA and distance education:

The expansion of SARA occurred at a much faster pace than expected by the NC-SARA. The purpose of the agreement is to expand access to educational offerings; provide additional consumer protections for students participating in distance education by providing accountability and a better resolution of complaints for students in SARA states; reduce rapidly growing institutional cost that is in one way or another passed along to students; and enhance the overall quality of distance education. Distance education continues to grow throughout the world creating a need for additional regulations and oversight, additional online resources, innovative methods of pedagogy, and changes in costs and access¹⁴.

¹⁴*Four Evolving Trends that May Shape the Future of Distance Education*, <https://evollution.com/opinions/evolving-trends-shape-future-distance-education>.

VII. Changes and future developments:

The NC-SARA hopes to have 100% participation of all 50 states in SARA as well as the District of Columbia and other American territories. The development of policies and standards is an ongoing process that is prompted by the needs of students and other stakeholders in the agreement. Currently, the organization is working to ensure that Federal regulations continue to support the implementation of the reciprocity agreement.

CONCLUSION

To date, 47 states and the District of Columbia have joined SARA. There are currently over 1,000 individual colleges and universities that participate in SARA. Since joining NC-SARA, MHEC has approved 22 Maryland institutions for membership in SARA. As previously discussed, Maryland's SARA application was approved by SREB in November 2015, and MHEC began implementing the agreement on January 1, 2016. The Online Education Analyst coordinates SARA and non-SARA online education activities.



MHEC
Creating a state of achievement

Larry J. Hogan, Jr.
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

James D. Fielder, Jr., Ph.D.
Secretary

MEMORANDUM

DATE: February 1, 2017

TO: Maryland Higher Education Commission

FROM: Dr. Michael Kiphart,
Director of Academic Affairs

STAFF: Ms. Monica Wheatley
Ms. Sheila Coleman

SUBJECT: Report on Programs Reviewed from October 1, 2016 to December 31, 2016

During the current reporting period, the Secretary of Higher Education acted on a total of academic program proposals requiring review under Code of Maryland Regulations (COMAR) 13B.02.01 and COMAR 13B.02.03, and they are outlined immediately below.

| | | |
|--|------------|---|
| Degree Programs: | 5 | at independent colleges and universities |
| | 4 | at public four-year colleges and universities |
| | 1 | at public community colleges |
| Certificate Programs: | 3 | at independent colleges and universities |
| | 2 | at public four-year colleges and universities |
| | 1 | at public community colleges |
| Area of Concentration: | 0 | at independent colleges and universities |
| | 1 | at public four-year colleges and universities |
| | 18 | at public community colleges |
| Out-of-State Institutions: | 9 | new programs |
| | 25 | renewal programs |
| Proposals Withdrawn: | 6 | proposals withdrawn |
| Programs Denied: | 0 | at out-of-state institutions |
| Proposals Discontinued/Suspended: | 7 | at independent year colleges and universities |
| | 2 | at public year colleges and universities |
| | 9 | at public community colleges |
| Partnerships: | 1 | new partnership agreement |
| | <u>8</u> | closed partnership agreement |
| Total Program Proposal Actions: | 102 | |

In accordance with COMAR 13B.02.05 'State Authorization Reciprocity Agreement – SARA', the Commission did not approve any in-state institutions to participate in the agreement in this quarter. Additionally, in accordance with COMAR 13B.05.01 'online registration', the Commission registered 7 out-of-state institutions to offer 191 programs to Maryland residents.



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Secretary

I. PROGRAMS THAT RECEIVED OBJECTIONS

- During this reporting period the Commission received 2 objections to 2 programs from two in-state institutions.
- The 2 institutions that received objections were in-state institutions.
- The Secretary approved both programs.

Code of Maryland Regulations (COMAR) 13B.02.03.27B requires the Commission to circulate program proposals for thirty days for comment or objections from in-state institutions.

The Secretary or an institution may file an objection to implementation of a proposed program if the objection is based on:

- (a) Inconsistency of the proposed program with the institution's approved mission;
- (b) Not meeting a regional or Statewide need consistent with the State Plan;
- (c) Unreasonable program duplication which would cause demonstrable harm to another institution; or
- (d) Violation of the State's equal educational opportunity obligations under State and federal law.

What follows is a report on all objections the Commission has received to programs submitted for review, upon which the Secretary has issued a decision between October 1, 2016 to December 31, 2016. This report also identifies the Secretary's decision and its rationale.

| Proposing Institution | Program proposed | Objecting institution(s) | Objection rationale | Outcome | Date of Secretary's decision | Rationale for decision |
|-----------------------------------|---|--------------------------------------|---|--------------------------|------------------------------|--|
| Notre Dame of Maryland University | Bachelor of Arts (B.A.) in Leadership in Hospitality and Event Management | University of Maryland Eastern Shore | Unreasonable program duplication which would cause demonstrable harm to another institution | Approved with conditions | 11/1/2016 | Proposal not found to be unreasonably duplicative. NDMU will establish partnerships with Morgan and UMES to share resources, facilities, and explore accelerated Baccalaureate to Master's degree programs. |
| Howard Community College | Lower Division Certificate (L.D.C.) in Diagnostic Medical Sonography Vascular | Montgomery College | Unreasonable program duplication which would cause demonstrable harm to another institution | Approved | 12/9/2016 | Proposal not found unreasonably duplicative. Montgomery College cited the potential negative impact on their ability to secure clinical site placements. Howard Community College's program is for currently certified sonographers who will likely complete their clinicals with their current employers. |

II. DEGREE PROGRAMS APPROVED/RECOMMENDED

Independent Four Year Colleges and Universities

Mount St. Mary's University

Bachelor of Science in Cybersecurity (Recommended 10/12/2016)

The Bachelor of Science (B.S.) in Cybersecurity will prepare students for entry level professional practice in cybersecurity in a variety of areas including securing networks and devices, programming, cryptography, information security, software design, and network operations. The program will provide students with practical coursework in network administration, Windows and UNIX operating systems and other Cybersecurity focused courses. Graduates will be able to analyze, defend and design computer systems; have an understanding of legal and ethical issues in cybersecurity; and effectively communicate technical ideas to diverse audiences.

Bachelor of Arts in Philosophy, Politics & Economics (Recommended 10/12/2016)

The Bachelor of Arts (B.A.) in Philosophy, Politics & Economics is an interdisciplinary program which supports research and teaching in the humanities and the social sciences. Students will work with faculty to ensure cross-disciplinary assimilation is met as they will be offered disciplinary perspectives in each course, but link those perspectives to each of the three disciplines in the major.

Notre Dame of Maryland University

Bachelor of Arts Leadership in Hospitality & Event Management (Recommended 11/1/2016)

The Bachelor of Arts (B.A.) in Leadership in Hospitality & Event Management stresses a focus on women as leaders, the importance of a solid foundation in the liberal arts, a deep core of Hospitality courses, and a complementary sequence of leadership offerings. The field of hospitality and event management has evolved slowly to include women and diverse populations in its upper management level. This is a multidisciplinary program that will prepare graduates to direct food, beverage, merchandising, service, and vendor activities and relations; apply industry standards for planning, implementing, evaluating and managing conventions, trade shows, exhibitions and conferences; conduct essential functions of lodging, food services and event management; synthesize the inter-relationship among political/legal, economic, social and environmental factors and hospitality operations; employ effective communication skills; comply with laws affecting the hospitality industry; evaluate operating results and apply the results in decision-making; demonstrate professional behavior and competencies in customer service and employee relations; negotiate sponsorship and, licensing agreements; use financial management skills in budgeting; profit margins, cost of goods sold and inventory; promote and market events through public relations and social media; and Lead in all aspects of the position, and model leadership skills for others within the organization.

Bachelor of Science in Nursing (RN to BSN) (Recommended 11/29/2016)

The Bachelor of Science in Nursing (RN to BSN) is the oldest and largest program in the School of Nursing at NDMU. The program is designed to meet the needs of adult

learners with an experiential base in nursing and to provide a holistic health orientation to advance student competencies in traditional practice settings. Through partnerships with 14 hospitals throughout Maryland, the current program at NDMU provides on-site, face- to- face courses to professional nurses after working hours at partner hospitals. The program uses a cohort model and full-time students can complete the RN to BSN program in as little as 16 months.

Washington College

Bachelor of Arts in Communication & Media Studies (Recommended 11/22/2016)

The Bachelor of Arts in Communication & Media Studies builds upon a foundation of communication theory and draws from multiple disciplines to introduce students to a wide range of communication and media studies topics, and the quantitative, qualitative, and interpretive skills necessary to engage in original research. The curricular design offers a clear disciplinary gateway into the major and then branches out into one of three different course concentrations reflecting the scope of the discipline. The study of communicative practices and media technologies raises the kinds of questions that push liberally educated people to interrogate their own knowledge, question accepted wisdom, and develop deeper analytical insight. The major in Communication & Media Studies will contribute to the intellectual emancipation of its majors by focusing primarily on the values of liberal learning; analytical thought, clear communication, aesthetic insight, ethical sensitivity, and civic responsibility.

Public Four-Year Colleges and Universities

University of Maryland, Baltimore

Master of Public Health (Approved 10/24/2016)

The Master of Public Health with areas of concentration (AOCs) in Community and Population Health, Epidemiology, and Global Health at the University of Maryland Baltimore was MHEC-approved in 2004 as a result of a growing need for well-trained public health professionals. The program is a professional degree that is administratively based in the Department of Epidemiology and Public Health within the School of Medicine. The 42-credit hour program is accredited through December 2021 by the Council on Education for Public Health (CEPH). It enjoys a strong research environment with outstanding university resources. Being part of a unique campus environment has made it possible for broad-based interdisciplinary scholarship, research, practice, leadership and policy to be afforded students. The MPH Program has collaborated with the UMB professional schools to offer six dual-degrees: DDS/MPH, JD/MPH, MD/MPH, MS (Nursing)/MPH, PharmD/MPH and MSW/MPH making this the only public institution in the state to offer such a unique opportunity. To meet student interest and faculty strengths, the MPH Program has re-aligned the concentrations that it offers to be formally acknowledged.

Master of Science in Cybersecurity Law Online (Approved 11/14/2016)

The Master of Science (M.S.) in Cybersecurity Law Online is designed for experienced, non-lawyer professionals who desire to enhance their careers by developing an understanding of and a competency in the law. It will provide will students with an ability to understand the legal context for effectuating policy and program development,

to recognize rules, statutes, and regulations that may apply when legal issues emerge, and to be more sophisticated directors and consumer legal services. This program has not been designed to and will not permit graduates to practice law or otherwise undertake the legal representations of others. Graduates of the program will have the ability to recognize and understand the legal regimes and structures that regulate or otherwise affect their professional roles, including the complementary and sometimes conflicting rules of federal, state, and local law as well as the allocation of jurisdiction among federal and state courts and administrative agencies.

Master of Science in Homeland Security and Crisis Management Law
(Approved 11/4/2016)

The Master of Science (M.S.) in Homeland Security and Crisis Management Law is designed for experienced, non-lawyer professionals who desire to enhance their careers by developing an understanding of and a competency in the law. It will provide will students with an ability to understand the legal context for effectuating policy and program development, to recognize rules, statutes, and regulations that may apply when legal issues emerge, and to be more sophisticated directors and consumer legal services. This program has not been designed to and will not permit graduates to practice law or otherwise undertake the legal representations of others. Foundational courses include a course in public law focusing on constitutional law and procedure as well as on key areas in administrative law, ethics and dispute resolution. Graduates of the program will have the ability to recognize and understand the legal regimes and structures that regulate or otherwise affect their professional roles, including the complementary and sometimes conflicting rules of federal, state, and local law as well as the allocation of jurisdiction among federal and state courts and administrative agencies.

University of Maryland, Eastern Shore

Bachelor of Science in Hospitality & Tourism Management (Approved 12/21/2016)

The mission of the Hospitality & Tourism Management program at the University of Maryland Eastern Shore it to prepare entry level hospitality management professionals with essential skills for long term hospitality career success and industry leadership. It also fosters research and service of direct application and benefit to the State of Maryland and the global hospitality industry. Students who complete the program will exhibit the following six career success profiles: (1) hospitality attitude, (2) marketing mindedness, (3) quantitative competence, (4) technology fluency, (5) relevant work experience, and (6) international/multicultural sensitivity.

Community Colleges

Carroll Community College

Associate of Applied Science in Entertainment Technology (Approved 10/6/2016)

The Associate of Applied Science (A.A.S.) in Entertainment Technology offers a pathway for Entertainment Technology Specialists to meet industry demand. The cooperative education format will foster community partnerships and meet industry needs by developing advanced-skilled specialists for this field. The program partners with local businesses and organizations to offer on-the-job training and potentially post-graduate

employment. Students will train in the application of electrical, lighting, and acoustical theories and designs. The program will be led by faculty with substantial industry experience, who have served numerous organizations within the mid-Atlantic region.

III. CERTIFICATE PROGRAMS APPROVED/RECOMMENDED

Independent Four-Year Colleges and Universities

Brightwood College – Towson

Lower Division Certificate in Pharmacy Technician (Recommended 10/18/2016)

The Lower Division Certificate (L.D.C.) in Pharmacy Technician will provide students with the knowledge, technical skills, and work habits required to pursue an entry level position in the pharmacy technician field or related area. The program concentrates on helping students acquire knowledge and develop skills in transcribing physician's orders and hospital charts; selecting drug products; preparing medications for dispensing, labeling, and authorizing refills; computer data entry for patient profile maintenance, procedures for acquiring all necessary information; and preparing unit dose medications, IV admixtures and sterile irrigations.

McDaniel College

Post-Baccalaureate Certificate in Administrator I (Recommended 11/4/2016)

The Post-Baccalaureate Certificate (P.B.C.) in Administrator I Certificate course sequence allows individuals currently holding a master's degree from an accredited institution to earn the course work required to meet Maryland State Department of Education (MSDE) and Pennsylvania Department of Education (PDE) eligibility for Administrator I Certification without completing a second master's degree. Upon successful completion of the sequence, you will have met the Maryland requirements for the Administrator I Certificate. The MSDE certification will qualify you to be assigned as a Supervisor in Instruction/Assistant Principal in Maryland or, a Principal in Pennsylvania.

Mount St. Mary's University

Post-Baccalaureate Certificate in Forensic Accounting and Fraud Investigation (Recommended 10/12/2016)

The proposed Post-Baccalaureate Certificate in Forensic Accounting and Fraud Investigation program is designed to train students in the following content areas:

- *Criminology, specifically oriented to the nature, dynamics, and scope of fraud and financial crimes; the legal environment; and ethical issues.*
- *Fraud prevention, deterrence, detection, investigation, and remediation*
 - a. *Asset misappropriation, corruption, and false representations;*
 - b. *Financial statement fraud; and*
 - c. *Fraud and forensic accounting in the digital environment.*
- *Forensics and litigation advisory services, including research and analysis, valuation of losses and damages, dispute investigation, and conflict resolution (including arbitration and mediation).*

Public Four-Year Colleges and Universities

Salisbury University

Post-Master Certificate in Educational Leadership (Approved 12/22/2016)

The proposed post-master certificate program has been developed for individuals who have already received a master's degree and are seeking certification as a school administrator. The certificate will draw from the Master of Education in Educational Leadership program, which is a professional degree designed to prepare educational leaders for tomorrow's schools. The curriculum emphasizes both theory and practice in the preparation of administrators and supervisors. The Educational Leadership Program is a Maryland State Department of Education approved program leading to the Administrator I Certificate.

Certificate of Advance Study in Educational Leadership (Approved 12/22/2016)

The proposed certificate of advanced study program has been developed for individuals who have already received a master's degree and are seeking certification as a school administrator. The certificate will draw from the Master of Education in Educational Leadership program, which is a professional degree designed to prepare educational leaders for tomorrow's schools. The curriculum emphasizes both theory and practice in the preparation of administrators and supervisors. The Educational Leadership Program is an NCATE and Maryland State Department of Education – approved program leading to the Administrator I Certificate.

Community Colleges

Howard Community College

Lower Division Certificate in Diagnostic Medical Sonography Vascular (Approved 12/9/2016)

The Diagnostic Medical Sonography Vascular certificate program is designed for students who are currently registered sonographers who desire to gain an additional skill set in vascular sonography. Students must be nationally credentialed diagnostic medical sonographers in a specialty other than vascular sonography when they apply to the program. The program will prepare students to meet the theoretical, technical, and clinical responsibilities associated with the vascular sonography field. To be eligible for this certificate, a student must be assigned either by an employer or by the Diagnostic Medical Sonography clinical coordinator to a vascular ultrasound setting. The clinical environment provides ample observation and practice in a setting that allows the student to interact with other health professions to ensure quality diagnostic ultrasound imaging.

IV. AREA OF CONCENTRATION

Public Four-Year Colleges and Universities

St. Mary's College of Maryland

Area of Concentration in Archaeology (Approved 11/7/2016)

The area of concentration will formalize a list of courses that are currently being offered as part of the Anthropology degree. Currently, archaeology, one of the four subfields of anthropology, is an important component of the anthropology major at SMCM, and a number of courses focused on archaeology are regularly taught as part of the curriculum. Of the thirty course offerings in the major, fourteen have an explicitly archaeological or material culture emphasis. Archaeology, which at SMCM includes the study of material culture in its broadest sense, is an inherently interdisciplinary endeavor that emphasizes material literacy. Majors use archaeology to explore, analyze, and interpret the material world humans have used to construct their social and cultural realities. The creation of a concentration not only prepares students for success in archaeology careers, it provides majors and other students with skills for engagement with a global material world.

Community Colleges

Alleghany College of Maryland

Area of Concentration in Hotel & Restaurant Management (Approved 10/18/2016)

The mission of Allegany College of Maryland is a lifelong learning community dedicated to excellence in education and responsive in changing needs of the community we serve. Our focus is the preparation of individuals in mind, body, and spirit for lives of fulfillment, leadership, and service in a diverse and global society. We are committed to engaging students in rich and challenging learning opportunities within a small college atmosphere that is known for its personal touch. The Hotel and Restaurant Management curriculum is a comprehensive one that combines both job skills training with a basic general education foundation. The hospitality industry is a growth industry nationwide. Western Maryland is undergoing development as a tourism area and new service businesses are being established. Offering an AAS in Hotel and Restaurant Management will allow the college to contribute to the workforce by supplying skilled graduates to be employees in businesses that provide lodging, recreation and/or food service. This is one of a total of two areas of concentration we propose to continue. Students are advised to check the requirements of the institution to which they will transfer.

Area of Concentration in Professional Golf Management (Approved 10/18/2016)

The mission of Allegany College of Maryland is a lifelong learning community dedicated to excellence in education and responsive in changing needs of the community we serve. Our focus is the preparation of individuals in mind, body, and spirit for lives of fulfillment, leadership, and service in a diverse and global society. We are committed to engaging students in rich and challenging learning opportunities within a small college atmosphere that is known for its personal touch. The Professional Golf Management curriculum is a comprehensive one that combines both job skills training with a basic general education foundation. The golf industry's economic impact has been reported as

being nearly \$70 billion per year. Western Maryland is undergoing development as a tourism area with approximately 350 golf courses located within a 100 mile radius of Cumberland. The golf economy beings with the golf facilities, themselves, and with other core industries that produce goods and services used to operate facilities and to play the game. Offering an AAS in Professional Golf Management will allow the college to contribute to the workforce by supplying skilled graduates to be employees in the growing golf industry. Students are advised to check the requirements of the institution to which they will transfer.

Cecil College

Area of Concentration in Communications (Approved 11/18/2016)

The area of concentration supports the College's strategic goals to develop workforce programs that meet the needs of the community. Communication specialists create and maintain a favorable public image for the organization they represents and design media releases to shape public perception. Students are advised to check the requirements of the institution to which they will transfer.

Area of Concentration in Graphic Design & Multimedia (Approved 11/18/2016)

The area of concentration supports the College's strategic goals to develop workforce programs that meet the needs of the community. Graphic designers create visual concepts using computer software or by hand to communicate ideas that captivate consumers. Graphic designers work in design services, publishing, advertising, public relations, and related services industries. Students are advised to check the requirements of the institution to which they will transfer.

Area of Concentration in Photography (Approved 11/18/2016)

The area of concentration supports the College's strategic goals to develop workforce programs that meet the needs of the community. Photographers use their technical expertise, creativity, and composition skills to produce and preserve images in careers such as portrait photographers, photojournalists, and industrial and scientific photographers. Students are advised to check the requirements of the institution to which they will transfer.

Area of Concentration in Video Production (Approved 11/18/2016)

The area of concentration supports the College's strategic goals to develop workforce programs that meet the needs of the community. Video production includes employment in broadcast and sound engineering for radio, television, concerts, sound recordings and movies. Employment can also include work in hotel, arenas, offices, and schools. Students are advised to check the requirements of the institution to which they will transfer.

Area of Concentration in Web Design and Multimedia (Approved 11/22/2016)

The area of concentration supports the College's strategic goals to develop workforce programs that meet the needs of the community. Web design and multimedia workers design and create websites. They are also responsible for the site's technical aspects, such as performance and capacity, and may create content for the site. Students are advised to check the requirements of the institution to which they will transfer.

Frederick Community College

Area of Concentration in Television Production (Approved 10/20/2016)

The Television Production Concentration is designed for students interested in broadcast and non-broadcast television production. The Television Production concentration enables students to explore and develop an area of concentration which will lead to an Associate in Arts degree or transfer to a four-year college program. This is central to the institution's mission of preparing an increasingly diverse student body to complete their goals of workforce preparation, transfer, career development and personal enrichment with quality, innovative lifelong learning. Students are advised to check the requirements of the institution to which they will transfer.

Howard Community College

Area of Concentration in Liberal Arts (Approved 10/20/2016)

Howard Community College's mission is "Providing Pathways to Success." A major Strategic Goal is "Student success, completion, and lifelong learning." The primary function of the Liberal Arts AOC is to prepare students for transfer to a four-year college/university with the knowledge and skills needed to pursue a degree in Liberal Arts. Degrees in Liberal Arts contribute to creativity and technical innovation for the state to compete globally in existing and emerging industries, and support the state's knowledge-based economy. This curriculum is designed for those students who want to study pre-law, journalism, humanities, interdisciplinary studies, English, sociology, economics, and other similar disciplines at a four-year school. Students are advised to check the requirements of the institution to which they will transfer.

Area of Concentration in Philosophy & Religious Studies (Approved 10/26/2016)

Howard Community College's mission is "Providing Pathways to Success." A major Strategic Goal is "Student success, completion, and lifelong learning." The primary function of the Philosophy and Religious Studies AOC is to prepare students for transfer to a four-year college/university with the knowledge and skills needed to pursue a degree in Philosophy and Religious Studies. Degrees in Philosophy and Religious Studies contribute to creativity and technical innovation for the state to compete globally in existing and emerging industries, and support the state's knowledge-based economy. This area of concentration focuses on the capacity to analyze complex arguments and think critically and will prepare students for careers in law, international business, international relations, and other fields that require a broad understanding of divergent worldviews and cultures with which they interact. Students are advised to check the requirements of the institution to which they will transfer.

Area of Concentration in Asian Studies (Approved 10/20/2016)

Howard Community College's mission is "Providing Pathways to Success." A major Strategic Goal is "Student success, completion, and lifelong learning." The primary function of the Asian Studies AOC is to prepare students for transfer to a four-year college/university with the knowledge and skills needed to pursue a degree in Asian Studies. Degrees in Asian Studies contribute to creativity and technical innovation for the state to compete globally in existing and emerging industries, and support the state's knowledge-based economy. This curriculum is designed for those students who want to use an interdisciplinary approach in the pursuit of knowledge. The main goal of the Asian Studies area of concentration is to broaden understanding – to prepare students

who want to pursue further education involving Asia and, more broadly, for work and like in an increasingly global economy. Students are advised to check the requirements of the institution to which they will transfer.

Area of Concentration in Film Studies (Approved 10/20/2016)

Howard Community College's mission is "Providing Pathways to Success." A major Strategic Goal is "Student success, completion, and lifelong learning." The primary function of the Film Studies AOC is to prepare students for transfer to a four-year college/university with the knowledge and skills needed to pursue a degree in Film Studies. Degrees in Film Studies contribute to creativity and technical innovation for the state to compete globally in existing and emerging industries, and support the state's knowledge-based economy. The Film Studies area of concentration focuses on the history, development, theory, and criticism of the film/video arts, as well as the basic principles of film making and film production. This area of concentration examines the aesthetics and production of film and is designed to enable students to understand the history of film and media and to think and write critically about film and electronic media. Students are advised to check the requirements of the institution to which they will transfer.

Area of Concentration in Dance Performance (Approved 10/20/2016)

Howard Community College's mission is "Providing Pathways to Success." A major Strategic Goal is "Student success, completion, and lifelong learning." The primary function of the Dance Performance AOC is to prepare students for transfer to a four-year college/university with the knowledge and skills needed to pursue a degree in Dance Performance. Degrees in Dance Performance contribute to creativity and technical innovation for the state to compete globally in existing and emerging industries, and support the state's knowledge-based economy. Based on a central core of physical practice, creative process, and dance theory, the program requirements will provide a working knowledge of all aspects of dance performance, collaborative skills, critical analysis, historical knowledge, exposure to aesthetic and cultural diversity, and the development of individual creativity. Students are advised to check the requirements of the institution to which they will transfer.

Area of Concentration in Music (Approved 10/21/2016)

Howard Community College's mission is "Providing Pathways to Success." A major Strategic Goal is "Student success, completion, and lifelong learning." The primary function of the Music AOC is to prepare students for transfer to a four-year college/university with the knowledge and skills needed to pursue a degree in Music. Degrees in Music contribute to creativity and technical innovation for the state to compete globally in existing and emerging industries, and support the state's knowledge-based economy. The goal of the music area of concentration is to produce well-rounded musicians with demonstrable excellence in core musical knowledge, solo performance, and collaborative musicianship. Students are advised to check the requirements of the institution to which they will transfer.

Area of Concentration in Graphic & Interactive Design (Approved 10/21/2016)

Howard Community College's mission is "Providing Pathways to Success." A major Strategic Goal is "Student success, completion, and lifelong learning." The primary function of the Graphic and Interactive Design AOC is to prepare students for transfer to a four-year college/university with the knowledge and skills needed to pursue a degree in

Graphic and Interactive Design. Degrees in Graphic and Interactive Design contribute to creativity and technical innovation for the state to compete globally in existing and emerging industries, and support the state's knowledge-based economy. The main emphasis in the graphic and interactive design area of concentration is the development of foundational principles, conceptual abilities, and technical skills demonstrated in a student's transfer portfolio in art or graphic design, web design, multimedia design, or interface design. Students are advised to check the requirements of the institution to which they will transfer.

Area of Concentration in Gaming & Simulation Design (Approved 10/20/2016)

Howard Community College's mission is "Providing Pathways to Success." A major Strategic Goal is "Student success, completion, and lifelong learning." The primary function of the Gaming and Simulation Design AOC is to prepare students for transfer to a four-year college/university with the knowledge and skills needed to pursue a degree in Gaming and Simulation Design. Degrees in Gaming and Simulation Design contribute to creativity and technical innovation for the state to compete globally in existing and emerging industries, and support the state's knowledge-based economy. The main emphasis in the Gaming and Simulation Design area of concentration is the development of fundamental principles, conceptual abilities, and technical skills in visual art, game and simulation design and production, demonstrated in a student's transfer portfolio. Students are advised to check the requirements of the institution to which they will transfer.

Area of Concentration in Art (Approved 10/20/2016)

Howard Community College's mission is "Providing Pathways to Success." A major Strategic Goal is "Student success, completion, and lifelong learning." The primary function of the Art AOC is to prepare students for transfer to a four-year college/university with the knowledge and skills needed to pursue a degree in Art. Degrees in Art contribute to creativity and technical innovation for the state to compete globally in existing and emerging industries, and support the state's knowledge-based economy. The main emphasis in this area of concentration is the development of fundamental principles, conceptual abilities, and technical skills demonstrated in a student's transfer portfolio. Students are advised to check the requirements of the institution to which they will transfer.

Area of Concentration in Communication Studies (Approved 10/20/2016)

Howard Community College's mission is "Providing Pathways to Success." A major Strategic Goal is "Student success, completion, and lifelong learning." The primary function of the Communication Studies AOC is to prepare students for transfer to a four-year college/university with the knowledge and skills needed to pursue a degree in Communication Studies. Degrees in Communication Studies contribute to creativity and technical innovation for the state to compete globally in existing and emerging industries, and support the state's knowledge-based economy. The main emphasis of communication studies is the history, processes, and effects of human communication through speech and related media and writing courses. The curriculum is designed to provide a liberal education in the arts and sciences of human communication. Students are advised to check the requirements of the institution to which they will transfer.

V. OUT-OF-STATE INSTITUTIONS

Ana G. Mendez Universidad del Este

Ana G. Mendez Universidad del Este seeks reauthorization of its 11 previously approved programs and to add one new program. The institution is currently authorized to offer the following programs and is adding a new program in Social Work (Authorized 11/18/2016):

Previously approved programs requesting renewal include a Associate of Science in Networking Engineering Technology; Associate of Science in Electronic Engineering Technology; Bachelor of Science in Hotel Management; Bachelor of Science in Psychology; Bachelor of Science in Health Services Management; Bachelor of Arts in Prekindergarten/Primary Education; Bachelor of Arts in Special Education; Master of Science in Educational Leadership; Master of Public Administration in Public and Non-Profit Management; Master of Education in Bilingual Education; and a Master of Science in Administration of Adult Education.

Master of Social Work (M.S.W.): The program prepares students to be dual language, advanced practice professionals in the field of social work. In addition, the program seeks to promote social justice and social change, and to serve as a resource for the community. The 54-credit program is accredited by the Council on Social Work Education, which qualifies graduates to sit for the Licensed Graduate Social Worker (LGSW) certification exam.

Florida Institute of Technology

Florida Institute of Technology (FIT) has submitted a proposal in accordance with Code of Maryland Regulations 13B.02.01.08I, 'Further requests by institution' that has received extended operational approval. FIT would like to offer four additional programs at its Southern Maryland Higher Education Center (SMHEC) site. FIT has a certificate of approval from the state of Maryland valid through August 31, 2020. (Authorized 12/22/2016)

Newly approved programs at SMHEC are below:

Master of Science (M.S.) in Technology Management: The program creates graduates proficient in creating, managing and using technology to accomplish strategic organizational goals; and develops skills to manage the challenges and dynamics of industries driven by technological innovation.

Master of Science (M.S.) in Logistics Management prepares individuals for advanced leadership positions in the private, public and military sectors with specific skills and competencies in logistics management.

Master of Science in Management – Area of Concentration in Logistics Management: is to prepare individuals for advanced leadership positions in the private, public and military sectors with specific skills and competencies in management and identified concentration areas.

Bachelor of Science in Logistics Management (Completion program) – Open to students who hold an associate degree (minimum of 61 semester credit hours) or the equivalent in transferable credit from a regionally accredited institution. The logistics management major is suited to military personnel who will continue through the master's degree program in logistics management.

Frontier Nursing University

Out-of-State Multiple Renewals for Program Offering (Authorized 10/19//2016)

Previously approved programs requesting renewal include the Doctor of Nursing Practice; Post-Master's Doctor of Nursing Practice; Master of Science in Nursing (with specializations in Nurse-midwifery, Family Nurse Practitioner, and Women's Health Care); Post-Master's Certificate in Nurse-Midwifery Education, Post-Master's Certificate in Family Nurse Practitioner Education, and a Post-Master's Certificate in Women's Health Care Nurse Practitioner Education.

Reformed Theological Seminary

Out-of-State Renewal of Courses (Authorized 12/22//2016)

Previously approved courses requesting renewal include Classics of Personal Devotion, Pastoral Ministry, and Worship.

Simmons College

Out-of-State Multiple Renewals for Program Offering (Authorized 10/7/2016)

Simmons College has submitted a renewal application to request authorization to offer three additional programs with experiential learning components as required part of the curriculum that will take place in Maryland. Simmons has determined that renewal of the previously approved programs is not required under new COMAR regulations.

Newly approved programs are below:

Master of Science in Library Science (M.S.L.I.S.) with two Areas of Concentration - the online degree integrates theory with practice. Students will learn to analyze information and create solutions by applying a variety of tools and technologies; insure organization, accessibility; and management of library and information resources. Graduates will qualify for positions as web developers, digital librarians, social media managers, school media specialists and much more. Total semester credit hours: 36

Concentration in Archives Management – students will acquire expertise in collecting, appraising and preserving documents and materials found in manuscripts, moving images and photographs, oral-history recordings, multimedia, government records and literary correspondence. An internship is required.

Concentration in Information Science and Technology - includes modeling data, programming, building ontologies and using relational databases and XML. The focus is on creating or working in digital environments with information systems, digital libraries, working in informatics on the aesthetic experience of information visualization, web design, and studying the efficiency of information systems

through management and the user experience. Graduates will be qualified to enter professional roles in libraries, museums, archives, management of information systems and also data-rich businesses and research settings.

Archives Management Certificate: *Online Program prepares students for careers in both digital and physical archives, as well as special collections and records management. It is specifically designed for students who have already earned a Master's degree from an ALA-accredited library school. Total semester credit hours: 15*

Digital Stewardship Certificate: *Online Program prepares students for active stewardship of digital assets. The interdisciplinary curriculum explores the full range of technical, organizational, and public policy issues involved in managing digital information across the whole lifecycle, from the point of creation through access and long-term preservation. Total semester credit hours: 15*

Southeastern University

Out-of-State Initial application for Program Offering (Authorized 10/19/2016)

The Associate of Ministerial Leadership allows students to build, refine, and expand their ministerial skills while ensuring a broad, robust foundation in theology, the Bible, spiritual development, church ministry, leadership principles, and ecclesiastical operations. The course will be offered as a hybrid, and the A.M.L. degree requires 60 credits.

Webster University

Out-of-State Renewal Program Offering (Authorized 10/7/2016)

Previously approved programs requesting renewal include a Master of Arts (M.A.) in Procurement and Acquisitions Management; Certificate in Government Contracting; Master of Business Administration (M.B.A.); Master of Arts (M.A.) in Management and Leadership;` and a Master of Arts (M.A.) in Human Resources Management.

VI. PROPOSALS WITHDRAWN

Public Four-Year Colleges and Universities

University of Maryland, University College

Master of Science in Transformational Leadership (Withdrawn 11/8/2016)

Community Colleges

Chesapeake College

Discontinuation, Suspension and Title Changes of various programs (Withdrawn 10/6/2016)

Community College of Baltimore County

Area of Concentration in Corporate Communication (Withdrawn 11/4/2016)

Area of Concentration in Communication Studies (Withdrawn 11/4/2016)

Frederick Community College

Area of Concentration in STEM

(Withdrawn, Institution eliminated this option, 11/29/2016)

Out-of-State Institutions

Central Michigan University

Certificate in Cybersecurity @ Fort Meade (Withdrawn 12/12/2016)

VII. PROGRAMS SUSPENDED/DISCONTINUED

Independent Four-Year Colleges and Universities

Johns Hopkins University

*Area of concentration in Early Childhood Education within M.A.T.
(Acknowledged 12/5/2016)*

*Area of concentration in English for Speakers of Other Languages within M.A.T.
(Acknowledged 12/5/2016)*

*Area of Concentration in Epidemiology within Doctor of Public Health
(Acknowledged 12/9/2016)*

*Area of Concentration in Mental Health within Doctor of Public Health
(Acknowledged 12/9/2016)*

*Area of Concentration in International Health within Doctor of Public Health
(Acknowledged 12/9/2016)*

Area of Concentration in Population, Family, and Reproductive Health within Doctor of Public Health (Acknowledged 12/9/2016)

*Area of Concentration in Social and Behavioral Sciences within Doctor of Public Health
(Acknowledged 12/9/2016)*

Public Four-Year Colleges and Universities

Towson University

Certificate of Advanced Study in Early Childhood Education (Acknowledged 12/5/2016)

University of Baltimore

Master of Science in Forensic Science – Forensic Accounting (Acknowledged 10/4/2016)

Community Colleges

Cecil College

*Lower-Division Certificate in Visual Communication Graphic Design
(Acknowledged 12/12/2016)*

*Lower-Division Certificate in Transportation & Logistics – Government Logistics
(Acknowledged 12/12/2016)*

*Lower-Division Certificate in Transportation & Logistics – Transportation Management
(Acknowledged 12/12/2016)*

*Lower-Division Certificate in Government Contracting (Statewide designation)
(Acknowledged 12/12/2016)*

*Associate of Science in Government Contracting (Statewide designation)
(Acknowledged 12/12/2016)*

Community College of Baltimore County

Lower-Division Certificate in Massage Therapy (Acknowledged 12/5/2016)

Hagerstown Community College

*Lower Division Certificate in Info Systems Technology: Small Business Tech
(Acknowledged 12/5/2016)*

*Lower Division Certificate in Info Systems Technology: Technician Specialist I
(Acknowledged 12/5/2016)*

*Lower Division Certificate in Info Systems Technology: Desktop User Specialist
(Acknowledged 12/5/2016)*

VIII. PARTNERSHIPS

Public Four-Year Colleges and Universities

Towson University

Closed-site offering of the Master of Education in Early Childhood Education @ Four Seasons ES (Acknowledged 10/3/2016)

Closed-site offering of the Master of Science in Instructional Technology @ Parkville High School (Acknowledged 10/4/2016)

Closed-site offering of the Master of Education in Secondary Education @ Parkville High School (Acknowledged 10/4/2016)

Closed-site offering of the Master of Science in Human Resource Development Educational Leadership (with electives in Special Education) @ Parkville High School (Acknowledged 10/4/2016)

Closed-site offering of the Master of Science in Human Resource Development Educational Leadership @ Parkville High School (Acknowledged 10/4/2016)

Closed-site offering of Post-Baccalaureate Certificate in Autism Studies to Howard County Public Schools (Acknowledged 12/9/2016)

Closed-site offering of Post-Baccalaureate Certificate in Integrated STEM Instructional Leadership (PreK – 6) @ Anne Arundel County Public Schools (Acknowledged 12/14/2016)

Closed-site offering of one course to students at Notre Dame Preparatory School (Acknowledged 10/4/2016)

University of Maryland, Eastern Shore

Articulation Agreement with Maryland State Department of Education (MSDE) (Acknowledged 12/20/2016)

IX. OUT-OF-STATE ONLINE REGISTRATION

Academy of Art University (9 Programs)

| Program Title | Award |
|---|--------|
| Behavioral Health - Addiction Studies Concentration | B.S. |
| Business Administration | M.B.A. |
| Business Management | B.A. |
| Criminal Justice | B.A. |
| Healthcare Administration | B.S. |
| Healthcare Science | B.S. |
| MSN - DNP Completion Program | D.N.P. |
| RN - BSN | B.S. |
| SPE | CERT |

Bellevue University (85 Programs)

| Program Title | Award |
|---|--------|
| Accounting | B.S. |
| Accounting | M.S. |
| Acquisition and Contract Management | M.S. |
| Adult Education | B.S. |
| Behavioral Science | B.S. |
| Business | B.S. |
| Business Administration | M.B.A. |
| Business Administration | B.S. |
| Business Analysis and Management | B.S. |
| Business Analytics | M.S. |
| Business Analytics | B.S. |
| Business and Professional Communication | M.A. |
| Business Management and Leadership | B.S. |
| Call Center Operations and Management | B.S. |
| Child Protection and Juvenile Justice | B.S. |
| Clinical Counseling | M.S. |
| Communication | B.S. |
| Communication Studies | B.A. |
| Communication Studies | B.A.S. |
| Communication Studies, Mass Media | B.A.S. |
| Communication Studies, Mass Media | B.A. |
| Computer Information Systems | M.S. |
| Computer Information Systems | B.A.S. |

Bellevue University (Continued)

| Program Title | Award |
|---|--------|
| Computer Information Systems | B.S. |
| Contact Center Management and Leadership | B.S. |
| Criminal Justice | B.S. |
| Cybersecurity | M.S. |
| Cybersecurity | B.S. |
| Digital Marketing | B.S. |
| Educational Leadership | M.A. |
| Emergency Management | B.S. |
| Graphic Design | B.A. |
| Health Communication | B.A. |
| Health Science | B.A. |
| Healthcare Administration | H.H.S. |
| Healthcare Management | B.S. |
| Human Capital Management | M.S. |
| Human Capital Management | Ph.D. |
| Human Resource Strategic Management | M.S. |
| Human Services | M.A. |
| Human Services Administration | M.S. |
| Human Services Family and Youth Services | M.S. |
| Information Technology | B.S. |
| International Security and Intelligence Studies | B.S. |
| International Security and Intelligence Studies | B.A.S. |
| International Security and Intelligence Studies | M.S. |
| Investigations | B.S. |
| IT Operations Management | B.S. |
| Justice Administration and Crime Management | M.S. |
| Leadership | B.S. |
| Leadership and Coaching | M.S. |
| Legal Studies | B.S. |
| Liberal Studies | B.A. |
| Management | M.S. |
| Management | B.S. |
| Management Information Systems | B.S. |
| Management Information Systems | M.S. |
| Management of Human Resources | B.S. |
| Marketing | B.S. |
| Non-Profit Management | B.S. |

Bellevue University (Continued)

| Program Title | Award |
|---|----------|
| Nursing (RN to BSN) | B.S. |
| Organizational Performance | M.S. |
| Professional Banking Operations and Leadership | B.A.S. |
| Professional Psychology | B.S. |
| Professional Retail Management | B.S. |
| Professional Retail Sales and Management | B.S. |
| Professional Studies | M.P.S. |
| Project Management | M.P.M. |
| Project Management | B.S. |
| Psychology | B.A. |
| Psychology | B.S. |
| Public Administration | M.P.A. |
| Security Management | B.S. |
| Security Management | M.S. |
| Software Development | B.S. |
| Sport Management | B.A. |
| Strategic Business Administration | M.S.B.A. |
| Strategic Finance | M.S. |
| Strategic Industrial and Organizational Psychology | M.S. |
| Strategic Marketing | M.S. |
| Supply Chain, Transportation and Logistics Management | B.S. |
| Sustainability Management | B.S. |
| Systems and Network Administration | B.S. |
| Technology Innovation and Entrepreneurship | M.P.S. |
| Web Technologies | B.S. |

Laboure College (5 Programs)

| Program Title | Award |
|------------------------------------|-------|
| Clinical Documentation Improvement | CERT |
| Intraoperative Neuromonitoring | CERT |
| Medical Auditing | CERT |
| Medical Coding | CERT |
| Neurodiagnostic Technology | CERT |

Philadelphia University (15 Programs)

| Program Title | Award |
|---|--------|
| Behavioral And Health Services | B.S. |
| Business and Organization. Continuity | GCERT |
| Business Management | B.S. |
| Health Services Management | B.S. |
| Human Resource Management | B.S. |
| Information Technology | B.S. |
| Innovation MBA Online | M.B.A. |
| Law Enforcement Leadership | B.S. |
| Midwifery | GCERT |
| Midwifery | M.S. |
| Midwifery | M.S. |
| Modeling, Simulation and Data Analytics | M.S. |
| Organizational Leadership | B.S. |
| Professional Communication and Emerging Media | B.S. |
| Sustainable Design | M.S. |

Regis University (35 Programs)

| Program Title | Award |
|--------------------------------|--------|
| Accounting | M.S. |
| Accounting | B.S. |
| Applied Psychology | B.S. |
| Business Administration | B.S. |
| Business Administration | M.B.A. |
| Business Technology Management | B.S. |
| Communication | B.A. |
| Computer Information Systems | B.S. |
| Computer Networking | B.S. |
| Computer Science | B.S. |
| Criminology | M.S. |
| Criminology | B.S. |
| Database Technologies | M.S. |
| Education | M.Ed. |
| Education | B.A. |
| Finance | B.S. |
| Health Care Administration | B.S. |

Regis University (Continued)

| Program Title | Award |
|--|--------|
| Health Care Informatics and Information Management | M.S. |
| Health Information Management | B.S. |
| Human Resource Management | B.S. |
| Information Assurance | M.S. |
| Information Technology Management | M.S. |
| Marketing | B.S. |
| Non-Profit Management | M.N.M. |
| Nursing – Leadership | M.S.N. |
| Nursing Practice | D.N.P. |
| Organization Development | B.A. |
| Organization Leadership | M.S. |
| Physical Therapy | tDPT |
| Public Administration | B.S. |
| RN to BSN Completion | B.S. |
| RN to MSN | M.S.N. |
| Software Engineering | M.S. |
| Software Engineering and Database Technologies | M.S. |
| Systems Engineering | M.S. |

The New School (14 Programs)

| Program Title | Award |
|---|--------|
| Fashion Industry Essentials Online | CERT |
| Business of Design | GCERT |
| Media Management | GCERT |
| Graphic Design | A.A.S. |
| Screenwriting | CERT |
| Fashion Business | CERT |
| Teaching English to Speakers of Other Languages (TESOL) | M.A. |
| Strategic Design and Management | M.S. |
| Media Studies | M.A. |
| Media Management | M.S. |
| Graphic & Digital Design | CERT |
| Fashion Marketing. | A.A.S. |
| Liberal Arts at the Bachelor's Program for Adults and Transfer Students | B.S. |
| Liberal Arts at the Bachelor's Program for Adults and Transfer Students | B.A. |

University of the Cumberland (28 Programs)

| Program Title | Award |
|--|---------|
| Business Administration | M.B.A. |
| Business Administration - Online | B.S. |
| Business and Marketing Education | M.A.T. |
| Clinical Psychology | Ph.D. |
| Criminal Justice - Online | B.S. |
| Director of Special Education | Ed.S. |
| Educational Leadership | Ed.D. |
| Educational Leadership - Counseling | Ed.D. |
| Elementary Education - Online | B.S. |
| Human Services - Online | B.S. |
| Information Security | M.S. |
| Instructional Leadership Principal | Ed.S. |
| Justice Administration | M.S. |
| Leadership | Ph.D. |
| Leadership - Counseling Ed/Supervision | Ph.D. |
| Literacy (Reading/Writing) Specialist | M.A.Ed. |
| Middle Grades English | M.A.T. |
| P-12 Physical Education | M.A.T. |
| P-12 Special Education LBD | M.A.T. |
| Physician's Assistant | M.S. |
| Professional Counseling | M.A. |
| Psychology - Online | B.S. |
| School Counselor | Ed.S. |
| School Counselor | M.A.Ed. |
| Secondary Biology | M.A.T. |
| Social Studies | M.A.T. |
| Supervisor of Instruction | Ed.S. |
| Teacher Leader | M.A.Ed. |



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

James D. Fielder, Jr., Ph. D.
Secretary

MEMORANDUM

DATE: February 13, 2017

TO: Maryland Higher Education Commission

FROM: Dr. Emily Dow

STAFF: Alan Gallegos

SUBJECT: Report on Private Career Schools: Secretary Actions from October 1, 2016 to December 31, 2016.

From October 1, 2016 to December 31, 2016, the Secretary of Higher Education approved 4 new schools, 2 changes of ownership, 3 certificate renewals, 1 Other Action, and 3 school approvals withdrawn.

I. APPROVAL OF NEW SCHOOLS

1. Reed Training Center (10/13/2016), Program: Principles and Practices of Real Estate for Salespersons – 60 clock hours
2. Greenbelt Career Institute LLC. (10/19/2017), Program: Certified Nursing Assistant/Geriatric Nursing Assistant 120 clock hours (Interim: 3 years)
3. Maryland Institute of Nail Technology (10/20/2017), Program: Nail Technology – 250 clock hours
4. XL Career School (10/20/2017), Program: Pharmacy Technician – 340 clock hours

II. NEW PROGRAMS REVIEWED AND APPROVED N/A

III. APPROVAL OF CHANGES OF LOCATION N/A

IV. APPROVAL OF NAME CHANGE N/A

V. APPROVAL OF CHANGE OF OWNERSHIP

1. Sheffield Recording Limited, Inc., Owner, to operate the Sheffield Institute for the Recording Arts, 13816 Sunnybrook Road, Phoenix, MD 21131 (10/20/2016).
2. CMSM Holdings, Inc., Owner, to operate the Central Maryland School of Massage, 1890 N. Market Street, Suite 201 Frederick, MD 21701 (10/20/2016).

VI. APPROVAL OF SEPARATE CLASSROOMS

N/A

VII. “OTHER BUSINESS”

N/A

VIII. CERTIFICATE RENEWALS

1. Aspen Beauty Academy (11/2/2016)
2. Maryland Healthcare Training Center (11/2/2016)
3. Empire Beauty School – Glen Burnie (12/22/2016)

IX. OTHER ACTIONS

1. Financial Guarantee reduction to 50%: DATS of Maryland at Annapolis, DATS of Maryland at Columbia, DATS of Maryland at Germantown, DATS of Maryland Westminster (11/29/2016)

X. CEASE AND DESIST ORDERS

N/A

XI. NOTICES OF DEFICIENCIES

N/A

XII. PROGRAM APPROVAL WITHDRAWN

N/A

XIII. SCHOOL APPROVAL WITHDRAWN

1. Stella Maris Inc., 2300b Dulaney Valley Road, Timonium, MD 21093 (10/6/2016)
Revocation of Certificate of Approval (10/6/2016)
2. Regency Beauty Institute, PO Box 26340, Minneapolis, MN 55426
Revocation of Certificate of Approval (10/17/2016)
3. Cambridge Nursing Assistant Academy – Hagerstown, 3311 Toledo Terrace, Unit C-202, Hyattsville, MD 20782
Revocation of Certificate of Approval (10/17/2016)



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

James D. Fielder, Jr., Ph. D.
Secretary

MEMORANDUM

DATE: February 13, 2017

TO: Maryland Higher Education Commissioners

FROM: Donna Thomas
Director of Student Financial Assistance

SUBJECT: Proposed Approval of COMAR Program Regulations– Senatorial Scholarship Program; Delegate Scholarship Program; Charles W. Riley Firefighter & Ambulance Rescue Squad Member Scholarship Program; and the Janet L. Hoffman Loan Assistance Repayment Program

SUMMARY: The purpose of this memorandum is to request approval to publish for comment program regulations for the Senatorial Scholarship Program; Delegate Scholarship Program; Charles W. Riley Firefighter & Ambulance Rescue Squad Member Scholarship Program; and the Janet L. Hoffman Loan Assistance Repayment Program as part of the Office of Student Financial Assistance (OSFA) ongoing process to convert all program guidelines into regulations.

The purpose of the Senatorial and Delegate Scholarship Programs is for legislators in the Maryland General Assembly to provide financial assistance to full-time and part-time students pursuing an undergraduate, graduate or professional education.

The purpose of the Charles W. Riley Firefighter & Ambulance Rescue Squad Member Scholarship Program is to encourage members of the fire-fighting, ambulance, and rescue organizations serving Maryland communities to pursue credited courses, that lead to a degree in various fields of fire, emergency medical, and public safety administration.

The purpose of the Janet L. Hoffman Loan Assistance Repayment Program is to provide loan repayment assistance to individuals in high shortage fields that provide public services in Maryland to low income and underserved residents.

If approved for publication by the Commission, these regulations will be formatted and submitted to the Administrative, Executive and Legislative Review (AELR) Committee for review for at least fifteen (15) days before they are submitted to the Maryland Register for publication. The regulations will undergo a thirty day comment period and will return to the Commission for amendment or final adoption at the **April 26, 2017** Commission meeting.

RECOMMENDATION: It is recommended that the Maryland Higher Education Commission approve for publication and public comment the attached proposed regulations for the Senatorial Scholarship Program; Delegate Scholarship Program; Charles W. Riley Firefighter & Ambulance Rescue Squad Member Scholarship Program; and the Janet L. Hoffman Loan Assistance Repayment Program, and authorizes MHEC's attorneys to approve non-substantive revisions as necessary to conform the proposed regulations to the stylistic and formatting requirements of AELR and of the Division of State Documents.

Title 13B

MARYLAND HIGHER EDUCATION COMMISSION

SUBTITLE 08 FINANCIAL AID

Chapter 02 Janet L. Hoffman Loan Assistance Repayment Program

Authority: Education Article §§ 18-1503, 18-204(c), and 11-105(u); Annotated Code of Maryland

.01 PURPOSE.

A. The purpose of the Janet L. Hoffman Loan Assistance Repayment Program (“Hoffman LARP”) is to attract qualified individuals to fields of employment in government and the non-profit sector, particularly those in which there are critical manpower shortages in the State and lower salaries than in the private sector, by providing State assistance in the repayment of educational loans.

.02 ELIGIBILITY.

A. To be eligible for assistance under the Hoffman LARP, an applicant shall:

(1) Posses:

(a) An undergraduate, graduate, or professional degree from a college or university located in Maryland;

(b) A law degree from any school of law; or

(c) A resident teacher certificate from the Maryland State Department of Education after completing an alternative teaching preparation program approved by the State Superintendent of Education;

(2) Have obtained employment with the State (not including employment as a judicial clerk in any court), a local government, or an organization, institution, association, society, or corporation that is tax exempt under §501(c)3 or (4) of the Internal Revenue Code of 1986;

(3) Not be in default on any higher education loan;

(4) Have a higher education loan for undergraduate, graduate, professional, or resident teacher certificate study obtained for tuition, educational expenses, or living expenses from a college, university, government, or commercial source; and

(5) Meet annual income requirements as established by the Office for Student Financial Assistance.

B. In addition to the eligibility requirements in § A of this Regulation, an applicant for a Nancy Grasmick Teacher Award shall have:

(1) Taught in a public school in the State for at least 2 years:

(a) In science, technology, engineering, or math; or

(b) In a school in which at least 75% of the students are enrolled in the free and reduced lunch program; and

(2) Received the highest performance evaluation rating possible for the most recent year.

C. In addition to the eligibility requirements in § A of this Regulation, an applicant employed as a Licensed Clinical Counselor shall work in a high need geographic area of the State, as determined by the Department of Health and Mental Hygiene, in one of the following fields:

(1) Licensed Clinical Alcohol and Drug Counselor;

(2) Licensed Clinical Marriage and Family Therapy Counselors; or

(3) Licensed Clinical Professional Counselor.

.03 APPLICATION PROCEDURES.

A. To be considered for the Hoffman LARP, an applicant shall provide to the Office for Student Financial Assistance (OSFA):

- (1) A completed application;
- (2) Current repayment data on all education loans;
- (3) Proof of graduation from a college or university in Maryland, proof of graduation from a school of law, or proof of obtainment of a resident teacher certificate, as appropriate;
- (4) A statement from an eligible employer confirming the nature of their job, length of employment, full-time status, and annual salary; and
- (5) A copy of the applicant's Maryland tax return for the most recent available year or, if not filed with the State, a copy of the applicant's most recent Federal return. If the applicant has not filed, they must submit verification from the IRS confirming non-filing status.

B. Applications from pre law school students shall be received between July 1 and September 30 of each year and they must be attending the University of Maryland Baltimore or the University of Baltimore and in the third and final year of school.

C. Applications from individuals possessing a Resident Teacher Certificate shall be received in the individual's second year of the program and shall meet all the requirements in §A of this Regulation.

D. Each applicant shall agree to provide any information or documentation requested by OSFA for the purpose of administering this program and, if requested, shall sign an authorization for the release of information to OFSA for the purpose of administering this program. An applicant's failure or refusal to provide requested information or a signed release may result in a determination of ineligibility, the cancellation of an award, and the denial of a request for the deferment or waiver of a repayment obligation.

.04 SELECTION OF RECIPIENTS.

A. Recipients shall receive an award depending upon their level of debt for a three year period.

B. Award funds are distributed in annual or monthly amounts as long as the recipient retains eligibility and continues to submit required annual employment, lender, and tax documentation.

C. Priority for participation in the program shall be given to an individual who:

- (1) Graduated from an institution of higher education in the last three years;
- (2) Is a resident of Maryland;
- (3) Is employed on a full-time basis; and
- (4) As the principal part of the individual's employment, provides legal services to low-income residents in the State who cannot afford legal services, provides nursing services in nursing shortage areas in the State as defined in §18-802 of the Education Article, provides other services in an eligible field of employment in which there is a shortage of qualified practitioners to low income or underserved residents or areas of the State, or qualifies for a Nancy Grasmick Teacher Award.

D. Priority fields of employment are:

- (1) Legal services;
- (2) Nursing services;
- (3) Teachers who qualify for a Nancy Grasmick Teacher Award; and

(4) Other fields of employment in which there is a shortage of qualified practitioners providing services to low income or underserved residents or areas of the State as identified by the Office for Student Financial Assistance using appropriate workforce shortage data.

E. No more than 50% of the awards under the Janet L. Hoffman LARP may be awarded to Nancy Grasmick Teacher Scholars.

.05 AWARDING PROCEDURES.

A. Eligible applicants employed in priority fields shall be grouped according to the field and the number of awards shall be proportionally distributed among priority fields.

B. Within priority fields, applicants shall be ranked according to graduation date, with the most recent graduation date receiving the highest priority, and then application complete date, with the earliest application complete date receiving the highest priority.

C. If applicants have identical graduation dates and application complete dates, applicants shall be ranked according to income, with the lowest income receiving the highest priority.

D. The top 50% of applicants, determined by the priority rankings, shall receive an award for 3 years and the remaining applicants shall receive an award for 1 year but may reapply annually for two additional years.

E. Except as provided in §G of this Regulation, award decisions shall be announced in December of each year.

F. Except as provided in .06, awards for resident teacher certificates shall only receive a one-time award regardless of the amount of their loan debt.

G. Award decisions for law school students shall be announced in mid-January of each year.

H. The Office of Student Financial Assistance has the authority to verify information concerning applicants and recipients for the purpose of administering this program.

.06 AWARD CALCULATION.

A. Awards shall be determined by an applicant's overall reported debt at the time of application as follows:

| Total Debt | Overall Award Limit | Yearly Payment |
|---------------------|---------------------|----------------|
| \$75,001 – Over | \$30,000 | \$10,000 |
| \$40,001 - \$75,000 | \$18,000 | \$6,000 |
| \$15,001 - \$40,000 | \$9,000 | \$3,000 |
| \$15,000 – below | \$4,500* | \$1,500 |

*** Payment amount cannot exceed total debt; amount will be adjusted**

B. Recipients shall lock in to an award level that contains set award amounts for each year the recipient continues to remain eligible.

C. Payments vary for each award level.

D. One time one-year only award amounts shall be equivalent to the yearly payment for the overall debt range for the applicant.

.07 EMPLOYMENT OBLIGATION OF AWARD RECIPIENTS.

A. A recipient shall furnish the Office of Student Financial Assistance (OSFA) with written acceptance of the award and sign a promissory note and employment obligation agreement with OSFA.

B. The promissory note and employment obligation agreement shall include:

- (1) The obligations of the recipient;
- (2) The total and annual amounts of the award;
- (3) Penalties for breach of promissory note and employment obligation agreement;
- (4) Circumstances under which the employment obligation may be cancelled, suspended, or waived; and
- (5) Any other terms the Maryland Secretary of Higher Education considers necessary.

C. A recipient shall:

- (1) Verify eligible employment and salary level initially, after six months, and at the end of each year in the program;
- (2) Verify the current status of all education loans each year in the program;
- (3) Submit a copy of their Maryland tax returns for any year during which an award is received and, if requested, a copy of their Federal return; and
- (4) Notify OSFA and their lending institutions of any change in employment status or salary level.

.08 PAYMENT.

A. Recipients of the Hoffman LARP are eligible to receive a monthly or annual payment.

B. A recipient is eligible for the monthly loan repayment option under the following conditions and provisions:

- (1) The recipient applies to a federal loan forgiveness program;
- (2) The recipient notifies the Office of Student Financial Assistance (OSFA) each year by the designated deadline, in writing and with accompanying documentation;
- (3) OSFA verifies the recipient's employment and lender verification;
- (4) OSFA issues a monthly check co-payable to the recipient and their lender not to exceed 12 payments;
- (5) The check shall be issued on or before the recipient's monthly due date as assigned by their lender, if possible;
- (6) The recipient's monthly payment amount shall be a portion of the total annual award amount awarded to the student;
- (7) The recipient shall pay any amount owed the lender which is not covered by the monthly payment amount; and
- (8) The recipient shall notify OSFA if they receive other loan repayment assistance.

C. A recipient who is not in a federal loan forgiveness program or a recipient that applies to a federal loan forgiveness program and declines to receive a monthly repayment option shall receive an annual loan repayment under the following conditions and provisions:

- (1) OSFA shall verify the recipient's employment and lender verification;
- (2) OSFA shall issue an annual check co-payable to the recipient and their lender; and
- (3) The recipient shall endorse the check and forward it to the lender.

D. If a recipient fails to notify OSFA that they receive other loan repayment assistance, their award shall be canceled.

.09 REPAYMENT

A. If a recipient fails to carry out the employment obligations required under this program, the recipient shall repay the State the amount of the award plus interest.

B. Repayment may be prorated if the recipient partially fulfills the employment obligation, as determined by the Office of Student Financial Assistance.

C. Interest on the funds advanced shall accrue at an interest rate equal to the interest rate established by the United States Department of Education for the Federal Stafford Loan on the first day of July of each year.

D. Interest shall begin accruing as of the date the funds were provided to the recipient.

.10 DEFERMENT OF REPAYMENT.

A. A recipient may request that their repayment be deferred if the recipient is:

(1) Unable to maintain employment within their current field for a period not to exceed 12 months by reason of care required by a spouse or child who is disabled;

(2) Assigned military duty outside of the State, not to exceed 3 years without filing an appeal; or

(3) Married to a spouse assigned military duty outside of the State, not to exceed 3 years without filing an appeal.

B. A recipient's deferment request shall include satisfactory supporting documentation. Such documentation shall consist of the following, as appropriate:

(1) A sworn affidavit by a qualified physician that the recipient is unable to find employment because they must care for a spouse or child who is disabled; or

(2) A copy of military orders.

C. The Office of Student Financial Assistance (OSFA) shall review all documentation and determine if the deferment conditions have been met and, if so, determine the deferment period.

D. A recipient need not make repayments and interest does not accrue during the period of an approved deferment.

E. The OSFA shall, on a case-by-case basis, review appeals from individuals assigned military duty outside the State, or the spouse of an individual assigned military duty outside the State, that exceeds the three (3) year deferral limit. Appeals must be in writing and include a copy of the military orders.

.11 WAIVER OF REPAYMENT OBLIGATIONS

A. The Office of Student Financial Assistance shall waive a recipient's repayment if it determines on the basis of a death certificate or other evidence of death that is conclusive under State law that the recipient has died.

.12 REPORT

A. The Office of Student Financial Assistance shall submit an annual statement by January 1 of each year to the General Assembly on the implementation of the Hoffman LARP.

Title 13B
MARYLAND HIGHER EDUCATION COMMISSION
SUBTITLE 08 FINANCIAL AID
Chapter 03 Charles W. Riley Firefighter and Ambulance and Rescue Squad Member
Scholarship Program

Authority: Education Article §§ 18-603.1, 18-204(c), and 11-105(u); Annotated Code of Maryland

.01. *PURPOSE.* The purpose of the Charles W. Riley Firefighter and Ambulance and Rescue Squad Member Scholarship Program (“Riley Scholarship”) is to encourage members of the fire-fighting, ambulance, and rescue organizations serving Maryland communities to pursue credited courses that lead to a degree in fire service technology, emergency medical technology, fire service management, or public safety administration with a minor or concentration in fire service technology or fire service management.

.02. *ELIGIBILITY.*

A. To be eligible for a Riley Scholarship, an individual shall be:

(1) A resident of Maryland;

(2) Actively engaged as a:

(a) Career firefighter or ambulance or rescue squad member in an organized fire department or ambulance or rescue squad in the State; or

(b) Volunteer firefighter or ambulance or rescue squad member in an organized fire department or ambulance or rescue squad in the State; and

(3) Accepted for admission or enrolled as a full time (12 credits or more per semester) or part time (6-11 credits per semester) student in a:

(a) Regular undergraduate program at an eligible institution (public or private nonprofit institution of higher education in the State that possesses a certificate of approval from the Commission); or

(b) Two year terminal certificate program in which the course work is acceptable for transfer credit toward an accredited baccalaureate degree program in an eligible institution.

B. In this Regulation “actively engaged” means that:

(1) A volunteer member:

(a) Within a county or municipality that operates Length of Service Award Program (LOSAP), has recorded at least 50 LOSAP points as part of a fire, ambulance, or rescue squad in the tax

year prior to the award year, and the points have been earned in at least two different categories; and

(b) Within a county or municipality that does not operate LOSAP, has recorded at least 50 points under the point system established by the county or municipality to identify active members as part of a fire, ambulance, or rescue squad in the tax year prior to the award year, and the points have been earned in at least two different categories; and

(2) A career member has worked a minimum of 1000 hours as part of a fire, ambulance, or rescue squad in the tax year prior to the award year.

.03. APPLICATION PROCEDURES.

A. Students applying for the Riley Scholarship shall submit the following materials to the Office for Student Financial Assistance (OSFA):

(1) A completed Free Application for Federal Student Aid (FAFSA) application, by March 1st;

(2) A completed online application form, by March 1st;

(3) Proof of official acceptance into a program of fire service technology, emergency medical technology, fire service management, or public safety administration with a minor or concentration in fire service technology or fire service management; and

(4) A notarized statement from an eligible employer confirming active employment or volunteer service.

B. Individuals may submit applications beginning January 1st .

C. Each applicant shall agree to provide any information or documentation requested by OSFA for the purpose of administering this program and, if requested, to sign an authorization for the release of information to OFSA for the purpose of administering this program. The applicant's failure or refusal to provide requested information or a signed release may result in a determination of ineligibility, the cancellation of an award, and the denial of a request for the deferment or waiver of a service obligation.

.04. AWARD AMOUNT.

A. The Office for Student Financial Assistance shall determine each recipient's scholarship award as provided in §B of this Regulation.

B. An annual award shall be at least 50% of the student's actual annual tuition and mandatory fees at an eligible institution, but may not exceed the annual tuition and mandatory fees of a resident undergraduate student at the four-year public institution of higher education within the University System of Maryland, other than the University of Maryland University College and

the University of Maryland, Baltimore, with the highest annual expenses for a full-time resident undergraduate for courses credited toward a degree in fire service technology, emergency medical technology, fire service management, or public safety administration with a minor or concentration in fire service technology or fire service management.

.05. SELECTION OF RECIPIENTS AND AWARD NOTIFICATION.

A., Eligible applicants who are renewals shall be given priority over initial applicants. Within these groups, applicants shall be ranked and awarded according to the submission date of their completed online application form.

B. Recipients shall be notified in writing of a scholarship award.

C.A recipient shall provide written acceptance of the award to the Office of Student Financial Assistance by the date specified in the award notice or the award shall be forfeited.

D. Applicants who are not selected shall be placed on the waitlist pending the availability of funding.

E. Applicants not selected in an academic year may reapply for consideration in a subsequent academic year, and shall be ranked according to the submission date of their completed online application form.

.06. VERIFICATION AND PAYMENT.

A. The Office of Student Financial Assistance (OSFA) has the authority to verify information concerning applicants and recipients for the purpose of administering this program.

B. Each semester, eligible institutions shall certify on billing rosters provided by OSFA that each recipient is:

- (1) A Maryland resident;
- (2) Maintaining a grade point average of at least 2.5 on a 4.0 scale;
- (3) Enrolled either full-time or part-time in an eligible academic program;
- (4) Making satisfactory academic progress towards a degree; and
- (5) Maintaining the standards of the institution.

.07. RENEWAL.

A. An award shall be automatically renewed on an annual basis, pending the annual submission of a Free Application for Federal Student Aid application, up to a maximum of 5 years of full-time study or 8 years of part-time study as long as the student continues to meet all of the

eligibility requirements set forth in Regulation .02 of this Chapter, maintains satisfactory academic progress at the institution attend, maintains a grade point average of at least 2.5 on a 4.0 scale, and sufficient funding is available.

B. An award shall be cancelled if the recipient fails to meet and maintain each eligibility requirement.

C. A recipient who is academically ineligible shall forfeit the award, and may reapply as an initial applicant in a subsequent award year if they meet and maintain each eligibility requirement.

D. A student transferring from one institution to another may continue to receive the award if the student meets all of the scholarship eligibility requirements.

.08 APPEALS.

A. An appeal of a decision of ineligibility or cancellation or award shall be filed with the Director of the Office of Student Financial Assistance (OSFA).

B. An appeal shall be in writing and state clearly the basis for the appeal.

C. An appeal shall be submitted within 30 days of notice of ineligibility or cancellation of award.

D. The Director of OSFA shall review each appeal and issue a decision no later than 60 days after receiving the appeal.

E. All decisions of the Director of OSFA are final.

.09. SERVICE OBLIGATION.

A. A recipient shall serve for 1 year after completion of an eligible program as a volunteer or career firefighter or ambulance or rescue squad member, in a full-time or part-time capacity, of an organized fire department or ambulance or rescue squad in the State.

B. Each applicant offered an award shall sign and return a promissory note agreeing to begin fulfillment of the service obligation within one year of completing the degree for which they received assistance. The service obligation begins after completion of the degree program and cannot be fulfilled prior to completion.

C. If a recipient holds a Riley Scholarship along with any other State award requiring a service obligation, the service obligations shall be served in consecutive years.

.10 DEFAULT IN SERVICE OBLIGATION.

A. If a recipient fails to carry out their service obligation, the recipient shall be in default and shall repay the State the portion of the scholarship not forgiven.

B. Repayment may be prorated if the recipient partially fulfills the obligation, as determined by the Office of Student Financial Assistance .

C. Interest on the funds advanced shall accrue at an interest rate equal to the interest rate established by the United States Department of Education for the Federal Stafford Loan on the first day of July of each year.

D. Interest shall begin accruing as of the date of a recipient's graduation or termination from an institution of higher education.

.11 SERVICE OBLIGATION DEFERMENT

A. A recipient may request that their service obligation be deferred during the time that the recipient is:

- (1) Enrolled in a full-time (12 or more credits per semester) or part-time (6-11 credits per semester) undergraduate course of study;
- (2) Enrolled in a full-time (9 or more credits per semester) or part-time (6-8 credits per semester) graduate course of study at an institution of higher education in a degree granting program;
- (2) On a temporary leave of absence from required employment as a career or volunteer firefighter or ambulance or rescue squad member approved by the employer for a period not to exceed 12 months;
- (3) Temporarily disabled in a manner that substantially impairs the recipient's ability to perform the service obligation, for a period not to exceed 3 years;
- (4) Unable to secure employment for a period not to exceed 12 months by reason of the care required by a spouse or child who is disabled;
- (5) Assigned military duty outside of the State, not to exceed 3 years without filing an appeal; or
- (6) Married to a spouse assigned military duty outside of the State, not to exceed 3 years without filing an appeal.

B. A recipient's deferment request shall include satisfactory supporting documentation. Such documentation shall consist of the following, as appropriate:

- (1) Certification by the office of the registrar that the recipient has returned to a full-time or part-time course of study at an eligible institution of higher education;
- (2) Certification by the employer that the recipient is on an approved temporary leave of absence;

- (3) A sworn affidavit by a qualified physician that the recipient is temporarily disabled in a manner that substantially impairs the recipient's ability to perform the service obligation;
- (4) A sworn affidavit by a qualified physician that the recipient is unable to find employment because they must care for a spouse or child who is disabled;
- (5) A certified statement including a list of possible eligible employers, with their addresses and telephone numbers, to which application has been made if the recipient has been unable to find full-time employment as required as a career or volunteer firefighter or ambulance or rescue squad member; or
- (6) A copy of military orders.

C. The Office of Student Financial Assistance (OSFA) shall review all documentation and determine if the deferment conditions have been met and, if so, determine the deferment period.

D. Before a deferment based on an inability to find employment or volunteer service is granted, OSFA shall review the recipient's documentation and other available information and determine if the recipient has sought employment aggressively in all regions of the State in which opportunities exist.

E. A recipient need not make scholarship repayments and interest does not accrue during the period of an approved deferment.

F. The OSFA shall, on a case-by-case basis, review an appeal from an individual assigned military duty outside the State, or from the spouse of an individual assigned military duty outside the State, that exceed the 3 year deferral limit. An appeal must be in writing and include a copy of the military orders.

.12. WAIVER OF SERVICE AND REPAYMENT OBLIGATIONS

The Office of Student Financial Assistance shall waive a recipient's service and repayment obligations if it determines:

- A. On the basis of the sworn affidavit of two qualified physicians, that the recipient is physically unable to fulfill any of the possible service obligations on a full-time or part-time basis because of a permanent impairment; or
- B. On the basis of a death certificate or other evidence of death that is conclusive under State law that the recipient has died.

Title 13B
MARYLAND HIGHER EDUCATION COMMISSION
SUBTITLE 08 FINANCIAL AID

Chapter 04 Senatorial Scholarship Program

Authority: Education Article, §§11-105(u) and 18-204(c) and Title 18, Subtitle 4; Annotated Code of Maryland

.01 PURPOSE.

The purpose of the Senatorial Scholarship Program is for Senators in the Maryland General Assembly to provide financial assistance to full- and part-time students pursuing an undergraduate, graduate, or professional education.

.02 ELIGIBILITY.

- A. To be eligible for a Senatorial Scholarship, the recipient shall be a Maryland resident in the Senator's legislative district at the time their application is made.
- B. A recipient shall be enrolled in the regular undergraduate, graduate, or professional program at an eligible institution in an associate's degree program, or be enrolled in a two-year terminal certificate program in which the coursework is acceptable for transfer credit in an accredited baccalaureate program at an eligible institution.
- C. A recipient shall attend an eligible institution for the number of credit hours for which the award was made.
- D. Full-time enrollment is defined as 12 credit hours per semester for undergraduates and 9 credit hours per semester for graduate students.
- E. Part-time enrollment is defined as 6 to 11 credits per semester for undergraduates and 6 to 8 hours for graduate students.
- F. A recipient shall be enrolled at least part-time.

.03 ELIGIBLE INSTITUTIONS.

The following are eligible institutions:

- A. A Maryland college or university;
- B. A Maryland regional higher education center;
- C. A private career school approved to operate in Maryland by the Maryland Higher Education Commission;
- D. An out-of-state institution that makes special provisions for hearing impaired students when comparable special provisions are not available to that student at a Maryland institution; and
- E. An out-of-state institution that offers a program not offered in Maryland if approved by the Director of the Office of Student Financial Assistance, upon a written request to the Director by the applicant identifying their major as one not offered at an institution in the State, attaching a copy of the relevant section of the out-of-state institution's catalog, and providing the applicant's full name, address, social security number, and State legislative district. The Director shall notify the applicant of a decision within 45 days of receipt of the request.

.04 AWARD AMOUNT.

- A. Each Senator may award one or more scholarships up to the State's annual maximum award.
- B. The State's annual maximum award shall be equivalent to the annual tuition and fees of an undergraduate program at the 4-year public institution of higher education within the University System of Maryland with the highest annual expenses for a full time resident undergraduate student, other than the University of Maryland University College and University of Maryland, Baltimore.
- C. A Senatorial Scholarship shall be issued in \$100 increments, and may not be less than \$400.
- D. A recipient is eligible for other scholarships offered by the Office of Student Financial Assistance.
- E. A recipient may use up to one-half of the yearly award for summer school.

.05. APPLICATION PROCEDURES.

- A. An applicant shall:
 - (1) Complete and timely submit the Free Application for Federal Student Aid (FAFSA) (students are encouraged to apply by the March 1 deadline so that they may be considered for all State scholarships, however all applications received by the federal processor by May 15 of each year may be considered for Senatorial scholarships) ;
 - (2) Except as provided in §B of this Regulation, take the Scholastic Aptitude Test (SAT) or American College Testing (ACT) test; and
 - (3) Submit any other information that a Senator requests as part of their award process.
- B. The following categories of applicants are exempt from the testing requirement in paragraph (2) of §A of this Regulation:
 - (1) Applicants who graduated from high school at least 5 years prior to filing the FAFSA;
 - (2) Applicants attending an eligible institution who have completed 1 year of postsecondary education in good academic standing;
 - (3) Applicants accepted for admission at an eligible private career school; and
 - (4) Applicants planning to attend or attending a Maryland community college.
- C. An applicant shall agree to provide any information or documentation requested by the Office of Student Financial Assistance (OSFA) for the purpose of administering this program and, if requested, shall sign an authorization for the release of information to OSFA for the purpose of administering this program. An applicant's failure or refusal to provide requested information or a signed release may result in a determination of ineligibility or the cancellation of an award.

.06 SELECTION PROCEDURES.

- A. Each Maryland State Senator shall establish a selection process for the award of the Senator's scholarships.
- B. A Senator shall consider the financial need of each applicant, of which the Senator is the final judge.
- C. The Office of Student Financial Assistance (OSFA) shall provide to each Senator an application information sheet for each applicant, student labels, and an applicant roster.
- D. The OSFA shall forward information received from the U.S. Department of Education concerning an applicant's eligibility for federal student aid programs, based on the applicant's Free Application for Federal Student Aid (FAFSA), to the applicant's Senator.

E. The OSFA shall forward an applicant roster to each Senator containing the following information for each applicant residing in the Senator's legislative district who has filed a FASFA:

- (1) Applicant name, address, telephone number, sex, and marital status;
- (2) Applicant's family contribution towards college;
- (3) Applicant's expected remaining financial need;
- (4) College code and the cost for attending that institution;
- (5) Year in college and whether the applicant is planning to live with parents, on or off campus; and
- (6) Any tentative awards for the current academic year.

F. The OSFA shall send an initial applicant roster to each Senator at the end of April, listing all applicants who filed a FAFSA by March 1.

G. The OSFA shall send second a supplemental applicant roster to each Senator in June, listing all applicants who filed a FASFA between March 1 and May 15.

H. If a Senator serves a legislative district comprising more than one county, the number of scholarship units shall be divided as equally as possible among qualified applicants from each county in the legislative district.

.07 AWARDING PROCEDURES.

A. Each Senator shall select award recipients.

B. Each Senator shall provide the following information to the Office of Student Financial Assistance (OSFA) for each award:

- (1) The student's full name;
- (2) The student's address;
- (3) The student's social security number;
- (4) The dollar amount of the award;
- (5) The name of the institution that the student will attend; and
- (6) Whether the award is a one-time award or is automatically renewed.

C. Upon receipt of this information, the OSFA shall notify students of the award offer.

D. Only OSFA can offer a legally binding Senatorial Scholarship.

E. An applicant must accept the Senatorial Scholarship online through the Maryland College Aid Processing System (MDCAPS) within the timeframe established by OSFA.

F. Senatorial Scholarships not timely accepted shall be cancelled, but may be reinstated if funds are available.

G. Students offered a one-time only award shall accept the award with the acknowledgement that they are waiving any right to have the award renewed.

H. A Senator may choose to utilize an outside organization in determining scholarship awards under the following provisions:

- (1) The organization must adhere to all pertinent statutory and regulatory provisions;
- (2) OSFA shall send all information concerning applicants and the awarding of scholarship funds directly to the Senator, who shall forward the information to the outside organization to recommend awards;
- (3) The organization shall forward the names of all students recommended for an award to the Senator's office for approval;
- (4) The Senator shall forward all students selected for award to OSFA for processing; and

(5) The outside organization shall not share any student information with any party other than the Senator.

.08 PAYMENT.

A. At the beginning of each school term, institutions shall be asked to review billing rosters provided by the Office of Student Financial Assistance and certify that the Senatorial Scholarship recipient is a Maryland resident and enrolled for the number of credits for which the award was made.

B. Upon receipt of the institution's certification, the Office of Student Financial Assistance shall disburse the respective funds directly to the institution to be credited to the student's account.

.09 RENEWAL AND CONTINUATION.

A. A Senatorial Scholarship award designated as renewable shall be automatically renewed on an annual basis for up to 4 years of full-time study or 8 years of part-time study if the recipient:

- (1) Remains enrolled on at least a part-time basis in an eligible institution; and
- (2) Continues to meet all other eligibility requirements.

B. A Senatorial Scholarship award designated as a one-time only award shall not be automatically renewed, but a recipient may reapply to their Senator on an annual basis for additional funding.

C. Except as provided in §§D and E of this Regulation, a student may only receive an award for a maximum of 4 years of full-time study or 8 years of part-time study whether as a renewable senatorial award, multiple one-time awards, or a combination of awards.

D. If the recipient is attending an eligible private career school, the award may be held until the completion of the program if the student completes the program within the length of time specified by the institution and otherwise continuously meets the conditions of the scholarship.

E. If the recipient is enrolled in a terminal certificate program, the award may be held for two years if the student remains enrolled full-time and otherwise continuously meets the conditions of the scholarship.

F. A recipient shall promptly notify the Office of Student Financial Assistance of any changes to the student's name, address, state of residence, institution of attendance, or enrollment status.

G. A student who receives an award for undergraduate study who becomes a graduate student must reapply to be considered for an award for graduate studies.

.10 EXTENSION PROCEDURES.

A. A recipient may hold a scholarship for a fifth undergraduate year or for a semester subsequent to the end of a fourth undergraduate academic year if the recipient submits a request and:

- (1) Is a full-time student;
- (2) Continues to be a resident of the State;
- (3) Continues to be a student at the institution and takes courses leading to a degree; and
- (4) Has received the award for the maximum timeframe available as provided in §C of Regulation .09 .

B. A Senatorial scholarship awarded under this section may be held for up to 1 year.

C. The Senator shall notify the Office of Student Financial Assistance (OSFA) of any fifth year request that has been approved.

D. The Director of OSFA or designee shall verify the availability of the appropriation for each Senator and shall award the student should funding be available.

E. The OSFA shall notify the student(s) of the award offer.

.11 REVOCATION OF AWARD

An award shall be revoked if:

- A. The criteria in Regulations .08 and .09 of this Chapter are not met;
- B. The recipient makes a change to their name, address, state of residence, institution of attendance, or enrollment status and fails promptly to inform the Office of Student Financial Assistance in writing; or
- C. Funds are no longer available.

.12 BUDGET FOR THE SENATORIAL SCHOLARSHIP PROGRAM.

- A. Each Senator shall have an annual budget to fund renewals and new awards.
- B. A Senator shall award all funds by September 1 of each fiscal year.
- C. A Senator may re-award scholarships awarded by September 1 that are later cancelled.
- D. Any scholarship funds remaining from cancellations at the end of a fiscal year shall be carried forward into the next fiscal year for the Senator to award.
- E. Any scholarship funds not awarded by September 1, except funds remaining from cancellations, shall be awarded by the Office of Student Financial Assistance (OSFA) to students in the Senator's legislative district
- F. The OSFA shall periodically notify each Senator of their scholarship funds balance.

Title 13B

MARYLAND HIGHER EDUCATION COMMISSION

SUBTITLE 08 FINANCIAL AID

Chapter 05 Delegate Scholarship Program

Authority: Education Article, §§11-105(u) and 18-204(c) and Title 18, Subtitle 5; Annotated Code of Maryland

.01 PURPOSE.

The purpose of the Delegate Scholarship Program is for Delegates in the Maryland General Assembly to provide financial assistance to full- and part-time students pursuing an undergraduate, graduate, or professional education.

.02 ELIGIBILITY.

A. A recipient shall be enrolled in the regular undergraduate, graduate, or professional program at an eligible institution in an associate's degree or certificate program in which the coursework is acceptable for transfer credit to an accredited baccalaureate program in an eligible institution.

B. A recipient shall attend an eligible institution for the number of credit hours for which the award was made.

C. Full-time enrollment is defined as 12 credit hours per semester for undergraduates and 9 credit hours per semester for graduate students.

D. Part-time enrollment is defined as 6 to 11 credits per semester for undergraduates and 6 to 8 hours for graduate students.

E. A recipient shall be enrolled at least part-time.

.03 ELIGIBLE INSTITUTIONS.

The following are eligible institutions:

A. A Maryland public or private college or university;

B. A private career school approved to operate in Maryland by the Commission;

C. An out-of-state institution that makes special provisions for a disabled student if comparable special provisions are not available to that student at a Maryland institution; and

D. An out-of-state institution that offers a program not offered in Maryland if approved by the Director of the Office of Student Financial Assistance, upon a written request to the Director by the applicant identifying their major as one not offered at an institution in the State, attaching a copy of the relevant section of the out-of-state institution's catalog, and providing the applicant's full name, address, social security number, and State legislative district. The Director shall notify the applicant of a decision within 45 days of receipt of the request.

.04 METHODS OF AWARDING AND AWARD AMOUNT

A. Each Delegate shall have a choice of two methods for awarding scholarships: the tuition and mandatory fees method and the set dollar method.

B. Each Delegate shall make an irrevocable selection of either the tuition and mandatory fees method or the set dollar method on an annual basis during each four-year term

C. Tuition and mandatory fees method.

(1)Each Delegate may award the equivalent of four, 4-year, full-time scholarships.

(2) A Delegate Scholarship award may not exceed the actual tuition and mandatory fees charged to the recipient as follows:

| <u>College Type</u> | <u>Amount of Assistance</u> |
|--|--|
| Community College | Tuition and Mandatory Fees |
| Public Four-Year College/University | Undergraduate Tuition and Mandatory Fees |
| Private Two-Year or Four-Year College/University | Up to Undergraduate Tuition and Mandatory Fees Maximum |
| Out-of-State School | Up to Undergraduate Tuition and Mandatory Fees Maximum |
| All Graduate Programs | Up to Undergraduate Tuition and Mandatory Fees Maximum |

(3) A Delegate Scholarship may be awarded for a 1, 2, 3, or 4 year period.

(4) A Delegate may award two part-time scholarships for each full-time scholarship available; provided that a part-time Delegate Award may be renewed for a maximum of eight years and that the student is enrolled for between six credits and eleven credits each semester.

(5) A full-time tuition and mandatory fees Scholarship shall not exceed the maximum tuition and mandatory fees at the four-year public institution of higher education within the University System of Maryland, other than the University of Maryland University College and the University of Maryland, Baltimore, with the highest annual expenses for a full-time resident undergraduate.

(6) Mid-term increases in Scholarship funds will only be awarded if sufficient funds are available in the Delegate program.

(7) A summer session shall constitute a full semester for award calculation and administration purposes.

(8) A Delegate may reserve the option not chose the two methods for awarding but elect to transfer funds to other State aid programs.

D. Set dollar method

(1) Each Delegate shall have an annual budget in the amount of four times the tuition and mandatory fees for a full-time undergraduate student enrolled at the University of Maryland, College Park for the academic year commencing in that year, other than the University College and the University of Maryland, Baltimore, with the highest annual expenses for a full-time resident undergraduate.

(2) The Delegate shall determine a set dollar amount to award each recipient.

(3) The minimum award shall be \$200 for the academic year and the maximum shall be one-half of the Delegate's budget for that academic year.

E. Unawarded funds remaining in a Delegate's account at the end of an award year shall carry over into the following year for awarding.

.05 APPLICATION AND SELECTION PROCEDURES.

- A. Each Delegate shall establish a written application and selection process for applicants.
- B. A Delegate's written selection process may use any factors that the Delegate considers appropriate.
- C. The Office of Student Financial Assistance shall refer applicant inquiries directly to the appropriate Delegates.

.06 AWARDING PROCEDURES.

- A. A Delegate shall inform the Office of Student Financial Assistance (OSFA) when they have selected a recipient.
- B. The OSFA will provide the Delegate with demographic student information of students assigned in their district. The Delegate is required to notify OSFA of their method of awarding and how the awards will be administered for the year.
- C. If the Delegate requests that OSFA awards recipients on their behalf, student awards will be determined based on eligibility criteria outlined in .02.
- D. For each recipient selected, the delegate shall provide OSFA with written notification of the student's:
 - (1) Full name;
 - (2) Social security number;
 - (3) Date of birth;
 - (4) Address;
 - (5) Award amount;
 - (6) Name of school attending; and
 - (7) Enrollment status.
- E. Upon receipt of the information in §D of this Regulation, the OSFA shall officially notify the student of the award offer.
- F. (1) An award recipient shall accept the Delegate award online through the Maryland College Aid Processing System (MDCAPS) within the timeframe established by the OSFA.
- (2) An award that is cancelled due to the lack of a timely response shall be reinstated upon written request provided that funds are available.
- F. A Delegate may choose to utilize an outside organization in determining scholarship awards under the following provisions:
 - (1) The organization must adhere to all pertinent statutory and regulatory provisions;
 - (2) OSFA shall send all information concerning applicants and the awarding of scholarship funds directly to the Delegate, who shall forward the information to the outside organization to recommend awards;
 - (3) The organization shall forward the names of all students recommended for an award to the Delegate's office for approval;
 - (4) The Delegate shall forward all students selected for award to OSFA for processing; and
 - (5) The outside organization shall not share any student information with any party other than the Delegate.

.07 PAYMENT.

- A. At the beginning of each school term, institutions shall be asked to review billing rosters provided by the Office of Student Financial Assistance (OSFA) to certify that the recipient is a

Maryland resident, enrolled in an eligible program for the number of credits for which the award was made, and meets Satisfactory Academic Progress

B. Upon receipt of the institution's certification, the OSFA shall disburse the respective funds directly to the institution to be credited to the student's account.

.08. RENEWAL AND CONTINUATION.

A. Delegate Scholarship awards are not automatically renewed on an annual basis. Recipients must reapply to their delegate annually.

B. A recipient shall inform the Office of Student Financial Assistance in writing of any change to the student's name, address, institution of attendance, or enrollment status.

.09 REVOCATION OF AWARD.

An award shall be revoked if:

A. The criteria in Regulations .07 and .08 are not met;

B. A recipient makes a change to their name, address, state of residence, institution of attendance, or enrollment status and fails promptly to inform the Office of Student Financial Assistance in writing; or

C. Funds are no longer available.

.10 APPEALS PROCEDURES.

A. An applicant may appeal a decision of ineligibility or of the revocation of an award.

B. An applicant may not appeal a denial of a Delegate Scholarship made for reasons other than a determination of ineligibility.

C. An appeal shall be filed with the Director of the Office of Student Financial Assistance (OSFA) within 30 calendar days of the date of the notice of ineligibility or revocation.

D. An appeal shall be in writing and detail reasons and/or circumstances that would justify reversal of the original decision.

E. The Director of OSFA or designee will review each appeal in consultation with the Delegate and issue a decision no later than sixty (60) calendar days after receiving the appeal.

F. All decisions of the Director or designee are final.

.11 NOTIFICATION OF DELEGATE FUNDS BALANCE.

A. The Office of Student Financial Assistance (OSFA) shall notify each Delegate of their scholarship funds balance.

B. The OSFA shall send an Applicant Roster to each Delegate at the end of April each year which lists all students who have filed a need-based application by the March 1 deadline and award renewals.

C. The OSFA will continue to update Delegates of Applicant Roster information including the names of new applicants and new awardees.

D. The OSFA may update rosters throughout the year.

E. If a Delegate does not award all of their scholarship funds during the fiscal year, those funds shall be carried forward into the following fiscal year.

.12 RECIPIENTS OF A DELEGATE HOWARD P. RAWLINGS EDUCATIONAL EXCELLENCE AWARD.

A. Each Delegate may authorize the Office of Student Financial Assistance (OSFA) to award all or a portion of their funds to eligible recipients of a Delegate Howard P. Rawlings Educational Excellence Award who reside in the Delegate's legislative district.

B. In the event that the total number of eligible recipients of a Delegate Howard P. Rawlings Educational Excellence Award who reside in the Delegate's legislative district is insufficient to utilize the total amount of funds available to the Delegate for any fiscal year, the OSFA may, with the consent of the Delegate, award the unused funds to other eligible recipients throughout the State.



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

James D. Fielder, Jr., Ph. D.
Secretary

MEMORANDUM

DATE: January 17, 2017

TO: Maryland Higher Education Commission

FROM: Jon Enriquez

STAFF: Barbara Schmertz

SUBJECT: 2016 Performance Accountability Report

The Maryland Higher Education Commission produces the Performance Accountability Report (PAR) to fulfill a statutory requirement for accountability on the part of Maryland's public colleges and universities. Each year, Maryland's 16 community colleges and 13 public four-year colleges and universities submit to the Commission a report on their activities and contributions to the State, particularly their education of students. Each institution has a different mission and serves a diverse array of educational needs within the State. The report is structured in a manner that allows each institution to identify strategic goals suited to its own mission and discuss its progress. Each institution provides a detailed narrative as well as a list of statistical indicators with strategic importance. Volume 1 of this report includes a summary and analysis of these reports, while Volume 2 contains the complete text of all institutional submissions.

In this edition of the PAR, the Commission provides an overview and analysis of Maryland's colleges and universities efforts to enact the State Plan for Higher Education, *Maryland Ready*. The six goals illuminated in the plan encompass a broad, sweeping agenda for postsecondary education. What arises from a review of the institutions' PAR submissions is their ongoing commitment to addressing some of the most complex issues facing higher education. These include keeping college affordable, ensuring students successfully progress toward completion and addressing issues tied to gaps in outcomes for some of the state's most vulnerable students (e.g., low-income students, ethnic minority students).

As institutions continue their progress toward institutional and state goals, the Commission identified some areas that should continue to receive focus and attention. These include institutional efforts to use creative and collaborative strategies for enrollment growth and to build partnerships that help target potential enrollees among high school students, working adults, and the unemployed.

In an effort to address the continued inequities in educational outcomes among racial and ethnic minority students, institutions should assess and analyze the outcomes of initiatives aimed at reducing these achievement gaps. These include assessing the effectiveness of institutions' policies, targeted programs, and curriculum changes in an effort to understand whether they are having the intended effects and to inform the allocation of resources.

A third area of focus for institutions should include ensuring assessment procedures and process are in place as alternative forms of educational delivery (e.g., distance education, online degree programs) continue to be ramped up. Evaluation should focus on the effectiveness and potential for success of these programs and courses.

In the coming year, the Commission will work with the institutional data that are available and in collaboration with institutions to continue to answer questions and provide research that can help achieve the goals set forth in the 2013 State Plan.

RECOMMENDATION: It is recommended that the Maryland Higher Education Commission approve the 2016 Performance Accountability Report and ask the Secretary to forward it to the Governor and the General Assembly as required by law.



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

James D. Fielder, Jr., Ph. D.
Secretary

MEMORANDUM

DATE: February 13, 2017

TO: Maryland Higher Education Commission

FROM: Jon Enriquez

STAFF: Barbara Schmertz

SUBJECT: 2016 Student Learning Outcomes Assessment Report

For the past twenty years, Maryland public colleges and universities have submitted periodic reports on the assessment of learning outcomes to the Maryland Higher Education Commission. These reports are aggregated and published as the Student Learning Outcomes Assessment Report (SLOAR).

For this report Maryland's public higher education institutions completed a brief survey and submitted narrative reports focusing on the colleges and universities' assessment activities of their institution, their general education curriculum, and their student learning. The survey centered on the role of undergraduate student learning outcomes assessment at their institutions.

Major findings from the survey and report analysis reveal:

- Almost all of Maryland's public colleges and universities have implemented a common set of learning outcomes that apply to all undergraduate students across all majors.
- For most institutions, all academic departments, schools, and/or majors have clearly stated learning goals and outcomes.
- The large majority of institutions have one or more faculty members or administrators dedicated to overseeing assessment of learning outcomes on their campuses.
- Institutions indicate that the primary drivers of student learning assessment are tied to accreditation and an institutional commitment to improving undergraduate education.
- Public four-year institutions report that activities tied to specialized accreditation, which focuses on programs in a specific discipline within an institution, plays a very large role in their assessment efforts; this is less so for the community colleges.
- The most common assessment method utilized by the colleges and universities is the rubric, which is used at the course level to interpret and grade students' work against established criteria and standards. Other frequently used methods include incoming student placement exams, national student surveys, and alumni surveys.
- Differences exist between the four-year institutions and community colleges regarding the ways assessment results are used to affect change; these differences seem to be, in part, a byproduct of differences in the students they serve and their distinctive missions.

- Faculty are central to successful efforts in assessing student learning.
- Administrators and faculty face challenges in ensuring the results of student learning outcomes assessment are used effectively and efficiently to inform institutional practice, teaching, and learning.

Recommendations tied to student learning outcomes assessment include ensuring faculty are central to the planning and implementation process and to the collection of data necessary to inform teaching and learning. Key administrators, including assessment staff and institutional leadership, are vital for keeping assessment an integral, high-quality endeavor at the department, program, and institutional level.

Accrediting bodies continue to play a significant role in guiding institutions on their assessment effort, and likely will be a predominant driver of continued changes to assessment in the coming years.

RECOMMENDATION: This item is for information only.



MHEC
Creating a state of achievement

Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

James D. Fielder, Jr., Ph.D.
Secretary

Maryland Higher Education Commission 2017 Meeting Dates

The Maryland Higher Education Commission (MHEC) is Maryland's higher education coordinating board responsible for the management of statewide financial aid programs and the establishment of statewide policies for public and private colleges and career schools to support students' postsecondary pursuits.

Meeting Dates and Locations

| | |
|--|--|
| January 25, 2017 Cancelled | June 28, 2017 |
| February 13, 2017 *Please note date change* | September 27, 2017 9:30am to 3:30pm |
| March 22, 2017 | October 25, 2017 |
| April 26, 2017 | November 15, 2017 *Please note date change* |
| May 24, 2017 | December 13, 2017 *Please note date change* |

All Commission Meetings will be held on the 4th Wednesday of Each Month from 1:00pm to 4:00pm at the Maryland Higher Education Commission in the 7th Floor Board Room located at 6 N. Liberty Street, Baltimore, MD 21201 unless otherwise noted.

Dates and Times Subject to Change

<http://www.mhec.state.md.us/higherEd/about/Meetings/mtgsched.asp>