

MARYLAND HIGHER EDUCATION COMMISSION

MEETING BOOKLET

Time: 9:30 AM
September 22, 2016

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



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Lt. Governor

Anwer Hasan
Chairperson

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

Maryland Higher Education Commission Meeting Agenda

TIME: 9:30a.m.-3:30p.m.
Thursday
September 22, 2016

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

- June 16, 2016.....1 *

Chairman’s and Secretary’s Remarks

Faculty Advisory Council

Student Advisory Council

Department of Finance and Administration – Geoffrey Newman

- **Operating and Capital Budget Presentations**
 - **9:40 am – St. Mary’s College of Maryland – Dr. Tuajuanda C. Jordan, President**
 - **10:00 am – University System of Maryland, Mr. Joseph Vivona, Chief Operating Officer and Vice Chancellor for Administration & Finance**
 - **10:30 am - Morgan State University – Dr. David Wilson, President**
 - **10:50 pm – Maryland Independent College and University Association – Ms. Tina Bjarekull, President**
 - **11:10 am – Maryland Association of Community Colleges – Dr. Bernie Sadusky, Executive Director**
 - **11:30 am – Baltimore City Community College – Dr. Gordon F. May, President**
 - **11:50 pm – Regional Higher Education Centers – Mr. Geoffrey Newman, Assistant Secretary of Finance and Administration and Center Directors**

12:30 p.m. – Lunch Break – (Reconvene at approximately 1:00pm)

Department of Finance and Administration – Geoffrey Newman

- **Proposed Adoption on Regulations**
 - **Fee Waivers for Victims of Human Trafficking under COMAR 13B.07.02.07.....9 ***

Department of Academic Affairs – Emily Dow

Offices of Collegiate Affairs and Career and Workforce Development - Monica Wheatley, Alan Gallegos, and Christine Wellons

- Quarterly Reports
 - Academic Program Actions Quarterly Report (April 1st to June 30th).....15
 - Private Career School Actions Quarterly Report (April 1st to June 30th).....39
- Final Adoption on Regulations
 - Fully Online Programs under COMAR 13B.05.01.11- Registration.....41 *

Office of Research and Policy Analysis – Jon Enriquez

- Proposed Adoption on Regulations
 - Modification of Fully Online Institutions Registration Procedure under COMAR 13B.05.01.06.....45 *
- Retention and Graduation Rates at Maryland Four-Year Institutions.....51
- Retention, Graduation, and Transfer Rates at Maryland Community Colleges.....53
- Report on Unmet Need and Student Success at Maryland Public Four-Year Institutions.....55

Adjournment

Maryland Higher Education Commission

Regular Session
Meeting Minutes

June 16, 2016
11:00 a.m.

The Maryland Higher Education Commission (MHEC) met on Thursday, June 16, 2016 at 6 N. Liberty Street, 7th Floor Board Room, Baltimore, MD 21201.

Commission members present:

Anwer Hasan Chairman	Joseph DeMattos, Jr.
Vivian Boyd	John Yaeger
John Holaday	Ian MacFarlane
Donna Mitchell	Joel Packer
Rizwan Siddiqi	

Commission members not present:

Sandra Jimenez Vice Chair	Brandon Bell
Mariyah Bryant	

Staff members present:

Geoffrey Newman	Mark Blom, Principal Counsel
Tonya L Johnson	Christine M.H. Wellons
Donna Thomas	Monica Wheatley
Trish Gordon-McCown	David Beard
Jon Enriquez	

Call to Order

The meeting was called to order by **Chairman Hasan** at approximately 11:02 a.m. A meeting quorum was established with nine out of twelve members present.

Chairman's Remarks

Chairman Hasan reported that a new Assistant Secretary of Academic Affairs, Emily Dow, has been named and will start on June 27, 2016. Dr. Dow will serve on the Program Review Committee.

Chairman Hasan reported that the P-20 Council meeting focused on the data longitudinal data system. He expressed concern that students still need remedial courses although this council was formed to align K12 to postsecondary education.

Secretary's Remarks

Geoffrey Newman served as **Secretary Fielder's** designee. Mr. Newman introduced two interns – Patrick DuBoyce and Hunter Schwartz; Maria Torres, Director of Communications; and reported that an Assistant Secretary for Academic Affairs has been named, Emily Dow. There is an active recruitment for the Director of Academic Affairs and interviews are expected to be scheduled next week.

Approval of Minutes – Action Item

There was a motion by **Commissioner MacFarlane** and a second by **Commissioner Siddiqi** for approval of the April 27, 2016 meeting minutes. The motion was approved unanimously.

Faculty Advisory Council – Information Item

Dr. Nicole Dombrowski-Risser introduced Nayna Philipsen as the next FAC Chair. Dr. Dombrowski-Risser reported on the growing use of adjunct faculty. She provided the ten point action brief and shared concerns about the unfair treatment of adjuncts. A move to collective bargaining may be used to try to address the concerns.

Student Advisory Council

No report.

Office of the Secretary – Commissioner Committees – Information Item

Chairman Hasan assigned **Commissioner MacFarlane** as Chairperson of the Finance and Operations Committee; **Commissioner Packer** as Chairperson of the Outreach, Grants, and Financial Assistance Committee; and **Commissioner DeMattos** as the Chairperson of the Program Review Committee. He emphasized the serious nature of the committees and recommended extensive involvement in performing the work.

Office of the Secretary – Correctional Training Commission – Action Item

Chairman Hasan recognized Christine Wellons. Ms. Wellons reported that the Correctional Training Commission (CTC) is a unit of the Department of Public Safety and Correctional Services (DPSCS) that is responsible for overseeing entry-level training to correctional officers in the State (local and state level). By statute, MHEC is responsible for appointing a President of an institution in Maryland that has a correctional education curriculum. Secretary Fielder and MHEC staff recommended the appointment of Dr. Maria Thompson (President of Coppin State University) because she is highly qualified and for the institution's diverse offerings in correctional education programs.

Commissioner Siddiqi motioned to recommend that the Maryland Higher Education Commission approve the appointment, pursuant to § 8-204 of the Correctional Services Article of the Annotated Code of Maryland, of Dr. Maria Thompson, President of Coppin State University, to serve on the Correctional Training Commission of the Department of Public Safety and Correctional Services. **Commissioner Packer** seconded the motion. The motion was approved unanimously.

Department of Academic Affairs – Final Adoption on Regulations – General Education Requirements for Public Institutions under COMAR 13B.06.01.03 – Action Item

Chairman Hasan recognized Monica Wheatley. Ms. Wheatley reported that two comments were received regarding a change to a discretionary category for general education. Previously, for interdisciplinary or emerging issues, courses of that nature could be used. Presently, it has changed to institution specific requirements due to mission and regional differences. This gives institutions more latitude in making the determination.

A non-substantive modification is needed to include examples of the types of courses that would be included in the institution specific requirements section. Examples of courses include, but are not limited to, Health, Diversity, and Computer Literacy.

Commissioner MacFarlane amended the motion, as presented in the staff report, to recommend that the Maryland Higher Education Commission approve for final adoption the attached proposed regulations to COMAR 13B.06.01.03 with a non-substantive revision to D (1) to appear at the end of D (1), the additional sentence - examples include, but are not limited to, Health, Diversity, and Computer Literacy. **Commissioner DeMattos** seconded the amended motion. The amended motion was approved unanimously.

Department of Finance and Administration - Proposed Adoption on Regulations - General Education and Transfer under COMAR 13B.06.01.02,.02-1,.04-.08 – Action Item

Chairman Hasan recognized Geoffrey Newman. Mr. Newman requested the Commission to approve for publication in the Maryland Register amendments to COMAR for General Education and Transfer, specifically sections 13B.06.01.02, 13B.06.01.02-1, and 13B.06.01.04-.08. These regulations are consistent with the work that the Student Transfer Advisory Committee has been doing to develop a statewide transfer agreement and reverse credit transfer agreement. The changes to the regulations clarify the roles and responsibilities of receiving and sending institutions, students, and the Commission.

Chairman Hasan questioned how the reverse credit transfer agreement works. Jon Enriquez responded that it was designed to provide a pathway for individuals who transfer from 2-year institutions to 4-year institutions complete a number of credits sufficient to earn an associate's degree and then earn an associate's degree on the basis of those credits regardless of whether they have actually finished their bachelor's degree. It is another strategy in the ongoing effort to improve degree attainment. The regulation change standardizes and provides clear definition to the number of credits needed to qualify for the program. Institutions will work collaboratively to exchange transcripts without fees, provide information to students, and to identify students that are eligible.

Chairman Hasan emphasized the need and importance for the institutions to communicate with each other and the students to help ease the transfer process for students. Dr. Enriquez responded that communication and collaboration is a key element in the reverse credit transfer agreement.

Commissioner MacFarlane questioned the concept of the Transfer Mediation Committee. Dr. Enriquez responded that the committee is not new and different approaches have been used, but it is under the Secretary's discretion. Individuals would be sought who have some competence in academic affairs – faculty, individuals from multiple segments, and registrars who primarily deal with transfers.

Commissioner Siddiqi questioned whether the 2-year or 4-year institution would issue the associate's degree. Dr. Enriquez responded that the 2-year institution would issue the associate's degree.

Commissioner Packer questioned whether students are eligible for reverse transfer if they start at a 4-year institution, does not obtain a bachelor's degree, and chooses to transfer to a 2-year institution. Dr. Enriquez responded that they are not eligible for reverse transfer because they must start at a community college.

Commissioner Packer recommended that MHEC staff examine students that start at a 4-year institution, and then transfer to a 2-year institution to determine if changes are needed in regulation or any other mechanism to promote completion efforts.

Commissioner Boyd motioned to recommend that the Maryland Higher Education Commission approve for publication the attached proposed amendments to COMAR 13B.06.01.02, 13B.06.01.02-1 and 13B.06.01.04 - .08, as presented, and authorize 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 Packer** seconded the motion. The motion was approved unanimously.

Department of Finance and Administration - Proposed Adoption on Regulations - Amendments to COMAR 13B.07.04 and 13B.07.05, Community Colleges – Action Item

Chairman Hasan recognized David Beard. Mr. Beard reported that 13B.07.04 pertains to construction at community colleges and 13B.07.05 pertains to space guidelines for community colleges to reflect corrections, changes, and updated practices in meeting the regulatory standards for compliance in these sections.

Commissioner Yaeger motioned to recommend that the Maryland Higher Education Commission approve for publication the attached proposed amendments to COMAR 13B.07.04 and COMAR 13B.07.05, as presented, and authorize 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 Student Financial Assistance – Proposed Action on Guideline Amendments - Student Financial Assistance Program Guideline Amendments – Residency - Action Item

This item was deferred until the September, 2016 Commission meeting.

Office of Student Financial Assistance - Final Adoption on Regulations - Jack F. Tolbert Memorial Student Grant Program under COMAR 13B.08.06.01-.10 – Action Item

Chairman Hasan recognized Mark Blom. Mr. Blom reported that these regulations were published in the Maryland Register. MHEC is requesting approval of these regulations with nonsubstantive revisions.

Commissioner DeMattos motioned to recommend that the Maryland Higher Education Commission adopt for final approval regulations 13B.08.06.01-.10, concerning the Jack F. Tolbert Memorial Student Grant Program, as attached with the nonsubstantive revisions noted therein. **Commissioner Mitchell** seconded the motion. The motion was approved unanimously.

Office of Student Financial Assistance - Final Adoption on Regulations - Graduate & Professional Scholarship Program under COMAR 13B.08.08.01-.06 – Action Item

Chairman Hasan recognized Donna Thomas. Ms. Thomas reported that there were no comments received and requested approval.

Commissioner Yaeger motioned to recommend that the Maryland Higher Education Commission adopt for final approval regulations 13B.08.08.01-.06 concerning the Graduate & Professional Scholarship Program, as attached. **Commissioner Packer** seconded the motion. The motion was approved unanimously.

Department of Research and Policy Analysis – Enrollment Projections – Action Item

Chairman Hasan recognized Jon Enriquez. Dr. Enriquez reported that the 10-year enrollment projections for a period from Fall 2016 to Fall 2025 include headcount enrollments, full-time equivalent enrollments, full-time day equivalent enrollments, and eligible non-credit students at community colleges. The Commission projects that total headcount credit enrollment in Fall 2016 will increase 1% over the previous year; headcount credit enrollment is projected to increase 18% over the next 10 years; enrollment at community colleges projected to increase by 23%; and enrollment projections at 4-year institutions is 15%. Undergraduate enrollment is projected to increase by 19%; graduate and professional student enrollment is projected to increase by 13%; full-time equivalent enrollment is projected to increase by 31%; and state-funded noncredit FTE continuing education enrollments at community colleges are projected to increase by 9%.

Commissioner Packer questioned whether data is collected on enrollment projections for private institutions. Dr. Enriquez responded that enrollment projections are not collected for private institutions because factors that affect public enrollments do not apply to private institutions.

Commissioner Siddiqi questioned why part-time graduate enrollments are 20% compared to full-time enrollment at 4%. Dr. Enriquez responded that part-time graduate enrollments have been increasing rapidly. There are two different models used for undergraduate and graduate enrollment projections.

Chairman Hasan questioned the enrollment increases since the school population is flat and there is no increase in population in Maryland. Dr. Enriquez responded that high school graduates are expected to increase toward the beginning or the end of the decade. The other source is the increase of additional adult students in addition to the historical increase of adult students over the last few years and the adult population.

Chairman Hasan questioned whether the projections are shared with the institutions prior to publication. Dr. Enriquez responded that information is shared and changes may or may not be made. Institutions do not provide independent data because it is not used in the model.

Commissioner MacFarlane questioned the growth over the last 10 years for total enrollment. Dr. Enriquez responded that 10 years ago there was a projected fairly steady increase in enrollment that missed the surge above beginning between 2008-2010.

Commissioner MacFarlane questioned whether 10 years ago if there was an increase closer to 18% or 25% Dr. Enriquez responded that it is closer to 18% which signals slower growth.

Commissioner MacFarlane questioned whether the model captures the disruptive competitive forces such as on-line education and competition with other states. Dr. Enriquez responded that we do not capture the disruptive competitive forces; however, the enrollment projections are demographic driven and seems to be working well.

Commissioner Siddiqi requested to see actual data vs. projected data for the last 10 years to gain confidence in the model.

Commissioner Holaday questioned whether on-line enrollment is included in the enrollment projections. Dr. Enriquez responded that they are included and on-line students are included in both the calculation of credit hours and headcount.

Commissioner Boyd questioned whether the projections include brick and mortar enrollment projections in addition to on-line. Dr. Enriquez responded that both projections are included, but are not distinguished between the two except for calculating full-time equivalent enrollment (FTE) and full-time day equivalent enrollment (FTDE). These are individuals that are registering at Maryland public institutions.

Commissioner Packer motioned to recommend that the Maryland Higher Education Commission accept the 2016-2025 enrollment projections and approve their distribution to the public, the campuses, and interested state agencies. **Commissioner Siddiqi** seconded the motion. The motion was approved unanimously.

Commission Committees

Commissioner MacFarlane questioned the expectation of work from the committees by the next Commission meeting. **Chairman Hasan** responded that progress should be made and a 1 year plan should be developed to measure progress. Committees should meet at least 1-2 times or email discussions during the July and August break.

Appointment of State Superintendent of Schools

Commissioner Packer reported that Dr. Karen Salmon has been appointed the new State Superintendent of Schools and suggested that **Chairman Hasan** and **Secretary Fielder** send her a congratulatory letter on her appointment and invite her to speak at a Commission meeting by year's end to discuss her plans for K-12.

Adjournment

The meeting adjourned approximately 12:44 p.m.



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

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

MEMORANDUM

DATE: September 22, 2016

TO: Maryland Higher Education Commissioners

FROM: Geoffrey Newman, J.D., M.B.A., Assistant Secretary

SUBJECT: Proposed Approval of Regulations Regarding Community College Fee Waivers for Victims of Human Trafficking

The purpose of this memorandum is to request approval to publish for public comment the attached proposed regulations to implement Chapter 341 of the 2015 Laws (Section 16-310(b)(5) of the Education Article). Consistent with Chapter 341 (copy attached), the regulations would permit boards of community colleges to exempt certain victims of human trafficking from paying out-of-county fees to the colleges.

The proposed regulations would allow a community college to adopt a written policy that would exempt certain human trafficking victims from paying normally applicable out-of-county fees. To qualify for the waiver, an applicant (or person working on behalf of the applicant) would be required to provide documentation from law enforcement, an assistance program, or other professional indicating that the applicant is a victim of human trafficking. The college's written policy also would be required to provide for the protection of applicants' confidential information.

In addition, the regulations would provide that if a college admits individuals under the waiver program, then it must report annually to MHEC regarding the number of waivers granted.

If the Commission approves these proposed regulations for publication, the regulations will be submitted to the Administrative, Executive, and Legislative Review (AELR) Committee for a 15-day review period. The regulations then will be published in the Maryland Register for a 30-day comment period, and will return to the Commission for final adoption.

RECOMMENDATION: It is recommended that the Commission approves for publication the attached regulations regarding the waiver of community college fees for victims of human trafficking, 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.

Chapter 341

(House Bill 847)

AN ACT concerning

**Community Colleges – Victims of Human Trafficking – Exemption From
Out-of-County and Out-of-Region Fees**

FOR the purpose of exempting certain victims of human trafficking from paying a certain out-of-county fee or a certain out-of-region fee at community colleges in the State; authorizing each board of community college trustees to waive a certain out-of-county fee or a certain out-of-region fee for certain students; requiring certain information collected by a community college to remain confidential; requiring a community college to collect certain information and report certain information to the Maryland Higher Education Commission each year; requiring the Commission to submit a certain report to the General Assembly each year; requiring the Maryland Higher Education Commission to adopt certain regulations; defining a certain term; and generally relating to an exemption from the out-of-county fees and out-of-region fees for victims of human trafficking.

BY repealing and reenacting, with amendments,

Article – Education

Section 16–310(b)

Annotated Code of Maryland

(2014 Replacement Volume and 2014 Supplement)

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,
That the Laws of Maryland read as follows:

Article – Education

16–310.

(b) (1) Subject to the provisions of paragraphs (2), (3), and (4) of this subsection and subsection (g) of this section, any student who attends a community college not supported by the county in which the student resides shall pay, in addition to the student tuition and fees payable by a resident of a county that supports the community college, an out-of-county or out-of-region fee at least equal to 60% of the county share per full-time equivalent student as determined under § 16–305 of this subtitle.

(2) (i) Any student who resides in an incorporated municipality whose corporate limits extend into 2 counties in the State is considered an in-county resident for tuition purposes at a community college campus located within that municipality that is supported by either county.

(ii) If a student is considered an in-county resident under this paragraph and the student does not reside in the county that supports the community college, the county in which the student resides shall pay the difference between the out-of-county tuition and the in-county tuition.

(3) Each board of community college trustees may waive the out-of-county or out-of-region fee, as determined in paragraph (1) of this subsection, for a student who is employed by a business located in the county that supports the community college.

(4) (i) In this paragraph, “BRAC” means the Base Realignment and Closure process as announced by the United States Department of Defense.

(ii) Each board of community college trustees may waive the out-of-county fee or out-of-region fee as determined in paragraph (1) of this subsection for a student who resides in the county but does not meet the in-county residency requirement for tuition purposes and has moved to the State as an employee or a family member of an employee as part of BRAC.

(5) (I) IN THIS PARAGRAPH, “VICTIM OF HUMAN TRAFFICKING” MEANS AN INDIVIDUAL WHO HAS BEEN RECRUITED, HARBORED, TRANSPORTED, PROVIDED, OR OBTAINED FOR LABOR, SERVICES, OR A SEXUAL ACT THROUGH THE USE OF FORCE, FRAUD, OR COERCION.

(II) EACH BOARD OF COMMUNITY COLLEGE TRUSTEES MAY WAIVE THE OUT-OF-COUNTY FEE OR OUT-OF-REGION FEE AS DETERMINED IN PARAGRAPH (1) OF THIS SUBSECTION FOR A STUDENT WHO ATTENDS THE COMMUNITY COLLEGE AND:

1. IS NOT A RESIDENT OF THE COUNTY; AND
2. IS A VICTIM OF HUMAN TRAFFICKING.

(III) INFORMATION COLLECTED UNDER THIS PARAGRAPH AS PART OF A STUDENT’S REGISTRATION SHALL REMAIN CONFIDENTIAL.

(IV) 1. A COMMUNITY COLLEGE THAT ADMITS AN INDIVIDUAL WHO QUALIFIES FOR A WAIVER OF THE OUT-OF-COUNTY FEE OR OUT-OF-REGION FEE UNDER THIS PARAGRAPH SHALL:

A. KEEP A RECORD OF THE NUMBER OF INDIVIDUALS FOR WHOM A WAIVER WAS GRANTED IN ACCORDANCE WITH SUBPARAGRAPH (II) OF THIS PARAGRAPH; AND

B. REPORT THE INFORMATION REQUIRED IN ITEM A OF THIS SUBSUBPARAGRAPH TO THE COMMISSION EACH YEAR.

2. THE COMMISSION SHALL SUBMIT TO THE GENERAL ASSEMBLY, IN ACCORDANCE WITH § 2-1246 OF THE STATE GOVERNMENT ARTICLE, AN ANNUAL REPORT CONSISTING OF THE INFORMATION SUBMITTED TO THE COMMISSION UNDER SUBSUBPARAGRAPH 1 OF THIS SUBPARAGRAPH.

~~(H)~~ (V) 1. THE COMMISSION SHALL ADOPT REGULATIONS TO IMPLEMENT THE PROVISIONS OF THIS PARAGRAPH.

2. THE REGULATIONS SHALL INCLUDE A REQUIREMENT THAT AN APPLICATION FOR A WAIVER OF THE OUT-OF-COUNTY FEE OR OUT-OF-REGION FEE AS PROVIDED IN THIS PARAGRAPH SHALL CONTAIN EVIDENCE THAT THE APPLICANT IS A VICTIM OF HUMAN TRAFFICKING, INCLUDING:

A. CERTIFIED LAW ENFORCEMENT, COURT, OR OTHER FEDERAL OR STATE AGENCY RECORDS OR FILES;

B. DOCUMENTATION FROM A HUMAN TRAFFICKING PREVENTION OR ASSISTANCE PROGRAM; OR

C. DOCUMENTATION FROM A RELIGIOUS, MEDICAL, OR OTHER PROFESSIONAL FROM WHOM THE APPLICANT HAS SOUGHT ASSISTANCE OR TREATMENT AS A VICTIM OF HUMAN TRAFFICKING.

SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July 1, 2015.

Approved by the Governor, May 12, 2015.

13B.07.02.07

.07 Fee Waivers for Victims of Human Trafficking

- A. *In this regulation, “victim of human trafficking” means an individual who has been recruited, harbored, transported, provided, or obtained for labor, services, or a sexual act through the use of force, fraud, or coercion.*
- B. *A board of trustees of a college may, subject to a written policy adopted by the board of trustees, waive the out-of-county fee or out-of-region fee, as determined in Education Article, §16-310(b)(1), Annotated Code, for a student who attends the college and:*
 - (1) Is not a resident of the county; and*
 - (2) Is a victim of human trafficking.*
- C. *A board of trustees that grants waivers under this regulation shall ensure that:*
 - (1) Information collected or maintained by the college related to an individual’s application for a waiver, or related to an individual’s status as a victim of human trafficking, remains confidential and is subject to disclosure only upon the applicant’s written consent;*
 - (2) An application for a waiver of the out-of-county or out-of-region fee contains evidence that the applicant is a victim of human trafficking, including:*
 - (i) Certified law enforcement, court, or other federal or State agency records or files;*
 - (ii) Documentation from a human trafficking prevention or assistance program; or*
 - (iii) Documentation from a religious, medical, or other professional from whom the applicant has sought assistance or treatment as a victim of human trafficking; and*
 - (3) The college provides the applicant with the option of having any directory information about the applicant, including but not limited to the applicant’s name, address, photograph, email address, and phone number, remain confidential and subject to disclosure only upon the applicant’s written consent.*
- D. *A college that admits an individual who qualifies for a waiver of the out-of-county fee or out-of-region fee under this regulation shall:*
 - (1) Keep a record of the number of individuals for whom a waiver was granted; and*
 - (2) Report to the Commission annually on the number of individuals for whom a waiver was granted.*



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

MEMORANDUM

DATE: September 22, 2016

TO: Maryland Higher Education Commission

FROM: Dr. Emily Dow **STAFF:** Monica Wheatley
Sheila Coleman

SUBJECT: Report on Programs Reviewed from April 1, 2016 to June 30, 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:	6	at independent colleges and universities
	1	at public four-year colleges and universities
	1	at public community colleges
Certificate Programs:	4	at independent colleges and universities
	2	at public four-year colleges and universities
	4	at public community colleges
Area of Concentration:	0	at independent colleges and universities
	0	at public four-year colleges and universities
	9	at public community colleges
Out-of-State Institutions:	1	new programs
	45	renewal programs
Proposals Withdrawn:	3	proposals withdrawn
Programs Denied:	11	at out-of-state institutions
Proposals Discontinued/Suspended:	2	at independent year colleges and universities
	1	at public year colleges and universities
	2	at public community colleges
	2	at out-of-state colleges and universities
In-State Certificate of Approval:	1	at independent colleges and universities
Partnerships:	0	new partnership agreement
	<u>4</u>	closed partnership agreement
Total Program Proposal Actions:	99	

Additionally, the Commission, in accordance with COMAR 13B.02.05 'State Authorization Reciprocity Agreement – SARA', the Commission approved 11 in-state institutions to participate in the agreement. There were no 'online registrations' processed in this time period.



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I. PROGRAMS THAT RECEIVED OBJECTIONS

- During this reporting period the Commission received one objection to 11 programs from one in-state institution.
- The institution that received an objection was an out-of-state institution.
- The Secretary denied the certificate of approval and all 11 requested 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 April 1, 2016 and June 30, 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
Stratford University	AAS in EKG/Phlebotomy Technician	Morgan State University	Unreasonable program duplication which would cause demonstrable harm to another institution	Denied	6/15/2016	Proposed programs were found to be unreasonably duplicative and/or demonstrated a lack of market need
	AAS in Medical Insurance Billing and Coding					
	BS in Accounting					
	BS in Business Administration					
	BS in Information Technology					
	BS in Health Care Administration					
	BS in Health Information Management					
	BS in Nursing					
	MBA					
	MS in Health Care Administration					
MS in Software Engineering						

I. DEGREE PROGRAMS APPROVED/RECOMMENDED

Independent Four Year Colleges and Universities

Johns Hopkins University

Master of Advance Studies in Spatial Analysis for Public Health (Approved 6/4/2016)

The MAS in Spatial Analysis for Public Health at Johns Hopkins University is designed to prepare students for positions that utilize spatial data to address public health problems. The curriculum includes: training in epidemiology and biostatistics; practical skills via professional development workshops; and spatial analysis training utilizing a comprehensive spatial science paradigm. The program follow's the Bloomberg School of Public Health's Spatial Science paradigm, which includes three components: (i) spatial data, i.e., collecting, creating, and obtaining spatial data; (ii) Geographic Information Systems, which refers to software for spatial data manipulation, integration, and mapping, and (iii) spatial statistics, which are tools to statistically analyze spatial data.

Master of Arts in Public Health Biology (Approved 6/29/2016)

The new Master of Arts in Public Health Biology is a novel, public health-oriented online degree program for part-time students designed to foster knowledge of and appreciation for the many ways that modern biological principles and research methods can be applied to the identification, treatment, and prevention of conditions of relevance to the health of the public. It will provide a solid, conceptual basis for an understanding of the rationale, tools and approaches that are essential for addressing problems in public health.

Master of Civil Engineering (Approved 6/29/2016)

Johns Hopkins University (JHU) has submitted a proposal to substantially modify the existing Master of Civil Engineering by adding online instruction. The online version of the program will prepare graduates for specialized jobs involving all aspects of civil engineering including infrastructure components such as buildings, power plants, roadways, bridges, water supply systems, wastewater systems, and ocean and estuarine structures; as well as the development of less traditional structures and systems, such as mechanical prostheses and space vehicles. The curriculum has been updated and offers a variety of courses in the areas of coastal engineering, geotechnical engineering and structural engineering.

Master of Science in Data Science (Recommended 7/22/2016))

Johns Hopkins University (JHU) has submitted a proposal to offer the new 30-credit hour Master of Science (M.S.) in Data Science. Classes will be offered in traditional format and online instruction. The program is aimed at students interested in pursuing careers in data science with a curriculum that balances theory with practice, giving them the knowledge and skills necessary to enhance their effectiveness in a complex and rapidly evolving technological environment. The proposed program's focus is on engineering and emphasizes data management in the context of computer science and mathematics.

The emerging discipline of data science is concerned with theory, analysis, design and implementation of processes that describe and transform information to discover relationships and insights into complex and ever growing data sets. Graduates of the program will qualify for positions as natural sciences managers, actuaries, statisticians, survey researchers, mathematical science teachers/postsecondary as well as jobs in corporations and government organizations.

Loyola University of Maryland

Master of Science in Data Science (Approved 6/29/2016)

Loyola University Maryland has submitted a proposal to offer the new 34-credit hour Master of Science (M.S.) in Data Science. The courses will be offered in traditional face-to-face format on campus and online instruction. The field of data science involves extracting information or learning from data to generative predictive scenarios of the future. Methods include combining multiple sources of data, applying artificial intelligence and machine learning techniques, and modeling data using statistical methods. The core curriculum provides training in data management and data analysis needed to collect, manage and analyze an organization's data to create new knowledge. The program emphasizes business, computer science and statistics which are adaptable to any domain with rigorous statistical and computational skills. Students will enroll in a capstone research project to be conducted by a partnering industry/government/non-profit organization. Students will also be required to take a two-semester practicum and summer internship. Graduates of the program will be qualified to work in industry and government where their skills will help support decision-making.

Notre Dame of Maryland University

Master of Science in Leadership in Teaching (Approved 6/28/2016)

Notre Dame of Maryland University is proposing to offer the existing Master of Arts (M.A.) in Leadership in Teaching (MAT) as an online program. The 36-hour curriculum provides advanced study for professionals who wish to become master teachers—leaders in the art and craft of teaching—with the commitment and skills to provide for the success of their students and the leadership development of their peers. Courses in pedagogy introduce students to state-of-the-art practices that enable teachers to empower their students to be self-motivated, serious learners. Teachers improve their ability to become critical consumers of education research that explores teaching and learning. They become familiar with computer tools available for planning and instruction, use instruments for assessment and evaluation, and study approaches to curriculum design and course planning. Currently the degree program, including the School Administration and Supervision Certification (but not the concentrations), is offered at off campus locations at the Northeast Maryland Higher Education Center (Aberdeen), Southern Maryland Higher Education Center, and Anne Arundel Community College.

Public Four-Year Colleges and Universities

University of Maryland College Park

Master of Science in Business Analytics (Approved 6/29/2016)

The Robert H. Smith School of Business proposes to offer a new Master of Science program in Business Analytics. Students in this program will develop significant mathematical, statistical, and computational capabilities needed to understand, manage, and use large amounts of data for optimal business and organizational decision-making. This program seeks to train a new generation of business analysts who are knowledgeable and skilled in the analysis of large amounts of data and its application to a variety of organizational functions and environments. Required courses will include the following: Data, Models, and Decisions; Decision Analytics; Data Analytics; and Database Management Systems.

Community Colleges

Frederick Community College

Associate of Applied Science in Game & Simulation Development (Approved 6/29/2016)

The Associate of Applied Science (A.A.S.) in Game & Simulation Development is designed to prepare students for a career in the interactive technology capacities, such as Multimedia Artist, Visual Effects Artist, Interactive Content Designer, Interactive Media Designer, Digital Animator, Graphic Designer, Modeling & Simulation Engineer, Simulation Application Developer, Web Developer, Game Designer, Game Developer, and Application Programmer. The proposed program introduces students to the current animation and modeling software, trains students with interactive 3D technology, and prepares students' proficiency in programming languages, including Java, C++, C#, and Python. Students can also transfer to a 4-year institution to pursue their bachelor degree in Multimedia & Web Technology, bachelor degree in Computer Animation & Simulation, or bachelor degree in Computer Science with the Game Development concentration.

II. CERTIFICATE PROGRAMS APPROVED/RECOMMENDED

Independent Four-Year Colleges and Universities

Johns Hopkins University

Post-Baccalaureate Certificate in Civil Engineering (Approved 6/29/2016)

Johns Hopkins University (JHU) has submitted a proposal to substantially modify the existing Post-Baccalaureate Certificate in Civil Engineering and add online instruction. The certificate program operates within the Masters of Civil Engineering and draws all courses from the master's curriculum. The 18-credit hour certificate is designed to provide students with a balance of theory and practice, knowledge and skills necessary to enhance their effectiveness in a complex and rapidly evolving technological and organizational environment. The program broadens and strengthens students' understanding of the traditional fundamentals and introduces them to contemporary applications and technologies. Students who complete the certificate will be prepared for specialized jobs involving all aspects of civil engineering based on studies in two focus areas: geotechnical engineering and structural engineering.

Post-Baccalaureate Certificate in K-8 STEM Lead-Teacher (Approved 6/29/2016)

Johns Hopkins University (JHU) has submitted a proposal to substantially modify existing Post-Baccalaureate Certificate (P.B.C.) in K-8 STEM Lead-Teacher by updating the curriculum and adding online instruction version of the program. Additionally, JHU is requesting to change the title of the certificate to STEM Instructional Leader (PreK – 6). The proposed curriculum has been modified to align with MSDE's approved Instructional Leader-STEM (PREK-6) licensure endorsement. The 18-credit hour certificate program has been updated to emphasize a problem-based, project-based approach which allows for exploration, inquiry, problem solving and critical thinking. This approach enhances the teacher's understanding of STEM content, pedagogical content knowledge and use of technology.

Post-Baccalaureate Certificate in K-8 Mathematics Lead-Teacher (Approved 6/29/2016)

Johns Hopkins University (JHU) has submitted a proposal to substantially modify the existing Post-Baccalaureate Certificate (P.B.C.) in K-8 Mathematics Lead-Teacher Teacher by updating the curriculum and adding an online instruction version of the program. Additionally, JHU is requesting to change the title of the certificate to Mathematics Instructional Leader (PreK – 6). The 18-credit hour certificate curriculum has been modified to enhance mathematical content knowledge and elementary mathematical pedagogical content knowledge of elementary teachers. The proposed modifications are aligned with the Common Core State Standards in Mathematics and emphasize updated research to practice approach and problem-based methods, melding mathematics content with pedagogy.

Post-Master Certificate in Data Science (Recommended 7/22/2016)

Johns Hopkins University (JHU) has submitted a proposal to offer the new 18-hour Post-Master's Certificate (P.M.C.) in Data Science. The certificate will operate within the proposed M.S. in Data Science (pending 30-day review). Courses will be drawn from the master's degree program. Students may opt to enroll in traditional face-to-face classes on campus or online instruction. The goal of the program is to provide students interested in pursuing careers in either applied mathematics or computer science with a curriculum that balances both fields, giving them the knowledge and skills necessary to respond to the growing demand for data scientists. Graduates of the program will be prepared to describe and transform information to discover relationships and insights into complex and ever growing data sets. They will use formal techniques and methodologies of abstraction to create models that can be automated to solve real-world problems.

Public Four-Year Colleges and Universities

University of Maryland Baltimore

Post-Master Certificate in Cybersecurity & Crisis Management
(Approved 4/18/2016)

The Post-Baccalaureate Certificate (P.B.C.) in Cybersecurity and Crisis Management program has been developed to meet the demands of this rapidly growing field. Given the current economic climate and the difficulty many recent law graduates face in finding employment after graduation, the offering of this certificate will provide graduates with a credential that would significantly distinguish them from their peers; prepare them to adapt easily to the constantly growing and changing nature of these fields; and enable them to immediately help many employers navigate the corresponding complex legal and policy frameworks at issue. Additionally, students will be exposed to a unique combination of both academic knowledge and practical experience through externships in cybersecurity and crisis management.

University of Maryland College Park

Post-Master Certificate in Digital Studies in the Arts and Humanities
(Approved 6/29/2016)

University of Maryland, College Park is proposing to offer a new stand-alone Post-Baccalaureate Certificate titled: Digital Studies in the Arts and Humanities. The 15-credit hour program will allow Arts and Humanities graduate students to bridge their academic studies with knowledge of digital tools, theory and resources that are used in their discipline. The curriculum includes new forms of digital media and identity. Students will engage in creative practices utilizing digital media and apply computational tools and techniques to areas of traditional humanistic study or artistic practice. Appropriate electives will emphasize digital methodologies. The curriculum incorporates a three-credit praxis course within an arts and humanities discipline. The types of student

activities will vary depending on the student's academic field but the projects could include using text mining algorithms to analyze a corpus containing thousands of documents, applying new critical approaches to online media or representation, and using 3D animation to construct an immersive environment for the study of a historically significant space or place. Data visualization, geographic information systems and 3D animation are other areas that can be applied in traditional arts and humanities fields.

Community Colleges

Carroll Community College

Lower Division Certificate in Network Security (Approved 5/23/2016)

The Lower Division Certificate (L.D.C.) in Network Security is designed to prepare students for a career in computer network security and administration, computer repair and support, or a related field. It will provide a well-rounded base of knowledge and skills including computer networking and network security, network analysis, computer repair and support and operating systems. Upon successful completion students will be prepared to sit for the CompTIA A+, CompTIA Network +, CompTIA Security +, Cisco Certified Entry Networking Technician (CCENT) and Microsoft Certified Professional (MCP) industry certification exams.

Chesapeake College

Lower Division Certificate in Sport Management (Approved 4/17/2016)

Chesapeake College has submitted a proposal to offer a new 28-credit hour Lower-Division Certificate (L.D.C.) in Sport Management within the existing Associate of Arts (A.A.) in Health, Fitness and Exercise Science degree program. The certificate program is designed to prepare students for entry level employment in the field of sport management or eventual transfer to a four-year program of study. Students majoring in sport management are trained for careers in recreation management, the fitness industry, collegiate and professional sports, facility and event management, community relations and retail marketing. The core curriculum is interdisciplinary and combines core courses drawn entirely from sport management. Students who transfer to four-year programs will be able to incorporate business studies at the baccalaureate level.

Frederick Community College

Lower Division Certificate in Network Engineer (Approved 5/23/2016)

The LDC in Network Engineering at Frederick Community College is designed to prepare students with the knowledge and skills required to implement and maintain a defined network. Graduates will be able to configure, maintain, and troubleshoot network devices using network tools as well as analyze network traffic to make solution recommendations. This certificate also prepares graduates for Cisco Certified Network Associate (CCNA) professional certification.

Garrett College

Lower Division Certificate in Electro-Mechanical Technology (Approved 5/23/2016)

The Electro-Mechanical Technology Certificate program at Garrett College is designed to provide instruction and other learning activities that will enable students to acquire a combination of both basic and more advanced technical skills that can be applied in a relatively wide range of manufacturing and other industrial settings. In addition to developing technical skill proficiency, the Electro-Mechanical curriculum also incorporates competency-based applied learning that contributes to higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills. The content includes, but is not limited to instruction in maintenance techniques, computer-aided drafting/design skills, technical communications, maintenance and operation of various industrial components, quality control and testing, material handling protocols, and proper usage of tools and instrumentation.

III. AREA OF CONCENTRATION

Community Colleges

Frederick Community College

Area of Concentration (AOC) in Pre-Nursing (Approved 5/9/2016)

The Area of Concentration (AOC) in Pre-Nursing Concentration enables students to explore and develop an area of concentration which will lead to an Associate in Science 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. The Pre-Nursing Concentration is designed for students seeking the Bachelor of Science (BS) degree in Nursing. Students pursue a curriculum in general education with subjects that are supportive of Nursing. Students are advised to check the requirements of the institution to which they will transfer.

Area of Concentration (AOC) in Health and Exercise Sciences (Approved 6/7/2016)

The Area of Concentration (AOC) in the Health and Exercise Sciences 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.

Area of Concentration (AOC) in Information Systems Management (Approved 5/9/2016)

The Area of Concentration (AOC) in Information Systems Management is currently an option of the Computer Science Associate of Science (AS). As a concentration, it will enable students to explore and develop an area of concentration which will lead to an Associate in Science 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.

Area of Concentration (AOC) in Computer Graphics (Approved 6/7/2016)

The Area of Concentration (AOC) in Computer Graphics Concentration is designed for students interested in the fields of graphic communication, publishing and Web based design. The Computer Graphics 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.

Area of Concentration (AOC) in History (Approved 6/7/2016)

The Area of Concentration (AOC) in History 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.

Area of Concentration (AOC) in Communication (Speech) (Approved 6/7/2016)

The Area of Concentration (AOC) in Communication (Speech) Concentration is designed for students interested in all fields stressing human interaction. In addition to communications courses, a broad range of social science and humanities courses are recommended. The Communications (Speech) 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.

Wor-Wic Community College

Area of Concentration (AOC) in Law Enforcement (Approved 5/9/2016)

The Area of Concentration in Law Enforcement Concentration of the Criminal Justice program is central to the mission of the college to “enhance local economic growth by addressing the educational, training, and workforce development needs” of the service area. Graduates of the Law Enforcement concentration help sustain the service area economy through employment with local police departments. The Law Enforcement concentration prepares students to work in law enforcement agencies located in one of seven Eastern Shore counties. The academic program fulfills the education and training requirements of these facilities and hiring and turn-over rates are sufficient to support the anticipated number of graduates who will complete the program of study.

Area of Concentration (AOC) in Forensic Science Technology (Approved 5/9/2016)

The Area in Concentration in Forensic Science Technology Concentration of the Criminal Justice program is central to the mission of the college to “enhance local economic growth by addressing the educational, training, and workforce development needs” of the service area. The Forensic Science Technology program will provide higher education opportunities for individuals entering this profession and those currently employed. Law enforcement technology is evolving and requires individuals with Forensic Science training and skills. Forensic Science provides law enforcement with the support necessary to effectively carry out its mission.

Area of Concentration (AOC) in Corrections (Approved 5/9/2016)

The Area of Concentration (AOC) in Corrections Concentration of the Criminal Justice program is central to the mission of the college to “enhance local economic growth by addressing the educational, training, and workforce development needs” of the service area. Graduate of the Corrections Concentration help sustain the service area economy through employment with local prisons and jail. The Corrections Concentration prepares students to work in one of the State’s prisons and county detention centers. These include Eastern correctional Institute (ECI) which is located in the college’s service area as well as three county detention centers, two central boking facilities and a juvenile detention center. The academic program fulfills the education and training requirements of these facilities and hiring and turn-over rates are sufficient to support the anticipated number of graduates who will complete the program of study.

IV. IN-STATE CERTIFICTE OF APPROVAL

Independent Four-Year Colleges and Universities

Reid Temple Bible College

In-State Multiple Program Offerings –Stage I Application (Approved 4/21/2016)

Reid Temple AME Church is a growing community of faith with two campuses in Glenn Dale and Silver Spring, Maryland, and a combined membership of well over 10,000 persons. The church hosts over 80 innovative ministries designed to combat or provide comfort from the many challenging personal issues facing God's people. They include our men's, women's, singles, seniors, youth, marriage enrichment, HIV, AIDS, wellness, anger management counseling, financial empowerment, prayer, prison, street witnessing, sports, fine arts, liturgical dance, Christian education, tutorial services, and college outreach ministries. The student population for Reid Temple Bible College (RTBC) includes members of Reid Temple AME, and persons in surrounding communities. The immediate surrounding community is Glenn Dale, is an unincorporated and census designated place (CDP) in Prince George's County Maryland. Public education in Glenn Dale comprises of one Elementary School, one Middle School, and one High School. Private Education in Glenn Dale consists of one Middle School, and one PreK-8 school, i.e., Reid Temple Christian Academy. [http://en.wikipedia.org/wiki/Glenn Dale, Maryland](http://en.wikipedia.org/wiki/Glenn_Dale,_Maryland). To date, no colleges exist in Glenn Dale to serve the 30% of the CDP population with no postsecondary experience. Below is a brief program description of the programs being proposed:

Lower Division Certificate (L.D.C.) in General Studies: is an attractive course of study because it gives students a certificate that they can use as a qualification for some employment opportunities or as a basis for pursuing an Associates of Arts or Bachelor's degree. This concentration of Bible and Theology courses prepares students for successful Christian living and for effective service in their local churches and in the community. The One-year General Studies Certificate program is ideal if you do not know yet where the Lord is leading you or you plan to transfer to another college or university for further training. This program will prepare you for life and for service for Christ no matter what you do.

Lower Division Certificate (L.D.C.) in Biblical Studies: is an attractive course of study because it gives students a certificate that they can use as a qualification for some employment opportunities or as a basis for pursuing an Associates of Arts or Bachelor's degree. This concentration of Bible, Theology, and Practical Life courses prepares students for successful Christian living and for effective service in their local churches and in the community. The One-year Biblical Studies Certificate program is ideal if you do not know yet where the Lord is leading you or you plan to transfer to another college or university for further training. This program will prepare you for life and for service for Christ no matter what you do.

Lower Division Certificate (L.D.C.) in Ministry Studies: is an attractive course of study because it gives students a certificate that they can use as a qualification for some employment opportunities or as a basis for pursuing an Associates of Arts or Bachelor's degree. This concentration of Bible, Theology and Practical Life courses prepares students for successful Christian living and for effective service in their local churches and in the community. The One-year Ministry Studies Certificate program is ideal if you do not know yet where the Lord is leading you or you plan to transfer to another college or university for further training. This program will prepare you for life and for service for Christ no matter what you do.

Associate of Arts (A.A.) in Biblical Studies: is an attractive course of study because it gives students an Associate of Arts degree they can use as a qualification for some employment opportunities or as a basis for pursuing a Bachelor's degree at another college. This concentration of Bible, Theology, and Practical Life courses prepares students for successful Christian living and for effective service in their local churches and in the community. Graduates of the program will be able to (1) Identify the contribution of each biblical book; (2) Identify the relevance of major biblical characters and doctrines in a modern-day context; (3) Demonstrate understanding of the relationship between Old and New Testaments and how they collectively reveal God to mankind; (4) Integrate the truths of Scripture into life situations; (5) Describe the example of Christ in ministering to the varied needs of people; (6) Identify their spiritual gifting(s) for ministry; (7) Demonstrate effective ministry in at least one church or community setting; (8) Communicate effectively in both oral and written ways; and (9) Analyze the Christian influence on society.

Associate of Arts (A.A.) in Ministry Studies: is an attractive course of study because it gives students an accredited Associate of Arts degree they can use as a qualification for some employment opportunities or as a basis for pursuing a Bachelor's degree at another college. This concentration of Bible, Theology, Ministry and Practical Life related courses prepares students for successful Christian living and for effective service in their local churches and in the community. The two-year Bible program is ideal if you do not know yet where the Lord is leading you or you plan to transfer to another college or university for further training. This program will prepare you for life and for service for Christ no matter what you do. Graduates of the program will be able to (1) Identify the contribution of each biblical book; (2) Identify the relevance of major biblical characters and doctrines in a modern-day context; (3) Demonstrate understanding of the relationship between Old and New Testaments and how they collectively reveal God to mankind; (4) Integrate the truths of Scripture into life situations; (5) Describe the example of Christ in ministering to the varied needs of people; (6) Identify their spiritual gifting(s) for ministry; (7) Demonstrate effective ministry in at least one church or community setting; (8) Communicate effectively in both oral and written ways; and (9) Analyze the Christian influence on society.

V. OUT-OF-STATE INSTITUTIONS

Ana G. Mendez Universidad del Este

Out-of-State Renewal for Multiple Program Offerings (Authorized 4/17/2016)

The Associate of Science in Networking Engineering Technology prepares individuals to become engineering technicians who design, install, test, troubleshoot, repair and modify data communications network systems such as local computer networks, wide area computer networks and industrial device networks within an automated system.

The Associate of Science in Electronic Engineering Technology prepares individuals to become technicians who design, install, test, troubleshoot, repair and modify developmental and production electronic components, equipment and systems such as industrial/computer controls, manufacturing systems, communications systems and power electronics systems.

The Bachelor of Science in Hotel Management is designed to prepare students to perform management functions as related to revenue management, accounting, hospitality sales and marketing and casino operations.

The Bachelor of Science in Psychology is designed to develop professionally in the scientific study of human behavior. The student will be a bilingual professional with the knowledge and skillset necessary to conduct research on human behavior.

The Bachelor of Science in Health Services Management is designed to prepare students to occupy jobs in the primary or intermediate management levels in the public or private sector.

The Bachelor of Arts in Prekindergarten/Primary Education is designed to prepare students to become effective bilingual early childhood/primary education teachers who are capable of delivering quality instruction in a variety of settings to diverse student populations for grades PreK-3.

The Bachelor of Arts in Special Education is designed to prepare students to become effective bilingual special education teachers who are capable of working with children and youth who have a variety of disabilities.

The Master of Science in Educational Leadership is designed to prepare future school administrators with the skills and competencies needed to become outstanding bilingual leaders in public education institutions at the K-12 level.

The Master of Public Administration in Public and Non-Profit Management is designed to prepare students pursuing careers in government, public service and non-profit organizations.

The Master of Education in Bilingual Education is designed to provide the skills knowledge and abilities necessary in the area of bilingual teaching in a culturally diverse environment.

The Master of Science in Administration of Adult Education is designed to prepare students who are seeking to serve in education as directors/managers, program developers, instructors, advisors and/or researchers. The application is complete and attached is the draft memorandum for thirty day circulation.

Ana G. Mendez Universidad Metropolitana

Out-of-State Renewal for Multiple Program Offerings (Authorized 4/17/2016)

The Bachelor of Arts (B.A.) in Criminal Justice is designed to educate graduates to work in criminal justice in either the public or private sector. The curriculum covers corrections, criminal investigations, court systems, rehabilitation and minors' justice. The program requires 120 credit hours.

The Master of Business Administration (M.B.A.) is designed to develop the necessary competencies in the area of business administration which will enable students to assume managerial and leadership positions in the public and private sectors. The program requires 42 credit hours. The following concentrations are offered:

- 1. Accounting*
- 2. Finance*
- 3. Management*
- 4. Human Resources*

Ana G. Mendez Universidad del Turabo

Out-of-State Renewal for Multiple Program Offerings (Authorized 4/17/2016)

The Elementary Education (B.A.) program prepares students use diverse techniques in teaching at the elementary level, develop classroom assessments and lesson plans, and communicate effectively in English and Spanish. The program requires 127 credit hours.

The Secondary Education, Mathematics (B.A.) program prepares students use diverse techniques in teaching of mathematics at the secondary level, develop classroom assessments and lesson plans, and communicate effectively in English and Spanish. The program requires 128 credit hours.

The Business Administration (B.B.A.) program offers four areas of concentration that serve to prepare students to effectively and efficiently assume management responsibilities required by today's organizations. The program requires 123 credit hours.

The areas of concentration are:

- 1. Accounting*
- 2. Management*
- 3. Marketing*
- 4. Computerized Information Systems*

The Bachelor of Science in Nursing (B.S.N.) program prepares students to be competent to respond to the growing needs of the communities they serve. The program requires 128 credit hours.

The Master of Education in Guidance and Counseling (M.Ed.) program is designed to prepare counselors to provide individual or group counseling services in K-12 schools. It provides counselors with the background in the principles, theories and practice of guidance and counseling in a school setting. The program requires 45 credit hours.

The Master of Education in Teaching of English as a Second Language (M.Ed.) program is designed to provide students with educational experiences in the principles, theories and practice of ESL acquisition, learning and teaching. The program requires 39 credit hours.

The Master of Science in Nursing (M.S.N.) - Family Nurse Practitioner program prepares students to be competent to respond to the growing needs of the communities they serve. The program requires 51 credit hours.

The Master of Science in Public Affairs (M.S.) – Criminal Justice concentration program is designed to teach students ethics, administration, planning and development of the criminal justice system, from philosophy of punishment to correctional program administration. Students learn new tendencies in the administration and evaluation of the system that affect local, state and nationwide programs. The program requires 39 credit hours.

The Master of Education in Library Services and Technology Information (M.Ed.) - is designed for candidates interested in developing a professional career in librarianship. The program allows candidates to choose between two specialties: school library administration and information technology.

New Program: The Bachelor of Science in Community Health (B.S.C.H.) will be the first in Maryland to provide Spanish-language dominant students the opportunity to respond to the current and increasing demand for bilingual (English-Spanish) community health workers. The program emphasizes health disparities, culturally relevant and linguistically appropriate health care education and promotion, and Hispanic community health barriers and opportunities for leveraging balances toward improved outcome and prevention.

Denver Seminary

Out-of-State Renewal for Multiple Program Offerings (Authorized 4/17/2016)

The Master of Divinity (M.Div.) is designed primarily to prepare students for church ministries requiring ordination. The curriculum also incorporates doctoral level studies in many theological schools. As the standard ministerial degree program, its scope is sufficiently broad to equip students for varied church or mission vocations. The program requires 78 semester credit hours.

The Master of Arts (M.A.) in Leadership program seeks to develop, equip and encourage men and women to be effective leaders, broadening their ministries and perspectives in church, parachurch and cross-cultural ministries contexts. Students will understand and develop their own leadership styles and theories own philosophies of leadership in ministry based on solid biblical, theological, philosophical and leadership principles. The program requires 50 semester credit hours.

The Graduate Certificate in Biblical and Theological Studies is developed for students who intend to enhance their knowledge about the Christian faith. The certificate is comprised primarily of theological core courses and four hours of electives that may come from any department. The program requires 24 credit hours.

Lancaster Bible College

Out-of-State Renewal for Multiple Program Offerings (Authorized 4/17/2016)

Descriptions of previously approved programs

The Associate of Science (A.S.) in General Studies is a two year biblical education. The curriculum incorporates an interdisciplinary approach whereby students may design a course of study that coincides with their academic interests and ministry preparation.

The Bachelor of Science (B.S.) in General Studies allows students to prepare for life, ministry, and business through a comprehensive business educational experience including management concepts, accounting, leadership, marketing, and economics from a biblical perspective.

The Bachelor of Science (B.S.) in Bible is designed for those who have no prior Bible or theology knowledge or collegiate background. Students will earn all Bible and theology courses needed to graduate.

The Master of Arts (M.A.) in Biblical Studies is an integrated program of study in Bible and theology. The program provides an understanding of and appreciation for deeper biblical truth that transforms students' minds, with a goal of motivating them to sacrificial ministry and service within the contexts of church and community (Romans 12:1-2). The core curriculum focuses on the head, heart, and hands of students preparing for a leadership role in multiple ministry contexts.

The Master of Arts in Ministry (M.A.) prepares graduates for professional ministry primarily in church and church-related ministries. Students receive foundational preparation for a broad range of careers including pastors, church and church-related staff members, Christian education specialists, student ministry professionals, and specialists in children's ministry. Students may choose from two tracks: Leadership Studies and Pastoral Studies.

The Master of Divinity (M.Div.) develops competencies necessary to lead from a biblical worldview. The program prepares students for a leadership role in multiple ministry contexts by focusing on the development of the head, heart, and hands of the student. The curriculum combines concepts from the M.A. in Biblical Studies program, providing the biblical and theological core, with the M.A. Ministry or M.A. in Christian Care program, providing the ministry praxis. Students may select the Christian Care, Leadership Studies or Pastoral Studies track.

The Master of Theology requires the satisfactory completion of a minimum of ninety-four semester credit hours in Biblical Studies, Historical and Theological Studies, Ministerial requirements and electives. The program intends to produce competent and effective Christian ministers with personal integrity by quality education and training, who are equipped with strong biblical values and perspectives and who can provide meaningful pastoral and ecclesiastical leadership for local churches.

The Master of Arts (M.A.) in Professional Counseling will give graduates entry-level qualifications for mental health counseling opportunities, state licensure as a Licensed Professional Counselor, and professional certification. Program objectives include providing students with theoretical orientation that is necessary for assessment of the client's learning, motivation, and character; training to enhance the prospective counselor's clinical skill necessary for individual therapy; and critical thinking skills to evaluate theory and practice from a biblical perspective. Students will receive supervised counseling experiences.

The Doctor of Ministry (D.Min.) is a terminal professional doctorate that provides the opportunity for graduates of the program to become pastors, missionaries, para-church ministry leaders, teachers and other Christian leaders as a means to heightened professional development. The curriculum is incorporates practical research and application. The delivery of the program does not require full-time residency for students. Through blended learning, ministry professionals are able to pursue intensive advanced study while remaining employed on a full-time basis in their vocational settings.

The Doctor of Philosophy (Ph.D.) in Biblical Studies intends to prepare twenty-first century professors, teachers, pastors, missionaries and other types of ministry educators to teach biblical and theological studies in Bible colleges, Christian liberal arts colleges, seminaries, and other teaching contexts and equip them to integrate an educational technology, adult learning theory, and learning methodology in their teaching role.

Request for substantive curriculum change to previously approved program

The Master of Arts (M.A.) in Christian Care, formerly titled M.A. in Christian Counseling and Discipleship (MACCD), has been renamed due to a change that reflects Lancaster's 2013 acquisition of Capital Bible Seminary programs including the MACCD which resulted in the removal of 30 core counseling credits from the curriculum. The degree is now comprised of 12 semester hours in Biblical and Theological studies; 9 hours in Ministry; 21 hours in Advanced Christian Care, Methodologies, Caregivers, Labs; and 6 hours field based Experience; totaling 48 semester hours. The M.A. in Christian Care is primarily designed to provide a foundation in the narrative, content and interpretation of the Bible; and practical understanding of the relationship between theology and behavioral sciences in the Christian Church ministry.

Lincoln University

Out-of-State Renewal for Program Offering (Authorized 4/17/2016)

The Bachelor of Science in Nursing (B.S.N.) program is the first professional practice program at Lincoln University. The program is designed to develop nurse leaders who are caring, knowledgeable in nursing science, adept in research, secure in the use of related technologies, and prepared for continuous advancement in our ever-evolving healthcare environments. The program requires 124 credit hours. Lincoln's nursing program recently received initial accreditation by the Commission on Collegiate Nursing Education (CCNE) in February 2015. Lincoln University offers two BSN program tracks: RN to BSN (hybrid) and Pre-Licensure BSN.

Saint Michael College of Allied Health

Out-of-State Renewal for Program Offering (Authorized 4/17/2016)

The Associate in Applied Science (A.A.S.) in Nursing program is considered a terminal degree by the institution, which means that credits earned in this program are not applicable to other degrees. The A.A.S. in nursing is approved by the Virginia Board of Nursing. The program is designed to prepare students for national licensure to practice professional nursing in acute, chronic, ambulatory and home health care settings. Upon completion of the program, students are able to sit for the National Council Licensure Examination (NCLEX-RN) for Registered Nurses. The program requires 70 credit hours.

Unification Theological Seminary

Out-of-State Initial for Program Offering (Authorized 5/25/2016)

Unification Theological Seminary has submitted an initial application to offer the following courses in Maryland, in accordance with COMAR 13B.02.01.07(D)(5). The offered courses include:

1. *Church History I (LTR 5131) – 3 credits*
2. *Working with Small Groups (PAS 5314) – 3 credits.*

Washington University of Virginia

Out-of-State Renewal for Multiple Program Offerings (Authorized 4/17/2016)

Descriptions of previously approved programs

The Bachelor of Arts (B.S.) in Biblical Studies program provides students with an academic and ministerial foundation focusing on biblical studies plus the training necessary for graduate programs, such the Master of Divinity.

The Bachelor of Science (B.S.) in Family Studies is largely designed to equip students for education and counseling ministry with the knowledge and skills in multi-cultural settings. It also addresses critical issues within the contexts of homes, families and communities in both educational and ministerial environments. The program intends to involve individuals whose interests include counseling, biblical values and perspectives as well as larger academic disciplines.

The Bachelor of Science (B.S.) in Business Administration curriculum is comprised of accounting, finance, marketing, operations, and international business combined with biblical and theological disciplines. Students will acquire tools necessary to obtain the ability to understand business climate, start and run their own business with Christian values.

The Master of Divinity (M.Div.) graduates will be trained and qualified as Christian ministers, pastors, missionaries, and Bible teachers. They will be skillful in the art of proclaiming, spreading, and teaching biblical truth.

The Master of Arts (M.A.) in Counseling degree will prepare, train and foster competent Christian and professional counselors. Students will acquire high quality and effective counseling skills necessary to serve diverse constituents.

The Master of Business Administration (MBA) degree attracts individuals from a wide range of academic disciplines. It is aimed at professionals who want to further their knowledge and career potential in today's dynamic and competitive business climate. Students will graduate with a higher level of training for business management and entrepreneurial strategies.

Discontinued programs

The Bachelor of Theology and the Master of Religious Education

New students are no longer being enrolled in these programs due to low student enrollment. The few continuing students in these programs have enrolled in similar degree programs at WUV in which their credits have been transferred. WUV has

ensured that the students will be able to matriculate in a timely manner. The students in the Bachelor of Theology are now enrolled in the Bachelor of Biblical Studies program. Students in the Master of Religious Education are enrolled in the Master of Divinity program.

Wilmington University

Out-of-State Renewal for Program Offering (Authorized 4/17/2016)

Description of previously approved program

The Bachelor of Science in Middle Level Education prepares students for teaching positions from grades 6-8, and combines course offerings with supervised field experiences. All practicum placements are arranged by the Office of Clinical Studies in accordance with school district partnership agreements and placement protocols. Final placement decisions are made by school district officials. Candidates are not permitted to seek or make arrangements for their own placements.

VI. OUT-OF-STATE APPLICATION DENIAL

Stratford University

Out-of-State Initial for Multiple Program Offerings (Denied 6/15/2016)

Stratford University sought a Certificate of Approval as an out-of-state institution to operate The Sojourner-Douglass Center at Stratford University at the former site of Sojourner-Douglass College's Baltimore City campus. Stratford University sought approval to offer the following 11 degree programs:

*Associate of Applied Science in EKG Phlebotomy Technician
Associate of Applied Science in Medical Insurance Billing and Coding
Bachelor of Science in Accounting
Bachelor of Science in Business Administration
Bachelor of Science in Information Technology
Bachelor of Science in Health Care Administration
Bachelor of Science in Health Information Management
Bachelor of Science in Nursing
Master of Business Administration
Master of Science in Health Care Administration
Master of Science in Software Engineering*



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MEMORANDUM

DATE: September 22, 2016
TO: Maryland Higher Education Commission
FROM: Emily Dow **STAFF:** Alan Gallegos
SUBJECT: Report on Private Career Schools: Secretary Actions from April 1, 2016 to June 30, 2016

From April 1, 2016 to June 30, 2016, the Secretary of Higher Education approved 2 new schools, 2 new programs, 1 change of location, 1 change of ownership, 1 Other Business, 1 certificate renewal, 1 other action, and 1 approval withdrawn.

I. APPROVAL OF NEW SCHOOLS

1. Bennett Academy of Real Estate (6/15/2016), Program: Principles and Practices of Real Estate for Salespersons – 60 clock hours
2. Shawntay's School of Creative Nails (6/21/2016), Program: Nail Technology – 250 clock hours

II. NEW PROGRAMS REVIEWED AND APPROVED

1. Top Knowledge Healthcare Institute, Baltimore, MD 21202 (4/5/2016)
Geriatric Nursing Assistant – 85 clock hours
2. Barrie School, d/b/a Institute of Advanced Montessori Stories (5/13/2016)
Administrator Course Model 1 – 1033 Clock Hours
Administrator Course Model 2 – 993 Clock Hours
Administrator Course Model 3 – 1033 Clock Hours

III. APPROVAL OF CHANGES OF LOCATION

1. Premier Healthcare Institute, 10230 New Hampshire Avenue, Suite 350, Silver Spring, MD 20903 (6/15/2015)
Moved from 198 Thomas Johnson Drive, Suite 13, Frederick, MD 21702 to 10230 New Hampshire Avenue, Suite 350, Silver Spring, MD 20903

IV. APPROVAL OF NAME CHANGE

N/A

V. APPROVAL OF CHANGE OF OWNERSHIP

1. Maryland Bartending LLC, d/b/a Maryland Bartending School, (6/17/2016). Owner to operate Maryland Bartending School, 9651 Baltimore Avenue, Suite 202, College Park, Maryland 20740 (6/17/2016).

VI. APPROVAL OF SEPARATE CLASSROOMS
N/A

VII. "OTHER BUSINESS"

1. Bennett Academy of Real Estate, LLC, d/b/a Bennett Academy of Real, 7701 Greenbelt Road, Suite 100, Greenbelt, MD (6/21/2016)
Central Maryland School of Massage: Massage Clinic

VIII. CERTIFICATE RENEWALS

1. Demas Academy, Laurel, MD 20708 (5/6/2016)

IX. OTHER ACTIONS

1. Mid-Atlantic Massage Therapy, Inc., d/b/a Baltimore School of Massage, 517 Progress Drive, Suites A-L, Linthicum, MD 21090, (4/5/2016), Program Revision Professional Massage Therapy Program – 750 clock hours

X. CEASE AND DESIST ORDERS
N/A

XI. NOTICES OF DEFICIENCIES
N/A

XII. PROGRAM APPROVAL WITHDRAWN
N/A

XIII. SCHOOL APPROVAL WITHDRAWN

1. Textures by Marie, Inc., d/b/a Harmon's Beauty School, 7760 Landover Road, Landover, MD, Revocation of Certificate of Approval (4/12/2016)



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MEMORANDUM

DATE: September 22, 2016

TO: Maryland Higher Education Commissioners

FROM: Christine M.H. Wellons, Assistant Attorney General

SUBJECT: Proposed Final Approval of Regulations Regarding Registered Online Institutions

The purpose of this memorandum is to request final approval of a proposed amendment (copy attached) to Regulation 13B.05.01.11 of the Code of Maryland Regulations, which governs the operations of online institutions registered with the Commission.

The amendment would alter the threshold at which an online institution registered with the Commission (as distinct from an institution “operating in Maryland” that must receive a Certificate of Approval from the Commission) is required to report to the Commission regarding the number of its student field placements within the State. Currently, a registered institution must report annually to the Commission if it places five or fewer students in a single program in one or more sites within the State. Under the amended regulations, the institution would be required to report to the Commission annually if it places 10 or fewer students in a single program at one site within Maryland.

Changing the reporting threshold in this manner is recommended in order to align the threshold with the relatively new definition of “operate in Maryland,” which was adopted by the Commission in connection with implementing the State Authorization Reciprocity Agreement (SARA). The current definition generally provides that an institution does not “operate in Maryland” – and, thus, does not require a Certificate of Approval – if it simultaneously places 10 or fewer students in a single program at a site within the State. Those institutions should, however, to the extent that they are registered with the Commission, be required to report to the Commission on the number of their field placements within the State. The amended regulations would explicitly require them to do so.

The proposed regulations initially appeared in the August 5, 2016 issue of the Maryland Register, and the public comment period for the regulations ended on September 6, 2016. No public comments were received.

If the Commission approves the proposed regulations for final adoption, they will be published again in the Maryland Register and become effective ten days thereafter.

RECOMMENDATION: It is recommended that the Commission approves for final adoption the attached regulations regarding the reporting requirements of online 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.

**Title 13B
MARYLAND HIGHER
EDUCATION COMMISSION**

**Subtitle 05 FULLY ONLINE
PROGRAMS**

13B.05.01 Registration

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

Notice of Proposed Action

[16-188-P]

The Maryland Higher Education Commission proposes to amend Regulation .11 under COMAR 13B.05.01 Registration. This action was considered at an open meeting of the Maryland Higher Education Commission held on February 24, 2016, pursuant to General Provisions Article, §3-301, Annotated Code of Maryland.

Statement of Purpose

The purpose of this action is to clarify that all institutions of higher education that register with the Maryland Higher Education Commission under COMAR 13B.05.01 must report to the Secretary of Higher Education regarding the number of students the institution places at internship, practicum, or field experience locations within the State.

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 Monica Wheatley, M.S., Associate Director, Collegiate Affairs, Maryland Higher Education Commission, 6 North Liberty Street, 10th Floor, Baltimore, MD 21201, or call 410-767-3301, or email to monica.wheatley@maryland.gov. Comments will be accepted through September 6, 2016. A public hearing has not been scheduled.

.11 Institutional Operations.

An institution that is registered under this chapter shall:

A. — D. (text unchanged)

E. If the institution has no more than [five] *ten* Maryland students in a single program *placed simultaneously* at one [or more sites] *site* in the State in a supervised internship, practicum, or field experience as a required part of a degree or certificate program, submit to the Secretary, by June 30 of each year, an annual report detailing the number of students placed at each internship, practicum, or field experience location, in a form and manner required by the Secretary.

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

**Subtitle 06 GENERAL EDUCATION
AND TRANSFER**

**13B.06.01 Public Institutions of Higher
Education**

Authority: Education Article, [§11-105(u)] §§10-205, 11-105(b)(9) and (u), and 11-201, Annotated Code of Maryland

Notice of Proposed Action

[16-195-P]

The Maryland Higher Education Commission proposes to amend Regulations .02, .02-1, and .04—.08 under COMAR 13B.06.01 Public Institutions of Higher Education. This action was considered by the Commission at an open meeting held on June 16, 2016, notice of which was given as required by the General Provisions Article, §3-302(c), Annotated Code of Maryland.

Statement of Purpose

The purpose of this action is to update regulations relating to general education and transfer.

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 Geoffrey Newman, Assistant Secretary of Finance and Administration, Maryland Higher Education Commission, 6 N Liberty Street, 10th Floor, Baltimore, MD 21201, or call 410-767-3085, or email to geoff.newman@maryland.gov, or fax to 410-332-0270. Comments will be accepted through September 6, 2016. A public hearing has not been scheduled.

.02 Definitions.

A. (text unchanged)

B. Terms Defined.

(1)—(2) (text unchanged)

(3) "A.A.T. degree" means the Associate of Arts in Teaching degree.

(4) "A.F.A. degree" means the Associate of Fine Arts degree.

(3) (5) "Arts" means courses that examine aesthetics and the development of the aesthetic form and explore the relationship between theory and practice. [Courses in this area may include fine arts, performing and studio arts, appreciation of the arts, and history of the arts.]

(4) (6) (text unchanged)

(7) "A.S.E. degree" means the Associate of Science in Engineering degree.

(5) (8) (text unchanged)

(9) "Cumulative grade point average" means the average of grades received for completed course work at all institutions attended.

(6) (10) — (8) (12) (text unchanged)

(9) (13) "Humanities" means courses that examine the values and cultural heritage that establish the framework for inquiry into the meaning of life. [Courses in the humanities may include the



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MEMORANDUM

DATE: September 22, 2016
TO: Maryland Higher Education Commissioners
FROM: Jon Enriquez, Ph.D.
SUBJECT: Proposed Approval of Regulations Regarding Registered Online Institutions

This memorandum requests approval to publish for public comment a proposed amendment (copy attached) to Regulation 13B.05.01.06 of the Code of Maryland Regulations, which governs the operations of online institutions registered with the Commission.

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 to comply with standards of the State Authorization Reciprocity Agreement (SARA).

Under SARA, participating states are not permitted to place any reporting requirements on institutions authorized in other SARA participating states. SARA has its own reporting requirements. Institutions authorized through SARA will report aggregated enrollment data by state to SARA each year, and may be required to report other aggregated data in the future. Each state will receive reports on these data, so the Commission will have more reliable and comprehensive information on enrollments in SARA states than in previous years.

If the Commission approves the proposed regulations for publication, the regulations will be reviewed by the Administrative, Executive, and Legislative Review (AELR) Committee. The regulations then will be published in the Maryland Register for a 30-day comment period, and will return to the Commission for final adoption.

RECOMMENDATION: It is recommended that the Commission approves for publication the attached regulations regarding the reporting requirements of online 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.

MARYLAND HIGHER EDUCATION COMMISSION

SUBTITLE 05 FULLY ONLINE PROGRAMS

Chapter 01 Registration

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

.06 Registration Procedure.

A. An institution seeking registration with the Commission as required in Regulation .04 of this chapter shall submit to the Commission:

- (1) An application for registration in the form required by the Secretary;
- (2) An application fee in the amount of:
 - (a) For an institution having an enrollment of no more than 20 Maryland students, \$500; and
 - (b) For an institution having an enrollment of more than 20 Maryland students, \$1,000;
- (3) Information on the ownership of the institution;
- (4) A list of all online programs that will be offered to Maryland students, including program tuition and fee costs for those programs;
- (5) Documentation that the institution is:
 - (a) Accredited by and in good standing with an accrediting body recognized and approved by the U.S. Department of Education;
 - (b) In good business standing in the state in which the central administration of the institution is incorporated;
 - (c) If the state in which the central administration of the institution is located has a state authority, in good academic standing with that state authority;
 - (d) In compliance with the principles of good practice for distance education established by the Commission in COMAR 13B.02.03; and
 - (e) In compliance with the refund policies in Regulation .10 of this chapter;
- (6) Documentation that the institution has a process for the filing and resolution of complaints by Maryland students, including informing students that the institution is subject to investigation of complaints by the Office of the Attorney General or the Commission;
- (7) An affidavit from the President or Chief Executive Officer of the institution affirming that:
 - (a) The institution has not filed for bankruptcy protection under Title 11 of the U.S. Code during its existence; and
 - (b) The President or Chief Executive Officer will:

(i) Abide by the requirements of Education Article, §11-202.2, Annotated Code of Maryland, and this chapter; and

(ii) Notify the Commission in reference to the matters set forth in Regulation .11 of this chapter; and

(8) If the institution is or will be enrolling Maryland students before registration is issued, within 30 days of submitting the complete application, a financial guarantee as provided in Regulation .07 of this chapter.

B. In addition to the requirements of §A of this regulation, an institution shall submit a copy of the institution's most recent financial statement reviewed by an independent accountant retained by the institution with its first application for registration and with subsequent applications for registration every 2 years.

[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. An application is complete as of the day on which an institution submits all documentation required in §A(1)—(7) of this regulation for the registration process as determined by the Secretary.

[E]D. If the Secretary finds that the institution is in compliance with the applicable requirements of Education Article, Title 11, Annotated Code of Maryland, and this chapter, the Secretary shall issue registration to the institution.

[F]E. Secretary's Denial of Registration.

(1) If the Secretary is not satisfied that an institution is in compliance with applicable requirements of Education Article, Title 11, Annotated Code of Maryland, and this chapter, the Secretary shall issue a notice of deficiencies and preliminarily deny registration to the institution.

(2) Within 20 days of receipt of a notice of deficiencies, the institution denied registration may request a hearing before the Commission.

(3) If the institution does not file a timely request for a hearing on the notice of deficiencies, the Secretary's decision becomes final.

[G]F. Secretary's Failure to Issue or Deny Registration.

(1) If the Secretary fails to issue a registration or a written notice of deficiencies within 6 months of the completed application, the institution may request a hearing before the Commission to determine whether the registration should be issued.

(2) The request shall be made within 20 days of the expiration of the 6-month period.

[H]G. Hearing by Commission.

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

(2) A hearing before the Commission shall be held within 60 days after receipt of the request for hearing.

(3) The hearing before the Commission shall be conducted in accordance with the Administrative Procedure Act, State Government Article, Title 10, Subtitle 2, Annotated Code of Maryland, and COMAR 13B.04.01.

(4) Within 30 days of the hearing, the Commission shall render a decision.

(5) The Commission may take the following action:

(a) Issue registration;

(b) Deny registration; or

(c) Remand the case to the Secretary for further action as directed by the Commission.

[I]H. Judicial Review.

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

(2) The decision of the Commission is presumed correct and the institution has the burden of proving otherwise.

(3) The Commission shall be a party to the proceeding.



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

MEMORANDUM

DATE: September 22, 2016

TO: Maryland Higher Education Commission

FROM: Jon Enriquez

STAFF: Shauna Clarke

SUBJECT: 2015 Retention and Graduation Rates at Maryland Four-year Institutions

SUMMARY: This annual report presents the retention and graduation rates of first-time, full-time undergraduate students entering Maryland's public four-year colleges and universities.

Of the 14,666 students who enrolled as first-time, full-time students at public four-year institutions in fall 2009, 66.1% graduated in six years. This is an increase of 3.4 percentage points above the 2008 cohort and is the highest six-year graduation rate on record.

The second-year retention rate for the 2014 cohort is 83.8%, a slight decrease of 1.3 percentage points compared to the 2013 cohort. While the retention rate for the 2014 cohort is less than it was for the 2013 cohort, the 2014 rate is the second highest rate in the last 20 years, and the increase from the previous year was the second highest year-to-year increase in that period. The number of first-time, full-time students in the 2014 cohort (14,074) at public four-year institutions is the highest since the 2010 cohort.

RECOMMENDATION: This item is for information only.



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MEMORANDUM

DATE: September 22, 2016

TO: Maryland Higher Education Commission

FROM: Jon Enriquez **STAFF:** Alexia Van Orden

SUBJECT: 2016 Retention, Graduation and Transfer Rates at Maryland Community Colleges

SUMMARY: This annual report provides information on the retention, graduation, and transfer rates of first-time, full-time students entering Maryland community colleges between 1993 and 2013. The report includes information on student outcomes between two and four years following matriculation.

The number of first-time, full-time students entering Maryland community colleges in Fall 2011 was 16,746, a decrease of 875 from the cohort entering in Fall 2010. The percentage of students who earned a degree or certificate within four years increased slightly, from 9.0% to 9.4%. Following an increase for the 2010 cohort, the percentage of students still enrolled at their original institution decreased slightly, from 12.0% to 11.7%. Additionally, the percentage of students transferring to a four-year institution decreased from 24.9% to 23.7%. This resulted in a very slight decrease in the graduation and transfer rate, which decreased from 33.9% to 33.1%. The overall success rate – which includes the number of students who, after four years, have either transferred to a public four-year institution, graduated without transferring, or remain enrolled – decreased slightly from 45.9% to 44.8%.

This slight decrease in the graduation and transfer rate for the Fall 2011 cohort was experienced unevenly among the major racial and ethnic groups. The rates for both African American and White students increased, by 0.2 and 1.6 percentage points, respectively. On the other hand, the rates for both Asian and Hispanic students decreased, by 1.2 percentage points and by 5.7 percentage points, respectively.

The graduation and transfer rates for both male and female students have decreased slightly over the past year, with the rate for males decreasing by 0.4 percentage points to 32.3% and for females by 0.9 percentage points to 33.9%. While this indicates that male students continue to graduate or transfer at slightly lower rates than those of females, the magnitude of that disparity has generally declined over time. The current achievement gap – 1.7 percentage points – represents the smallest achievement gap since the 2005 cohort.

This report also utilizes the Degree Progress Analysis model. This model, developed by Maryland community colleges in collaboration with Commission staff, is an alternative measure of student success. The model examines a broader population of students, takes into account additional outcomes, and allows for comparison of outcomes based on student preparation for college as measured by remedial placement. The Degree Progress Analysis model shows a modest decline in student outcomes for Fall 2010 entrants compared to the Fall 2009 cohort. Both the percentage of students who are successful or are still enrolled and the percentage of students who have graduated or transferred have declined. Overall, the graduation and transfer rate for all students has declined from 49.2% to 48.3% during this time period. However, these outcomes vary substantially by readiness and completion of remedial coursework. Fewer than one-third (26.8%) of students who are assigned to remedial coursework and do not complete it graduate or transfer with four years, while students who are classified as college-ready or those students who are assigned to and complete remedial coursework graduate or transfer at substantially higher rates (67.6% and 53.9%, respectively). The greater parity of performance of students entering as college-ready and those who complete remedial courses suggests that the completion of remedial coursework may be one of a number of factors influencing student success.

A positive indicator of community college performance has been a long-term narrowing of the achievement gaps between genders and between genders within racial and ethnic groups. However, achievement gaps among racial and ethnic groups have widened.

As Maryland continues to make progress on its goal of 55% of Marylanders possessing at least an associate degree, Maryland's community colleges play an increasingly critical role in ensuring that all Marylanders have access to a quality education.

RECOMMENDATION: This item is for information only.

These findings corroborate the earlier unmet need reports showing that an effective and efficient way to use financial aid to improve graduation rates is to meet or overmeet the financial need of low-income students. It also suggests that graduation rates would be improved by sustained efforts to improve college readiness at the high school level and college performance at the college level, especially for low-income students.

RECOMMENDATION: This item is for information only.



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Maryland Higher Education Commission 2016 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 27, 2016	June 16, 2016 11:00 a.m. *Please note date and time change*
February 24, 2016 10:00 a.m., AACC “Please note time and location change”	September 22, 2016 9:30am to 3:30pm
March 23, 2016 Towson University “Please note location change”	October 26, 2016
April 27, 2016	November 16, 2016 *Please note date change*
May 19, 2016 *Please note date change*	December 14, 2016 *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>